Welfare Team Policy

BISG Community - Our Values

BISG welcomes students from diverse backgrounds, cultures, and abilities. We are committed to creating an inclusive, challenging, and caring learning environment where every student is supported to flourish and reach their full potential.

We recognise and value each student as an individual, including those with additional learning needs, and believe that, with the right support and opportunities, all students can develop the attributes of the **IB Learner Profile** and contribute positively to our learning community.

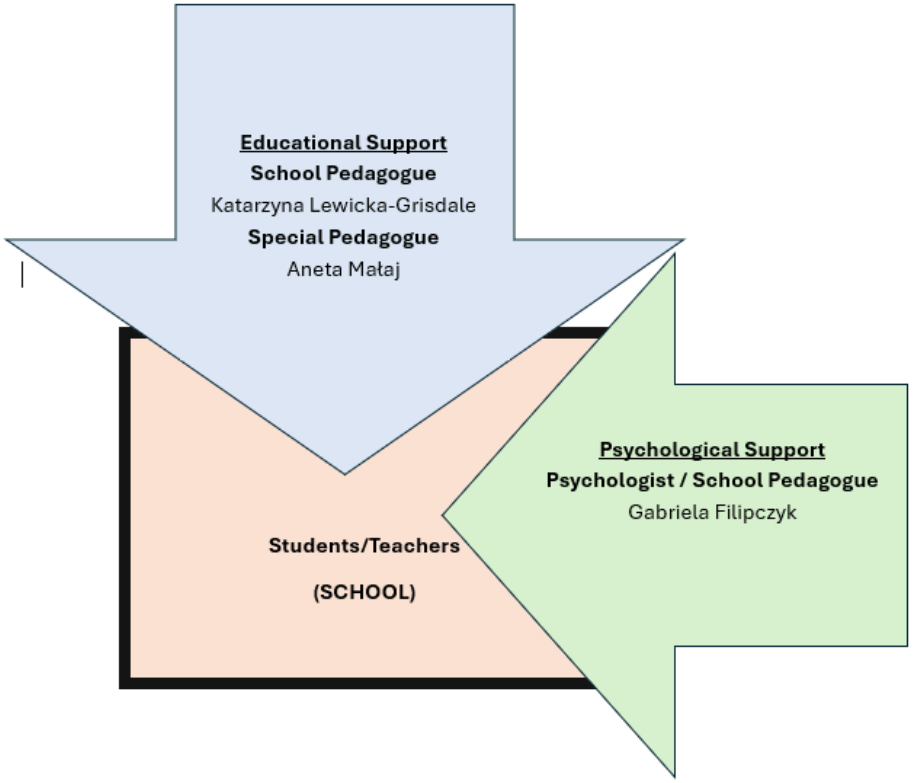
At BISG, our students are developing as:

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**
- **Open-minded**
- **Caring**
- **Risk-takers**
- **Balanced**
- **Reflective**

Through our curriculum, pastoral care, and wider school experiences, we support students in developing the attributes of the **IB Learner Profile** and embodying these values as members of the BISG commun*ity.*

1. The Welfare Team

The Welfare Team at BISG sits at the heart of this process and exists to ensure that all children are given the best possible chance to succeed in our school. The Welfare Team consists of: The Welfare Team consists of vice director, school pedagogue and school psychologist.



We consider children to have a barrier to learning if it is significantly more difficult for them to learn, when compared to the majority of pupils of the same age; or if they have a physical disability which hinders them from making use of educational facilities of a kind generally provided for pupils of the same age.

At BISG, we would understand children to have Special Educational Needs (SEN) if they are unable to make progress due to difficulties:

- in processing and understanding;
- in paying attention during lessons;
- of a physical or sensory nature;
- of an emotional and behavioural nature;
- in speech, language and communication;
- in relationships and social skills.

We consider a child to have SEN only if they experience any of the above to such a degree that they are prevented from becoming a thriving student, as outlined in the IB Student Profile.

Most children experience the need for support at some point in their school life. The Welfare Team at BISG deems that a child has Special Educational Needs if they require provision that is in addition to, or otherwise different from, the educational provision made generally for pupils of their age within the classroom.

