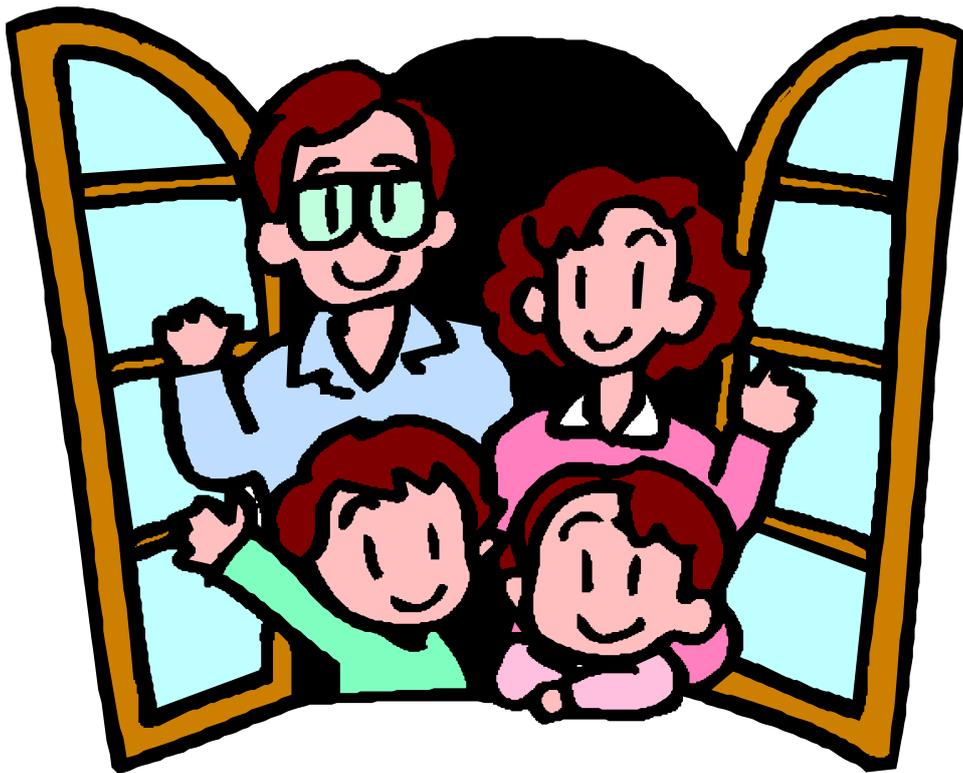


# Landhead Primary School



## Pastoral Care Policy

# PASTORAL CARE POLICY

## Introduction

Through its pastoral care arrangements and provision, Landhead Primary School demonstrates its continuing concern for the personal and social development of all its pupils, regardless of their age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community. Pastoral care is, perhaps, at its most effective when it is all-pervasive and fully integrated into the school's daily routines, its curriculum and its extra-curricular activities. This approach has been adopted by the staff of Landhead Primary.

## Rationale

This policy has been formulated and implemented:

- To cope with the effect of growing up in the 21st Century and the changing home backgrounds of our pupils
  - family stability
  - child abuse and other child protection issues
  - varying abilities of parents to raise their children to be balanced, responsible, considerate citizens
  - the changing attitudes and messages from society
    - towards sex
    - towards drugs
    - towards leisure in relation to health
    - resulting in stress and increased suicide attempts
- to address bullying issues
- to ensure there we strive towards a balanced, happy child who will maximise their potential in school
- to maximise learning
- to ensure a safe, secure arena for all pupils

## Definitions

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, 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'.

## Aims

The aims show the importance attached to pastoral care of its pupils. The aims are as follows:

- to promote a happy, caring, attractive environment which will stimulate pupils
- to promote the spiritual, cultural, intellectual and physical development of the pupils at the school
- to provide a broad and balanced curriculum that will be challenging, cater for the full range of abilities within the school and enable pupils to experience success
- to develop pupils self-confidence and self-discipline
- to encourage the pupils to value one another and to respect the views of other members of their community
- to prepare the pupils for the opportunities, responsibilities and experiences of adult life
- to support the child's personal needs
- to identify areas and issues which are likely to adversely affect the child's learning and development, and to bring about early intervention
- to facilitate the development of good relationships between teachers and pupils, and pupils and their peers
- to involve parents and outside agencies, as early and as positively as possible, in relation to any difficulties that may arise
- to contribute to the provision of the climate, the motivation and the skills which facilitate learning
- to make available relevant information through the development of effective communication and systems for recording information

The staff are committed to the welfare of all pupils:

*“The school will aim to provide a happy, caring and safe environment in which the spiritual, moral and physical development of each pupil is promoted. The pupils will be encouraged to behave in a responsible manner, both to themselves and others, showing respect, courtesy and consideration at all times. They will also be encouraged to respect the views of others and to obey the rules which will be drawn up to ensure the good behaviour, safety and well-being of the pupils and the smooth running of the school.”*

## Ethos of the School

In Landhead Primary School a good ethos has been achieved promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school.

