

# JASPER CITY SCHOOL WELFARE OF PUPILS POLICY

## Physical And Mental Health

The right culture and ethos will be developed at Jasper City School to help build confidence and self-esteem in all pupils. With the right training and skills developed we can provide evidence-based interventions for our pupils who are at risk of developing emotional and behavioural problems. We will train our staff to:

- Recognise and understand the link between emotional wellbeing, mental health, and good educational and wider outcomes, behaviour, and attendance.
- Know when and ensure children who need extra help, possibly through professional health support, are able to access services.

We will have effective systems in place for monitoring and responding to children and young people's issues, such as behavioural support, school-based counselling (if evidence demands this) and parenting interventions (for e.g., triple 'P' positive parenting course). Bullying will be addressed (as per our anti-bullying policy). We are aware that bullying puts children at serious risk of developing mental health issues.

All the relevant school policies, procedures and strategies, our curriculum and its delivery, professional and caring staff and training, good school and parent relationships, and the relationships that the pupils have within school combine to ensure that the mental health of our pupils will either be sound, managed well or on the road to recovery. We are aware of the 'Healthy schools' toolkit' and the 'Targeted Mental Health in Schools' framework – we may apply one of these depending on the specific needs of the pupils that attend the school.

A safe and healthy physical environment improves the condition for learning and at Jasper we shall comply with Health and Safety law. The school building, grounds, routes to and from the school and the materials and equipment used in the expanded curriculum subjects will be thoroughly assessed for quality and risk. We will ensure that our desks, VDU's, and other furniture are the right size, at the right height and distance to further create an atmosphere which is conducive for learning, development, and achievement.

Through Food & Nutrition studies and reinforced in Citizenship/PSHE children will learn to live healthy lives and prepare and cook nutritious meals – understanding food groups, vitamins, and minerals – to learn and develop healthy eating guidelines, practices and to develop and maintain a good relationship with food. Our lunch menus will also encourage healthy eating and promote '5 a day of fruit/ vegetables.' We will also offer training for parents and staff (through a public health nurse/dietician) on packing healthy lunches and snacks. We will also empower our students to have their say about the ways in which the school can be healthier and support them in their development. We desire to be a part of the solution in tackling the increasing obesity statistics amongst children and young people in our nation.

We will have a full P.E. programme and run after school clubs in various sports. We will make certain that our students receive quality instruction in a wide range of skills related to living a healthy life. Programmes offered during school hours often lay the foundation for and encourage interest in other instructional and supervised physical activities, games, or sports outside of school hours. Our Year 7 to Year 10 pupils will be encouraged to keep a personal fitness diary, where they can begin to think about, and schedule in regular physical activity, beyond the timetabled P.E. sessions. We will provide specialist teachers/coaches to plan, deliver, monitor, and assess such programmes which will give children a positive perspective and a deeper appreciation and value for physical health. We will take a whole school approach on health in all areas of school life, affecting



students, staff, and families.

### Citizenship/ PSHE Curriculum:

The curriculum right from the start has units on citizenship, personal, social, and healthy development, and relationships which, teach and promote positive relationships at home, within school, within the community and public life. It teaches children and young people about friendship, how to make friends, how to get along with others, caring about the needs of others, loving others even when they do wrong, helping others, respect, how to keep friends, accepting others even when they do not agree with you (tolerance), how others think and feel about things, the importance of being good citizens and what this entails and much more.

Depending on the specific needs of the pupils that attend the school, Jasper City School may supplement this area of the curriculum at Key Stage 1 and Key Stage 2 with an LCP scheme of work – ‘*PSHE and Citizenship Resource Files*’ on CD offer a flexible programme which can be used as a whole package, or as a source from which you can select the lessons that reflect the NC PSHE & Citizenship curriculum.

The topics within each resource file include: PSHE & Citizenship Resource File Key Stage 1 topics: Choices • Communities • Feelings and Relationships • Right and Wrong • Rights and Responsibilities • Rules. Key Stage 2 File A topics: Choices • Communities • Democracy • Feelings and Relationships • Health. Key Stage 2 File B topics: Right and Wrong • Rights and Responsibilities • Rules and Laws • The Global Community • End-of-Course Review.’ (<http://www.lcp.co.uk/primary-school/citizenship/pshe-citizenship>)

For Key Stage 3, we may use, ‘21st Century Citizenship & PSHE which features up-to-date data throughout, new section on active citizenship, exciting new artwork and photos, new section in Teacher Files on practical assessment, student friendly, modern and contemporary look, simple to understand format, CD-ROM adding interactive whiteboard element for really effective starters and plenary’ (<http://ukcatalogue.oup.com/product/education/secondary/9781843038429001000.do>)

Online safety:

At Jasper City, the SLT, teachers and educational support staff and the IT Manager/Technician will understand the responsibility we have to educate our pupils on e-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and law abiding when using the internet and related technologies, in and beyond the context of the classroom.

