

ORRITOR PRIMARY SCHOOL



POLICY GUIDELINES FOR PASTORAL CARE

FOREWORD

This document outlines our schools approach to a range of Pastoral Care issues. Its main function is to provide ethical direction and practical guidance for all those employed within our school and those external agencies working with young people within the school environment.

The first four sections outlined are as follows:

Section A Pastoral Care This section should be viewed as an umbrella document outlining our school's ethos and the emphasis we place on the growth and development of our pupils.

Section B Personal Development Curriculum. This section provides guidelines on the delivery of the Personal Development taught curriculum in line with the revised NI Curriculum..

Sections C Misuse of Substances and Drugs Education outlines our approaches to drugs education and responses to drug related incidents.

Section D Relationships and Sexuality Education provides guidelines on the incorporation of a RSE programme within the schools personal development education policy and our approach to a range of sensitive issues relating to RSE.

This document should be used in conjunction with a range of other school policies and guidelines which are included in this file in the following order (see over);

- 1. Child Protection / Safeguarding Policy**
 - Intimate Care
 - Comforting
 - Use of photographs
 - Risk assessments for trips
 - Child protection - How to make a complaint.
- 2. Discipline Policy**
- 3. Codes of Conduct**
 - Children
 - Staff – Teaching and Non Teaching
- 4. Complaints procedure – General**
- 5. Suspensions and Expulsions**
- 6. Anti-Bullying Policy**
- 7. Special Needs Policy**
- 8. Health and Safety Policy**
- 9. Assessment Policy**
 - Assessment
 - Record keeping
 - Use of data
 - Marking Policy
 - Homework Policy
- 10. Acceptable Use of Internet Policy**
- 11. Use of Reasonable Force**

PASTORAL CARE

INTRODUCTION

The pastoral dimension of the school involves all pupils and all adults involved in the life of the school and should contribute to the creation of a supportive atmosphere in the school for all concerned.

Parents are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the adult person.

However, there are numerous other influences which come from a wide range of other sources. Central to these influences is the role of schools, and more specifically teachers, who will have contact on a daily basis with children and young people from 4 to 18 years of age. It is paramount that those charged with the responsibility of educating young people must be aware of the crucial importance of their role. This document will provide the support that teachers within Orritor need to give direction to their work with young people.

To develop as a person is to develop in all five dimensions of life – physically, intellectually, emotionally, socially and spiritually. In recognition of this we must adopt a proactive stance in taking a holistic approach to the development of our young people. This personal development approach is in keeping with the CCEA proposals for the revised curriculum.

Personal Development provides the means for our young people to clarify their values and attitudes. It assists young people in the development of personal skills which in turn leads them to an acceptance of responsibility for themselves and for their actions. Personal Development must be firmly rooted in the belief that all people have value in their own right, and that their feelings, opinions and actions are important, regardless if these correlate with those of others or not. In practice this means that we as teachers endeavour to communicate openly and honestly with our pupils. Most significantly, it means that we must place confidence and trust in the ability of others to take responsibility for themselves, their behaviour, their feelings, their attitudes and their learning. We must provide and allow for the development and awareness of self, and all that this entails.

The mutually beneficial outcomes of developing an honest approach to Personal Development through Pastoral Care are :

- increased self awareness
- development of high internal self-esteem
- confidence and independence of thought
- sensitivity to the needs of others.

In addition, young people especially develop the necessary skills to cope with possible risks to their personal safety from a range of threats. They become empowered to meet the demands and challenges of adult and working life with confidence.

Having accepted this approach in its entirety the objective of this document is to:

- give specific guidance to teachers, governors and parents on Pastoral Issues
- support the implementation of the revised NI Curriculum
- encourage continuous monitoring and evaluation of the effectiveness of provision in the area of Pastoral Care
- provide guidance on the handling of specific Pastoral issues (including Substance Misuse/Drugs Education and Relationships and Sexuality Education)
- promote the value of a proactive, rather than a reactive, approach to Pastoral issues.

What this means for Pupils

This means encouraging pupils

1. To set and achieve personal, social and academic goals through a planned and developmental programme
2. To help them 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 opinions of others and the rights of others 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

What this means for Teachers

- Establishing a clear vision of the school with its pupils, its community and its point of development
- Developing whole school policies which establish principles for action throughout the school

- Promoting a caring environment where pupils' learning is developed within the context of their individual needs and abilities
- Providing them with opportunities for their own professional development
- Establishing appropriate structures of time and support for those in need
- Being aware of the children's individual background and experiences and individual needs and aspirations
- Fostering relationships where children feel happy and secure and can approach the class teacher for any reason

What this means for other adults in the school

Classroom / Supervisory assistants, Clerical Assistants etc.

