

# BALLYTOBER PRIMARY SCHOOL

Pastoral  
CARE

The logo consists of the word "Pastoral" in a blue, cursive font and the word "CARE" in a green, bold, sans-serif font. A green icon of two hands shaking is positioned between the two words, overlapping the letter 'o' in "Pastoral".

Ratified: 3<sup>rd</sup> March 2022

Signed: \_\_\_\_\_  
Chairperson, BoG

## DEFINITION

Pastoral Care is the term used to describe the underlying caring curriculum which supports the aspects of school life relating to the personal development of each child.

" Pastoral Care is a set of systems and procedures in school which attempts to meet the totality of needs of its pupils..... social, spiritual, mental, emotional and physical..... so that every pupil has the opportunity in a safe environment to reach his or her potential in every area of life. "

## AIMS OF THE SCHOOL

" The aim of pastoral care within a congenial, facilitative school climate, is to ensure some all-round development: children who are contented, socially at ease and educationally thriving."

*NAPCE conference*

" The start point has to be vigilance on the part of all staff..... to notice unhappy, preoccupied, irritable, depressed children and to investigate unobtrusively. "

*NAPCE conference*

With this in mind the school will undertake certain aims to establish and maintain a distinctively caring and nurturing ethos. The aims will be to :-

- \* Take into account the uniqueness of the child
- \* Maintain an environment where pupils feel.....
  - their concerns will be listened to sympathetically
  - appropriate action will be taken as required
- \* Inculcate values, attitudes and emotions which would be beneficial to the whole development of the child
- \* Create an environment of care and trust to ensure :-
  - emotional and physical welfare of pupils
  - academic progress
- \* Promote self-confidence and self-esteem
- \* Recognise and value achievements of all pupils to enhance their self-esteem
- \* Respond sympathetically to concerns and fears expressed by pupils
- \* Promote an atmosphere of well-intentioned trust

- \* Provide opportunities for developing useful personal and social skills to.....
  - help pupils cope with existing challenges
  - prepare them for the next stage of their education
- \* Foster development of independence of thought and expression
- \* Encourage pupils to respect the views and contributions of others
- \* Facilitate development of good relationships between.....
  - staff and pupils
  - pupils and peers (within and outside classroom)
- \* Maintain effective staff relationships where all members.....
  - feel valued
  - work well together
  - act as an effective team
  - keep pupils' interest as main focus
- \* Recognise need for individualised support and guidance
- \* Support particular needs of individual children as appropriate
- \* Remain vigilant for all signs of danger to pupils
- \* Expect high standards of behaviour
- \* Employ a fair, firm and consistent approach towards keeping good order

Other key issues will also be targeted. Perhaps of a more tangible nature, these further aims will be to :-

- \* Identify areas and issues likely to adversely affect a child's learning and bring about early intervention
- \* Keep pupils aware of potential dangers through Health Education programmes or P.S.N.I initiatives
- \* Integrate pastoral dimension with curriculum through co-ordinated provision
- \* Maintain high standards of teaching and learning
- \* Implement a code of practice in relation to acceptable and unacceptable behaviour
- \* Use positive approaches to establish and maintain good standards of behaviour
- \* Ensure consistency in implementation of discipline
- \* Inform parents of pastoral care arrangements as appropriate
- \* Liaise with parents and guardians as early and effectively as possible
- \* Maintain effective liaison with outside agencies regarding concerns and difficulties which arise
- \* Review and develop relevant pastoral care policies

- \* Record all reported incidents involving welfare of pupils
- \* Monitor provision of pastoral care throughout the school
- \* Maintain awareness of legal responsibilities and any relevant requirements and responsibilities

## ETHOS

The ethos of the school, its distinctive character and atmosphere, reflects the extent to which it promotes the moral, intellectual, personal and social development of the children. The atmosphere should be such that the pupils not only feel secure and are able to voice their fears and concerns but are also free from emotional and physical harm.