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

We will implement a robust and thorough e-safety policy that will assist all members of staff in their duties to learners in this area. Pupils will also be trained in their ICT subject lessons all they need to know about child safety on-line and in other technologies. ICT and online resources are increasingly used across the curriculum. We believe it is essential for e-Safety guidance to be given to the pupils on a regular and meaningful basis. e-Safety is embedded within our curriculum, and we will continually look for new opportunities to promote e-Safety to enhance our pupils’ wellbeing:

- The school will provide opportunities within a range of curriculum areas to teach about e-Safety
- Educating pupils on the dangers of technologies that may be encountered outside school will be done informally when opportunities arise and as part of the e-Safety curriculum
- Pupils will learn about copyright and respecting other people’s information, images, etc. through discussion, modelling and activities
- Pupils will be made aware of the impact of Cyber bullying and know how to seek help if they are affected by any form of online bullying.
- Pupils will also be aware of where to seek advice or help if they experience problems when

using the internet and related technologies; i.e., parent/ carer, teacher/ trusted staff member, or an organisation such as ChildLine.

Staff, governors, visitors, and pupils (college, secondary and primary) will be required to sign an 'Acceptable Use Agreement' where they confirm their responsibilities.

We believe that it is essential for parents/ carers to be fully involved with promoting e-Safety both in and outside of school and to be aware of their responsibilities:

- Parents/ carers and pupils will be actively encouraged to contribute to adjustments or reviews of the school e-Safety policy.
- Parents/ carers will be asked to read through and sign acceptable use agreements on behalf of their child on admission to school
- Parents/ carers are required to decide as to whether they consent to images of their child being taken/ used in the public domain (e.g., on school website).

We will use filter controls on our PC's, laptops, and other internet devices to protect our students from the dangers of the internet and to ensure that on-line learning and resources positively affect their educational outcomes.

### Medication:

At Jasper City, we wish to ensure that pupils with medication needs receive appropriate care and support at school. The Head Teacher will accept responsibility in principle for members of the school staff giving or supervising pupils taking prescribed medication during the school day, where those members of staff have the suitable first aid training.

Parents should keep their children at home if acutely unwell or infectious and must notify school staff if a child who has been attending the school becomes ill with a contagious disease. Children who require anti-biotic medicine will only be able to return to school 48 hours after the treatment has commenced. Parents are responsible for providing the Head Teacher with comprehensive information regarding the pupil's condition and medication. Prescribed medication will not be accepted in school without complete written and signed instructions from the parent. Parents will therefore need to sign a 'Medicine Consent form.' Staff will not give a non-prescribed medicine to a child unless there is specific prior written permission from the parents.

Only reasonable quantities of medication should be supplied to the school (for example, a maximum of four weeks' supply at any one time). Where the pupil travels on school transport with an escort, parents should ensure the escort has written instructions relating to any medication sent with the pupil, including medication for administration during respite care.

Each item of medication must be delivered to the Head Teacher or Authorised Person, in normal circumstances by the parent, in a secure and labelled container as originally dispensed. Each item of medication must be clearly labelled with the following information: pupil's name, name of medication, dosage, frequency of administration, date of dispensing, storage requirements (if important), and expiry date. The school will not accept items of medication in unlabelled containers.

Medication will be kept in a secure place, out of the reach of pupils. Unless otherwise indicated all medication to be administered in school will be kept in a locked medicine cabinet. The school will keep records, which they will have available for parents.

If children refuse to take medicines, staff will not force them to do so, and will inform the parents of the refusal, as a matter of urgency, on the same day. If a refusal to take medicines results in an emergency, the school's emergency procedures will be followed. It is the responsibility of parents to notify the school in writing if the pupil's need for medication has ceased. It is the parents' responsibility to renew the medication when supplies are running low and to ensure that the medication supplied is within its expiry date. The school will not make changes to dosages on parental instructions. School staff will not dispose of medicines. Medicines, which are in use and in date, should be collected by the parent at the end of each term. Date expired medicines or those

no longer required for treatment will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.

For each pupil with long-term or complex medication needs, the Head Teacher, will ensure that a Medication Plan and Protocol is drawn up, in conjunction with the appropriate health professionals. Where it is appropriate to do so, pupils will be encouraged to administer their own medication, if necessary, under staff supervision. Parents will be asked to confirm in writing if they wish their child to carry their medication with them in school. Staff who assist in the administration of medication will receive appropriate training/guidance through arrangements made with the School Health Service.

The school will make every effort to continue the administration of medication to a pupil whilst on trips away from the school premises, even if additional arrangements might be required. However, there may be occasions when it may not be possible to include a pupil on a school trip if appropriate supervision cannot be guaranteed. All staff will be made aware of the procedures to be followed in the event of an emergency.