- Understanding and having empathy with the general ethos of the school
- Being partners with teachers in providing a caring approach
- Helping pupils achieve their personal goals
- Developing a team approach where each member has a particular role to play
- Being aware of the children's individual backgrounds and experiences and individual needs and aspirations

PASTORAL CARE POLICY

Rationale

We define Pastoral Care as the created ethos through which our pupils develop and learn to their optimum potential. We want to provide the opportunity for **every** pupil to develop into responsible, self-aware, confident, and capable young people equipped to cope with the challenges of the 21st century.

Our school accepts that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum.

Vision and Values

Our school subscribes to the view that every pupil has a right to feel safe and secure on all levels. We will actively promote a Pastoral Care ethos which allows for the development of the whole person, and which leads to **every** pupil making good choices which will form the basis for a healthy and positive lifestyle.

Pastoral Care will be the setting where our young people will acquire values and standards on the basis of observing these at work at every level.

It is also important to remember that schools are centres of *education* and we therefore accept the validity of a personal development approach rather than a delivery which is service driven.

School as a Community

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

- Parents will be made welcome in the school and encouraged to feel that their role is important and appreciated
- Parents will be encouraged to show their support in a variety of ways
- Parents will show respect for teachers
- Teachers will share duties as part of a mutually supportive team

School as part of wider community

- The assistance of outside agencies will be sought to extend pupils' learning experiences
- Links will be established with neighbouring schools
- There will be links with statutory agencies involved in health and welfare of children
- School will be available for local organizations to use

School in the community

The school will have close associations with local bodies (churches, community orgs)
The school will involve the wider community through environmental projects etc.

Ethos

Ethos is an intangible concept with a tangible effect. It is our intention to establish an ethos which may be detected in the feelings of security and respect at every level within our school. The atmosphere we try to create is one which is ordered yet sympathetic.

This may be achieved through:

- creating a sense of belonging amongst all strands of our school community
- developing an atmosphere of mutual respect and caring
- creating an explicit Pastoral Care programme which allows for a fair and equitable exchange of views/ideas/attitudes, etc. in an atmosphere of trust
- implementation of a Behaviour Management policy which creates a full sense of justice and fair play amongst our school community
- providing opportunities for **every** person to succeed and to be affirmed in their self-worth
- promoting positive relationships at every level
- working with parents for the mutual benefit of all
- establishing and maintaining links with the wider community
- affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care
- creating a sense of self-worth at every level.

Relationships

Excellent relationships foster and develop in an atmosphere of **Respect**.

Our school will work towards creating opportunities where mutual respect can grow and develop. We aim to create a caring, empathetic and secure environment where our young people can develop good relationships based on those they experience.

Teachers will endeavour to build effective, empathetic relationships with our pupils in order to provide advice and support whenever necessary. However we retain awareness of the need for other avenues of support.

Managing External Agencies (Ref Appendix A and B)

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

Training and Support

In order to support staff our school recognizes the importance of training as a priority area in the establishment of a caring and pastoral environment.

Related School Policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies :

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy / Storage and Administration of Medication policy
- Behaviour Management Policy – Discipline and Anti-bullying Policies
- First Aid Policy

Evaluation and Monitoring

This school recognizes and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we will review this policy as required and /or follow the procedures for self evaluation as outlined in the DE document ' Together Towards improvement'

PERSONAL DEVELOPMENT CURRICULUM POLICY

Rationale

We recognise that young people live in a period of rapid and often dramatic social, economic and technological change. In this climate our young people should ideally develop intra-personally and inter-personally through the role models of significant adults in their lives. As a result, they will automatically become more emotionally intelligent and witness the importance of having the right values and practices in the employment of life skills. However, in the absence of this, a taught curriculum is required in which teachers will act as facilitators providing young people with the knowledge and opportunity to practice vital life skills.

Aims

In line with our ethos and values it is our view that the personal development of our young people is as important as their academic development. We believe that the holistic approach to development on all levels produces well rounded “whole” people equipped with the skills to deal with life. In recognition of this, when delivering the personal development programmes, we focus on the development of skills and values centred firmly on the person.

