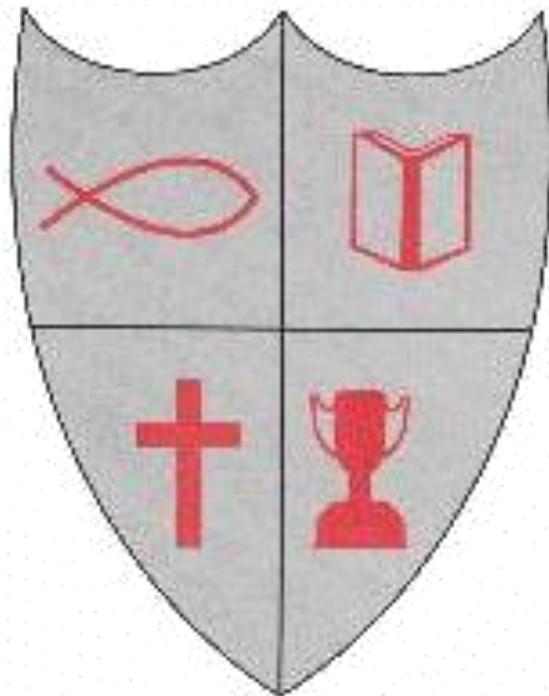


# **Aughnacloy Primary School**



## **Pastoral Care Policy**

## **Mission Statement**

**We will endeavour to provide a happy and caring school where all children will maximise their full potential**

### **Introduction**

Through its pastoral care arrangements and provision, Aughnacloy 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. The staff of Aughnacloy Primary has adopted this approach.

The Pastoral Care Policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect.

## UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

### Article 3

"Children have the right to have their welfare considered paramount in all decisions taken about them."

### Article 12

"Children have the right to be heard"

### Article 19

"Children have the right to be protected from abuse and neglect."

### Article 29

"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."

## **Definition**

Teachers, non-teaching staff and all other adults in school are part of a team. This team wants to ensure pupils are happy and secure in whatever activity they are taking part in, whether social, spiritual, mental, emotional or physical. We have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face the outside world. Teachers and all non-teaching staff are encouraged to approach the care of our children in a positive way.

At Aughnacloy Primary School we recognise that central to the success of this is the involvement of parents and other outside agencies within the community. We strive to work in partnership with them to achieve our aims.

## **Aims**

- To ensure that each pupil feels valued, special and unique and a member of the school community.
- To promote a happy, caring, attractive environment which will stimulate pupils
- 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 instil a sense of personal worth and dignity through intellectual, moral and spiritual development.
- To empower pupils in building and monitoring good relationships with pupils, teachers and others.
- To develop pupil's self-confidence and self-discipline
- To assist individuals to develop their lifestyles, appreciate life and respect the world in which they live.
- To encourage a sense of personal accountability for their own learning and actions.

## Ethos of the School

Aughnacloy P.S. is committed to involving pupils in discussions and decisions on school life that directly affects them and to listen to their views. ***(Article 12 – Every child has the right to say what they think in all matters that affect them, and to have their views taken seriously.)*** At Aughnacloy Primary School we aim to provide the highest standards of pastoral care and child protection. ***(Article 19 - Protection from all forms of violence). We are committed to being a healthy school, to supporting healthy children, who are better able to learn and develop. (Article 24 Every child has the right to the best possible health).***

At Aughnacloy Primary School there is a strong emphasis on literacy and numeracy across the curriculum. ***(Article 28 – Every child has the right to an education).*** The teachers are committed and enthusiastic and they enjoy a positive relationship with their pupils and with other school-based staff and they are dedicated to improving learning. Teachers reflect on their own work and the outcomes of individual pupils. The school Principal demonstrates a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice. Teachers are given the opportunity to share in the leadership of the school.

Aughnacloy Primary School has good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves. The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school.

## **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 the surrounding community

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

## **Roles and Responsibilities**

### **The Board of Governors**

The Board of Governors will strive to:

1. Provide a safe and learning environment
2. Be aware of relevant legislation
3. Encourage the professional of all staff through appropriate delegation and responsibility
4. Deal efficiently and in a fair way with all cases of grievance and/or discipline brought to them
5. Lend support to, and be enthusiastic about, activities and events organised in school
6. Vocalise their support for the school in the wider community
7. Reconcile the needs of both the pupils and staff within the limits of available resources

## **Teachers**

1. Establish a clear vision of the school with its pupils, its community, and its point of development
2. Develop whole school policies which establish principles for action through the school
3. Promote a caring environment where pupils learning is developed within the contexts of their individual needs and abilities
4. Avail of opportunities for their own professional development, e.g. inset training, exceptional closure
5. Establish appropriate structures of time and support for those in need – i.e. new teachers induction/early professional development needs
6. Be aware of the children's individual 'backgrounds and experiences' and individual 'needs and aspirations'
7. Care for other teachers in school
8. Foster relationships where children feel happy and secure and find staff approachable at all times.