### **Pastoral Care (key person):**

Pupils will have the opportunity to form a Key Person relationship with either their Teacher or TA. We allocate a key person to each child and his/her family during the first few days of starting school; we will explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the school. Pupils will be in the same classroom for morning sessions with their Teacher & TA. Having an adult-pupil ratio of 1:10 affords a consistency of care & familiarity of environment which will make it easier to form relationships of trust where the pupil (especially younger) feels able to approach the Teacher or TA for help in any area of his/her life. The key person will be able to encourage positive relationships between children.

We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities. We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting and therefore reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.

The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our school and at home. The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child-minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

The key person works with the parents to plan and deliver a personalised plan for the child's wellbeing, care, and learning. The key person offers unconditional regard for the child and is non-judgemental.

All Teachers and TAs will be suitably trained to listen to pupils and record communication if necessary or take appropriate action.

### **Social, Emotional & Pastoral Care:**

It will be the duty of all teaching staff to be aware of and take action for any needs that pupils in their class have by following the policies and procedures for that need. Depending on the assessment of a pupils need, once identification has happened, decisions will be made about whether additional members of educational support staff are necessary to meet learning needs, especially if a class has a higher number of learners with additional needs. We are prepared to employ whatever resources and equipment can be used to further meet pupils needs. As above this

may be through sharing resources/equipment with partners and agencies.

The method of learning throughout the curriculum is to first identify the ability of every pupil through diagnostics and assessment, and this method will be consistently applied for every need. Our heart for all children is for them to be included in all classroom activities if this best meets their need, balancing this of course with the needs of the rest of the class. In our classrooms both individual (one to one), pair, group or all together needs are met through curriculum, activities, and layout. If necessary, following an IEP or common sense, children with SEN or a different need, may be taken into a designated room to enhance their learning experience in a given subject or activity – this may be by themselves, in pairs or groups. Also, we plan to create a sensory and therapeutic room at our school which will be managed by a SENCo.

### **Other Areas Of Pupil Wellbeing**

In view of Jasper City's proposed location and specific local issues our attention is also drawn to the possibility that we may need to safeguard children from abuse relative to a belief in spirit possession and, children and young people who may be affected by gang related activity. CCPAS are leading authority in these areas at a local church level and we have studied their articles and protocols. These policies, strategies and procedures will be produced in consultation with CCPAS and by looking at the evidence on the ground at the time by working with local charities and youth zones.

### **Pupil Voice & Participation:**

Jasper City School will uphold a Pupil Voice & Participation Policy that also identifies different levels of participation, that all staff will be trained to unite into the fabric of everything they do.

We champion the right of every pupil to have a voice and for that voice to be listened to.

"Successful pupil participation is built on a culture of listening to all pupils' views and providing opportunities for them to take part in and make decisions. Superficial participation is not enough, and participation must be meaningful and ongoing for all pupils". (SEN Code of Practice Toolkit)

"Pupil participation can give children influence and choice over the provision offered. It helps to empower them and raises self-esteem. (NASEN)

So, it is important to listen to children and ensure that pupils have real choices and make real decisions rather than putting into place strategies which pay lip service to the philosophy but are not accessible to pupils. We recognise that pupils need training and encouragement to help them become actively involved.

We endorse the Participation Charter (Children Now: [www.childrennow.co.uk](http://www.childrennow.co.uk)) Participation is a right: Children have the right to express their views and have them given due weight in decisions affecting them, in accordance with their age and maturity. Participation is not a privilege and does not have to be earned; rather, it values children as citizens.

Pupils at Jasper City School will be valued as individuals. They have a right to be given opportunities to make themselves heard and make their own decisions. Staff share a responsibility to promote and encourage pupils' participation in their own decision making as appropriate within the context of their own capability and maturity.

Pupils at Jasper City School, given the right support are the best authorities on their own lives if they are given the communication skills to express their needs in a listening environment. We are committed to finding the means to further their involvement in individual decision-making.

Participation depends on respect and honesty: Honesty, mutual trust and respect are essential for effective participation. Children's contributions must be taken seriously. It requires honesty about

how their contributions are going to be used and exactly how much power and influence they can really have. They must feel free to say what they really think, without the possibility of negative consequences. We actively encourage participation but with the realisation that this does not mean free choice always. To participate as an active member of a community we need to consider the needs and wishes of others too.

Participation must be accessible and inclusive; participation is a dialogue to influence change and participation is built in. We are committed to processes that allow pupils to participate. Participation is everyone's responsibility, pupils, who take on responsibility as for example becoming head boy or girl, are encouraged to act as advocates for their colleagues. Participation benefits everybody. As we prepare our pupils as citizens, we also encourage them to be positive advocates for young people with SEN, disabilities, or any other additional educational needs.

Policy Adopted by Governors/Directors: August 2018

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Policy Due for Review by: September 2024 or as necessary following statute or regulation

Signed: M Kintu (HT)