At BISG we recognize that children may be deemed to have SEN at a number of different points in their school life and therefore our approach to supporting the children in our school is flexible and on-going. The learning needs of our students change as they grow and therefore the level of support that our children require will match their identified needs at any given time.

What is the function of the Welfare Team?

The purpose of The Welfare Team is to:

- effectively monitor the student community at BISG;
- effectively identify those students experiencing difficulties in learning as outlined above;
- work collaboratively with students, parents and class teachers in order to provide an effective and cohesive Support Plan;
- establish the recommended interventions in the Support Plan, ensuring that there is effective follow-through into the classroom and that home support, where possible, is consistent with the support in class;
- monitor the targeted and time-bound support of students as established in Support Plans;
- review the point at which Support Plans are no longer necessary / targets need to be changed;
- assess the appropriateness of the curriculum and classroom practice with relation to children experiencing SEN;
- ensure that the cycle of SEN - **refer**, **act**, **monitor** and **review** is maintained within the school.
- ensure there is an appropriate SEN provision in accordance with the 'Rozporządzenie Ministra Edukacji Narodowej' i z dnia 9 sierpnia 2017r (DZ.U.poz.1309), and 'Rozporządzenie Ministra Edukacji I Nauki.' Z dnia 22 lipca 2022 (Dz.U.poz.1610)

The Cycle of SEN Provision

Refer

The Welfare Team responds to students who have been identified as having barriers to learning by:

- assessing children effectively at the point of entry to our school;
- establishing and maintaining an effective system of referral within the school;
- ensuring that teachers are familiar with the system of referral and that this system is adhered to; ● creating and updating the SEN register.

Act

Once referred, the Welfare Team works with parents, professionals and home-room and subject teachers to:

- create a Support Plan and establish specific targets and time frames for pupil progress;
- allocate Support Teachers / TAs to specific children and lessons;
- inform parents and update parents regularly with reference to progress towards agreed targets.

Monitor

The Welfare Team continues to oversee the progress of children in the school by:

- effective and regular monitoring of pupils both on and off the SEN register;
- reviewing, monthly, all children on the SEN register with regard to progress being made towards targets in Support Plans.

Review

The Welfare Team continues to oversee the progress of children on the SEN register and those who might benefit from additional SEN support by:

- meeting to discuss and decide actions to be taken with regard to new referrals;
- contributing monthly at BISG staff meeting in order to update teachers on SEN register changes and also to remind teachers of their role within the SEN process;
- constantly thinking through the level of support a child requires at any given time and adjusting that support as necessary.

How does The Welfare Team support children and families?

The Welfare Team supports children and their families by:

- Establishing effective systems of communication for SEN;
- Informing and involving parents and pupils as appropriate;
- Providing individual tuition or small group work to meet specific needs;
- Providing in-class support from a Support Teacher and specialist advice as appropriate;
- Providing support with homework and coursework;
- Developing IPET for individual SEN students;
- Completing an annual review for all pupils with a Statement of SEN;

- Completing an annual review for all pupils with a Statement of SEN;
- Completing and reviewing Support Plans regularly, and reviewing progress at Parent/Teacher Meetings;
- Establishing and monitoring up-to-date SEN records for the school;
- Supporting with the arrangements for pupils with SEN who are taking exams;
- Working in close partnership with specialist services for students with SEN eg. Educational Psychologists.

What is the SEN Register?

- The SEN Register is a list of pupils within BISG who have been identified as having significantly different learning needs to children of their age;
- Pupils can be added to or removed from the register depending upon their educational needs and the progress they do / do not make.

How do we support children at the point of entry at BISG?

- The school's admissions procedure is designed to provide for smooth transition for all pupils and to ensure that individual needs are planned for, before the date of admission;
- Where possible, we use gathered information before children start at BISG to make informed first-decisions;
- Children with SEN Statement will have IPET and appropriate support allocated in accordance to their needs.
- Regardless of how much information we do / do not have on a child's learning and progress, all new students are observed throughout the first month of their time with BISG in order to ascertain if they are able to learn at the level of their peers;
- By the end of the first half term, decisions will be taken as to whether a child has SEN or not;
- Where SEN is clearly evident at the point of entry, The Welfare Team will allocate resources quickly and appropriately.