## **Other adults in school**

1. Understand, and have an empathy with, the general ethos of the school
2. Be partners with the teachers in providing a caring approach
3. Help pupils achieve their personal goals
4. Develop a team approach where each member has a particular role to play
5. Be aware of the children's individual 'backgrounds and experiences' and individual 'needs and aspirations'

## **Pupils**

### **Pupils will be encouraged:**

1. To set and achieve personal, social and academic goals through a planned and developmental programme
2. To gain maximum benefit from their time in school
3. To develop independence of mind and to take responsibility for their own actions
4. To develop self-discipline and self-respect
5. To develop an understanding of themselves as individuals, recognising their strengths and limitations, their personal qualities, their attitudes and values
6. To develop a respect for the opinion and rights of other s and show tolerance towards them
7. To develop an understanding of the world in which we live
8. To foster relationships where they feel happy and secure

### **The school in the community**

Since the pastoral dimension permeates all activities, the general focus requires a caring commitment by all teachers and adults to every aspect of school life. The implications of this are that the pastoral dimension should be evident in:

- ❖ The school ethos
- ❖ All classroom interaction and management
- ❖ Teaching methodology
- ❖ Class charters
- ❖ Discipline procedures
- ❖ The hidden curriculum
- ❖ Extra-curricular activities
- ❖ All inter personal relationships

## **The school as a community**

The school as a community should be seen as an extended family where everyone works for the common good.

Parents will be made welcome in school and encouraged to feel their role is important and their support appreciated –

- ✓ Formal parent interviews will be held at least once a year
- ✓ Informal discussion with class teacher, but should parents wish to speak with a teacher regarding a class problem then an appointment should be made via the Principal
- ✓ Charity collections
- ✓ Educational visits
- ✓ Uniform should be encouraged by parents and worn by all children
- ✓ Homework supervision and involvement
- ✓ Respect for class charters
- ✓ Parent teacher association

## **The school is also part of a Wider Community**

The assistance of outside agencies will be sought to extend pupils experiences e.g.

- Visits from people relevant to class projects
- Visits to local places of interest
- Musical recitals and choir presentations will be given to the local community e.g. McCreedy's Mill, Copperfields, Fiddas Court
- Healthy break purchased from Super value and Spar
- Team kits supplied by local businesses

Links with neighbouring schools

- Aughnacloy Playgroup
- Aughnacloy College
- St Mary's, Aughnacloy
- Royal School, Dungannon
- Royal School, Armagh
- Clogher Valley Schools Cluster

Links with statutory agencies involved in the health and welfare of children

- Doctors
- Nurses
- Dentists
- Health Visitors
- Curriculum Advisory Support services
- Educational Psychologist
- Peripatetic Teachers
- Road Safety/Sustrans
- Social Workers
- Sure Start
- Speech & language therapists
- Hearing Specialists
- PSNI
- Love for Life
- Board of governors

### **The school in the community**

The school will have close associations with local organisations and churches.

The school will involve the community through aspects of the hidden curriculum e.g. anti-vandalism, anti-litter and environmental projects, and support for local charities -

- Healthy Break initiative
- School gardening project
- Poppy collection
- Annually we will identify one specific charity for which a major fund raising effort will be made

## **Attitudes to Learning**

The pastoral dimension influences the attitudes to learning –

- Every child will be treated as an individual
- Teachers will provide a range of learning styles in an encouraging framework
- The school will encourage a positive and happy atmosphere for learning
- Children with special needs will be integrated with other children but also catered for in small withdrawal groups as and when appropriate e.g. Reading Partnership (also see Special Needs Policy)
- Each child will be encouraged to achieve his/her maximum potential. Each teacher will use a range of methods of encouragement as appropriate

## **Staff Training**

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 E.A.S.R.. 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.

### **Admission Arrangements**

Entrants to P1

During the summer term parents of children, due to start school in September, will be invited to meet the P.1 teacher who will talk to them about general preparation for school. New children will be invited into school for two mornings to allow them to get to know, their new teacher, their new classroom environment and the wider school environment. This makes their transition from playgroup to school start a little less daunting. Mrs Clarke, P.1 teacher and her classroom assistant will also visit the local playgroup to observe and meet the new children in a familiar and comfortable setting.

### **Charging and remissions policy**

Education in Aughnacloy Primary School is provide free of charge or all lessons and activities connected with the child's entitlement under the Education reform Order. The school will appeal to parents from time to time for voluntary donations but it is stressed that no child will be disadvantaged in any way if parents choose not to make a contribution. The school may take part in 'optional extras' that are not connected with the school's formal curriculum, such as visits to the theatre or residential trips. Charges will be made for these but it is again stressed that failure to participate in these will not affects the child's performance at school.

