

Carrick Primary School



Care and Welfare Policy

November 2019

Carrick Primary School

Vision Statement

Forward Together: Ar aghaidh le chéile

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and for parents to assist us in laying the important foundations for future learning.

School aims

In our school we aim to:

- develop and strengthen each pupil's understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- endorse the United Nations' Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention;
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care; and
- endorse the Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention.

Care and Welfare

Carrick Primary School is fully committed to the care and protection of all the children in our care. Our aim is to protect all our pupils and the following principles form the basis of our Care and Welfare Policy:

- Children should be listened to and taken seriously;
- In any incident the child's welfare must always be paramount and this overrides all other considerations; and
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families. However, the child's interest must always come first.

In all their contact with pupils, staff in Carrick Primary School will follow the guidelines and procedures outlined in the DENI publication, "Safeguarding and Child Protection in Schools" – (2017/04)

The Designated Teacher is Mrs C Kelly.

The Deputy Designated Teachers are Mrs P McPolin and Mr D Keenan.

In their absence Mrs Cassidy will assume responsibility.

The children are reminded regularly, at assembly, to consult with the Principal/Designated Teachers or any other member of staff, if they have a concern about their own welfare or safety or the welfare or safety of another student. Parents are encouraged to report any concern(s) they may have about the welfare, happiness or safety of their children. Where a report or a complaint is made, the matter will be dealt with by the Principal/Designated Teacher.

Care and Welfare deals with the overall development of the pupil, physically, academically, socially, morally and spiritually. It requires a caring commitment by all members of staff to guide and advise pupils, permeates all aspects of school life and contributes to the creation of a supportive atmosphere in the school for both staff and pupils.

Positive discipline is closely linked with Care and Welfare as it concerns relationships within classrooms and also within the school. We seek to encourage positive behaviour within the classroom and the school generally, by providing a positive atmosphere which is conducive to the acquisition of knowledge, skills and values. Within this atmosphere all pupils feel valued and are encouraged to contribute positively to their own personal development and to the life of the school.

Children are reminded in class and at assemblies to consult with the Principal/Designated teachers or any member of staff, if they have a concern about their own welfare/safety or that of another pupil. Parents are encouraged to report any concern they may have about

the welfare/happiness/safety of their child, or that of another child. Where a report/complaint is made, the matter will be reported to the Principal/Designated Teacher as soon as possible.

Specific aims of our Care and Welfare Policy

To provide a happy, caring environment in which pupils can develop fully.

To ensure that children's welfare and safety are safeguarded at all times.

To develop in children a healthy self-love and the love of others.

To establish mutual love, trust and respect between staff members and pupils.

To treat all pupils with dignity, irrespective of their intellectual, social, emotional or physical abilities.

To ensure that a Catholic ethos exists in our school and is one which reflects a Christian spirit of peace, justice and tolerance.

To ensure that all members of the school community feel valued and sustained, as they grow together through successes and failures.

To foster in pupils a tolerance of others, irrespective of colour, race or creed.

The achievements of these aims requires commitment and co-operation on the part of the pupils and high quality teaching, care and welfare on the part of staff members. It also requires effective leadership within the school. The role of supervisors is also of paramount importance, as they interact with pupils at lunch and break times and may observe challenges, of which teachers may be unaware.

Role of the Teacher

Teachers must:

- Be positive and committed members of the school;
- Seek to establish with the pupils in their classes, personal relationships based on trust and respect;
- Spend time getting to know pupils, their hobbies, interests, strengths and weaknesses;
- Be alert to pupils displaying behaviours which give cause for concern e.g. alienation or aggression;
- Inform the teacher, who inherits the class, of any personal, behavioural or social challenges;
- Be aware of all symptoms of child abuse as detailed in the school's Child Protection/Safeguarding Policy;
- Insist on high standards of courtesy, kindness and respect;
- Implement the school covenant;
- Always praise and encourage pupils' efforts;
- Reprimand pupils when necessary with reason and fairness;
- Aim to establish good relations with parents; and
- Be honest but diplomatic with parents, if problems arise and they need to be consulted.

