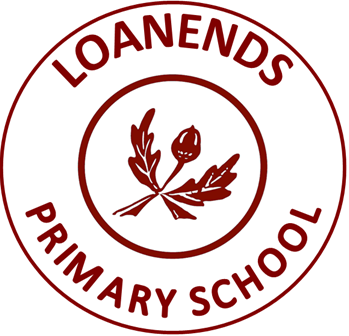
**LOANENDS PRIMARY SCHOOL**



**POLICY FOR**

**PASTORAL CARE**

**Updated AUGUST 2019**

**LOANENDS PRIMARY SCHOOL**

**Pastoral Care**

**Rationale**

In this modern society, it is our belief that we should prepare our children to cope with life and all its challenges, in the 21st century. In Loanends, we are aware that family stability, child abuse and parental difficulties in raising children are all issues that need to be sensitively managed in order for pupils to feel ready to learn. Due to changing messages and influences from society towards health and well-being, it is vital that as a school family, we continue to place Pastoral Care at the heart of its ethos to help pupils deal with outside pressures.

At Loanends Primary School we have a commitment for the care, welfare, safety and therefore the learning environment of all our pupils.  It is also our responsibility to ensure that our pastoral care system meets the needs of individual pupils so that every pupil has the maximum chance of success whatever his background or general ability.

**Definition**

The pastoral dimension of the school involves both teachers and pupils. For pupils, this will involve encouraging them to set and achieve personal, social and academic goals through a planned development approach. For teachers, it will involve providing them with opportunities for professional development. The pastoral dimension should contribute to the creation of a supportive atmosphere in the school for both pupils and teachers.

The pastoral dimension involves both a general focus and a specialised focus.

**The General Focus**

This requires a caring commitment by all teachers to guide and advise pupils, formally or informally on personal and education matters. Pastoral Care should permeate all activities in the school and be especially evident in:

1. The hidden curriculum – this includes the school ethos, interpersonal relationships and the physical environment.
2. Extra-curricular activities such as visits, residential visits, after-school sports and clubs.
3. Individual subjects which include cross-curricular themes, teaching/learning methods and recording of achievements.
4. Discipline procedures which should involve the promotion of self-esteem and personal autonomy.
5. Reward procedures which could include acknowledgment of efforts, achievements and contributions to all aspects of school life.

**The Specialised Focus**

All teachers should have a detailed knowledge of the needs, aspirations, interests and academic progress of their pupils. Using this knowledge, the teacher can integrate the work of the school, parents and others to support the learning and development of each pupil. This knowledge also enables the teacher to motivate the pupils, to respond to their individual problems, to approach positively issues of discipline and to help them to benefit from all the opportunities which the school has to offer.

Links between home and school are important – there should be opportunities for parents to consult with class teachers or Key Stage Coordinators at any time during the school year as well as planned, formal parent interviews. Invitations to visit the school such as Parent Information Evenings (September), concerts, Parent's Association functions and P.1. induction talks all help to promote a positive ethos in the school as a whole. Almost daily contact with P.1. parents should be encouraged as very young children often find it difficult to voice their feelings to the teacher, and much can be learned about young pupils through their parents.

Regular contact between parents and teachers is a way of monitoring and evaluating the needs of the pupils and also demonstrates to parents the interest which the school has in the development of all its pupils. These opportunities for regular contact may also clear up a small problem before it grows into something more serious.

**Mission Statement:**

Loanends is a Rights Respecting School and Article 29 of the United Nations Convention on the Rights of the Child (CRC) underlines our school vision.

*“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.” (goals of education, Article 29)*

In fulfilling our school aims, as set out in the CRC our school will deliver:

* The right to a childhood protected from harm;
* The right to be educated;
* The right to be healthy;
* The right to be treated fairly and
* The right to be heard.

**Our School Vision**

In Loanends we aim to provide a safe and caring environment in which we will nurture each child’s holistic potential encouraging the development of independent and lifelong learning skills. All members of our learning community will strive to demonstrate honesty, dedication and loyalty enabling them to become positive and responsible contributors to society.

