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|  | **Ballynure Primary School**  **Pastoral Care Policy** |

**Pastoral Care Policy and Practice**

**Rationale**

The quality of pastoral care influences the ethos and tone of the whole school. It creates an atmosphere in which children feel secure, know that they are valued and encouraged in their learning and social development within a safe and caring environment. We are very aware of the difficulties faced by our children growing up and the skills they require to deal with the rising pressures of media, family, education and peer pressure which they encounter in their daily lives. In Ballynure Primary School we treat each child as a unique and special individual and endeavour to bring each one to his/her fullest potential. To facilitate this we have an extensive suite of policies (appendix 1) in place that help us to be consistent in the care of each child.

In Ballynure Primary School we believe effective pastoral care should contribute to the creation of a supportive atmosphere for the whole school community.

**Definition**

Pastoral Care is a set of systems and programmes in schools which attempts to meet the totality of needs of its pupils (social, spiritual, mental emotional and physical), so that every pupil has the opportunity in a safe environment to reach his/her potential in every area of his/her life, and is equipped with the skills to cope with the ‘outside world’. Pastoral care is integrated naturally into the curriculum, through language work, role play and class discussion in Literacy, RE, PDMU (the taught element within pastoral care for P1-P7 and promoted through collaborative activities and tasks in learning areas such as WAU, PE and The Arts.

Extra-curricular activities and daily play times are also considered extremely important in providing opportunities for pupils to interact with peers and staff in a positive and less formal setting.

This document is based on Every School a Good School (DE 2009) and sets out our school’s policy and practice in relation to the care of pupils and the promotion of an environment where pupils feel happy, safe, self-confident and valued and strive with the help of caring, committed staff, to fulfil his or her potential.

**Child Centred Provision**

At Ballynure Primary School we aim to meet the needs and aspirations of the pupils within the school through providing each child with a holistic education, by developing their social, spiritual, moral and personal values alongside their academic and physical development.

Our school aims which reflect the general ethos of the school are:

1. To create a happy, caring and secure learning environment.
2. To provide a broad and balanced curriculum which will develop in each child the skills, attitudes and dispositions required for life and his/her responsibilities and opportunities.
3. To be a safe and responsible user of technology.
4. To encourage the personal qualities of self-confidence, self-discipline, perseverance, resilience and independence.
5. To encourage each child to develop self-respect, respect and concern for others, tolerance, integrity and moral courage.
6. To take responsibility for themselves in what they do and how they behave.
7. To enable each child to appreciate the environment and his/her opportunities and responsibilities for its conservation.
8. To promote good relationships with parents, other schools and the wider community.

All our children are encouraged to talk to any member of staff if they have any worries or problems of any kind. More serious incidents or concerns about a child’s behaviour, health, welfare or learning may be referred to the senior teachers, DDT for Child protection Mrs Galashan or DT Mrs Doherty Principal.

**Roles and Responsibilities**

Every member of staff, teaching and non-teaching in school has a pastoral role. The Principal and staff are responsible for the implementation of the Pastoral Care Policy and promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community. Mrs Doherty, the Principal, is responsible for overall pastoral care throughout the school and is the designated teacher for Child Protection and SENCO 2, Mrs Livings senior teacher and Mrs Woods senior teacher and SENCO 1, Mrs Galashan is the deputy-designated teacher for Child Protection, Mrs McClean is the PDMU Coordinator and RE Coordinator.

All members of staff will contribute to Pastoral Care by:

* Demonstrating an awareness of clear procedures in place where school has been alerted to possible abuse and using if appropriate UNOCINI;
* Creating an environment of care and trust;
* Ensuring the emotional, physical welfare and academic progress of the pupils;
* Encouraging pupils to develop useful personal and social skills to help them cope with existing challenges;
* Encouraging them to be assertive without aggression thereby helping them to resist negative peer pressure;
* Liaison with colleagues, parents and external support agencies;
* Encouraging and motivating pupils;
* Counselling individual pupils and groups;
* Celebrating achievements of all pupils both in and outside the classroom;
* Promoting high standards of behaviour and when required, employing the school’s Positive Behaviour Policy;
* Teaching a personal safety programme including Stranger Danger within PDMU;
* Teaching physical body changes (Talk by school nurse for P7 boys and P7 girls); and
* Providing transition information P1 parents, mid-year new starts and P7 pupils and parents.

