



**COMHAIRLE NAN EILEAN SIAR**  
**Roinn an Fhoghlaim**  
Department of Education

*Ag Amas air Adhartas - Aiming for Advancement*

**CARE AND  
WELFARE  
POLICY**

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October 2007

**COMHAIRLE NAN EILEAN SIAR**  
Department of Education

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## **1 Policy Leader:** Head of Service for Inclusion

## **2 Rationale**

- 2.1 Comhairle nan Eilean Siar believes that every child is valued for his or her own uniqueness and that effective personal care is the right of everyone. Comhairle nan Eilean Siar will ensure that the rights, needs and choices of individuals will be respected and valued through effective pastoral care.

## **3 National Context**

- 3.1 This policy statement is set in the context of many key publications and reports which impact on care and welfare. Amongst the most important are:

- Standards in Scotland's Schools etc Act 2000
- National Priorities in Education
- Better Behaviour – Better Learning (SEED 2001)
- Count Us In (HMle 2002)
- It's Everyone's Job to Make Sure I'm Alright (Scottish Executive 2002)
- A Curriculum for Excellence (Scottish Executive 2004)
- Personal Support for Pupils in Scottish Schools (HMle 2004)
- Additional Support for Learning Act 2004
- Supporting Pupils: Study of Guidance in Scottish Schools (SCRE Centre 2004)
- Protecting Children and Young People: The Charter (Scottish Executive 2004)
- Inclusion Policy (CnES 2005)
- Happy, Safe and Achieving their Potential (Scottish Executive 2005)
- A Climate for Learning (HMle 2005)
- Improving Scottish Education (HMle 2006).
- Safe and Well – A handbook for staff, schools and education authorities. (Safer Scotland – 2006)
- Western Isles Child Protection Committee – Procedures and Guidelines. (2006)
- Journey to Excellence 2006.

## **4 Aims**

- 4.1 In light of Scottish Executive reports, it is intended through a multi agency approach to:

- improve service integration
- improve learning
- improve social welfare
- improve health
- raise attainment and achievement
- raise attendance and reduce exclusion
- promote positive behaviour.

- 4.2 At \_\_\_\_\_ School, all staff are concerned with the care and welfare of all pupils. A caring environment is a good learning environment. Pupils who feel safe in a secure, caring, learning environment are more able to fulfil their educational potential.

## **5 Procedures**

- 5.1 We will periodically conduct an audit of existing policies relating to care and welfare to review the effectiveness of our arrangements for care and welfare. We will identify any gaps or weaknesses and will take steps to address any shortfall in provision.
- 5.2 The aims of the school will include an appropriate focus on the care and welfare of pupils and on expectations in respect of their personal, social and academic development.
- 5.3 Staff, pupils and parents/carers will be involved in all significant decisions which affect them. They will be consulted about and informed of policy concerning positive behaviour. A positive ethos of achievement will be promoted by focussing on the creation and maintenance of good relationships between all parties. Policies which promote and encourage positive behaviour and participation lie at the heart of building good relationships both in school and at home.
- 5.4 Parents/carers, pupils and staff will be made aware through the school brochures, assemblies, posters and PSE lessons of the expectations, rules and rewards specified in policy statements. They will be made aware that the policy will be applied consistently.
- 5.5 The Pupil Council (or similar body) will be the forum where pupils share their views openly and participate in relevant decision making. It will meet on a regular basis to allow pupils to take part in decision making on issues which concern them. Through the Pupil Council, staff and pupils will be consulted on school policies and also on the priorities for the school development plan.
- 5.6 The school will ensure that a variety of approaches are used to ensure effective communication with parents/carers.
- 5.7 Guidance, behavioural support and learning support will be coordinated to ensure the most integrated and effective approach.
- 5.8 Our school will have a designated member of staff responsible for the care and welfare of 'looked-after children'.
- 5.9 Staff will be given opportunities to participate in multidisciplinary training with a view to adopting best practice and effective strategies for dealing with children with social, emotional, educational or behavioural difficulties.
- 5.10 Appropriate information on matters relating to the care and welfare of all children will be available to all staff.

- 5.11 A clear mechanism for ensuring effective multidisciplinary working will be established.

## **6 Key Features of a Secure, Caring, Learning Environment**

- 6.1 To achieve our aims, the school will enter into a joint, problem-solving approach with parents/carers, other professionals and, where appropriate, with the children and young people, to create a happy, secure, caring environment which encourages effective learning and teaching to take place.
- 6.2 Such an environment will have certain essential features such as:
- responsibilities for pupil care and welfare being clear
  - the needs of pupils being identified and met
  - lines of communication and referral being clear and efficient.

## **7 Related Policies**

- 7.1 There are many important policies and statements which relate to Care and Welfare.

Anti Bullying Procedures  
 Promoting Positive Behaviour  
 Discipline  
 Equal Opportunities/Racism  
 Child Protection Procedures  
 Health and Safety  
 Support for Learning  
 Teaching and Learning  
 Personal and Social Education Programme  
 Guidance Programme  
 Careers Guidance  
 Procedures Relating to Sex Education  
 Complaints Procedures  
 Exclusion Procedures  
 Attendance  
 Support for Bereavement  
 Dress Code  
 Health Promotion  
 Procedures Involving Out-of-school Activities  
 Supervision Procedures  
 Induction Procedures  
 Security Procedures.