In addition we recognise that schools are centres of *education* and therefore they must accept the validity of a personal development approach to the delivery of the curriculum.

Objectives

Through the delivery of the Personal Development and Mutual Understanding (PSE) programme our young people should be able to :

1. develop skills, attitudes, values and abilities which will enable them to be effective in a variety of adult situations and occupations
2. develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, abilities, skills, personal qualities, potential, needs, attitudes and values
3. develop independence of mind and take responsibility for their own decisions and actions
4. develop self-reliance, self-discipline, self-respect and self-esteem
5. adopt an enterprising and persistent approach to tasks and challenges
6. develop a respect for ways of life, opinions and ideas different from their own, provided these are based on consideration and respect for others

7. develop a concern for, and a readiness to act on behalf of, the legitimate interests of others who cannot effectively so act themselves
8. develop knowledge and understanding of the world in which they live and of the opportunities that are available
9. gain a concern for conservation of the natural world and for the physical, including the built environment
10. become effective independent learners.

Methodology

- In recognition of the fact that we all learn in different ways a range of learning styles and teaching strategies will be employed related to active/experiential learning. These approaches will emphasise group and collaborative strategies, maximising opportunities for pupil input, decision-making and problem-solving.
- Lessons will be conducted in a non-judgemental atmosphere with the teacher in the role of the facilitator, creating and maintaining a safe and secure environment. Empathetic relationships based on mutual respect will be developed to create a place where fears and concerns can be expressed openly without risk of ridicule or reproach.
- The delivery of lessons will be concerned with the systematic and purposeful development of the whole person with emphasis on the active involvement of pupils in the learning process.
- In line with our commitment to giving Personal Development equal status with other subjects, each pupil will have access to specific timetabled Personal Development.

Managing External Agencies

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

Monitoring and Evaluation (Ref Appendix A and B)

This school recognises and accepts the importance of monitoring and evaluating all aspects of the delivery of the Personal Development curriculum. To this end we will review this policy as required and/or follow the procedures for self evaluation as outlined in the DE document ' Together Towards improvement'

Related school policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies :

- Pastoral Care Policy
- Relationships and Sexuality Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy
- Behaviour Management Policy

Misuse of Substances / Drugs Education Policy

For the purpose of this document, **substance misuse** is any drug, including alcohol, which, when taken, has the effect of altering the way the body works or the way a person behaves, feels, sees or thinks. This includes alcohol, tobacco, "over the counter" and prescribed medication, volatile substances and controlled drugs.

Rationale

In today's society many young people are exposed to glamorous and unrealistic messages in relation to drugs and their effects. Combined with ineffective Government policies, this often leads to misuse and abuse by impressionable and vulnerable young people. Whilst we recognise that parents are the primary educators of their children, we realise that our school is well placed to provide strong support and care in the area of substance misuse. As such we encourage all pupils to develop personal and social skills that will enable them to make informed decisions regarding substance misuse. We recognise that an asserted approach for supporting young people in substance education is to create an ethos within the school which promotes individual empowerment, and values, such as tolerance, openness, honesty, respect and caring for ones self and others.

Aims

- To establish abstinence/prevention as the main approach to substance misuse.
- To establish an environment free from the misuse of all substances.
- To provide guidance on the protocols to be used in suspected or real substance misuse.

Objectives

- To provide factual information and knowledge about drugs/substances.
- To establish and develop personal, social and moral skills that will enable a young person to make positive, informed decisions.

The two are intertwined and mutually supportive.

Legal Legislation

It is the policy of this school to comply with the legal requirements laid down in The Misuse of Drugs Act (1971) and other relevant legislation.

In keeping with requirements we will publish relevant sections of our Misuse of Substances/Drugs Education Policy in our school prospectus. A copy of the policy may also be obtained from the school.

Whole School Approach

It is the view of this school that education surrounding drugs/substance misuse should not be taught in isolation, but rather as an integral part of our Personal Development Programme. This involves developing a set of values and skills that will aid in producing rounded 'whole' pupils - physically, intellectually, emotionally and spiritually. The aims stated above are fulfilled through pupils' experiences in the taught curriculum, the informal curriculum and through opportunities in extra-curricular activities.

