

HART MEMORIAL PRIMARY SCHOOL

**PASTORAL
CARE
POLICY**



FEBRUARY 2017

Reviewed: NOVEMBER 2018

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 at the heart of every decision we make.

Child Centred Provision

At Hart Memorial Primary School, we aim to meet the needs and aspirations of the pupils within the school through each child experiencing

- a warm, caring and stimulating learning environment
- the support, challenge and encouragement of a dedicated staff
- a broad, balanced and skills-based curriculum
- close learning partnerships between school, home and the community

We promote equality of opportunity, high quality learning, concern for individual pupils and a respect for diversity. The school enjoys close links with our Shared Education partner, Presentation Primary School, with children meeting a minimum of nine times per year for Shared Teaching and Learning. P7 classes from both schools also participate in a yearly residential field trip.

We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by

- adapting our SEN provision to meet individual needs
- promoting good attendance and punctuality
- promoting positive behaviour
- welcoming Newcomers

We are especially sensitive to children with Special Needs, ensuring that additional information about health, disability or home background is passed on in confidence to both the SENCo (Mrs S. Thompson) and the next class teacher.

We believe in and support pupil participation and involvement in decisions about school life. We do this through

- our own School Council and our Shared School Council
- consultative questionnaires for pupils
- attitudinal surveys of pupils
- pupil participation in assemblies on pastoral issues
- pupil feedback to teachers about their learning
- PDMU lessons
- class Worry boxes

School Council: on a yearly basis, classes elect Class Representatives. The School Council meets weekly to discuss issues which affect the pupils and the life of the school. The School Council provides the pupils with a voice, with the opportunity to take responsibility and to contribute to decisions about aspects of school that directly affect pupils.

The school follows Child Protection guidelines fully. Children know about keeping safe through

- class discussions
- Class / school rules
- wall displays
- assemblies
- Internet Safety lessons
- Anti- Bullying policy & procedures

We support children in making healthy choices through the provision of a healthy environment. We operate

- Education through the PDMU and PE curricula
- First Aid and Health & Safety arrangements
- healthy food – breaks, dinners and healthy lunchboxes
- outdoor play facilities (MUGA, Adventure Trail) and a balanced PE curriculum
- a wide range of After School activities
- Extended Schools' programme

High Quality Teaching and Learning

We provide a broad and relevant curriculum as is evidenced by

- Shared Education lessons with our partner school, Presentation Primary School
- timetabling and other arrangements to deliver an effective PDMU curriculum
- specific programmes relating to Health (physical & mental / emotional) and Wellbeing, such as mentoring and counselling, transition, resilience & aspirational workshops, Helping Hands, NSPCC's Speak Out, Stay Safe programme and the Healthy Kidz programme

We promote positive relationships between teachers and their pupils and with other school-based staff through

- good relationships in class (e.g. Pupil of the Week, class rewards, Celebration Assemblies)
- teachers and other staff working together to create a safe, positive playground environment at break and lunch
- Staff Code of Conduct

Teachers use a range of teaching strategies that respond to the diversity within the classroom such as

- differentiation
- Circle Time
- collaborative learning
- developing Thinking Skills & Personal Capabilities
- catering for differing learning styles
- activity-based learning

Teachers reflect on their own work and the outcomes of individual pupils through

- use of year group planning, Key Stage and whole staff meetings, monitoring arrangements relating to teaching and learning, pupil progress and achievement and individual needs in relevant areas of the curriculum, such as PDMU
- use of Individual Tracking Records for each pupil
- co-ordinators ensuring continuity and progression exists in each year group, to allow children to reach their full potential.
- classroom observation and assessment of pupils' personal development and behaviour
- class teachers' consideration of pastoral issues, where pupil performance is not meeting expectations and where other issues are impacting on the child's educational and emotional welfare

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, wellbeing and attendance contained in the School Development Plan, including consulting with staff, pupils and parents
- ensuring all staff, including relevant Governors, receive timely Child Protection training
- monitoring the reporting of behavioural issues, suspension and exclusion

In relation to pastoral care we support our staff by

Continuing professional development

- attendance at continuing professional development courses as well as relevant and efficient use of Baker & School Development Days which focus on Pastoral Care matters
- additional specific training for individual members of staff
- sharing good practice – within our local cluster of schools; by working closely with our partner school; visits to other schools, hosting visits by other schools,
- relevant awards and accreditation
- participation in the Shared Education programme with Presentation Primary School

Health & welfare

- recognising that, for a variety of reasons, staff sometimes require additional support e.g. Health & Welfare Service; liaising with principal when adjustments are needed to reduce stress / workload
- contribution of each member of staff is valued by Governors and the Senior Leadership Team e.g. verbal recognition; time provided for additional duties
- consideration for the physical and emotional needs of staff e.g. funded health checks and flu vaccinations; Baker Days used for motivational time out

We provide the resources needed to support pastoral care through

- effective and creative staff deployment
- high quality teaching & learning resources
- play resources and facilities
- specialist rooms / areas for nurture
- access for pupils to external mentors and counsellors
- development of effective transition, resilience & aspirational programmes

We monitor and evaluate our pastoral care practices in a number of ways:

- through reviewing the school's performance regularly in the monitoring and preparation of the School Development Plan
- specific monitoring / evaluation of Pastoral Care within the curriculum
- use of school data including that contained in SIMS (e.g. attendance & punctuality)
- tracking each individual pupil's achievements, attainment, support and input (Individual Tracking Records)
- consultation on related school issues to relevant stakeholders e.g. choice of extra curricular activities, how to improve impact of Booster programmes, policy review etc
- School Council monitoring and evaluation of pupils' perception and experience of pastoral issues

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 through

- parents being made welcome in school to discuss children's progress at parent teacher meetings, and at other events throughout the school year e.g. Open Night, Special Assemblies, Sports Days etc
- encouraging parents to become involved in school life through accompanying children on class trips, speaking with classes about their life experiences, jobs etc, volunteering to help out with clubs and events
- programmes to support parents as learners and partners in their children's education
- the availability of a wide range of documents, such as school policies, half termly topic sheets etc
- monthly school newsletter, 'From The Hart'
- reporting to parents regarding their children's personal development through timetabled parent teacher meetings in term 1, with translators available for parents of Newcomer pupils, a written Progress Update in the middle of term 2 and an Annual Report at the end of term 3
- parents invited to arrange meetings with teachers at *any* time through the school year to discuss pupils' progress and address any issues, worries or queries
- proactive and robust school approach to addressing problems and complaints – listen; immediate action; feedback
- community input to school life on matters related to health – both physical & emotional -, wellbeing and identity e.g. Love for Life programme, community-led transition programmes, accessing external professionals without delay when required to support pupils' needs, liaising with GPs, paediatricians, school nurse etc

- making links across community divisions between pupils and parents e.g. Shared Education link with Presentation Primary School, liaison with cultural diversity agencies and support workers, Joint Parental Focus Group
- liaison with PSNI, Fire Service of N Ireland, Community groups on safety issues surrounding fireworks, bonfires, dangers in the home, anti-social behaviour etc

We have good relationships and communication between the school and the education agencies that support pupils' health and wellbeing, learning and achievement, namely

- EA Services dealing with Autism, Behaviour Support, Counselling and Educational Welfare
- Annual fund-raising events for charitable organisations
- Health & Safety-related programmes e.g. Healthy Kidz, Tesco's 'Food to Fork', Road Safety programmes, Cycling Proficiency, eSafety talks, NSPCC workshops. These and others all have at their core the safety and wellbeing of our pupils

We have good links with other relevant statutory and voluntary agencies that support pupils' health and wellbeing, learning and achievement. These are

Surestart, Behaviour Support Team, Pupil Personal Development Service & other counselling services (e.g. Links), Child & Parent Support programme (CAPS), NSPCC, Social Services, Child Protection School Support Service, Occupational Therapy (including training of facilitators for Sensory Motor Group), Speech & Language support (e.g. speech therapists, Language & Communication team), Community Paediatrics, Child & Family Clinic, ACE Team, Educational Psychology Service, Specific Learning Disorder Team, School Nurse, Community groups eg PSNI, NI Fire Service, PLACE, FUSE, community partners e.g. local businesses and services, local churches and others

The school is involved in specific programmes that meet the needs of the community and nearby schools. Although these change from year to year, a few examples are:

Inter-generational project (with Corcraigh Senior Citizens); Cycle Against Suicide (with St John the Baptist's College); P7 transition (with Edgarstown Residents' Association); Dream, Believe, Work, Achieve (with E.R.A.); choir performances in St Francis' and Mahon Care Homes; joint (Hart & Presentation) choir performances in Asda & Tesco; joint flag display (in High Street Mall); Picnic in the Park (all pupils from Hart & Presentation in the People's Park); fund-raising for REACH (local counselling charity), Portadown Pikers (after death of local fishermen) & other local / regional charities which have supported our families in times of need; sponsorship of sports teams' skips by local businesses; Fun Science Days, Lego Days etc at weekends for pupils and their parents; CASE programme for P7s delivered by PSNI

The Pastoral dimension is central to the ethos of our School. Each child is regarded as an individual. His / her efforts are recognised and valued, with achievements always being highlighted and celebrated (e.g. monthly Celebration Assemblies). It is our aim that our caring approach to Pastoral Care will ensure that each child will reach his / her full potential academically, physically and emotionally, and will be helped on his / her way to become a responsible citizen, contributing to society, the economy and the environment in the local community and farther afield. As a staff working together for the benefit of the children in our care, we would like the days that the children spend in the Hart to be as happy, meaningful and memorable as possible.

This Policy has been reviewed in November 2018

Appendix 1: Related policies

Anti- Bullying	Child Protection	Personal Development Mutual Understanding
Behaviour	Special Needs	Supporting Pupils with Medication Needs
Dogs in the School Grounds	First Aid	Safe Movement of Pupils
No Smoking	Mobile Phone	Intimate Care
Relationships & Sexuality Education	Attendance	Critical Incident

Appendix 2: Related pastoral roles and responsibilities (2018-19)

Name	Role/Responsible for
Mrs L McNally	Designated Teacher for Child Protection
Mrs J Lee	PDMU Curriculum leader
Miss J Shipley	Pastoral Care coordinator
Mrs M Giffin	Charity co-ordinator
Mrs S Thompson	Deputy Designated Teacher for Child Protection; SENCo; Fire Safety Warden
Mrs C Shields	School Council facilitator
Mr C Teggarty	Extended Schools Coordinator
Miss K Todd	Playground Friends leader