



# ST PAUL'S HIGH SCHOOL, BESSBROOK

## Care & Welfare Policy

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## 1. Mission Statement

- 1.1 St Paul's High School is a Catholic community, committed to providing high quality education in an atmosphere of mutual respect, where each individual is valued as an important member of our school family. We value the personal, moral, social and spiritual development of each student, encouraging respect for self and others including the core values of truth, kindness, integrity and compassion.
- 1.2 The ETI Inspection Report of 2016 identified **'arrangements for care and support are highly effective and based on the intrinsically linked work of the pastoral and academic teams. There is a clear commitment to inclusion and a culture of care and respect which permeates all aspects of the life of the school. The staff have a detailed knowledge of the pupils and provide them with the required knowledge and skills to respect diversity, challenge stereotypes, grow in confidence and self-esteem, and participate in the work of the school and wider community. The school liaises closely with an appropriately wide range of external agencies to support the pupils' social and emotional well-being. The pupils who require additional support with their learning benefit from a whole-school culture of early intervention and individualised support to meet their specific needs.'**

## 2. Rationale

- 2.1 DE's Policy for School Improvement ***'Every School a Good School'*** April 2009; states that every school should ensure that ***'the highest standards of Pastoral care and Child Protection are in place'***.
- 2.2 The Board of Governors, Principal and all teaching and non-teaching staff have responsibility for the care and welfare of all pupils, maintaining a learning environment which is characterised by positive relationships and mutual respect between pupils and all members of staff.

## 3. Aims

- 3.1 In line with our ethos and values it is our view that the personal development of our young people is as important as their academic development. We believe that the



holistic approach to development on all levels produces well rounded “whole” people, equipped with the skills to deal with life.

3.2 In recognition of this, when delivering Care & Welfare Programmes, we focus on the development of skills and values centred firmly on the person.

3.3 In addition, we recognise that schools are centres of *education* and therefore they must accept the validity of a personal development approach to the delivery of the curriculum rather than a service driven direction.

#### 4. Objectives

4.1 In delivering care and welfare to all out pupils, core objectives are:

- To ensure every pupil feels unique and a valued member of our school community;
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development;
- To develop pupils’ skills in building and maintaining good relationships with their peers, teachers and other members of our school community;
- To encourage pupils to adopt a healthy and safe lifestyle and adopt healthy lifestyle choices;
- To encourage a sense of personal responsibility for their own learning and actions;
- To help prepare pupils to meet the demands and challenges of adult and working life;
- To encourage pupils, at each key stage juncture, to **‘be kind’, ‘show compassion’, ‘have integrity’**.

#### 5. Care & Welfare Structures:

5.1 The following table summarises the main elements in the roles of key members of the Care & Welfare Team in St Paul’s.

	ROLE
<b>Form Teacher</b>	The Form Teacher is responsible for the well-being of all the pupils in their Form Class. The Form Teacher ensures attendance, punctuality, academic attainment and behaviour are monitored. They help the pupils develop the necessary skills for effective learning. They are the first point of contact between school and the home. Some Form Classes will have two Form Teachers.
<b>Year Head</b>	Each Year Group is assigned a Year Head who coordinates the work of their team, liaises with Form Teachers and has an overview of the pastoral and