How do we work with other agencies?

The Welfare Team will liaise with parents, Educational Psychologists, Support Teachers, Speech and Language Therapists, Occupational Therapists, Physiotherapists and all other relevant support specialist agencies. The Welfare Team welcomes the chance to communicate with parents, as we see partnership between home and school as essential and integral to the care and well-being of our students.

How do we work as a team?

The Welfare Team is responsible for:

- Teaching, organising, leading and overseeing all procedures pertaining to SEN within BISG;
- Ensuring that SEN receives appropriate staffing, funding and resources;

- Supporting and monitoring children on the SEN register through regular meetings;
- Identifying and delivering training for staff at BISG;
- Liaising with outside agencies;
- Monitoring the effectiveness of SEN provision;
- Co-ordinating SEN information/communication;
- Monitoring and evaluating SEN provision;
- Ensuring that SEN provision is accurately recorded and appropriate to each student;
- Ensuring that all staff are aware of their roles and responsibilities with regard to SEN;
- Liaising with staff and parents, before, during and after transfer to the SEN register;
- Regularly updating the register and informing all staff of changes.

Welfare Team Support Teachers

Support Teachers work within the Welfare Team and are responsible for:

- Liaising with home-room teachers and subject teachers as appropriate.
- Monitoring pupil progress in class and up-dating IEPs and IPET's through annotation and evaluation;
- Working with pupils in lessons, individually and in small groups;
- Informing the leadership of the Welfare Team, through SENCO of new SEN issues;
- Contributing to the forming of Support Plans and Reviews;
- Attending team meetings;
- Passing on information from parents to the Welfare Team through SENCO;
- Preparing resources and programmes of learning as directed by class teachers and the Welfare Team Leadership;
- Monitoring and evaluating the progress of children on the SEN register;
- Ensuring staff are aware of pupils who need SEN intervention.

Conclusion

The premise for this policy is that all children experience barriers to learning at some point in their life. For some, the barriers prevent them from extending beyond the general level of peers because class work is not challenging enough. For other children their educational, social or physical needs prevent them from accessing the mainstream teaching and learning within the class. The Welfare Team within BISG recognises the responsibility of the school to adjust it's practices in order for children to flourish and succeed.

The Welfare Team understands that a child's *poor* behaviour - an unwillingness to function within the expected norms of the class or the school - is in itself a barrier to learning. Often, a barrier to learning that is expressed in negative behaviour is a barrier not only to the child but (in extreme cases) for the rest of the class as well. The Welfare Team, therefore, exists to provide progress paths for children who are stuck in their learning as well as children who are stuck in negative patterns of behaviour.

2. **Behaviour Management - Overview**

The hierarchy for the management of negative behaviours / barriers to learning within BISG is as below. The ultimate responsibility for the welfare of all children sits with school directors, but our route to supporting BISG students begins with our teachers. We use an ABC system.

A) Subject Teachers
B) Homeroom Teachers
C) The Welfare Team

In-line with our values and approach, all management of negative behaviours / barriers to learning will always maintain the dignity of the child / student. If a child is behaving in a way that is detrimental to the welfare

and learning of students, then as professionals we have a duty to respond to this.

A) Subject Teachers may respond with:

- a quiet conversation with the child during / after the lesson;
- reference to whole class behaviour systems (Class 2-3 whole-school behaviour system and Class 4-8 and secondary own behavioural Systems)
- use of a break time to more seriously address the behaviour;
- informing the Home Room Teacher to have a constructive conversation about the behavioural issue;
- informal observation of a child during a lesson to identify possible "trigger" points or patterns within lessons; ● an informal conversation with a member of the Welfare Team for advice / suggestions.

B) Home Room Teachers may respond with:

- a quiet conversation with the child during / after the lesson;
- reference to whole class behaviour systems (Class 2-3 whole-school behaviour system and Class 4+ own behavioural Systems)
- use of a break time to more seriously address the behaviour;
- informing a parent in order to have a constructive conversation about the behavioural issue;
- a conversation with subject teachers (if the behaviour is only evident in a particular lesson;
- informal observation of a child during a lesson to identify possible "trigger" points or patterns;
- an informal conversation with a member of the Welfare Team for advice / suggestions.

