



# **SAINTFIELD HIGH SCHOOL**

## **Pupil Well-being Policy**

***‘Pupils should thrive,  
not just survive’***

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# **Pupil Well-being Policy**

## **Introduction**

At Saintfield High School, we earnestly endeavour to foster a caring, supportive and child-centred school environment. We strongly advocate that 'children should thrive, not just survive'. All members of staff, both teaching and non-teaching, work tirelessly to ensure that the physical and emotional needs of every child is safeguarded. It is of paramount importance that all pupils within the school community feel safe, happy and content, free from emotional and physical harm.

Ours is a school, where sincerely, every child does matter. We aim to demonstrate this belief through our policies and procedures, our social interactions and dialogue, and in our aim to establish a friendly school environment where children feel safe and secure. The promotion of our agreed values and beliefs means a pupil centred approach in all aspects of school life. Saintfield High School's ethos provides the basis for this policy.

## **School Mission Statement**

*Saintfield High School, together with the community we serve, celebrates personalised learning in a safe caring and stimulating environment.*

## **School Pledge**

*Individual success for all pupils –  
learning and achieving together*

## **The Primary Aim of the School is:**

To develop a safe, harmonious and well-structured school community, in which staff and pupils work together with mutual respect in the pursuit of “individual excellence” for all pupils.

## **Aims**

Through our Pupil Well-being Policy we aim:

1. To create and maintain an atmosphere and ethos where pupils feel they are safe, valued, respected and content;
2. To foster an atmosphere of mutual respect and understanding between pupils and staff;
3. To maintain the highest standards of teaching and learning in a pupil focused environment;
4. To engage fully and in an empathetic manner to pupil concerns, fears of themselves and worries and fully support them;
5. To achieve these primary aims, we have five subsidiary aims:

**Aim 1:** to promote the spiritual, moral, emotional, cultural and physical development of each pupil

**Aim 2:** To provide a broad, balanced and relevant curriculum enabling each pupil to contribute positively to society in the 21<sup>st</sup> Century

**Aim 3:** To foster a positive, caring environment and develop attitudes through which individuals may learn respect from others and become responsible members of society

**Aim 4:** To establish a creative and secure educational partnership between the school, the home, Lecale Learning Area and the wider community

**Aim 5:** To promote self-esteem, confidence and self-discipline among all pupils within an inclusive learning community

## **THE OBJECTIVES WITHIN THESE AIMS ARE:**

### **Aim 1**

**To promote the spiritual, moral, cultural and physical development of each pupil**

#### **Objectives**

- a) To ensure that each pupil is introduced to broad Christian principles, through a non-denominational approach in the classroom and in morning assembly.
- b) To provide the opportunity for further development through extra-curricular activities such as Scripture Union.
- c) To promote good relationships between the school and the community as a whole, through appropriate visits.
- d) To develop cultural awareness with a local, National, European and International dimension.
- e) To provide opportunities for physical development through the PE curriculum and extra-curricular activities.

### **Aim 2**

**To provide a broad, balanced and relevant curriculum enabling each pupil to contribute positively to society in the 21<sup>st</sup> Century**

#### **Objectives**

To encourage pupils to achieve the highest possible attainment by delivering the Northern Ireland curriculum and providing a range of subject choices at Key Stage Four.

### **Aim 3**

**To foster a positive, caring environment and develop attitudes through which individuals may learn respect from others and become responsible members of society**

#### **Objectives**

- (a) To exemplify and to foster such attitudes as:

tolerance, sympathy, empathy, consideration, commitment, curiosity, diligence, reliability, perseverance and self-confidence, sensitivity, honesty, creativity, initiative, adaptability, and resilience in association with the Learning for Life and Work curriculum, Health and Social Care and Religious Studies.

- (b) To stress these attitudes through a formal pastoral structure of pupil provision
- (c) To further develop these attitudes via:

Whole School / Junior School / Senior School Assemblies	
School culture/ethos	Sport
Community engagement	Drama
Good attendance	Music
Charity support	Educational visits

**Aim 4**

**To establish a creative and secure educational partnership between the school, the home, Lcale and the wider community**

**Objectives**

- (a) To foster liaison with parents via written and verbal communication consultations and via an active PTA;
- (b) To foster liaison with the Board of Governors;
- (c) To foster liaison with the Careers Service;
- (d) To foster local community relations via extra-curricular activities.

