



Pastoral Care & Well-Being Policy

Date Approved by the Board of Governors: June 2025

Date to be reviewed by: June 2028

Pastoral Care

Pastoral care is the provision a school makes to ensure the physical and emotional welfare of its' pupils and staff. It is the essential foundation upon which learning can take place. In Bangor Central Integrated Primary School (BCIPS) we aim to create a safe, positive, caring environment for every pupil, parent, and staff member.

Aims:

We aim to ensure that:

- ✚ Pupils feel happy, safe, and valued in school and know that they can talk to any member of staff about their worries or concerns.
- ✚ Pupils' concerns, values and beliefs are taken seriously.
- ✚ Members of staff feel valued and respected.
- ✚ Relationships between pupils and staff are positive and respectful.
- ✚ We promote positive relationships, mutual understanding, and respect for others, regardless of their religion, beliefs, race, gender, or sexual orientation.
- ✚ Communication between parents and school is effective and regular and that parents are kept informed of procedures in school and of any pastoral issues.
- ✚ Our school is a happy and secure environment for all members of its community.

Provision:

- ✚ Designated and deputy designated teacher will liaise with parents, outside agencies, and other school staff. They will be available to pupils on a 1-1 basis for support if needed.
- ✚ Staff kept informed of family and personal issues of pupils in their class which may affect their presentation, attitude, and behaviour.
- ✚ Counselling for all pupils is available in school through 'Imagineif ' Counselling Service for one morning per week. The key school contact for the Counselling Service is Mrs Walker. Consent is obtained from all parents before counselling takes place. Teacher and parent referral forms are available online for staff and parents.
- ✚ Outside agencies, such as the PSNI, the school nurse and Woman's Aid visit the school to help children develop appropriate personal and social skills and to promote positive attitudes to their lifestyles and environments.
- ✚ Regular communication with parents is maintained throughout the year through our website, newsletters, social media, curriculum meetings, a written report, and individual consultations.

- ✚ The school implements a Positive Behaviour Policy, Child Protection Policy and Well-being Policy.
- ✚ We encourage active participation by parents in all aspects of school life to promote a positive home-school attitude and develop good relationships with the school and its staff.

Management:

- ✚ The policy and practice are fully discussed with all staff and the Board of Governors and is communicated with pupils and parents.
- ✚ The Principal and Designated Teacher are kept informed of issues and concerns from staff, which are recorded on the Safeguarding Record of Concern template. *(see Child Protection Policy for further details)*
- ✚ The Designated Teacher meets with outside agencies and will keep teachers up to date with relevant information and circumstances concerning families in their class on a need to know basis.
- ✚ The attendance officer will monitor pupil attendance on a regular basis. They will contact parents if attendance is a concern and if it does not improve will contact the Educational Welfare Officer. *(see Attendance Policy for further details)*
- ✚ All staff receive child protection and pastoral care training at the start of each academic year.
- ✚ Support arrangements and provision will be regularly monitored by the Senior Leadership Team and Board of Governors.

Pastoral Care Team

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| • Mr P Campbell | Principal |
| • Mrs Laura Walker | Vice Principal & Teacher in charge of Pastoral Care & Child Protection |
| • Mrs Kirsty Arbuthnot | Deputy Designated teacher for Child Protection & SENCO |
| • Mrs Jenni Elliott | Deputy Designated Teacher for Child Protection |
| • Mrs Carol Wilson | PDMU Coordinator |
| • Mrs Jayne Manogue | Health Coordinator |

Pastoral Care encompasses and overlaps with many areas. To be fully aware of the comprehensive pastoral care system in BCIPS the following policies should also be read:

-  Child Protection Policy
-  Positive Behaviour Policy
-  Anti-bullying Policy
-  Wellbeing Policy
-  PDMU Policy
-  RSE Policy
-  Intimate Care Policy
-  Internet & Digital Technologies Policy
-  Health Education Policy

Well-Being

Rationale

Bangor Central Integrated Primary School (BCIPS) places a high priority on maintaining the well-being of all members of the school community, including pupils, staff, and parents. We recognise that people are our most precious resource and strive to provide various methods of support to ensure that members of the school community feel valued.