C) The SLT / Welfare Team may respond with:

- implementation of a Weekly Behaviour Report Card;
- a scheduled meeting with the class teacher, parents and/or member of Welfare Team;
- an Individual Support Plan;
- a summary of actions to be taken, shared with the parent, class teacher and relevant subject teachers;
- a summary of the *effect* of actions taken, shared with the parent, class teacher and relevant subject teachers;
- Further meetings with parents and/or specialists if actions do not lead to improvement.
- if above actions do not lead to improvement the following steps will be taken, after the SLT/Welfare meeting:
- Principal's Condemnation
    - Move to parallel class
    - Exclusion from school

D) All staff

- All staff A,B,C must report on incident/concern to parents via email. A follow-up email must be sent a month later after the case was closed with a formal request as feedback.

Conclusion

As a school, we respond appropriately, with kindness and with due care to maintain the dignity of the child.
We follow the A,B,C system as set out above and we never ignore barriers to learning.

Appendix 1 - The BISG Teacher's 4 Steps to Behaviour Management

1	**Reflect**	**Think about what is happening in your classroom / lessons** - What are my expectations for these children? - Why is the child / children behaving as they are? - Is there something about the organisation of the lesson / environment that could change? - Would another opinion help?
2	**Change**	**If what you are doing is not working, you must change something!** - What will I change? - How will I communicate this change to my students / teachers?

		- Is the change sustainable?
3	**Inform**	**Inform the child's HT and the parent of the on-going behaviour.** - **Talk with the child's HT before emailing parents** - Email the Parent and CC: HT, Director - Describe the child's behaviours and give some detail - Describe what you have done so far to help improve the situation - Ask for the parent / HT to support you by reinforcing your expectations with the child. - **The behaviour is unchanged and so the Class 1-3 HT has referred the situation to The Welfare Team and a support plan is underway.**

4	**Report**	**The behaviour is unchanged and so the Class 4+ HT gives the child a report card (kept only in director's office).** - Collect your Report Card and sign the Report Card Register - The child begins the Report Card on the following day - The target is written at the top and is Specific, Measurable and Achievable - The Child then carries the Report Card with them throughout the day and each lessons receives either a **M** (met) or a **NM** (not met) - The HT checks the Report card at 15:15, comments upon the day and the HT then sends the child with the Report Card to director at 15:20

Appendix 2 – Behaviour Cards, Classes 8-12

- Homeroom Teachers (in consultation with the Welfare Team) are able to give a weekly Behaviour Card to their students;
- A behaviour report card is given once other attempts have been made to help a student alter his/her behaviour.

Name:_____ Class:_____ Date:_____

My behaviour target is:

Met (M) Not Met (NM)	1	2	3	4	5	6	7	HT Teacher Comment	WT Sig
Monday **M / NM**									
Sig.									
Tuesday **M / NM**									
Sig.									
Wednesday **M / NM**									
Sig.									
Thursday **M / NM**									
Sig.									
Friday **M / NM**									
Sig.									

Take this card to every lesson and then at 15:20, see Director/Vice-Director to get your day signed off.

My Behaviour <u>has</u> improved and so my report card is now complete. ☺	

My Behaviour <u>has not</u> improved and so my report card will now be sent home. ☹	

Dear Parent / Carer, please sign to show that you have read the report card and please give a time and date when you are able to come and talk to us about your child's behaviour.

Parent Signature	**Time and Date for meeting with the class teacher and WT**

Appendix 3 – Intervention/Restorative Record, Classes (8-12)

Intention/Restorative Record
Interwencje/Rejestr Działań Naprawczych

Student's name:	
Class:	
Staff member leading intervention:	

Date of the incident:	
Other students involved:	
Actions taken by the teacher involved:	
Next step (follow up):	

Appendix 4 – Student's voice, Classes (8-12)

Student's voice

Student's name:	
Date:	
Student's voice:	
Action taken by the teacher:	
Next step (follow up):	

Signatures:

This BISG policy is updated regularly with the most recent update in bold.

July 2020
July 2021
August 2022
August 2023
June 2024
August 2025
July 2026

The Welfare Team