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|  | Foundation Stage | Key Stage 1 | Key Stage 2 |
| Self-Awareness | Myself | Positive feelings, personal qualities | Self-awareness, Self-respect, Self-esteem, Strengths & weaknesses  Self-expression in different circumstances, Facing problems, Resisting unwanted pressure |
| Feelings and Emotions | My feelings  Sharing feelings | Managing feelings – anger, sadness, loss | Feelings of self & others, Positive self-expression, Difficult feelings |
| Learning to Learn | Language of learning  Positive attitude | How we improve, managing mistakes | Expressing views; Facing problems, Knowing learning styles, Effective learning strategies |
| Health, Growth and Change | Care of our bodies  Hygiene, Growth & change | Healthy lifestyle, stages of growth, Medicines v drugs | Healthy lifestyles, Positive mental health, Substance abuse, Hygiene, Changes at puberty |
| Safety | Saying ‘no’, People who keep us safe, At play, roads, farms, medicines | Home & play environments  Safety rules inc. farm, roads, sun, cold etc. | Unwanted peer pressure  Bullying, Strangers, Road safety, basic first aid, Heart Start |
| Relationships | Own family, Interaction with others, Friends | Family roles, responsibilities  Being a good friend | Families, Influences, Challenges |
| Rules, Rights and Responsibilities | Importance of rules  Sense of ‘fair’ | Responsibilities in school & the community, Rules have reasons, Wants and needs in relation to finance, Interdependence | Appreciation of rules & laws  Roles & responsibilities  Rights & responsibilities  Effects of anti-social behaviour |
| Managing Conflict | Responsibility for what we say and do | Home and school  Avoidance & resolution | Conflict – words, gestures, symbols & actions  Roles & responsibilities in our communities |
| Similarities and Differences | Families and wider community  Equality and acceptance  Special occasions | Appreciation of similarities & differences, Cultural heritage other traditions | Family differences, responsibilities  Cultural heritage in N.I. Cultures & festivals around the world, Injustice & inequality. Different differences i.e. racism |
| Learning to Live as Members of a Community | Interdependence in class, school community  Celebrations | Interdependence  Own cultural heritage  Influences home & school | Families, Differences & responsibilities, Being democratic. Interdependence, Range of jobs in the community, Production, distribution & selling of goods, Advertising and media |

Through twice weekly assemblies, many areas of pastoral care will be addressed e.g. bullying, saying no to strangers, being kind, helpful, caring etc.

We promote equality of opportunity, high quality learning, concern for the individual and a respect for diversity through our disability access arrangements, our admissions criteria and special needs provision.

We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by promoting good attendance and punctuality, promoting positive behaviour. We welcome newcomers, looked after children and children who require SEN provision.

We believe in and support pupil participation and involvement in decisions about school life. We do this through UNCRC – Articles 12 and 13, Circle Time, Class meetings and School Council, feedback from pupils, plenary sessions and pupil feedback to teachers about teaching and learning (links to AfL), worry boxes (KS1 & KS2), questionnaires, audits and surveys.

We provide a transition programme in P7 to facilitate moving to secondary school. This is supported and supplemented by an additional programme Youth for Christ.

The school follows child protection guidelines fully. Children learn about keeping safe through PDMU, assemblies and talks from outside organisations. Staff child protection training takes place at the start of each school year and the DT, DDT Principal and Designated Governor attend all the regular training provided by the education board. Parents are kept informed through the school note and they receive a copy of the child protection policy at the P1 induction meeting and at the beginning of each school year. Parent volunteers are vetted annually and a bank of names is maintained in the school office. Volunteers are police checked when they make application to volunteer. All records are kept in the school office.

We support children in making healthy choices and through the provision of a healthy environment. We encourage the children to eat healthy food for break, lunches and school dinners. Pupils are encouraged to bring water to school in their own water bottle which they can use throughout the day. Fire drills are conducted once each term and records kept. Children have a fifteen minute break mid-morning and a 30 minute break at lunch time to play outdoors; a P7 playground buddy system in the infant playground. All classes have at least two PE lessons each week and the foundation classes also enjoy weekly outdoor play time. Mrs Livings is trained in Heart Start techniques and staff first aid training is updated regularly.

**High Quality Teaching and Learning**

We provide a broad and relevant curriculum that meets the needs of our pupils, through including an effective PDMU curriculum (which includes teaching about Drugs Education and RSE), and other related areas of learning e.g. RE and Physical Development, particular programmes relating to health and wellbeing e.g. Cycling Proficiency and Heart Start.

We promote positive relationships between and staff from other school-based staff and our pupils through good relationships in class – class charters/rules, rewards and sanctions, playground supervisors and teachers working together, having P7 playground buddies and using the behaviour reward ‘Traffic Light System’.

Teachers use a range of teaching strategies that respond to the diversity within the classroom such as Circle Time, collaborative learning and through developing thinking skills and personal capabilities.

Teachers reflect on their own work and the outcomes of individual pupils through use of staff planning, staff meetings and monitoring arrangements relating to teaching and learning, pupil progress and achievement in relevant areas of the curriculum such as PDMU. Monitoring methods include classroom observations and assessment of pupils’ personal development and behaviour and teachers consideration of pastoral issues where pupil performance is not meeting expectations e.g. falling standardised scores, reviewing and writing individual education plans.