	<p>academic progress of the pupils in the Year Group. Year Heads meet with the Vice Principal for Care &amp; Welfare on a weekly basis and also work in partnership with the EWS. They work closely with our St Paul's Attendance Officer and carry out monthly attendance audits of their assigned year group. Year Heads organise the Care &amp; Welfare Programmes of their individual year groups, invite in external speakers and co-ordinate relevant workshops. They also lead and celebrate achievements with their Year Group at weekly assemblies and at other opportunities. Year Heads are also involved in Junior, GCSE and A Level Prizegivings on an annual basis. Year Heads work with the Vice Principal for Standards at each assessment interval and are involved in the tracking and target setting processes, carrying out meetings with identified pupils and parents.</p>
<p><b>Coordinator of Pupil Vaccination and Health Programmes, with responsibility for Safeguarding Training</b></p>	<p>The coordinator of this aspect of care and welfare liaises with the School Nursing Team to organise relevant vaccination programmes. She also organises, and delivers, whole staff safeguarding training.</p>
<p><b>Designated and Deputy Designated Safeguarding Leads</b></p>	<p>Designated and deputy designated teachers have responsibility for safeguarding throughout the school. They manage counseling referrals, oversee the progress of LAC children and liaise with external agencies at all appropriate opportunities.</p>
<p><b>Senior Leader for Pupils with Additional Needs (Learning Support Coordinator)</b></p>	<p>The Senior Leader for this aspect of care and welfare is responsible for the meeting the needs of all SEN pupils in the school. She manages the Teaching Support Team and, alongside the Specialist Provisions Lead, ensures that Personal Learning Plans are produced for each child. The Senior Leader for Pupils with Additional Needs is the lead teacher for working with the families of SEN pupils and organising additional support, such as access arrangements and assistive technology.</p>
<p><b>Vice Principal for Care &amp; Welfare</b></p>	<p>The Vice Principal for Care &amp; Welfare attends each year group assembly each week. She manages the Care &amp; Welfare Team and manages monthly behaviour analyses across the whole school, with agreed actions. The Vice Principal for Care &amp; Welfare also liaises with outside agencies, in relation to a range of issues, and reports to SLT on a weekly basis. She also oversees the Care &amp; Welfare Programme of the whole school and helps celebrate pupil achievements on a whole</p>



	school basis. The Vice Principal for Care & Welfare supports the link between the pastoral and academic needs of each pupil and manages each SLT Link with their respective year groups.
<b>Vice Principal(s)</b>	All Vice Principals have responsibility for care and welfare in school.
<b>Principal</b>	The Principal has overall care and welfare responsibility for all pupils in the school.

5.2 Additional to the above care and welfare structure are the following:

- Counselling Services
- Withdrawal Support Services, led by Teacher of Pupils with Complex Needs

## **6. Roles of Care and Welfare Staff**

### **6.1 Role of the Form Teacher**

Form Teachers have responsibility for establishing high standards and expectations of their Form Class. There are clear behaviour management procedures and these are followed by all members of the Care & Welfare Team and include the use of the SIMS Behaviour Module to record achievements and behaviours.

- Establish a good working relationship with individual pupils and the class as a whole providing encouragement, support and guidance where needed;
- Encourage self discipline in the pupils' attitude to parents, teachers and peers,
- Create opportunities to enable pupils to develop their self-esteem and their feeling of individual worth, along with a standard of moral and social development;
- Transmit Christian values and ethos of the school and an awareness of the needs of others;
- Act as a linking mediator between pupil and other members of staff;
- Manage Stage 1 of the Behaviour Target Plan;
- Manage relevant stage of the BCAF;
- Liaise and work with parents in supporting their child's progress in school;
- Carry out administrative duties efficiently.

### **6.2 Role of the Year Head**

Year Heads have overall responsibility for establishing high standards and expectations of their Year Group, both within and outside of lessons. There are clear behaviour management procedures and these are followed by all members of the Care and Welfare Team and include the use of the SIMS to record achievements and behaviours.



- Chairs pastoral meetings with the Form Teachers and write up the minutes of same;
- Coordinates all information received from subject teachers, form teachers and take action where necessary;
- Establishes a good working relationship with the pupils in the Year Group providing encouragement, support and guidance where needed. If necessary arrange meetings with external agencies;
- Monitors the academic progress of pupils;
- Is involved in the tracking and target setting processes at the each assessment interval;
- Monitors the behaviour of pupils;
- Communicates when necessary with parents on matters regarding their child's progress;
- Takes responsibility for Year Assembly and other year group activities;
- Manages Stage 2 of the Behaviour Target Plan;
- Manages BCAF process.