Staff Well-Being

Introduction

The staff of BCIPS play the central role in the success of maintaining a happy, motivated, and progressive learning environment for our pupils. With this in mind, the school Senior Leadership Team (SLT) endeavour to ensure that the working conditions within the school promote an atmosphere of collegiality, transparency, cooperation and professionalism.

The school as employer has a duty to ensure the health, safety, and welfare of its employed as far as is reasonably practical. We also aspire to have measures in place that mitigate as far as possible any factors that could harm employees' physical and mental well-being. This includes work-related stress and factors that are within the school's control.

This policy accepts the Health and Safety Executive definition of work -related stress as:

“the adverse reaction a person has to excessive pressure or other types of demand placed on them.”

There is an important distinction between “reasonable pressures” which stimulate and motivate and “stress” where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

This policy recognises that there are many sources of work-related stress which can result from the actions or behaviours of SLT, colleagues, parents, or pupils. This policy also recognises that individual personal issues outside school can negatively impact upon an individuals’ ability to handle their usual job role. The school strives to support all staff with their mental health and well-being as best they can within the framework of school life. This policy recognises that if stress is not properly managed it impacts negatively in decreased performance and increased potential sickness.

Statement of Intent

The Board of Governors and SLT acknowledge the potential impact that work has on an individual’s physical and mental health. It accepts its moral and legal duty to promote well-being as far as is reasonably possible. The school motto:

“We care, we share, we achieve, we learn together”.

is the statement that the school aims to realise in its everyday dealing with all members of the school community.

The Staff Well-being policy expands upon the School’s Health and Safety policy and will promote the well-being of employees by:

- ✚ Creating a working environment where potential triggers of work-related stress are avoided, minimised, or mitigated, as far as practicable, through good management practices and staff development.
- ✚ Increasing SLT and staff awareness of the causes and effects of stress.
- ✚ Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- ✚ Developing the competence of SLT so that they can manage staff effectively and fairly.
- ✚ Engaging with staff to create constructive and effective working partnerships both within teams and across the school.
- ✚ Establishing working arrangements whereby staff feel they can maintain an appropriate work life balance.
- ✚ Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

Responsibilities for implementing the Staff Well-being policy.

The Board of Governors, Principal and SLT will:

- ✚ Support steps to develop a culture of co-operation, trust, and mutual respect within the school.
- ✚ Be mindful of various pressures upon the staff, either collectively or on an individual basis showing awareness of the “work life balance”.
- ✚ Promote effective two-way communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements.
- ✚ Encourage initiatives and events that promote health and well-being.
- ✚ Treat individuals reporting to them with consideration and dignity; promote a culture of mutual respect in the teams they manage. Take decisive action when issues are brought to their attention.
- ✚ Attend training as appropriate related to causes/effects of stress.
- ✚ Encourage staff to participate in events and initiatives undertaken by the school to promote well-being and more effective working.
- ✚ Act in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.
- ✚ Ensure there are arrangements in place to support individuals experiencing stress, referring them to the relevant Occupational Health advisors.
- ✚ Monitor staff attendance in relation to sickness data, staff turnover, exit interviews, referrals to Occupational Health, grievance, and harassment cases.
- ✚ Seek the views of staff on the effectiveness of the School’s Well-being policy through the use staff surveys /questionnaires.

Staff Responsibilities

- ✚ Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.
- ✚ Co-operate with the School’s efforts to implement the Well-being policy.
- ✚ Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact upon their well-being.
- ✚ Take responsibility for their own health and well-being by adopting healthy lifestyles.
- ✚ Take responsibility for their development skills as one means to enable them to work effectively in their team and so reduce the risk of stress.

- ✚ Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.
- ✚ Board of Governors will review the staff Well-being policy periodically using data from staff surveys, SLT information etc to ascertain the success of the measures in place.