Written parental permission will be required before a child participates in school trips.

## **Religious Education**

Non-denominational religious education will be available to all children. Parents may remove their children from these classes on the grounds of conscience and the school will make alternative provisions for them.

Ministers are often present on special occasions and to participate in a weekly assembly.

## **Non-class Time Supervision**

Before school staff will be on duty outside to ensure children arrive into the school building safely.

At break-time supervision will be undertaken by one teacher and at least one classroom assistant on a rota basis. On wet day during break time pupils will remain in their classrooms and will be supervised by those on duty.

During lunchtime, pupils are supervised by supervisory assistants. They have been issued with a set of guidelines to ensure continuity in the standard of care. (See Lunchtime policy/Lunchtime Charter/Playground Charter)

## **Entering and leaving school**

On arrival into school all children will leave their belongings in their classroom and then go outside until the first bell rings, when they will line up and then proceed into their classroom.

Primary 1 and Primary 2 children should be met by an adult, outside Mrs Clarke's door at the end of the school day. Teachers will accompany the children to the buses.

During school hours no child will be permitted to leave the school grounds unless accompanied by a teacher or supervisor. In the event that a pupil has to keep an appointment, the class teacher should be notified in writing and the child collected from school by a parent or other authorised adult.

## **The Playground**

At lunch time P.1 – P.4 pupils will have their dinner in the hall first, accompanied by any Playground friends on duty. P.5 –P.7 will have outside play first. Playground friends on outside duty first will set out the relevant equipment. At 12.25 pm, P.1 – P.4 will go outside and P.5 –P.7 will have their dinner in the hall. Playground friends on outside duty second will put the equipment away at the end of lunchtime.

## **Sickness /Accidents/Safety**

During school hours the class teacher, duty teacher, or teachers holding the post of first-aid will deal this with. 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. If this is not possible, in the case of injury, then the child will be taken to the local Health Centre or to hospital. In all cases it will be the school policy to act in the best interests of the child

All serious accidents will be logged in the Incident report book and a copy sent home to parents.

First Aid Kits will be kept in defined areas of school.

If a pupil is absent from school then an absence note must be filled in and sent with the child when they return to school. (Attendance Policy)

Parents should contact school before 8.45 a.m. to inform the school if their child will not be present in school that day. A member of staff will have a responsibility to contact a parent if their child does not turn up to school without prior knowledge having been given.

## **Medication**

At the beginning of each school year parents are issued with a personal information form on which they are asked to supply details of any current or on-going medical problems. This form comes complete with all necessary emergency contact telephone numbers, any special health problems and permission to seek medical help if the parents cannot be contacted. The school will endeavour to assist parents in carrying out

medical procedures as directed in writing from themselves/their family doctor. In the case of asthma all parents are responsible for informing the school in writing regarding the prescribed treatment and of ensuring that their child has the correct medication available when needed.

Children using relievers should carry them at all times. (Administration of Medication in School Policy)

### **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.

### **Parental Interviews**

These will be by formal arrangement at least once a year and by request as necessary. Parents are encouraged to arrange to meet with class teachers or the 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.

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**

Formal reports are issued once a year and include reference to pupil behaviour during the year.

### **Lost Property**

A lost property box will be located in the front hallway. Any unclaimed items are taken to the local charity at the end of each term.

## **Money**

Dinner money will be collected each Monday morning in the school money pockets provided, from the oldest child in the family. Healthy break and milk money will be collected at the beginning of each month in the money pockets provided, from the oldest child in the family.

**Dinner, milk and healthy break money should be put in separate pockets and clearly labelled.** Pupils should not leave money or valuables in coat pockets in the cloakrooms.

The school cannot be responsible for the loss of money or valuables or for the breakage of toys on the premises.

Each teacher will keep an individual account book and all money collected for school purposes will be entered into an account book .

## **Personal and Social Development**

The school will encourage the development in pupils of a wide range of personal interests and in the ability to take responsibility.

- ✓ The school will provide a variety of extra curricular activities as listed.
- ✓ The school will develop a road safety programme to include cycling proficiency and weekly lessons base on the road safety calendar.
- ✓ The school will promote individual talents in music, art, physical education etc –
  - Brass music tuition will be provided for those who show special musical talent in a series of music aptitude tests
  - Auditions may be held for the school choir
  - Opportunity will be given to compete in festivals in aspects of music, speech and drama
  - Many other opportunities will be given to develop their musical talent through performing at school concerts, services and assembly.