**6.3 Role of the Coordinator of Pupil Vaccination and Health Programmes, with responsibility for Safeguarding Training**

The Coordinator of Pupil Vaccination, Health Programmes and Safeguarding Training ensures that these are actioned across the school.

- Manages the school vaccination programme, alongside the School Nursing Team;
- Communicates arrangements to parents;
- Communicates arrangements to staff;
- Arranges safeguarding training and updates annually and bi-annually.

**6.4 Role of Designated and Deputy Designated Safeguarding Leads**

In St Paul's we have a responsibility for the general care, welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for her unique talents and abilities, and in which all our young people can learn and develop to their full potential. The Safeguarding Policy clarifies the responsibilities of teaching and non teaching staff in the school in relation to child protection and to identify the action that should be taken to enable cases of suspected abuse to be reported and appropriate action taken.

**6.5 Role of the Senior Leader for Pupils with Additional Needs (Learning Support Coordinator)**

St Paul's endeavours to ensure that all pupils have equal access to all areas of the curriculum. The Senior Leader for Pupils with Additional Needs works closely with the Learning Support Coordinator and coordinates the provision for pupils with Special Educational Needs and ensures any concerns expressed by a pupil, parent or member of staff are followed through.



- Ensures pupils with Special Educational Needs are supported in class and on a one-to-one basis as appropriate;
- Ensures pupils are allocated the assigned Teaching Assistant provision;
- Ensures all staff are involved in the drawing up of Personal Education Plans for pupils on Stage 3 of the SEN Code of Practice, with reviewing and re-setting of targets.
- Ensures parents are consulted regularly through annual review meetings and other means of communication when necessary;
- Ensures all pupils get appropriate access arrangements for all in-house and external examinations;
- Ensure external agencies are appropriately used to ensure pupils with SEN are fully supported;

#### **6.6 Role of Vice Principal for Care & Welfare**

The Head of Pastoral Care has responsibility for pastoral and behavioural issues across the school. She works very closely with all stakeholders and external agencies including Behaviour Support Team, Pupil Personal Development Services and others.

- Chairs weekly Pastoral Team meetings and reporting to SLT;
- Leads the strategic development of the Care & Welfare Programme across all key stages;
- Liaises with outside support agencies to support the delivery of Care and Welfare Programmes;
- Monitors, evaluates and reviews all programmes;
- Manages Behaviour Target Plan process (Senior Leader for Pupils with Additional Needs (Learning Support Coordinator does this if the pupil has SEN)
- Manages BCAF process.

#### **6.7 Role of Vice Principal/Principal**

The Vice Principals and Principal have overall responsibility for the care and welfare arrangements across the school and report to the Board of Governors at each meeting. Issues pertaining to safeguarding are a standing item and updates/concerns are shared at every Board of Governor meeting. All Governors and members of staff are fully trained in safeguarding every two years.

#### **7. Care & Welfare Support:**

The following general care and welfare programmes are in place in St Paul's, but are subject to change according to emerging societal needs.

#### **7.1 KS2/KS3 Transition Programme**

Year 8



There is a comprehensive induction programme for all Year 8 pupils. These include:

- Principal visits all main feeder Primary Schools (November)
- VPs for Standards and Care and Welfare, along with Senior Leader for Pupils with Additional Needs (Learning Support Coordinator), visit with all partner Primary Schools to gain a profile of each in pupil (May/June)
- Transition Days for (June)
- Transition Evening for Parents (June)
- Summer Sports Camps (July/August)
- Whole School Briefing (Staff Meeting/August)
- Year 8 Induction (September)
- Year 13 Mentors assigned to each Form Class (June/September)
- Parent Teacher Meeting
- Ongoing: Pastoral support and Newcomer and SEN Support

There are a wide range of departments involved in supporting the curricular transition from KS2 to KS3 and close work is done with Primary Schools.