**Aim 5**

**To promote self-esteem, confidence and self-discipline among all pupils**

**Objectives**

- (a) To foster good relationships between pupil and teacher and pupil and pupil;
- (b) To encourage pupils to respond well in class;
- (c) To encourage pupils to take a pride in their work;
- (d) To develop a respect for the contribution made by others;
- (e) To promote regular attendance at school.

**Promoting and Supporting Pupil Well-Being**

Through our clearly written and practical policies, procedures are outlined and good practice indicated.

The Pupil Well-being Policy operates in conjunction with, and compliments, many other school policies including:

These include the following:

- Acceptable use of ICT
- Anti-bullying
- Child Protection
- Child Sexual Exploitation
- Complaint Procedure Policy
- Community Code of Conduct
- Crisis Management and Bereavement
- Drugs Policy
- Managing Pupil Attendance
- Medical Policy
- Relationships and Sexuality Policy
- Social Media Policy
- The Role of the Form Tutor Special Educational Needs and Inclusion Policy

### **Consultation**

To make this policy as meaningful and effective as possible key school stakeholders are consulted throughout the process including:

- Pupils
- Engagement with Student Voice
- Consultative workshops with parents/carers
- Pupil Well-being Team
- Board of Governors

## **The Role of the Pupil Well-being Team**

Key members of the Pupil Well-being Team include the Head of Pupil Well-being, Designated and Deputy Designated Teacher for Child Protection, Heads of School and Board of Governor for Child Protection. The role of the Pupil Well-being Team encompasses several key aspects:

**Emotional Support:** the team provides emotional support to students who may be experiencing difficulties. They offer a listening ear, guidance, and signpost pupils to counselling services to help navigate and manage their emotions effectively.

**Individualised Support Plans:** The Pupil Well-being Team collaborates with students, parents and carers, and teachers to develop support plans for students with specific needs. These plans outline strategies and resources to address student's well-being and enable them to thrive academically, emotionally and mentally and socially.

**Collaboration and Referrals:** The team collaborates closely with other professionals within the school, such as teachers, administrators, and support staff, to ensure a holistic approach to student well-being. They may also refer students and their families to external agencies when additional support is required.

**Well-being Programmes and Initiatives:** The Pupil Well-being Team arranges and delivers the Resilience Curriculum within the school, this preventative programme seeks to promote positive mental health, resilience, and well-being for all pupils. Activities can include workshops, awareness campaigns, peer support programmes, and activities that foster a sense of belonging and connectedness within the school community.

Overall, the Pupil Well-being Team seeks to nurture a positive and supportive school environment. By addressing the social, emotional, and mental well-being of students, they contribute to their overall welfare, academic success, and long-term personal development of all pupils.

## **Pupil Well-being Support**

Nelson Mandela once said that "*Education is the most powerful weapon we can use to change the world.*"

Every member of the Saintfield High School community has responsibility for creating a safe and supportive learning environment in which all pupils can prepare to the 'change the world'. In order for children to gain a holistic educational experience the following a range of pastoral support and provision is in place, some of which include:

- A school ethos and culture of positive relationships and mutual respect is continually promoted;
- Resilience Curriculum – preventative education based upon pupil feedback. Specific programmes of support include eg Mental Health workshops, Resilience Programme, Alcohol Awareness, 'Dead Cool', Internet Safety, Substance Abuse, Suicide Awareness and Anti-Bullying etc (see Resilience Curriculum later in the document);
- The school has a Designated and Deputy Designated Teacher for Child Protection;
- The school has advice leaflets/helplines for pupils, parents and carers;
- The school annually appoints Mental Health Ambassadors from the Year 12 Prefect Team. Prefects deliver workshops to their peers on the matter of mental health;
- Pupils in Year 9 and Year 11 complete a 'PASS Survey' which questions pupil feelings of well-being within the school community. Based upon pupil results, pastoral support/mentoring is implemented;
- The Pupil Well-being Policy is reviewed as required;
- All pupils participate in Mental Health Awareness Week – the school adopts an inter-departmental approach;
- The culture of care and consideration for others in the school is continually promoted;
- Regular engagement with key statutory and voluntary sector agencies eg PSNI, Action Mental Health, Cancer Focus, Public Health Agency,