This ethos has contributed effectively to pastoral care as a result of:

- the healthy relationships within the school
- the promotion of pupils' self-esteem and self-confidence
- parental support for the work of the staff
- the positive approaches in promoting and maintaining good standards of discipline

Landhead is a child-centred school, focusing on the needs of the children and providing adaptable approaches to cater for individual differences. Realistic expectations and achievable goals are established which challenge pupils and target strengths and weaknesses. Expectations for pupils are high within the parameters of the individual's potential. Independence is fostered through a supportive and nurturing learning environment that provides a range of experiences and opportunities for the development of self-esteem.

The staff, parents and pupils have a shared vision that places value on the individual, provides a holistic approach leading to quality learning and teaching. The staff are committed to the enhancement of the learning environment. Leadership is considered, providing support to teaching and non-teaching staff. The Principal ensures the deployment of available resources towards identified priorities and promotes the all round development of children and staff.

It is in the formal and informal situations that teachers can be helped to foster the values of self-respect, self-discipline, tolerance, equality and fairness.

This has generated a positive climate within the school community where every individual should feel valued and cared for at all times.

## Values

Our core values have a range of differing dimensions and are particularly related to pastoral care through citizenship issues, spiritual, moral, social and cultural development of pupils and learning to learn:

- Learning as a lifelong process: critical curiosity, making connections, challenge, making meaning
- Spirituality: developing self-awareness, awareness of others awareness of the world around us

- Morality: commitment to living and behaving in certain ways
- Social development: co-operation and emotional literacy
- Cultural development: empathy and valuing difference
- Personal development: self esteem, self efficacy, motivation for learning.

We are particularly trying to instil the following values in the children in our care:

- Friendship
- Respect for others
- Being kind to others
- Self-discipline
- Truthfulness
- Respect for property
- Responsibility for own actions
- Being polite and considerate
- No bad language
- No Bullying
- No Racism

### Self-Esteem

We recognise the importance of building up the pupils' self esteem and sense of self-worth. Through our policies and procedures we aim to develop and nurture the pupils' self-esteem. We want them to value who they are and to achieve their full potential. Children will develop insight into their strengths and weaknesses. They will be equipped to face challenges with confidence and expectations of success commensurate with their ability.

*I deserve to be, I want to be, I can be, I will be, I am.*

### Roles and Responsibilities

The Board of Governors have overall responsibility for the pastoral care of the school community.

The Principal must ensure that related policies are reviewed and updated and that agreed procedures are followed.

All teachers and staff have responsibility for the pastoral care of pupils in the school. Through the planned curricular programme they will, amongst other things, build up pupils' esteem, encourage them to be assertive where appropriate and help them to make informed decisions about issues in terms of 'right' or 'wrong', remaining sensitive to the beliefs of others. They will help build up pupils' self-esteem, encourage them to be assertive and this will help

them to resist peer pressure. Staff will avoid the use of sarcasm, belittling, humiliation etc.

### Personal Safety

We will encourage children to be responsible for their own personal safety and help them to acquire skills to be able to do this so that they will be able to make the correct decisions and know where to get help if or when they are confronted with danger. The whole school community will be aware of the Designated Teacher who will be responsible for dealing with cases of child protection issues which come to light. They will also be aware of the teacher responsible for first aid and what the procedures are for dealing with children who need first aid. Children will be able to speak to their class teacher if they need help or are concerned.

### Relationships

A good relationship between pupils and staff is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between:

- Staff and pupils
- Pupils and their peers
- Members of staff
- Senior management team and staff
- School and surrounding community

Children will also be encouraged to develop and value a respect for themselves.

### Staff Training

Staff training is ongoing and ever changing. The SDP highlights the key areas and foci for development. Staff will be informed of any changes in policy and procedures as required.

### Resourcing

Resources required will be obtained for teachers to deliver pastoral care issues. Relevant courses offered by CASS and outside agencies will be attended where possible.

Pastoral care encompasses all aspects of our school life and has a high profile.

## **Specific Procedures and Arrangements**

### **Data Capture Forms**

Parents are requested to complete a separate form for each child enrolled giving details of a variety of necessary information including contact priority telephone numbers. Parents are to advise the school of any changes in circumstances as they become apparent.