**School Aims**

* To provide a broad and balanced curriculum for each child in a happy, secure and caring environment.
* To provide appropriate stimulating experiences to challenge and support learning in line with the NI Curriculum.
* To develop skills of communication, oracy, Literacy and Numeracy.
* To encourage high personal standards of work and the desire for self-motivated learning.
* To develop the whole child socially, intellectually, physically, morally, spiritually and culturally.
* To help the child develop a feeling of self-confidence and self-esteem.
* To instil in the child an understanding of the environment both in his/her own community and the wider world.
* To help the child become a responsible member of the community showing self-discipline, caring for others, with respect for life, property, opinions and beliefs.
* To nurture and promote supportive links between school, home and the community.

**Objectives**

The outworking of the pastoral element of our school is a collective responsibility. For **pupils** this means encouraging them:

1. to set and achieve personal, social and academic goals through a planned developmental programme.
2. to develop self-confidence, independence and to take responsibility for their own actions.
3. to develop self- discipline and self-respect.
4. to develop an understanding of themselves as individuals – their strengths and limitations, their personal qualities, their attitudes and values.
5. to develop a respect and understanding for other people and their views.
6. to develop an understanding of the world in which they live.
7. to prepare them for the opportunities, responsibilities and experiences of adult life.

For **teaching and non-teaching** staff this means:

1. developing whole-school curriculum policies which establish principles for action throughout the school.
2. promoting a caring environment where pupils’ learning is developed within the context of their individual needs and abilities.
3. seeking, where appropriate, the co-operation of outside agencies.
4. regularly monitoring, evaluating and reviewing all aspects of pastoral provision.

**Staff Development and Training**

Pastoral responsibilities will be carried out more effectively if advice, support and information are all provided for staff.

This can be achieved through Key Stage or whole staff meetings and also courses organised by the Education Authority. Staff will be encouraged to participate in any courses which may add to their basic counselling skills, interpersonal skills and teaching methods which engage pupils actively in their learning.

Staff should be encouraged to read over policies and guidance within our school such as Positive Behaviour, Anti-Bullying and Child Protection and to share any ideas or adjustments they feel should be made. Clear Job Descriptions (reviewed annually) will be provided by the Principal and key roles known throughout the school.

A number of additional policies underpin our commitment to the pastoral care of our pupils and include:

* Health and Safety
* Positive Behaviour
* Anti -Bullying
* Child Protection
* Attendance
* Special Needs and Inclusion
* Critical Incidents
* First Aid
* Acceptable Use and e-safety
* Relationships and Sexuality Education
* Personal Development and Mutual Understanding
* Drugs Policy
* Administration of Medication
* Safe Handling and Use of Reasonable Force
* First Aid

The above policies are available to parents on request.

**Methodology**

We are proud of the pastoral dimension within our school and we continue to be reflective in the light of feedback or changing circumstances. Our aim is to develop a system of pastoral provision which will integrate all aspects of school experience.

* 1. **To engage active support from all staff (including non-teaching staff)**

This can be done by involving them while policy is being written. The policy needs to be reviewed at times so that it can be monitored and changes made where necessary. Time should be set aside at least once a year for staff to share their pastoral care problems.

* 1. **To develop an understanding and appreciation of the positive pastoral role of each member of staff**

Each teacher is responsible for his or he own pupils – children should feel able to approach their teacher with a problem or for advice. Teachers should also 'watch over' children with special problems such as bereavement, separation or divorce in the family.

* 1. **To agree strategies to deal with routine events and unforeseen events.**

All staff and pupils should be aware of school rules/class charters, lunch-time arrangements, safety in the classroom, emergency evacuation and any other arrangement particular to our school. These should be clearly displayed throughout the school and also discussed regularly when sharing the Pupils Guide to Pastoral Care. This awareness ensures the smooth running of the school and if an accident or unforeseen event occurs, teachers and other staff should know what to do in an emergency and how to contact parents.

* 1. **To ensure that problems are dealt with at the appropriate level.**

Most problems will begin at the level of the class teacher. Usually teachers will be able to deal with everyday problems but if he/she needs further advice she can informally share the problem with the 'pastoral care' teacher and head of Key Stage. If appropriate, parents may be involved. The Principal should always be kept informed of ongoing problems should contact with parents be necessary.