Safeguarding Board for NI and e-Safety Forum to support the promotion of key pastoral messages;

- Questionnaires are used to obtain feedback from pupils, parents/carers and staff in order to evaluate the pastoral provisions within the school;
- Pupil mentoring system;
- Annual parent/carer consultations;
- School Counsellor is available each week in school;
- Effective Personal and Social Health programme and Relationship and Sexuality Education delivered to pupils throughout their educational journey;
- Learning for Life and Work Programme of Study (Years 8 – 12);
- Celebrating success – sporting events, Annual Prize Day, individual achievements, Sports Prize Day, Pupil of the Month recognition, monthly attendance reward, Hall of Fame etc
- Induction Programmes for all pupils to assist them to settle quickly and form meaningful friendships and class identity;
- Training sessions on pastoral issues offered to parents/carers;
- School assemblies address and debate a range of pupil well-being matters;
- Prefect Mentors assist Junior School pupils on a weekly basis;
- Extra-curricular activities provide pupils with the opportunity to engage with their peers outside of the classroom and develop new skills;
- Post-a-Problem boxes available around the school;
- Student Voice and Parent Panel provide insight and guidance on matters relating to pupil well-being throughout the academic year;
- All adults in school are expected to be positive role models, as stated in the Staff Code of Conduct. Exemplary behaviour is shown in our attitude and conduct towards colleagues, as well as to all pupils. Staff seek to:
  - ~ show respect for every child as an individual;
  - ~ are aware of vulnerable children;
  - ~ correct the behaviour rather than the child;

- ~ avoid having favourites;
- ~ are seen to be always fair and consistent;
- ~ avoid labelling or making judgements of pupils;
- ~ have high expectations of all pupils;
- ~ avoid reference to other members of the family, eg  
‘just like your brother’;
- ~ never give pupils ammunition to use against each other.

**Procedure for Reporting a matter relating to pupil well-being**

Pastoral Concern may be referred to



Form  
Tutor



Head of Early School / Head of Junior School / Head of Senior School  
If necessary, the Designated Teacher for Child Protection  
will be kept informed and included in the process



If a matter is not resolved with the procedures above, the matter may be  
referred to  
the Vice Principal



Principal



If still unsatisfied the parent/carer should refer to the  
'How to Raise Concerns or Make a Complaint' procedure

## **The Resilience Curriculum**

Within our school community we acknowledge and appreciate the importance of pupils' emotional well-being, especially for the current generation.

At Saintfield High School we seek to equip our pupils with skills, coping mechanisms and the ability to manage their emotional and mental well-being in a positive manner, even when the challenges of life are all too apparent. During each academic year, pupils are encouraged, and given the opportunity, to discuss, reflect upon and consider their personal mental/emotional well-being, as well as the implications upon families and communities.

The Resilience Curriculum provided to pupils at Saintfield High School combines a mix of internal delivery by members of staff, as well as delivery of key pastoral issues from external agencies with a specialism and expertise in their field. We seek to provide a well-rounded and balanced pupil well-being programme which contributes to all children feeling happy, safe and content both inside the classroom and out.

Recognising that different age groups have distinct needs, the Pupil Well-being Team ensures that provision is tailored accordingly, considering developmental stages, cognitive abilities, and emotional needs of students at different ages. By providing age-appropriate resources, interventions, and support systems, we address the unique challenges faced by pupils at each stage of their education.

Please see below an overview of the pastoral experiences that each child will undertake during their time at Saintfield High School, all with the aspiration that 'children will thrive, not just survive'.