### **Pupils Enrolled into Primary 1 and Entries into other years**

During the summer term prior to new P.1 beginners first attending in September, these children are invited along to participate in a one hour Friday session giving them the opportunity to get to know their new teacher and their new class friends. This makes the official start a little less daunting.

Children who join us from classes other than Primary 1 will be given a peer mentor to help them adapt to the change and will be encouraged to participate fully in school life. Staff will ensure the smooth transition through observation and intervention, where necessary.

### **Non-Class Time Supervision**

At break-time and lunch-time periods are supervised by at least two members of staff - teachers, classroom assistants or supervisory assistants on a rota basis. Supervisory assistants have been issued with a set of guidelines to ensure continuity in the standard of care.

### **Sickness or Injury**

During school hours this will be dealt with by the class teacher, duty teacher, or teacher holding the post of first-aid. Parents or guardians will, if necessary, be contacted by telephone as soon as possible to arrange for the child to be further examined or taken home. Significant accidents are recorded on the appropriate pupil accident form and kept on record.

### **Extra-Curricular Activities**

Extra Curricular clubs will be arranged throughout the year covering a range from physical to more practical activities. Children will be supervised by a teacher and they will follow the Code of Conduct for Employees in their behaviour towards the pupils.

### **Absences**

Parents should either explain a child's absence in the form of a letter or telephone call, on or before the day the child returns to school.

Unexplained absences will be pursued in the interests of the child and as by regulation.

### Safety on Arrival to or Departure from School

On arrival or departure from school, parents are advised to:

- to park in the lay-by
- in parking, pupils leave the car at the footpath side
- refrain from turning at the school gates
- at 2.00pm and 3.00pm parents should not double park but should use Headlands or Landsdale to park if there is no room at the front of the school.

Teachers walk the children to the school gates at the end of classes each day to meet their parents or guardians. The teacher on duty brings back into school any child not met until the parent arrives and if necessary will contact the home.

### Door Security System

When each school day begins, this system is put into operation. No entry into the main building can then be accessed without knowledge of the visitor's identity and purpose. An internal phone system has also been installed to allow immediate communication between all mobile classrooms and the office or principal.

### Parental Interviews

These will be by formal arrangement once a year and by request as necessary. Parents are encouraged to arrange to meet with class teachers or principal if they have concerns regarding any aspect of school life pertaining to their child as soon as possible. Such meetings are encouraged to dispel or alleviate worries before any possible distress is caused. The school recognises the prime importance of regular and effective communications with parents.

Informal contact is often made when children are being left to, or being collected from, school. Such contact is very useful in keeping the staff informed of minor problems, temporary changes in family routine, medical appointments etc.

### Reports

Reports are issued annually. Concerns regarding pupil behaviour will be brought to the parent's attention during the year.

## Personal and Social Well-being

Both aspects of development are addressed within Health Education, Science and as they arise in other curricular subjects and at appropriate times during school assemblies.

Regular contact is maintained with health professionals -

School Nurse

School Doctor

School Dentist

MASTS

EA – NE Region Educational Psychology Service

Within school pupils are regularly reminded that they may speak to any member of staff they wish to in the strictest confidence about any matter at all which is disturbing or worrying them.

Conflict between children will usually be resolved by talking the problem through with a member of staff who will help all parties to realise why the issue arose and how it could best have been avoided.

### Supervision on out of School Visits

This will be in the ratio of 1 adult to 10 pupils on most occasions. Parents will assist where appropriate.

### Vetting

Adults working with, or regularly supervising pupils, will be vetted according to Child Protection procedures, which involves completion of an AccessNI form.

### Minimum Force

If required, this step will be in accordance with D.E.N.I. circular 1999/9 and will be a final resort when all other options have been exhausted.