- 7.2 This policy endorses the principles and procedures in these other school and local authority statements which relate to pupil care and welfare.

## **8 Responsibilities**

- 8.1 To ensure the needs of children and young people are met, there must be partnership working involving parents/carers/education/social work/ health/ voluntary organisations.
- 8.2 School staff are expected to take collective responsibility for children in all parts of the school and for ensuring good behaviour anywhere on the school campus.
- 8.3 Any significant concerns in respect of pupil care and welfare will be shared with parents. The effectiveness of this partnership will be monitored by responsible school staff and any matter not resolved will be referred in the first instance to the headteacher for discussion and ongoing liaison, with the aim of resolving the problem. After consultation with parents/guardians the matter may be referred to outside agencies such as the Social Work Department and psychological services.
- 8.4 When pupils are subject to joint care/supervision and where there is a pre-existing shared responsibility with an outside agency, such as the Social Work Department, the school will keep all parties informed of any concerns for pupil welfare.
- 8.5 The school will have a designated person who will maintain an overview of looked-after-children's progress and will take responsibility for ensuring that appropriate measures are in place for supporting their education. This person will ensure that there is effective communication between the school, carers and other agencies, such as social work, health, educational psychology, on agreed plans and targets relating to attendance, homework, after school activities etc.
- 8.6 Looked-after-children may live in foster homes, with relatives, friends, in community placements, residential units or schools. In most instances they live at home under supervision.

## **9 Lines of Referral**

### **9.1 Referrals – as decided by individual schools**

As a general rule, lines of communication must be clear, direct, understood and used consistently by all within the school community. In dealing with pupil care and welfare, school staff, both teaching and non teaching, have a central role in ensuring that care and welfare concerns are dealt with.

### **9.2 Classroom Management**

Classroom teachers are responsible for maintaining good order and discipline in their own classrooms. This is an essential requirement for the creation of a secure, happy learning environment. It is the responsibility of the school to ensure that there is consistency in the way disciplinary matters are dealt with

in the classroom. However, even when the matter is referred on, the classroom teacher should still be seen as the lead person.

- 9.3 Non teaching staff should take a note of incidents observed and information received. They should not attempt to deal with suspected serious care and welfare concerns themselves but refer the matter to the headteacher or other senior member of staff.
- 9.4 Persistent difficult behaviour will be dealt with in accordance with the procedures laid out in our Promoting Positive Behaviour Policy.
- 9.5 Classroom teachers will refer any serious concerns about a child's learning, behaviour, health or welfare to \_\_\_\_\_ in the first instance. These concerns should be made in writing.
- 9.6 \_\_\_\_\_ will be responsible for contacting any external services in the event that problems cannot be resolved within the school.
- 9.7 \_\_\_\_\_ is also responsible for monitoring interviews, referrals and reports made in respect of pupil care and welfare.
- 9.8 The referral forms provided by the local authority must be used to inform psychological services of any learning or behavioural problems.
- 9.9 Reports to the Children's Panel must be submitted to the Children's Reporter by means of a reporting format provided by the reporter.
- 9.10 Incidents of bullying will be dealt with in accordance with school anti-bullying procedures.
- 9.11 In the case of alleged or suspected child abuse the school will follow the Child Protection Procedures and Guidelines as laid down by Comhairle nan Eilean Siar.
- 9.12 The school will have a designated member of staff responsible for child protection.
- 9.13 **Referrals of Specific Importance**

- **Alleged Criminal Offence**

Concerns may arise as a result of an activity which may be criminal, such as theft, assault, vandalism, breach of the peace etc. In any such instance the line of referral is that of direct contact with the police and parents/guardians via a member of senior management. Referrals for alleged criminal offences will also be intimated to the educational psychology service. It should be noted that the Children's Reporter may still be involved in an alleged criminal offence even where no charge is made by the police.

- **Possible Illegal Involvement Out of School**

In such instances there is an obligation on the school to inform the police via senior management of the grounds for concern. It is then a matter for the professional judgement of the police.

- **Management of Drug and Alcohol Related Incidents.**

These will be dealt with in line with the school policy on Substance Use and Misuse.

#### 9.14 **Positive Referrals**

The school will also recognise and encourage good behaviour in line with the Promoting Positive Behaviour Policy.

## **10 Partnership with Parents and the Community**

10.1 All parents, carers and those living in the community served by the school are encouraged to become involved in the life of the school, thereby enhancing the quality of the school experience for the children.

## **11 Monitoring Arrangements for Pupil Care and Welfare**

### 11.1 **Implementation**

Teachers are responsible for the implementation of this policy throughout the school and for contribution to the further review, development and improvement of the policy.

### 11.2 **Monitoring and Self-evaluation**

Promoted staff are responsible for monitoring the implementation of this policy throughout the school. Specific responsibility lies with the named person at the start of this policy.

### 11.3 **Review of the Policy**

Review will take place according to the priorities within the school development plan.

**Signed:** \_\_\_\_\_

**Date :** \_\_\_\_\_

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