## Saintfield High School ~ Resilience Programme 2022/2023

	Year 8	Year 9	Year 10	Year 11	Year 12
Term 1	<ul style="list-style-type: none"> <li>Year 8 Induction Programme</li> <li>Road Safety – presented by Translink</li> <li>Internet Safety - training delivered by PSNI</li> <li>Presented by School Prefects, Mental Health Awareness Day – interdepartmental approach</li> <li>Familyworks Counselling</li> <li>Anti-bullying workshop</li> <li>What is Mental Well-being?</li> <li>Self-confidence and self-esteem workshop by Made for More</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 Induction Programme</li> <li>Familyworks Counselling</li> <li>Internet Safety – delivered by PSNI</li> <li>Mental Health Awareness Day – interdepartmental approach</li> <li>Anti-bullying workshop, presented by School Prefects</li> <li>Self-confidence and self-esteem workshop, presented by Made for More</li> </ul>	<ul style="list-style-type: none"> <li>Year 10 Induction Programme</li> <li>Familyworks Counselling</li> <li>Internet Safety Training – delivered by PSNI</li> <li>Mental Health Awareness Day workshop – interdepartmental approach</li> <li>Anti-bullying workshop</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Induction Programme</li> <li>Familyworks Counselling</li> <li>Internet Safety – delivered by PSNI</li> <li>Mental Health Awareness Day – interdepartmental approach</li> <li>Anti-bullying workshop</li> </ul>	<ul style="list-style-type: none"> <li>Year 12 Induction Programme</li> <li>Prefect/Mentor Coaching (delivered by Head of Pupil Well-being)</li> <li>Familyworks Counselling</li> <li>Internet Safety – delivered by PSNI</li> <li>Mental Health Awareness Day – interdepartmental approach</li> <li>Anti-bullying workshop, presented by School Prefects</li> <li>After school support clinics</li> <li>Suicide presentation seminar delivered by PIPS</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Good Manners Matter series</li> <li>Familyworks Counselling</li> <li>Self-Worth training delivered by Made for More</li> </ul>	<ul style="list-style-type: none"> <li>“My Mental Health” (6-week programme – led by Head of Pupil Well-being)</li> <li>Familyworks Counselling</li> <li>Prefect mentor support</li> <li>Made for More Workshop</li> </ul>	<ul style="list-style-type: none"> <li>‘Love for Life’ – Healthy relationships</li> <li>Alcohol and Drug Awareness presented by Made for More</li> <li>Familyworks Counselling</li> <li>‘Chelsea’s Choice’ – Northern Ireland Safeguarding Board (biannual training)</li> <li>Prefect/Mentor support</li> <li>Resilience programme, 4 sessions delivered by LLW Department</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol and Drug Awareness workshop</li> <li>“My Mental Health” Programme (3-week programme – Head of Pupil Well-being to lead)</li> <li>Vaping Awareness Assembly</li> <li>After school support clinics</li> <li>Familyworks Counselling</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol and Drug Awareness workshop</li> <li>After school support clinic</li> <li>Familyworks Counselling</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Prefect mentor support</li> <li>Study skills and examination support sessions delivered by Head of Year</li> <li>Mental Health Week activities</li> <li>Familyworks Counselling</li> </ul>	<ul style="list-style-type: none"> <li>Smashed Tour</li> <li>Prefect mentor support</li> <li>Study skills and examination support sessions delivered by Head of Year</li> <li>Mental Health Week activities</li> <li>Familyworks Counselling</li> </ul>	<ul style="list-style-type: none"> <li>Bloom – 6 week course on resilience</li> <li>Prefect mentor support</li> <li>Study skills and examination support sessions delivered by Head of Year</li> <li>Mental Health Week activities</li> <li>Familyworks Counselling</li> </ul>	<ul style="list-style-type: none"> <li>‘Bloom’ – 6-week course on resilience</li> <li>After school support classes</li> <li>Mental Health Week activities</li> <li>Familyworks Counselling</li> </ul>	<ul style="list-style-type: none"> <li>After school support classes</li> <li>Coursework Clinics</li> <li>After school support clinic</li> <li>Mental Health Week activities</li> <li>Familyworks Counselling</li> </ul>

## **Working Together for pupils' well-being - Student Voice and Parent Panel**

Listening to the voice of all stakeholders is a crucial aspect to the development and progression of pupil well-being in any school community. With this in mind, the Parent Panel and the Student Voice play an integral role to promoting well-being within the school community.

