



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

THE WE CARE PROGRAMME

Created April 2019

MISSION STATEMENT

"St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils, within a framework of a caring community which shares a common set of core values."

INTRODUCTION

We're all better teachers and colleagues when we're having a good day. The children will be better pupils and Pauleans when they're having a good day.

St. Paul's School recognises a responsibility to protect and nurture positive mental health by developing skills within our pupils that lead to positive relationships, good decision making and socially minded behaviours that contribute positively to the school community and beyond.

We do this by:

- Creating a positive environment
- Building positive relationships
- Creating a sense of communal trust, respect and compassion/empathy

Through:

- Providing immediate boundaries while ensuring pathways to a better future
- Educating the pupils to deal with their day to day challenges
- Developing skills to deal with conflict, disagreement and adversity

The WE CARE programme is a whole school pupil focused well-being support programme intended to promote the character traits we wish to see in all Pauleans. We provide as much support and guidance when they fail at this, as praise and recognition when they succeed. It does not replace the school's behaviour policies nor is it a school policy which might dictate what action should be taken in a particular situation. It is a set of values and a mind-set that promotes a certain approach to all situations, whatever behaviours are being encountered or action is being taken.

In school we all have responsibility and a role as mental health and wellbeing facilitators, and this is what is at the centre of the WE CARE programme: we all care for mental health and wellbeing. We are all responsible for it.

We recognise that schools have a responsibility for children's character, social and emotional wellbeing. Therefore, our shared goal is to provide an appropriate environment so that our pupils can thrive, be healthy and happy. In this context we recognise that as teachers we can be a positive or negative influence on our pupil's emotional development. Through the WE CARE programme we choose always to be the best possible influence, building respectful, trustworthy relationships and focusing on social and emotional skills, rather than solely punishment, to improve behaviour and support positive emotional development. This will enable their intrinsic motivation and be reflected in a positive attitude towards learning, behaviour and relationships.

We want everyone to be happy. Teachers are happier when improving pupils, helping others and creating a friendly environment. We also want pupils to be the best they can be, being the best version of themselves - conducting themselves appropriately and making choices in the manner of a true Paulean.

Things to avoid Vs We Care

Common approaches	We Care
Mental health is a clinical issue and teaching staff cannot be expected to learn the required skills.	Many emotional issues are not clinical in nature and are not best served by specialist intervention. Indeed many are the result of the environment rather than a clinical ailment.
A school's core business is education not health care.	Creating a school ethos that promotes wellbeing, resilience and positive skills has consistently been shown to improve pupil performance.
Mental health is only a problem for a small number of pupils	Emotional wellbeing is a key element in every child's development.
Pastoral teams are the best response, let's pass it on to them.	We are all pastoral, it is everyone's responsibility.
Pupils who exhibit poor behavior, whether the result of emotional problems or not, take up too much time. They don't deserve more of it.	Mental health awareness can help teachers and schools to develop clear early intervention strategies, thereby reducing the amount of time and effort pupils with behavioral difficulties will demand.
If a pupil misbehaves and is not punished they will misbehave again. There has to be consequences to poor behaviour.	We Care isn't about not implementing sanctions or being nice to a pupil who has misbehaved. The consequences are still there.

What this looks like in practice:

Controlling habits (negative)	Connecting habits (positive)*
Blaming	Listening
Criticising	Supporting
Complaining	Encouraging
Nagging	Negotiating
Rewarding to control	Respecting
Threatening	Accepting
Punishing	Trusting

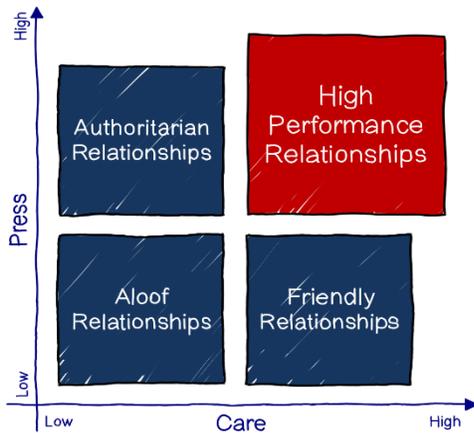
*Dr William Glasser

Guiding principles and expectations at St Paul's

- Care and trust are at the centre of all our actions, not fear or control; this should be central for us all in how we interact with pupils.
- We plan our actions thinking about what is best for the pupil, considering their social-emotional development and not exclusively the behaviour we would wish him/her to change.
- We provide a safe environment and trustworthy relationships; so that the pupils feel they are supported by us.
- The rights and responsibilities described in this policy apply to the whole community and are a shared responsibility of all staff, pupils and parents. We actively implement the principles and expectations in our everyday practice.

Effective teachers press for good performance but recognise the need for a caring and supportive relationship alongside it.

