

Care & Welfare Policy



Oakgrove Integrated Primary School & Nursery

Date: June 2024 N. Gill (VP)

Policy Review Date: June 2028

Pastoral Care Policy and Practice

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 and staff are continually:

Celebrating Diversity.....Learning Together For Life

Oakgrove Integrated Primary School and Nursery is committed to **celebrating diversity** in all aspects of school life through nurturing a love of learning and providing engaging opportunities in an inclusive environment where the aim for every child is that they might achieve their full potential. We are consistently **learning together for life** by developing the abilities and talents of every child, fostering respect, confidence and creativity.

As an all-inclusive, UNICEF Rights Respecting integrated primary school, Oakgrove IPSN promotes the holistic development of every pupil. Care, welfare and safeguarding are the foundations that underpin the positive behaviour management within the school. Oakgrove IPSN provides a learning environment in which pupils feel safe and happy at school, and are challenged in their learning. Through careful planning, monitoring and evaluating the quality of provision, Oakgrove IPSN ensures that the learning environment encourages pupils to realise their potential and achieve success in all aspects of school life. This is communicated to pupils, parents and staff annually through presentations and is also displayed within the school.



Child centred provision

At Oakgrove Integrated Primary School we aim to meet the needs and aspirations of the pupils within the school through encouraging

- Ensure that the self-confidence and self-esteem of the pupils is promoted.
- Help the children to feel secure, and free from emotional and physical harm
- Make sure their opinions are valued and their concerns dealt with sympathetically and appropriately.

- Enable pupils to work with their peers and to grow to value and respect the contributions and views of others.
- Make sure there are clear lines of communication and good flexible relationships with relevant external support agencies, including social services.
- Contribute to good relationships among the entire staff, so that they feel valued, work together and are an effective team with the pupils' interests and welfare as their main focus.
- Ensure that positive approaches are used to establish and maintain good standards of behaviour (see Positive Behaviour Management Policy and Anti Bullying Policy)

We promote equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. The school takes cognisance of the UNCRC principles and articles; we have disabled access and lifts within the school; the Governors operate the open enrolment system where all pupils are admitted regardless of need and the admissions criteria are applied fairly. New comer pupils are identified and supported by the school which also works with the IDS – CFER profiles are maintained for newcomer pupils.

We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by promoting good attendance; promoting positive behaviour; welcoming newcomers and through our provision for pupils identified as having Special Educational needs (see relevant policies).

We believe in and support pupil participation and involvement in decisions about school life. We do this through circle time; class meetings; school council; pupil suggestion box; plenary sessions and pupil feedback to teachers about teaching and learning; questionnaires; playground friends.

We support the children as they prepare to move to post-primary by facilitating visits to and from post-primary schools. The EWO provides a transition workshop for children and they complete the Love for life programme in P7.

The school follows Safeguarding and Child Protection guidelines fully.

Children know about keeping safe through regular reminders in assembly and in class; corridor display; photographic displays of the designated and deputy designated teachers; Internet safety talks and links to CEOP; anti-bullying strategies; PDMU lessons; NSPCC programme.

Staff are all trained in Child Protection matters every year and each member of the Safeguarding team has been fully trained by the CPSS. The Child Protection Governor and Chair have been trained by CPSS and all Governors have received training in school on Child Protection matters.

Parents receive Child Protection information on an annual basis and can avail of all relevant information at any time via the school's web-site or by contacting the school office.

All volunteers/tutors/coaches into school are fully Access NI checked and visitors to school are accompanied by a member of staff during their visit. We have a secure door locking system and a sign in books.

We support children in making healthy choices and through the provision of a healthy environment. We have First Aid procedures and classroom assistants are trained as first aiders. The school adheres to the EA Western Health and Safety policy guidelines. We promote healthy eating through our breakfast club, the healthy break scheme, school dinners and the availability of water in classrooms. We have extensive outdoor play facilities and a wide and varied range of equipment for the pupils to use at break and lunch time. All classes have PE lessons timetabled each week, pupils in P5-P7 have swimming lessons for a term and we offer a wide variety of after-school clubs throughout the year.

High quality teaching and learning

We provide a broad and relevant curriculum as is evidenced by the timetabling of PDMU lessons for each class every week. Through the PDMU curriculum we include Drugs Education and we have a Love for life workshop on RSE. Other related areas of learning include RE and PE. The pupils in P7 are trained in peer mediation and help mediate children in KS2 when problems arise.