### **Parent Panel**

A core value within Saintfield High School is the importance of working collaboratively with parents and carers to ensure the well-being of all pupils. Strong, genuine and meaningful partnerships between school and home create a strong sense of shared purpose and cements a desire to ensure that pupils achieve personal success. The Parent Panel within the school plays an integral role in shaping school policy and well-being procedures within the school community.

Parents and carers are always welcome and are encouraged to contact the school if they have any concerns or worries regarding the welfare or well-being of their child.

### **Student Voice**

The Student Voice is a group of pupils from all year groups who meet on a regular basis to discuss and debate issues pertaining to school development and policy. Pupils are encouraged to express their thoughts, feelings and opinions regarding their well-being and to contribute to the vision and future direction of the school through the Student Voice. It provides an avenue for students to participate in the decision-making processes, shape well-being policies, and influence the direction of the pastoral provision and education within the school. Through their involvement, students can have a direct impact upon the school community, fostering a sense of ownership and empowerment. Their contribution is never taken for granted and their ideas are received, considered and reflected upon with the utmost sincerity.

### **Quality Assurance of Pastoral Provision**

Quality Assurance is an ongoing and integrate aspect of the work of the Pupil Well-being Team. We recognise and appreciate the significance of monitoring and evaluation in maintaining high standards of well-being for all pupils. Furthermore, we appreciate the central role of utilising feedback from various stakeholders within the school to ensure that provisions are always age-appropriate, relevant, and meet to the needs of every pupil.

### **Continuous Monitoring and Evaluation:**

The Pupil Well-being Team understands that quality assurance is not a one-time activity but a continuous process. It regularly monitors and evaluates the well-being programmes and services offered to pupils, ensuring that they remain effective and relevant to meeting the needs of pupils.

Feedback from all stakeholders, including pupils, parents and carers, teachers, and support staff, is considered invaluable for maintaining and enhancing pupil well-being across the school community. Input is sought from stakeholders through surveys, focus groups, and individual discussions. Feedback is analysed and the feedback is incorporated into decision-making processes, making necessary adjustments to pupil well-being provision. Through continuous monitoring and evaluation, the Pupil Well-being Team seeks to ensure that well-being provision within Saintfield High School is age-appropriate, relevant, and meets the needs of all pupils.

## **Conclusion**

It is the firm belief of every member of staff at Saintfield High School that all children, irrelevant of creed, colour or religion should be given the opportunity to thrive within their school community. It is with this mind-set that the Pupil Well-being Team, alongside all staff, will continue to work tirelessly to provide the highest quality pastoral provision to every boy and girl within Saintfield High School, this is the very least that they deserve.

All staff, both teaching and non-teaching, have an unwavering commitment to the welfare of each individual in our school community. By prioritizing the physical and emotional well-being of our pupils, staff create a nurturing environment that fosters growth, learning, and personal development.

Saintfield High School will continue to prioritise the safety, happiness, and well-being of pupils above all else, always striving to provide high quality pastoral care to all pupils. Our commitment to ensuring that pupils, at all times, do not simply survive, but rather thrive remains steady and unchanged.



**\*Safeguarding Children**

**\*Special Educational Needs**

**\*Community Code of Conduct**

*Principal  
Vice-Principal  
SLT  
Pupil Well-being Team*

*Teaching Staff*

*Clerical/  
Administrative Staff*

*Auxiliary and  
Ancillary Staff*

**Citizenship**

**\*Anti-Bullying**

**Pupil Well-being**

*Parents/  
Parent Panel*

*Pupils*

*Community  
links/external  
agencies*

*Board of  
Governors*

*Prefect  
Mentors*

*Student Voice*

**\*Drugs (HE)**

**\*Child Protection**

**Relationships and Sexuality**

**Resilience Curriculum/  
Preventative Education**

\*Links with existing School policies



