



## G - WCED Guideline: Psycho-social support

Branch: Institution Development and Coordination	G – WCED Guideline: Psycho-Social Support	
G - WCED Guideline	Issued: 20 May 2020	To be reviewed as and when necessary

Approved by the Head of Department:



BK Schreuder  
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## **G – WCED GUIDELINE: PSYCHO-SOCIAL SUPPORT**

### **1. Purpose**

The following document outlines the various services and support measures available through the WCED psycho-social support services.

### **2. Capacity in the Western Cape Education Department**

#### **2.1. Psycho-social Support Staff:**

- District psychologists/counsellors
- District social workers
- District social auxiliary workers
- Care and support assistants in high risk schools (HIV & TB Life Skills Programme)
- Psychologists and counsellors at special schools
- The WCED has existing partnerships with the Department of Health and Social Development under the auspices of the Integrated School Health Programme for additional psycho-social services.

#### **2.2. Employee Health and Wellness:**

- 2.2.1 The province has an employee health and wellness service provided by Metropolitan Health.
- 2.2.2 The service is available to all WCED employees and their immediate family members. It provides support for various issues, from family challenges, financial advice, relationships, medical advice and work-related challenges. These services have been adapted to help manage stress, anxiety and health during the current crises.
- 2.2.3 Employees can contact the EHWP on their toll-free number: 0800 1110011 to have a confidential conversation with one of their counsellors.
- 2.2.4 Employees can also send them a "Please call me" at \*134\*664\*38# or email them at [wced@mhg.co.za](mailto:wced@mhg.co.za).
- 2.2.5 More information can be accessed via the WCED's EHWP web portal at: <https://wcedonline.westerncape.gov.za/employee-health-and-wellness-programme>.

### **2.3. Psycho-Social support services**

- 2.3.1. Psycho-Social support services will be based on the following aspects of support:
- 2.3.2. School-wide (whole school) capacity building regarding teacher and learner mental health knowledge/ wellness awareness/practices/interventions
- 2.3.3. Classroom practices that focus on making school communities trauma informed and building resilience practices for emotional and sensory regulation/self-management e.g. breathing exercises, progressive relaxation, mindfulness, movement, dance, art, drama, after school programmes, etc.
- 2.3.4. Individual and group psycho-social support.
- 2.3.5. Psycho-Social Support staff include social workers, psychologists, counsellors, social auxiliary workers, and care and support assistants.

## **3. Roles and responsibilities**

### **3.1. The role of the Provincial-Based Support Team (PBST)**

- 3.1.1. Provide psycho-social support guidelines for the eight districts.
- 3.1.2. Monitor and identify trends regarding psycho-social support needs and the impact of interventions.
- 3.1.3. Collaborate with Curriculum, Management and Governance (including Safe Schools), other government departments, NGOs, universities, etc.

### **3.2. The roles of District-Based and Circuit-Based Support Teams (DBSTs and CBSTs)**

- 3.2.1. DBSTs/CBSTs: District psychologists and social workers liaise in a collaborative approach with school-based counsellors, psychologists, nurses, inclusive education outreach teams, HIV programme care and support assistants and social auxiliary workers, Management and Governance (including Safe Schools coordinators and School Enrichment coordinators), other government departments and NGOs to support schools (teachers/learners) affected by the COVID-19 pandemic.
- 3.2.2. DBSTs/DMTs, in collaboration with the Employee Health and Wellness Programme, arrange for district as well as school staff support e.g. staff debriefing sessions.
- 3.2.3. DBSTs/CBSTs to provide guidance and support to schools.
- 3.2.4. Learner check-in activity.
- 3.2.5. Baseline classroom psycho-social survey to be conducted.
- 3.2.6. Psycho-social support will be based on referrals via the support pathway and feedback gathered from the schools.
- 3.2.7. Support to schools by the DBST/CBST to be prioritised according to level of support needed.

- 3.2.8. According to the feedback received from schools, psycho-social support staff can offer individual and group support sessions/information/advice/capacity building according to the level and nature of need.
- 3.2.9. Trauma-Informed/Resilient Schools (TIRS) interventions will be done at the most vulnerable schools and communities as a priority.
- 3.2.10. CBSTs to liaise with SBSTs/SMTs/governing bodies to facilitate the provision of psycho-social support through the support pathway.
- 3.2.11. DBSTs to foster collaboration and discussions with other components at district level for a unified approach.
- Curriculum: o Liaise with Life Orientation, etc. subject advisors to infuse COVID-19 awareness, causes, treatment, hygiene, wellness practices, etc. into Life Skills/Orientation and other subject lessons.
  - Management and Governance: Circuit managers to support schools with basic functionality regarding support structures, etc.
- 3.2.12. Safe Schools: Liaise with Safe Schools coordinators on programmes they have that can be added to post-COVID-19 psycho-social support.
- 3.2.13. HIV/AIDS: Liaise with care and support coordinators on support programmes that can be added to post-COVID-19 psycho-social support.
- 3.2.14. School Enrichment: Liaise with school enrichment officers on COVID-19 related school enrichment programmes.

**4. District Head of Inclusive and Specialised Learner and Educator Support contacts:**

District	Head of ISLES	Contact number
Eden & Central Karoo	G Raubenheimer	044 803 8351
Cape Winelands	S Swart	023 348 4658
Overberg	A Crous	028 214 7399
West Coast	A Arendse	021 860 1209
Metro Central	E Hassen	021 514 6700
Metro South	G de Klerk	021 370 2090
Metro East	O Rustin	021 900 7187
Metro North	C Petersen	021 938 3063

## 5. Psycho-social support flowchart