We promote positive relationships between teachers and their pupils and with other school-based staff through good relationships in class – class rewards, classroom rules, targets, sanctions. Teachers and other staff work together in the playground to help and support the pupils and give guidance to the playground Friends. All staff follow the Staff Code of Conduct. The Pupils & Teachers Class Contracts are renewed every year in the classroom.

Teachers use a range of teaching strategies that respond to the diversity within the classroom such as circle time; collaborative learning; developing personal capabilities – self-management and working with others; supporting pupils with SEN/EAL.

Teachers reflect on their own work and the outcomes of individual pupils through use of their planning; staff/curriculum team/key stage meetings; monitoring arrangements related to teaching and learning and pupil progress and achievement in relevant area of the curriculum such as PDMU.

Classroom observations are carried out by the Principal and co-ordinators. Pupils personal development and behaviour is assessed and monitored. Class teachers consider pastoral issues where pupil performance is not meeting expectations e.g. falling standardised scores.

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, well-being and attendance, contained in the School Development Plan, including consulting with the School Council/ pupils and parents.

The designated governor is fully trained by CPSS.

Governors monitor the incidents of inappropriate behaviour by following the guidance in relation to reporting of behaviour, suspension and exclusion procedures.

In relation to pastoral care the governors support the professional development of staff and sharing and learning from best practice by INSETs, Exceptional Closure days for pastoral matters; teachers with additional training and/or qualifications e.g. First Aid; sharing good practice – visits to other schools, hosting visits by other schools.

Governors provide the resources needed to support pastoral care through effective staff deployment and use of specialist roles; ensuring appropriate classroom resources/play resources and facilities; separate rooms for small group and access/signposting to external resources e.g. Childline & Action for Children.

Governors monitor and evaluate pastoral care practices through reviewing the school's performance regularly in the preparation and review of the School Development Plan; specific monitoring/evaluative duties of individual staff with responsibilities e.g. the curriculum leader for PDMU, Pastoral Care Coordinator; SIMS modules for attendance and SEN; examples of plenary sessions and pupil feedback to teachers about teaching and learning (links to AfL) or other areas of school life e.g. play, after school activities; how the School Council is involved in monitoring and evaluation and pupil and parent questionnaires or other information gathering activities.

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 encouraged to be volunteers, visitors; programmes to support parents as learners and partners in their children's education; the work of the school Parent Group; a wide range of school documents on the school website, Facebook, Twitter e.g. policies, class curriculum information/guides; notes/text messages home to parents about their children's personal development through formal and informal means; the school's approach to dealing with the parents of pupils with problems e.g. behaviour and attendance; complaints Procedure; community input to school life on matters related to

health, wellbeing, identity, community issues; making links across community divisions between pupils and parents.

We have good relationships and communication between the school and the education agencies that support pupils' health and wellbeing, learning and achievement, namely - ELB Services e.g. Autism, Behaviour Support and Primary Referral Unit, Psychology, EWO, etc

We have good links with other relevant statutory and voluntary agencies that support pupils' health and wellbeing, learning and achievement. These are Dental services, School Nurse, Medical staff, Speech Therapy, Physiotherapy, MASTS; Social Services and PSNI/Child Protection; NSPCC, Surestart, Action For Children etc.

The school is involved in specific programmes that meet the needs of the community and nearby schools. These are Extended Schools and Transition (pre - school to primary and primary to post primary) including

- Smart parents
- Talking to your Babies
- Summer Scheme
- Oakgrove IC Transition Programme

Policy Reviewed June 2024

Review Date: June 2028

Appendix 1: Related policies

Admissions criteria

Anti-bullying

Code of Conduct (staff)

Complaints Procedure for Parents

Curriculum policies for RE, Physical Development, PDMU, Teaching and Learning Policy

Drugs Education

E-Safety Policy & Acceptable Use Agreement

Food in Schools

Health and Safety

Positive Behaviour Management policy

Relationships and Sexuality Education

Safeguarding and Child Protection

SEN

Use of Reasonable Force and Safe-handling

Appendix 2: Related pastoral roles and responsibilities (2014-15)

Name	Role/Responsible for
Nial Gill	Designated Teacher for Child Protection & Care & Welfare
Lorna Wilson	Deputy Designated Teacher for Child Protection
Catriona Sargent	Deputy Designated Teacher for Child Protection
Eileen Barber	Deputy Designated Teacher for Child Protection
Tony Keenan	Deputy Designated Teacher for Child Protection
Edel Sweeney	Deputy Designated Teacher for Child Protection
Lorna Wilson	SENCO



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.