Roles and Responsibilities

A response to a substance-related issue is not just the responsibility of teaching staff within this school. We use a multidisciplinary approach to deal with all issues relating to drugs/substance misuse. Included are :

- Board of Governors
- Designated Drugs Officer
- Personal Development Curriculum Co-ordinator
- Child Protection Officer
- All Members of Staff
- External Agencies

Responding to Misuse of Substances and Related Incidents (Ref Appendix C,D,E and F.)

In the unlikely event of an incident occurring we will follow the practices and procedures stated in the Misuse of Substance Flowchart (**Appendix A**) In addition, parents/guardians will be immediately notified as will the Board of Governors and the CSIO PSNI Officer in order that investigations into the source of, and possible trafficking in, illegal substances can be expedited.

Our policy in these matters is to proceed with the utmost discretion and sensitivity bearing in mind the need to protect the rights of the pupil concerned, their families and our school. However, it will be made clear to our pupils that no guarantee of confidentiality can be offered if he/she discloses to an employee that he/she is taking drugs. Due to the seriousness of substance misuse, any incidences/knowledge must be reported to the Designated Teacher who will ensure that proper action is taken to protect that pupil.

Procedures to be followed :

Pupil under Influence - ensure immediate safety of pupil and others, and administer first aid if and when necessary. The Designated Teacher/Principal should then be informed, followed by parents. At this stage both the CSIO and the EWO should be informed.

Pupil Suspected/Known to be in Possession of a Substance - pupil will be asked to surrender the substance whereupon it will be placed under lock and key until collected by CSIO. Upon refusal to comply, the pupil will be escorted to the Designated Teacher/Principal who will make a further request. Upon refusal by the pupil to accompany a responsible adult to the Designated Teacher/Principal, the Principal will be sent for while the adult remains in close proximity to the pupil.

Pupil Dealing - Designated Teacher/Principal should be informed immediately whereupon the CSIO will be contacted.

Media

The Head Teacher will take responsibility for liaison with the media.

Recording and Referral

Appendix D, E and F will be used to record and refer information to both the SELB and where employing authority.

Managing External Agencies (Ref Appendix A and B)

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

Safety in the School

The school has several qualified First Aiders who are known to all staff and are easily accessible.

All substances and associated paraphernalia will be collected, stored under lock and key and delivered to the CSIO from the PSNI.

No prescribed drugs should be brought into school without the knowledge and authorisation of the Principal. Parents will be advised of the procedures in place regarding their safe storage and agree with the possible administration arrangements for prescribed and over the counter medications during school hours. Teachers are not obliged to administer these drugs but may provide safe storage for them during school until they are needed.

Staff Development

We regularly update and train our staff regarding issues surrounding drugs/substance misuse.

Related school policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies :

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy / Storage and Administration of Medication policy
- Behaviour Management Policy
- First Aid Policy

Monitoring, Reviewing and Evaluating

Periodic review of our Drugs/Substance Misuse Policy will take place to reflect changing circumstances and trends. Evaluation will cover two areas :

- The effectiveness of the policy to assist pupils in resisting the lure of substance misuse.
- The effectiveness of the procedures and practices in place to deal with substance related incidents.

To this end we will review this policy as required and / or follow the procedures for self evaluation as outlined in the DE document ' Together Towards improvement'

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

Rationale

The SELB firmly advocates the Personal Development approach where young people are given the skills to help them resist peer and media pressure, and make informed decisions based on their own internal self respect and self esteem.

Aim

Relationships and sexuality is a major issue for our young people. This policy is intended to provide a framework through which young people can develop the skills, attitudes and values necessary to deal with the challenges which they will meet in this very sensitive area.

Objectives

Through the delivery of RSE our young people should be able to :

- form values and establish behaviour within a moral, spiritual and social framework
- examine and explore the various relationships in their personal lives
- learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect
- make positive, responsible choices about themselves, others and the way they live their lives

Outcomes

Desired outcomes are :

- enhanced self-awareness and self-esteem
- healthy and respectful friendships and relationships
- responsible behaviour and the ability to make informed decisions

Responding to sensitive issues

We recognise that, on occasion, certain sensitive issues may require consideration. When attempting to deal with these issues the following procedures will be adopted :

- **'Risky' Children**
This term has been applied to children who display behaviours that may be harmful to other children. Whilst these children have a right to education the school has an obligation to ensure the well being of the entire school population. In order to do so we will carry out a risk assessment.
- **Child Protection**
If, for any reason, a young person is deemed to be at risk, then he/she will be informed that confidentiality must be breached, and the reasons for the breach. The young person will also be reassured that he/she will be supported throughout the process.
- **Role of Parents** –. The school will never attempt to assume the cloak of parental responsibility. Rather, we view parents as having prime decision making responsibilities. It is paramount that we work in partnership with parents, particularly in relation to these sensitive issues
- **Recording and Referral** – Clear and concise records will be kept pertaining to all issues outlined above.