### Child Protection Policy

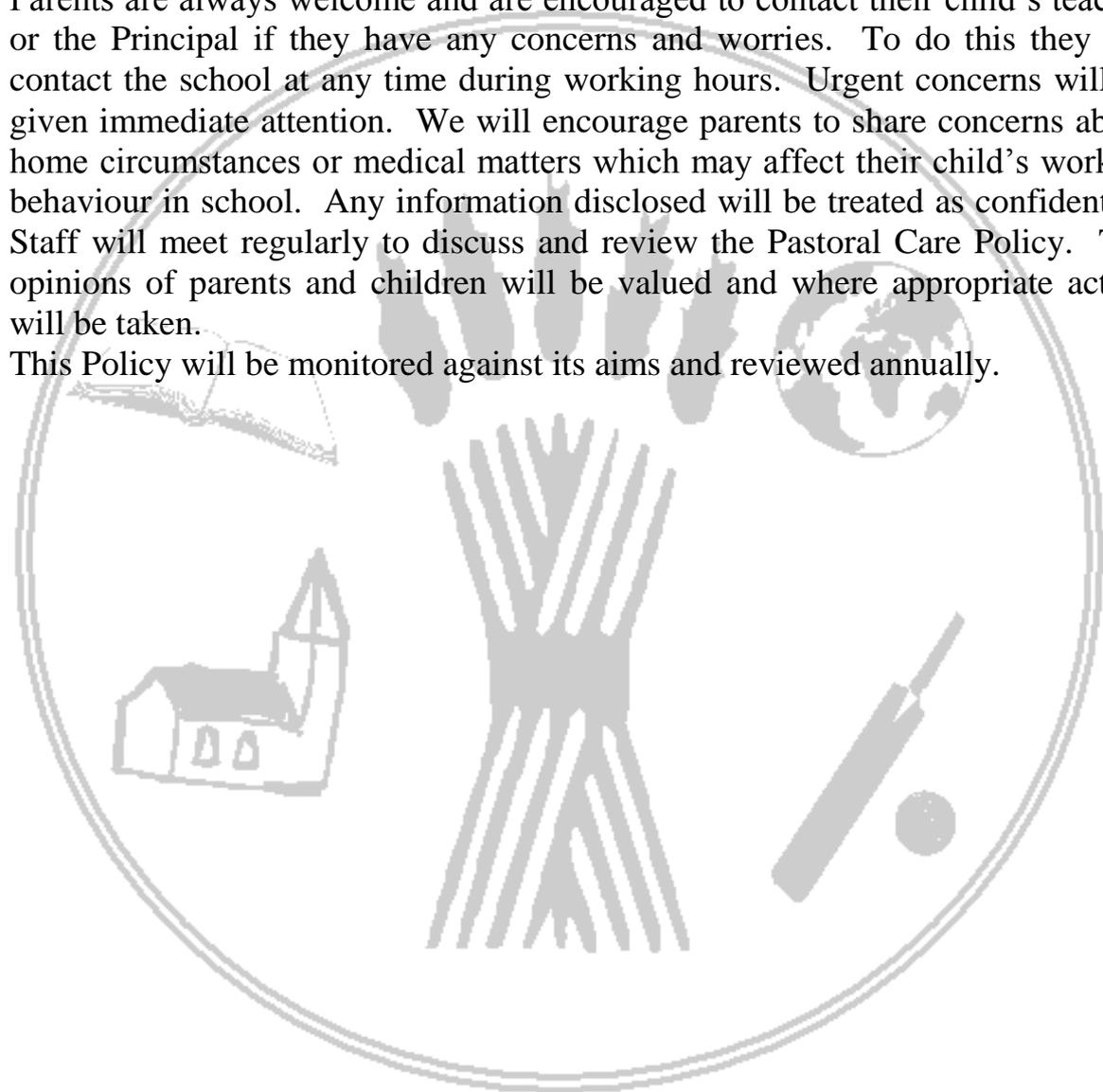
A copy of the school's policy is available at the school office and will be issued on request.

Members of the Board of Governors and all full-time staff will receive ongoing training in the procedures involved and are aware of the Designated Teachers holding responsibility.

### Monitoring and Evaluation

Parents are always welcome and are encouraged to contact their child's teacher or the Principal if they have any concerns and worries. To do this they can contact the school at any time during working hours. Urgent concerns will be given immediate attention. We will encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any information disclosed will be treated as confidential. Staff will meet regularly to discuss and review the Pastoral Care Policy. The opinions of parents and children will be valued and where appropriate action will be taken.

This Policy will be monitored against its aims and reviewed annually.



## Appendix

### Ethos statements

"The ethos of the school will influence the effectiveness of a programme of personal safety and, conversely, the implementation of the programme will in turn affect the ethos of the school."

"The values which underline successful personal safety cannot be taught didactically, but can most effectively be fostered through the ethos of a school and positive role models provided by the adults within the school." *'Integrating Personal Safety Programmes into the Curriculum', CCEA*

"Pastoral care is recognised as the school ethos in action." (CCMS)

"A good ethos does not come about by chance; it is achieved by the principal, members of senior management and staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community" - *DENI Circular 1999/10*

### Links to other Policies

Anti-Bullying  
Child protection  
Drugs  
RSE  
Promoting Positive Behaviour  
Code of Practice (SEN)  
Code of Conduct (Staff and parent volunteers)  
Health and Safety  
Healthy Breaks  
Health and Well Being

### Other related information

School Improvement Policy 'Every School a Good School' and Circular 2008/01  
Together Towards Improvement  
Every Child Matters  
Vetting and Barring  
Pastoral care and Child protection procedures