We can do this by always responding in two ways:



Managing the current situation

Taking action in response to poor behaviour

Improving the situation for the future

Developing the pupil's skills to be a better Paulean

In this context, We Care is not about removing or lowering our expectations. On the contrary, when implemented effectively, We Care strategies allow for higher expectations as the pupils have developed the coping mechanisms and have the support in place to take on more.

We care about behaviour

As Pauleans we expect the pupils to:

- Be respectful of others and understand the impact we can have on others, both positive and negative.
- Have an empathic, respectful approach to all members of our community.
- Have enough self-awareness that they can choose positive behaviours.

As teachers:

- We recognise that behaviour is communication not a fixed character trait.
- When we encounter poor behaviour, we see it as a chance to help. We care is about providing the pupils with the tools, strategies and support to succeed.
- We provide clear and constant boundaries (as set out in the behaviour policies) is important, but teaching and developing good behavior is more effective than simply correcting bad behaviour.
- We understand that punishments and sanctions provide boundaries, they don't correct behavior.

We care about relationships

As Pauleans we expect the pupils to:

- Be open minded to learn about relationships
- Be respectful of our differences
- Take advantage of relationships and to maintain positive relationships at all times, even where there might be conflict

As teachers:

- We recognise that positive and healthy relationships underpin well-being.
- Therefore, we understand the importance of educating young people to develop the skills and resilience to learn, practice and develop positive and healthy relationships. Including conflict management and resolution.
- In this, we recognise the importance of positive and healthy relationships between teachers and pupils. That this relationship is specific to the profession, has clear boundaries and is differentiated from friendship by our professional responsibilities.

We care about the classroom environment

As Pauleans we expect the pupils to:

- Contribute in a positive way towards the classroom environment
- Provide support for others and respect the difficulties and challenges others might be having
- Not dominate the classroom or impose behaviour on others

As teachers we recognise that:

- By supporting pupils in their day-to-day lives, relationships and conflicts we create an environment, and the sort of mindset, that promotes good behaviour.
- We should treat everyone with respect, irrespective of their position within the school, always considering our role as an educator.
- Providing an environment that fosters emotional well-being is directly linked with positive performance both academically and pastorally.

We care about everyone's well-being

As Pauleans we expect the pupils to:

- Recognise that well-being matters to all and is a fundamental aspect of learning.
- Take responsibility for the well-being of others.
- Make sure our conduct and interactions with each other fosters well-being for all.

As teachers:

- At St. Paul's we recognise that well-being matters.
- In our day-to-day interactions, we take responsibility for the well-being of everyone in the school community.
- We recognise the way we behave and act towards others impacts on their well-being and always aim for this impact to be positive.
- We recognise behaviour as indicator of well-being and we respond to poor behaviour with this in mind.

As a consequence as teachers at St. Paul's, wherever possible, we agree that:

- When sanctioning a pupil we always provide them with a strategy to improve.
- We then support the pupils in implementing that strategy, knowing that learning good behaviour is a constant and on-going process.
- We have conversations, rather than talking directly at the pupils.
- We always talk about pupils and approach problems with pupils in a positive manner, looking to future development not focusing on past disappointments.
- We realise that as adult educators we are role models and must demonstrate in our own behaviours that which we want to see in the pupils.

We Care structure



<p>STRATEGIES</p> <ul style="list-style-type: none"> Behaviour management strategies Behaviour expectations Golden rules Code of Honour Lion Learning Staff training and development School ethos (Lion) 	<p>STRUCURES & SUPPORT SYSTEMS</p> <ul style="list-style-type: none"> Staff training Leadership Pastoral teams LSU School counsellor Home school communication Parent workshops
<p>POLICIES</p> <ul style="list-style-type: none"> We Care Behaviour policies Safeguarding policy SEND PSHE curriculum 	<p>MONITORING</p> <ul style="list-style-type: none"> Edu Key Behavioral logs Reporting Pastoral meetings LSU & School counsellor

What does good practice look like?

Leadership

- Provides clear boundaries for pupil behavior allowing teachers to foster positive relationships within those boundaries
- Provides support and training for staff and pupils
- Promotes good practice and disseminates skills and effective strategies through the school
- Provides clear boundaries for pupil behavior allowing teaching staff to foster positive relationships within those boundaries

Support groups

- Collate and communicate information relating to pupils' well-being and mental health.
- Provide support, strategies and training for staff throughout the school.
- Provide training and targeted support for staff and pupils, where necessary.

Teaching staff

- When dealing with poor behaviour, staff always provide a route to success, implementing support and monitoring progress afterwards.
- Always implement proactive strategies that promote positive behaviours alongside sanctions or any other reactive measures.
- Communicate concerns regarding well-being.

Pupils

- Understand that being a part of St. Paul's requires certain behaviours and attitudes.
- Feel safe and comfortable talking about well-being and recognise their duty to protect and nurture each other's well being.

Parents

- Work with the school to promote well-being.
- Show trust in the professionalism of the teachers to support and guide the pupils.