Parental Partnership

We recognise that parents have the prime responsibility for bringing up their children and we will therefore seek to ensure that our RSE programme complements and is supportive of the parents' role.

Related school policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Substances/Drugs Education Policy / Storage and Administration of Medication policy

- Behaviour Management Policy – Discipline and Anti-Bullying Policies
- Anti-Bullying Policy
- First Aid Policy

Managing External Agencies (Appendices A and B)

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. We ensure contracts are drawn up to inform all contributory parties

Monitoring and Evaluation

This school recognises and accepts the importance of on-going monitoring and evaluation of all aspects of the RSE programme.

To this end we follow review this policy as required and/or follow the procedures for self evaluation as outlined in the DE document 'Together Towards improvement'

Service Level Agreement for Use with External Agencies Working in Schools

I/We have read the school ethos and policies of _____ and agree to formally adhere to their ethos and policies:

- in working with young people and
- in the delivery of the programmes outlined below:

I/We am/are, willing to provide **full** details of material content to:

Senior Management, Teachers, Parents, Governors and other Appropriate Bodies

and agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our Young people.

I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed _____ **(External Agency)**

Dated _____

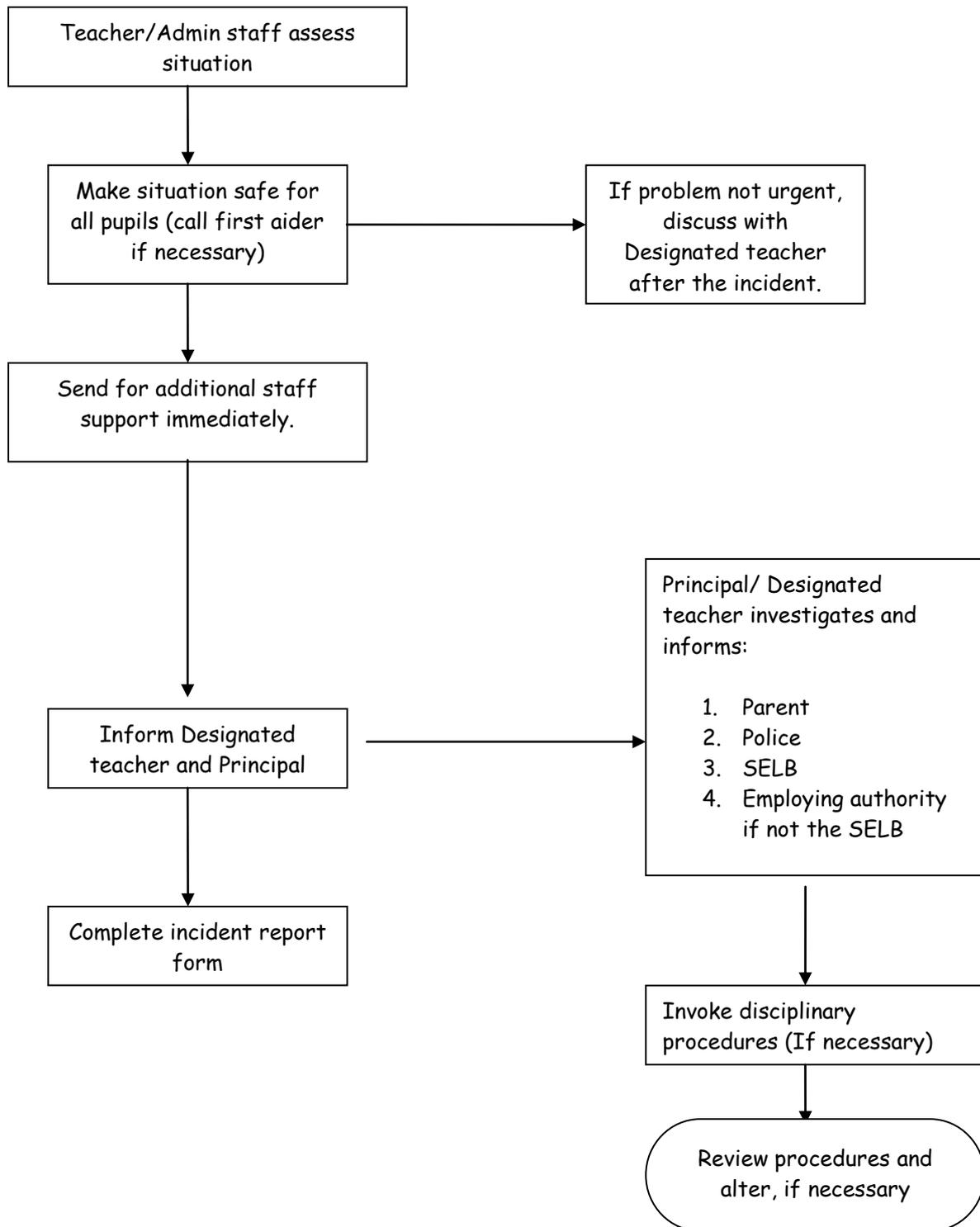
Countersigned: _____ **(Principal/Board of Governors)**