**Effective Leadership**

Governors understand their responsibility for the pastoral care of pupils. They do this by monitoring and evaluating the strategies in place for promoting pastoral care, health and wellbeing and attendance, the School Development Plan, a wide suite of policies and through consultation with the School Council, pupils and parents. The school follows child protection guidelines fully. The Child Protection record file is signed annually by the Chair and Deputy Chair of Governors. Governors monitor the reporting of behaviour, suspension and exclusion. Governors implement the admissions policy through the Principal.

In relation to pastoral care we support the professional development of staff and sharing and learning from best practice by INSET and Staff Development days for pastoral matters. Teachers avail of additional training and/or qualifications e.g. Heart Start, First Aid etc. from private providers , EA, DE etc.

We provide the resources needed to support pastoral care through Effective staff deployment (PDMU coordinator, DT and DDT, RE coordinator), classroom resources, play resources and facilities, areas for nurture (Den, Tents in classrooms as required), small group, access/signposting to external resources e.g. pupil counselling, MASTS etc.

We monitor and evaluate our pastoral care practices, academic and social progress and wellbeing in a number of ways through reviewing the school’s performance regularly in the preparation of the School Development Plan, specific monitoring/evaluative duties of individual staff with responsibilities e.g. the curriculum coordinator for PDMU, Pastoral Care Coordinator, DT and DDT and RE coordinator. We make use of school data – assessment, incidents, behaviour, attendance etc. Teachers use plenary sessions and pupil feedback about teaching and learning (links to AFL) and other areas of school life e.g. play, after school activities. The School Council is involved in monitoring and evaluating and participating in audits. Pupil and parent questionnaires or other information gathering activities i.e. school newsletter responses, are used to ascertain opinions, views and ideas.

**A School Connected to its Local Community**

Good relationships and communication between the school and its parents and the wider community are crucial to our pupils’ health and wellbeing, learning and achievement. These are developed by parents being made welcome in school e.g. reception area, celebrations of work and achievement, to discuss problems etc., parents are encouraged to be volunteers, visitors are regularly invited into school, grandparents day is held annually, programmes are provided to support parents as learners and partners in their children’s education, the participation of the Friends of Ballynure is encouraged, we have available a wide range of school documents on the school website, e.g. policies, class curriculum information/guides, our school newsletter; we report to parents about their children’s personal development through formal and informal means, on matters of behaviour, attendance, health and wellbeing and mental health. We have and promote good links with the local playgroup, community association and a range of local businesses.

We have good relationships and communication between the educational and voluntary agencies that support pupils’ health and wellbeing, learning and achievement, namely: Autism, Behaviour Support, LTSS, MASTS, Psychology, EWO, School nurse, Child Protection, Social Services, etc. The school is involved in specific programmes that meet the needs of the community and nearby schools, Youth for Christ, the local playgroup and secondary schools.

**Appendix 1: Related Policies**

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| Administration of Medicines  Admissions Criteria  Anti-bullying  Accessibility  Attendance  Child Protection  Code of Conduct (staff)  Code of Practice for Safe Use of ICT | Complaints Procedure for Parents  Critical Incidents  Drugs Education  Educational Visits  First Aid  Food in Schools  Head lice  Health and Safety | Homework  Internet Safety  Intimate Care  Participation  PDMU  PE  Positive Behaviour  RE | Road Safety  RSE  SEN  Smoke-Free and E-Cigarette Free  Teaching and Learning  Use of Reasonable Force/Safe handling |

**Appendix 2: Related Pastoral Roles and Responsibilities**

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| **Name** | **Role/Responsibility** |
| Mrs Doherty | Designated Teacher for Child Protection  Pastoral Care Coordinator and related Policies  Vetting of Staff & Volunteers  SENCO 2 |
| Mrs Livings | Senior teacher  Heart Start coordinator |
| Mrs Woods | Senior Teacher  SENCO 1 |
| Mrs Galashan | Deputy Designated Teacher for Child Protection |
| Mrs McClean | PDMU Curriculum leader  RE Coordinator  School Council Link Teacher |

***UNCRC***

***Article 12***

*1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.*

*2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.*

***Article 13***

*1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.*

*2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:*

*(a) For respect of the rights or reputations of others; or*

*(b) For the protection of national security or of public order, or of public health or morals.*

**Pupil Pastoral Promises**



Our promises to you

**All the adults at school make these promises – the Governors, teachers and other adults who work in school.**

**We will ask you what you want and need and try to provide these things.**

**We will help you with any problems you have with your learning.**

**We will tell how you are getting on with your work and how to make it better.**

**We will make sure your parents know how to help you with your work and tell them how you are getting on at school.**

**We will get other people to help you, if you need special help.**

**We will have good resources to help you learn, relax and play.**

**We will be fair to you all and treat you all with respect.**

**We will involve you in decisions and pay attention to what you say.**

**We will keep you safe and make school a healthy place.**

**We will make it enjoyable learning how to be safe, happy and healthy.**

**We will make sure that adults and pupils try to get on well with each other.**