Well-being team responsibilities

- ✚ Ensure that the Well-being policy is being kept under review.
- ✚ Organise in conjunction with staff, appropriate events, and initiatives to promote health and well-being.
- ✚ Liaise with staff on the development and implementation of the Well-being policy.

Arrangements for Well-being and stress prevention are made through good management practices.

These may include:

- ✚ Recruitment and selection procedures
- ✚ Clear job descriptions and person specifications to ensure that the “right” person is recruited for the job.
- ✚ Training and development opportunities to upskill staff so they can undertake their duties effectively.
- ✚ Promotion and reward procedures
- ✚ Managing performance procedures
- ✚ Capability and absence management and return to work procedures to ensure that individuals are supported back to work following illness.
- ✚ Suitable adaptations for disability
- ✚ Harassment and anti-bullying procedures
- ✚ Flexible working arrangements and contact days for staff on maternity leave.
- ✚ An annual survey of staff to better understand the areas of work-life that have a negative effect on the staff well-being.

Conclusion

The Well-being policy provides a cornerstone of the school's attempts to promote a happy, caring, and enjoyable working environment. All staff and members of the Board of Governors will have seen the policy and it will be promoted through various means eg: staff meetings. The policy will be reviewed every three years and amended as a result from feedback from staff surveys, changing

circumstances etc. The school aims for this policy to give direction and clarity to the continuous and changing journey that Bangor Central IPS is on.

Pupil Mental Health & Wellbeing

As stated in the Emotional Health and Wellbeing in Education Framework (EHWEF);

'Education plays a vital role in helping people enjoy self-esteem, self-confidence, success and good health and wellbeing.'

Children's wellbeing is a combination of their physical, mental, emotional, and social health. These elements all contribute to overall wellbeing, and it's important for parents, carers, and educators to foster positive wellbeing in their children from an early age. In the EHWEF it states mental health as:

'A state of wellbeing that allows children to develop and become aware of their own unique personality, to build their own identity, to fulfil their own potential, to cope with the challenges of growing up; to feel loved, secure and accepted as unique individuals and to be able to be happy, play, learn and to participate and contribute to family and community.'

In Bangor Central Integrated Primary School (BCIPS), we are committed to:

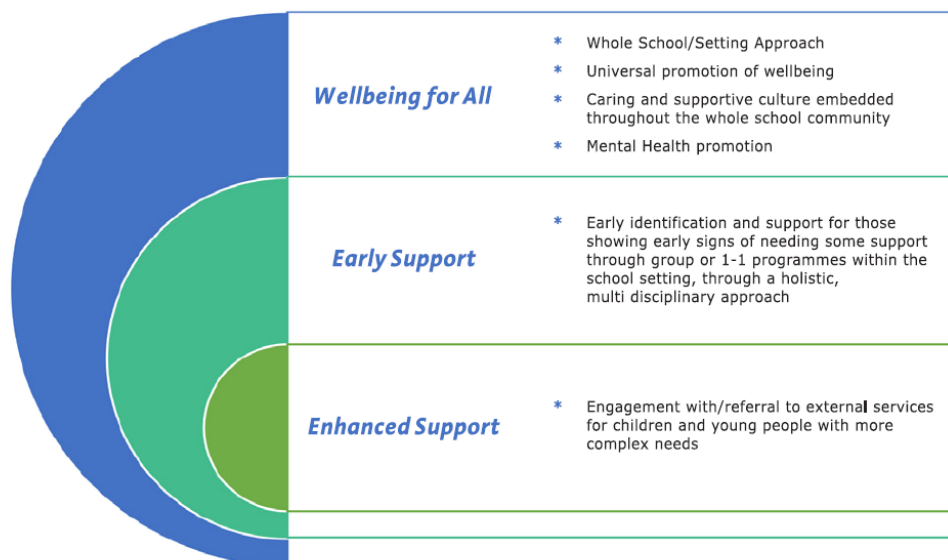
-  Improving the social, emotional, and physical wellbeing of our pupils
-  Providing support to pupils if required and where possible.
-  Offering provision and interventions to support our pupils.