Dated _____

Checklist for use of Schools Designated Child Protection Officer to vet External Agencies working in schools

- Accredited Body
- Copy of Mission Statement
- Personnel to be used: Police Check
Official Qualification
Key Person
- All statutory requirements fulfilled: i.e. Health and Safety Policy, etc.
- Sufficient Insurance
- Principal Informed and Approval Granted
- School Ethos read and understood
- Service Agreement completed and signed
- Evidence of current legislation
- Established format for feedback
- Evaluation process in place

Misuse of Substance Flowchart



Drugs and Substance Misuse Incident Report Form (Form to be completed by Teacher involved in Incident)

Nature of Incident:

Date: _____ Time: _____ Venue: _____

Pupil(s) involved:

Teacher Response:

Substance given to Principal/Designated Teacher: Yes NO

Report to Designated Teacher: Yes NO

Report to Principal: Yes NO

Signed: _____ Date: _____

School Record and Checklist

(To be completed and held as record by Principal / Designated Teacher)

Date: _____

Nature of Incident:

Substance in secure storage: _____ (please tick)

Staff involved:

Report from staff attached: _____ (please tick)

Name of Pupil(s) involved:

Year:

_____	_____
_____	_____
_____	_____
_____	_____

Informed (Circle as appropriate):

- Parent(s)/Guardian(s) : _____
- Local CSIO : _____
- Board of Governors : _____
- SELB : _____
- Employing Authority if not SELB : _____
- Other relevant bodies : _____

Action plan for pupil support in place: _____

Signed: _____

Principal/Designated Teacher

PRO FORMA TO INFORM SELB/EMPLOYING AUTHORITY

Name of School: _____

Address: _____

Telephone No: _____

Date: _____

Principal: _____

Contact Teacher: _____

Details of Incident:

Substance (if identified): _____

I have completed the checklist outlined in Appendix E:

Signed: _____

Date: _____

Reference Materials

Area Child Protection Committees' Regional Policy and Procedures
April 2005

Children (NI) Order 1995 'The Sexual Offences (Amendment) Bill 2000'¹

DE Circular 'Relationships and Sexuality Education (RSE)' 2001/15

DE Circular 'Drugs: Guidance for schools' 2004/9

DE Circular 'Pastoral Care in Schools' 1999/10

Drugs: Guidance for Schools in Northern Ireland

CCEA

2004 ISBN 1 85885 652 3

Evaluating Pastoral Care 1999

DENI 1999

Guidance for Primary Schools: Relationships and Sexuality Education

CCEA

2001 ISBN 1 85885 209 9

Guidance for Post Primary Schools: Relationships and Sexuality
Education

CCEA

2001

ISBN 1 85885 209 9

Integrating Personal Safety Programmes into the Curriculum: Child
Protection

CCEA

1999

ISBN 1 85885 202 1

Pastoral Care in Schools: Child Protection

DENI 1999

The Education and Libraries (NI) Order 2003

Together Towards Improvement: A Process for Self-Evaluation

Department of Education ETI

UN Convention on the Rights of the Child Article 3; Article 12; Article 19