- ✓ Opportunities to develop their art work will be provided through –
  - Individual, group and class project work
  - Display work for the corridor display boards
  - Painting backdrops for productions
  - Working with artists to complete sculptures and mosaics and dance
- ✓ Special physical education skills will be promoted through –
  - School football teams
  - School hockey teams
  - School netball teams
  - Visit of coaches in soccer, netball, table tennis and rugby
  - Participation in specialised games events i.e. orienteering etc
  - Outdoor pursuits activities

### **Extra Curricular Activities**

The school will encourage positive attitudes through its extra curricular programme:

- ❖ Positive attitudes will be actively promoted in games activities
- ❖ On day visits pupils will be encouraged to respect people and property
- ❖ Pupils on residential visits will be encouraged to share responsibilities undertaken
- ❖ Pupils participating in Music and Speech/Drama events will be encouraged to respect and appreciate the talents of others

Aughnalcoy Primary School considers that the extra curricular activities will greatly enhance the personal and social development of the children and will add a very valuable dimension to their education.

The range of activities will vary according to the need and demand of the pupils and in the utilising of the specialised skills and interests of the teachers e.g.

- Hockey
- Multi-sports
- ICT
- Netball
- Rugby
- Football
- Cookery
- Art
- Gardening
- Zumba
- Choir
- Guitar

The above list of activities will be available to children in P.1- P.7..  
Activities may change in response to consultation with children. Parents will be responsible for collecting their children at 3.45pm on club days.

### **Development Of Inter-personal relationships**

The development of good inter-personal relationships is vital to ensure mutual respect, positive attitudes, happiness and security for both pupils and staff.

As a school we see the importance of valuing the full potential of all staff.

Pupils will be encouraged in the classroom situation to assist one another, care for one another and develop the art of listening at all times. Positive behaviour will be encouraged.

### **School Charters**

Any charters made in school will include the rights and responsibilities for all children and they will be developed in order to make Aughnacloy Primary School a safer, more pleasant and happier place to work and study. (See Positive Behaviour Policy)

SENDO - It is unlawful for a responsible body to suspend or expel for a reason related to disability.

### **No Smoking**

Aughnacloy Primary School building is a No Smoking area and all staff, pupils, parents and visitors should observe this policy.

### **Vetting**

Adults working with, or regularly supervising pupils, will be vetted according to Child Protection procedures.

### **Minimum Force**

If required, this step will be in accordance with Regional Policy Framework – Reasonable force (May 2004) and 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 in school and on the school website and will be issued on request.

Members of the Board of Governors and all full-time staff have received training in the procedures involved and are aware of the designated teachers holding responsibility.

## **Children with special educational needs**

Some of the children attending the school will have special educational needs. These may arise from the child's physical or learning needs. As it is the intention of the school to maximise the potential of each of the pupils, the school will endeavour within its resources to meet these needs.

The SENCO has responsibility for Special Needs within the school.

The SENCO will work with all class teachers and support staff to ensure extra help for those children with learning difficulties is appropriate to their needs and presented in a structured and clearly focused way. (See Special Needs Policy)

## **Bullying**

All forms of bullying are harmful to the child. They may be emotionally hurt, physically hurt, angry, frightened, bewildered, humiliated, frustrated, and feel powerless to stop it happening. No child deserves to be bullied. Pupils have a right to learn in an atmosphere free from fear and intimidation. We in Aughnacloy Primary School have drawn up an 'Anti-bullying policy'. We have consulted parents on this policy and children will also be consulted through pupil questionnaires.

## **Complaints Procedure**

Where a parent or guardian wishes to make a complaint regarding provision or any aspect concerning Pastoral Care/Child Protection they should, in the first instance, contact the Principal or the Chairperson of the Board of Governors.

In such instances these complaints will be dealt with through the school's child protection procedures and will have the child's best interests as the primary concern.

## **Fire Drill**

Fire drill will be practiced regularly and a notice of Emergency Evacuation procedures should be displayed in each classroom and corridor areas and each teacher should be aware of his/her particular duties. Fire extinguishers will be serviced regularly.

## **Communication**

A policy on Pastoral Care depends on it being communicated positively to staff, pupils, parents and all others involved in the life of school. Each one needs to be informed of the various policies regarding the organisation and running of the school e.g.

- Admissions
- Child protection
- Visiting
- Complaints
- Discipline
- Sickness
- Accident
- School uniform
- Charging and remissions policy
- Extra-curricular activities
- School curriculum
- Religious education

This information is contained in the School Prospectus, a copy of which is issued to each family. The School Prospectus is reviewed annually.

Any change in the information given due to unforeseen circumstances during the school year will be notified in writing to all parents.

Additional information may include:

- ❑ School holidays
- ❑ Notice of school events i.e. sales, school concerts
- ❑ Monthly newsletter
- ❑ School visits

### **Evaluation**

Aughnacloy Primary School will carry out, as the need arises, an evaluation of the pastoral dimension to determine ways of improving the quality of provision for the benefit of all pupils, teachers and non-teaching staff.

Review Date – February 2021