Role of Classroom Assistants and Supervisors

Classroom Assistants and Supervisors must:

- Assume responsibility for the safety of pupils at all times while they are in their care;
- Insist on courteous behaviour and good manners at all times;
- Be alert to signs of abuse as listed in the school's Child Protection/Safeguarding Policy;
- Inform teachers of any concerns they may have about a pupil or any unusual behaviour e.g. alienation or bullying; and
- Encourage pupils to respect school property, the property of others and their own property.

Implementation of our Care and Welfare Policy

Within our school we have devised schemes of work across the curriculum, which cater for individual needs and abilities, through differentiation by task and outcome.

Children with particular needs are closely monitored and targets are set which are realistic and attainable, so that each child experiences success and their self-confidence continues to improve.

In operating our Care and Welfare Policy, we will adhere to the statutory legislation and Catholic ethos, and will fulfil our statutory duty under Article 4 (2) of the Education (NI) Order 1996, by having regard to the Code of Practice for Special Needs, the Special Educational Needs and Disability Order and the Supplement of the Code of Practice.

Great effort is also made by teachers to ensure that “gifted” pupils have their needs fully met.

From the beginning of their school life, children are encouraged to take ownership of their behaviour. At the beginning of each year the teachers, together with their pupils, discuss and devise a Class Covenant. We emphasise the importance of pupils respecting themselves, others and all property. By using positive language and displaying and implementing class and school covenants, positive behaviour is promoted throughout the school. Good behaviour is recognised and celebrated. Reward systems operate at individual, group, class and whole school levels.

Our School Council, which is made up of elected representatives from Primary 4-7 classes, gives pupils a voice in all issues concerning them. Pupils have a platform to voice their own views on issues of concern. This promotes self-confidence, self-esteem, listening skills and problem solving skills, as well as providing pupils with the opportunity to take on new responsibilities and develop their competence in public speaking.

Best tables or groups in each class are recognised termly at assembly. Each month, Student of the Month Awards, Star Awards and Easy Read Certificates are awarded while every two months ICT/Spelling/Handling Data Awards are distributed. Teachers may offer a reward on a Friday for the best table/group/pupil. Teachers report that this encourages positive behaviour and sustained effort by the pupils. It also encourages pupils to look after their belongings and to keep their work areas neat and tidy.

A child may be rewarded for good work or good behaviour. He/she may also receive a class teacher's award or a Head Teacher's Award.

Every class uses Assessment for Learning Strategies to encourage the children to make further improvements to their work and/or behaviour (where appropriate).

All children are given the opportunity to take part in assemblies and/or other school productions to help build pupils' self-confidence, as well as to develop a range of musical and drama skills.

"Circle Time" is used throughout the school as a means of building pupils' self esteem and encouraging all pupils to have a voice. It is also an opportunity for children to air any problems they may have. Through "Circle Time" teachers can develop a better understanding of their pupils' needs and pupils can become much more sensitive to the feelings of others.

If a pupil is celebrating their birthday they are invited up to the front of the assembly and everyone sings "Happy Birthday" to them. Children look forward to this as it makes them feel valued and special.

In school, each class operates a "Prefect System". The pupils are encouraged to help the prefects to carry out their role, as best they can.

In the case of a pupil whose behaviour is challenging, we work hard to re-establish a good working relationship as soon as possible, by praising and rewarding them as soon as improving behaviour is observed. We realise that discipline is only positive if it acknowledges that the child can do better and helps the child to recognise that he/she has the power within him/herself to do better, with appropriate support.

Teachers are informed by the Principal, if some external problem is being experienced by the child, which may have an adverse affect on the child's progress or behaviour e.g. family separation or family illness etc.

Every effort is made to involve parents in school life and to ensure that parents feel welcome and that any concerns they may have are addressed promptly. Parents/teacher meetings are scheduled for October/November but parents are free to make an appointment to meet the teacher at any time. Parents are regularly informed about their child's progress as half-termly tests are sent home to be signed. Several other meetings are arranged throughout the year, including a talk for parents of the new Primary 1 pupils.

Conclusion

The staff members of Carrick Primary School aim to provide children with the best possible school environment, in which every child will experience care and concern, interest and security, belonging and acceptance.

Review of Policy

This policy will be monitored and reviewed every two years (or sooner if required), in consultation with the pupils, staff, parents and Governors.

Signed: Mr G Murdock (Chairperson of the Board of Governors)

Signed: Mrs A Cassidy (Principal)

Date: November 2019

Review Date: November 2021