## **7.2 KS3 Care & Welfare Programme**

- AM registration class with form teachers
- Weekly assemblies with Year Heads
- Counselling referrals
- NI Anti Bullying Forum Workshops
- CARA Friend Workshops
- PIPS Programmes
- PSNI eSafety Talks
- PSNI Health & Safety Talks
- Christmas Panto
- End of year trips

## **7.3 KS4 Care & Welfare Programme**

- AM registration class with form teachers
- Weekly assemblies with Year Heads
- Counselling referrals
- PIPS Programme
- Aware Workshops

## **7.4 KS5 Care & Welfare Programme**

- AM registration class with form teachers
- Weekly assemblies with Year Heads
- Counselling referrals PSNI Safety Talks
- Love for Life Programme



- PIPS Programme
- Enrichment Programme
- RSE Programme
- Financial Advice Programme

### **7.5 Newcomer Pupil Provision**

The EAL Co-ordinator ensures all Newcomer Pupils are given all the necessary support and guidance to integrate smoothly into their new school. Further information is included in the St Paul's EAL Policy.

### **8. Behaviour Management Programme**

The school encourages high standards of behaviour in order to maintain a positive working environment which is prerequisite to effective learning and teaching. As part of our Promoting Positive Behaviour Policy, we operate a merit system to encourage pupils to behave in a positive and respectful manner. The Policy outlines roles and responsibilities and the procedures in place to celebrate positive behaviour and issue sanctions if pupils display challenging behaviour. The Vice Principal for Care and Welfare coordinates the Behaviour Management Programme in consultation with the wider team, supported by outside agencies when required.

### **9. Extra Curricular Activities**

Pupil participation in extra-curricular activities such as sport, music, drama, art and curriculum clubs encourages the development of skills, self discipline and self worth. These opportunities are a valuable way for pupils to integrate into the life of the school and build friendships both within and between Year Groups.

### **10. Parents**

Parents are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the adult person. We believe parents play a crucial role in ensuring their child achieves their full potential in school. We encourage a strong working partnership between home and school through:

- Parent Teacher Meetings
- Other meetings when necessary
- Communication through the SIMS Parent App, St Paul's App, school website, social media
- Celebratory Events
- Extra Curricular Activities

### **11. General Staff Roles and Responsibilities**

All staff have the responsibility for promoting and implementing the aims of the Care and Welfare Policy. This means that all staff need to have a caring commitment to



guide and advise pupils, either formally or informally, on personal, educational and career choice matters. If this process is carried out, then the pastoral dimension should permeate all activities and aspects of school life.

## **12. Use of External/Support Agencies**

We acknowledge the importance of a range of external support agencies in supporting pastoral care within the school, but also the importance of ensuring that such agencies adhere to the values and ethos of our school.

Current external / support agencies include:

- NI Anti Bullying Forum
- Sail NI
- CARA Friend
- Start 360
- Child Protection Support Services for Schools (CPSSS)
- Pupil Personal Development Service (PPDS)
- Social Services
- SBNI (Safeguarding Board for NI)
- School Counsellors
- Child & Adolescent Mental Health Services (CAMHS)
- PSNI
- Education Welfare Service (EWS)
- Behaviour Support Team (BST)
- Kinnego
- Educated Other Than At School (EOTAS)
- Child and Parent Support (CAPS)
- Princes Trust
- Training for Business Programme
- Aware NI
- PIPS
- Love for Life
- Religious Retreat Programmes

## **13. Related School Policies**

This policy is set within the broader school context of Pastoral Care and, as such, should be implemented in conjunction with the following school policies:

- Safeguarding Policy
- Promoting Positive Behaviour Policy
- Pupil Attendance Policy
- Inclusion Policy
- SEN Policy



- Empowering and Effective Use Policy
- RSE Policy
- Anti Bullying Policy
- Critical Incidents Policy