* 1. **To ensure feed-back and evaluation of pastoral provision from pupils, teachers and parents and to modify provision if necessary.**

Confidential files should be kept up to date so that the information in them is readily available. Each teacher will maintain an individual record of contact with parents. Non-Teaching Staff have been asked to record conversations and contact with parents in a record book which is kept in the main office. Forms relating to telephone numbers, medical notes etc. should also be regularly up-dated.

**Managing the Pastoral Dimension in our School**

1. Regular meetings of the Safeguarding Team.
2. Positive Behaviour and Anti-Bullying Policies to be reviewed regularly.
3. Child Protection Policy is to be discussed each year with staff to ensure staff know how to identify children's problems and needs and what steps should be taken to manage these problems effectively and a reminder of the associated paperwork given.
4. Regular monitoring and recording of the academic and social performance of pupils and ensuring that pupils with special needs are receiving appropriate support.
5. Planning pastoral activities for each class – this is on-going and should be reviewed annually.
6. Classes linking up with other classes for some activities i.e. educational visits, music, drama, play-based/activity-based learning, writing, fund raising activities, assemblies, concerts. Classes engaging in sporting activities and quizzes with other schools such as Road Safety, hockey and football league matches, the May Fair, swimming gala, ANBC events.
7. Knowing our pupils aspirations, interests etc and their background including any difficulties they may be having i.e. divorce, illness, bereavement. This can be monitored through the pastoral Concern Log and confidential files and will form part of the Handover Information at the start of each school year.
8. Regular liaison with other staff through Key Stage meetings and with parents and external support agencies such as Social Workers, ASD Service and Educational Welfare Officers.
9. Encouraging and motivating pupils in their own classrooms, pupil of the week, in assembly and through outside agencies such as local newspapers and school website. This could be recognition for sport, music, fund-raising, pupil's own achievements, presentations and visitors.
10. Counselling individual pupils and groups – there may be times when a child or group of children want to talk to their teacher about a problem such as bullying or difficulties with another pastoral matter. Teachers need to set aside time for this and respond appropriately, sensitively and professionally.
11. Responding to individual or group successes or failures. On an individual basis, time should be set aside by the teacher to talk to the pupil. On a group basis, the teacher may wish to deal with the subject in a class situation, perhaps through discussion or debate during PDMU lessons.
12. Preparing and compiling progress reports for pupils. Preparation is done through discussion between year group teachers at key stage meetings. Pupil progress reports are sent out once a year. Parent/teacher interviews are conducted in the Autumn term and Spring term. Parents are encouraged to consult with class teachers or Key Stage Coordinators throughout the year.

The Special Needs Coordinator conducts Yearly Reviews with parents of children who are statemented. The Coordinator also keeps in contact with parents of children with Special Needs and their class teacher to re-assess their needs at regular intervals throughout the year.

The Literacy Support Teacher meets (both formally and informally) on a regular basis with each class teacher to discuss the Individual Educational Plans. Teachers consult with parents, pupils, Classroom Assistants and Special Needs Support (Literacy and Numeracy) when formulating IEPs.

**Personal Safety**

As a school we will endeavour to provide a healthy and safe environment in line with our Health and Safety Policy. We will encourage each child to take responsibility for his or her safety by teaching them to deal with various situations. They will be taught through the preventative curriculum to:

* Recognise dangerous situations;
* Stay safe in the water, on the road, in the sun etc.
* Stay safe on-line;
* Evacuate the building in the event of a Fire Drill (once per half term) and
* Ask for help and know who to go to obtain support.

**The Role of the Class Teacher**

As part of the “handover” of a class a template has been provided to ensure all aspects of teaching, learning and pastoral needs are covered. It is each teacher’s responsibility to ensure the checklist is completed and discussed with the receiving teacher. A Baker Day has been set aside in July to facilitate this process. In addition to this, as matter of ongoing concern, class teachers should:

1. Ensure that learning is carried out in a happy atmosphere within the classroom, where each pupil is treated as an important individual;
2. Employ a range of teaching strategies in response to pupils’ needs, including those with SEN and additional needs;
3. Give pupils responsibility for some of their own learning;
4. Provide reassurance and build confidence;
5. Encourage pupil motivation and commitment;
6. Promote a sense of achievement through praise, recognition and displays of children’s work.
7. Strive for high standards of behaviour in his/her own class in accordance with the school’s Positive Behaviour Policy and reinforce rules (Class Charter/Dinner Hall Conduct) regularly.
8. Be responsible for standards of attainment, punctuality and attendance within his or her own class.
9. Celebrate achievements of all pupils in and outside the classroom.
10. Ensure that knowledge of particular home circumstances influences their attitudes, expectations and that pupils are listened to and treated sympathetically if difficulties arise and
11. Liaise with parents, Principal, Head of Key Stage, Designated Teacher or SENCo, as appropriate.