Whilst all staff have a responsibility to promote the wellbeing of pupils, staff with a specific responsibility include:

*Mr P Campbell	Principal
*Mrs L Walker	Vice Principal & Teacher in charge of Pastoral Care & Designated Teacher for Child Protection
*Mrs K Arbuthnot	Deputy Designated Teacher for Child Protection
*Mrs Jenni Elliott	Deputy Designated Teacher for Child Protection
*Mrs C Wilson	PDMU Coordinator
*Mrs J Manogue	Health Education Coordinator

Provision

In BCIPS we endeavour to follow the model of support set out in the EHWEF as shown below.



We promote an **emotionally & mentally** positive environment through:

- + Celebrating academic & non-academic achievements
- + Pupil of the week
- + Promotion of pupil voice through School & Eco council
- + Signposting and assemblies ensuring pupils know who they can talk to if they are worried or unhappy.
- + Circle time & PDMU - modelling behaviours and strategies to children
- + Providing access to the school counsellor through Imagineif
- + Participation in anti-bullying week
- + Transition sessions to aid the move from primary to secondary education. Y7 Leavers Assembly.
- + Programme run with Woman's Aid Y5, Action Mental Health Y6
- + Access to sensory room
- + Circle time & Worry boxes in classrooms.
- + Residential trips to Lorne Y6 & Edinburgh Y7
- + Encouraging & rewarding good attendance
- + Assemblies to reinforce the above
- + Y7 Production
- + Support of various charity events throughout the year such as: Children in Need, Storehouse Harvest Collection.

We promote a **physically healthy** environment through:

-  Timetabled indoor & outdoor P.E lessons.
-  A wide range of extra-curricular clubs; netball, football, athletics, fun runners, cycling proficiency.
-  Outdoor learning lessons, ECO garden, ECO club
-  Love for Life - Year 7
-  Walk to school week.
-  Healthy Breaks
-  Residential trip to Ganaway Y6
-  Key Stage Sports days

We promote a **socially healthy** environment through:

-  Delivery of PDMU curriculum
-  Delivery of WAU curriculum
-  School house system
-  School pupil council
-  Playground buddy system
-  Assemblies – celebrating different cultures, traditions and diversity
-  E-safety lessons
-  Eco council

Sign Posting

As a school we will ensure that all staff, pupils, and parents are aware of the support available within our school. We have safeguarding posters all around the school and we hold assemblies to highlight to pupils where they can get help and who they can talk to.

On our school website we have designated sections for safeguarding & child protection and mental health and wellbeing. Our policies are available to parents on the website, and they are kept informed and up to date via our principal newsletters.

Staff are given child protection training and updates each year and are aware of warning signs that may indicate if a pupil is struggling with their emotional wellbeing. These warning signs should always be taken seriously and should be communicated with the Head of Pastoral Care & Child Protection.

Possible warning signs include:

- + Change in activity or mood
- + Change in eating habits
- + Socially withdrawn
- + Talking about self-harm
- + Low self-esteem, loss of hope
- + Repeatedly feeling unwell
- + Increase in absenteeism or lateness

Working with Parents

As a school we understand the importance of communicating with our parents, regularly and effectively. To ensure we do this we offer the following:

- + Biannual teacher/parent meetings
- + Parent Curriculum Evenings at start of term
- + Use of SEESAW app to communicate homework and key information
- + PTFA
- + Text & email service
- + Termly pastoral care newsletter
- + Involvement on school trips
- + Policies are accessible on the school website
- + Parent Workshops on relevant curriculum areas eg: RWI, SEAG, Integration

Working with outside agencies

As a school we work alongside outside agencies to ensure the best support for our pupils. These include:

-  Educational psychology services
-  Counselling service - Imagine If
-  Family Hub
-  Educational Welfare Services
-  RISE