**Supervision:**

Supervision is provided for “Early Birds” from 8:30am to 8:45am in the Assembly Hall. Children will not be permitted to enter the building before this time. This arrangement is being implemented on a trial basis and will be reviewed at the end of term.

Classroom Assistants and a Teacher will be on duty in the playground from 8:45am to 9:00am. If the weather is inclement FS/KST1 pupils will go directly to a classroom and KST2 pupils will be accommodated in the Assembly Hall.

At 2:00pm pick-up pupils will be walked to the side gate (KST1 playground) and handed over to their parents or carers. Those travelling on the bus will be accompanied by a Classroom Assistant.

At 3:00pm children will be supervised as they are collected from the main car park by their parents or carers. Pupils travelling by the school bus are expected to walk to the bus which will be parked in the staff car park.

**Break and Lunchtime Supervisors**

Lunchtime supervisors should display a positive, caring attitude to the children. They should:

* 1. Ensure that children spend lunchtime in a happy atmosphere in which each child is treated as an important individual;
  2. Ensure that every reasonable effort is made to ensure the safety of the children including informing the Principal if any unauthorised adult is in the building or grounds and if any aspect of the building or grounds is presenting a risk to the safety of the pupils or staff.
  3. Keep children under close observation, being vigilant for physical or emotional intimidation, and children who appear unhappy and/or isolated.
  4. Implement the school’s Positive Behaviour Policy consistently and fairly with emphasis placed on the reinforcement of good behaviour.
  5. Encourage children to become increasingly responsible for their own behaviour. e.g., become increasingly independent in dealing with minor problems – sometimes providing children with advice rather than directly taking control.
  6. Provide reassurance and build children’s confidence.
  7. Build up knowledge of individual children.
  8. Liaise with the senior supervisory assistant (the Principal) or class teacher where appropriate.

**Monitoring and Evaluating**

This policy will be reviewed every three years or sooner in the light of feedback, changing circumstances or following a post-review incident. Views of Governors, parents and school staff will be considered and taken into account when updating the School Development Plan.

Pupils’ views will be included as part of the work of the School Council.

**APPENDIX 1**

**Pastoral Roles and Responsibilities Within the School:**

|  |  |  |
| --- | --- | --- |
| **STAFF MEMBER** | **POSITION IN SCHOOL** | **ROLE** |
| Mrs L Armour | Principal | Liaises with Child Protection teachers and oversees policy and procedures within the school.  SENCo.  Health and Safety.  Member of Safeguarding Team. |
| Mrs V Watson | Head of FS/KST1  SMT Member | Designated Teacher for Child Protection  Pastoral Care Coordinator.  CRED Coordinator.  Implementation of New Anti-Bullying Legislation.  Member of Safeguarding Team. |
| Mr S Hyde | Head of KST2  SMT Member | Deputy Designated Teacher for Child Protection  Manages Securus.  ICT Coordinator.  Member of Safeguarding Team. |
| Mrs C Lilley | P3 Teacher | Will be trained to take on SENCo duties. Will assume Literacy Support Teaching in Nov 2019. |
| Mrs M Campbell | P2 Teacher | PDMU Coordinator.  Health Promotion. |
| Mrs S Mullan | P4 Teacher | Administration of Medicines.  School Council.  Trained First Aider. |
| Mrs G O’Neill | P6 Teacher | Trained First Aider. To be trained in Autumn 2019  Digital Leaders. |
| Mr R McCourt | Chairman | Member of Safeguarding Team.  Managing Attendance. |
| Mrs J Leitch | Designated Governor for Child Protection | Member of Safeguarding Team.  Overseeing Anti-Bullying Legislation. |
| Mrs R McCourt | Designated Governor for Special Needs. | Attending Training and supporting SEN within the school. |