" The ethos of the school will influence the effectiveness of a programme of personal safety, and conversely, the implementation of the programme will in turn affect the ethos of the school."  
*Integrating Personal Safety Programmes into the Curriculum:CCEA*

" The values which underline successful personal safety cannot be taught didactically, but can most effectively be fostered through the ethos of a school and positive role models provided by the adults within the school."  
*Integrating Personal Safety Programmes into the Curriculum:CCEA*

" A good ethos does not come about by chance; it is achieved by the principal.... and staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community."

*DENI Circular 1999/10*

The general aims and objectives of the school include those dedicated to the promotion of an appropriate ethos within the school. Through the implementation of such aims the true character and atmosphere of the school itself will develop to its full potential. These include a desire to:-

- \* Create a happy and secure environment designed to provide each pupil with success as such an environment would be conducive to motivation and learning
- \* Foster a responsible attitude to school and the environment by

encouraging personal qualities of self-confidence, independence and self-discipline

- \* Help develop good manners, consideration and respect for other people's property and opinions
- \* Provide pupils with a set of values for their adult lives, including respect for themselves
- \* Involve pupils in religious and moral education studies whereby they will acquire the ability and confidence necessary for making judgements and taking decisions
- \* Provide a wide range of opportunities and experiences through a based and coherent curriculum
- \* Provide learning experiences which are appropriate to each child's ability and level of development
- \* Create an atmosphere in which teaching and non-teaching staff, parents, inspectors, advisors and school governors can work together for the successful achievement of these aims

## ROLE OF THE CO-ORDINATOR

As the member of staff responsible for the co-ordination of pastoral provision throughout the school, Mrs Elaine Anderson will:-

- \* Monitor appropriate provision on a regular basis by.....
  - classroom visits
  - discussion with pupils and staff
  - collection of examples of curricular work to ascertain pupils' abilities
  
- \* Develop and modify existing provision in response to.....
  - monitoring appraisals
  - parental concerns
  - staff requirements
  - new initiatives
  
- \* Maintain effective liaison with parents or guardians by informing them of.....
  - pastoral care arrangements
  - necessary amendments
  - procedures in place throughout the school
  - practices being followed as a direct consequence
  
- \* Consult with members of staff regarding.....
  - implementation and recommendations of relevant DENI circulars
  - effective integration of pastoral dimension into curricular activities
  - implementation of code of practice in relation to acceptable and unacceptable pupil behaviour
  - familiarisation with range of pastoral care policies
  
- \* Identify strengths and needs.....
  - recognise particular areas of expertise and interest among staff members
  - utilise such ability to its full potential
  - provide appropriate staff training through attendance at external courses and organising suitable school based professional development

- \* Consult with governors regarding above areas of responsibility as co-ordinator
  - maintain effective awareness of relevant requirements and arrangements
  - deal with arising issues as part of the agenda for Board of Governors' meetings
- \* Liaise effectively with outside agencies involved in the care of children to.....
  - obtain up to date information for staff and pupils
  - gain co-operation to resolve behavioural, emotional and social difficulties as they appear
  - ensure a close working relationship with the various representatives
  - encourage clear, effective lines of communication

Relevant agencies will include:-

  - Educational Psychology Service
  - Education Welfare Officer
  - Social Services
  - School Nurse
  - P.S.N.I.
  - Peripatetic teachers : Speech and Language / Hearing Impaired
- \* Maintain, review and develop relevant pastoral care policies and ensure that all members of staff, teaching and non-teaching, are conversant with them.....
  - Pastoral Care
  - Child Protection
  - Discipline
  - Anti-Bullying
  - Drugs Awareness
  - Code of Practice : Special Educational Needs
  - Relationships and Sexuality Education
  - Health and Safety
  - Health Education
- \* Identify resource needs throughout the school.....
  - monitor material requirements including computer software and visual aids
  - liaise with outside agencies for provision of suitable resources
  - arrange funding for resource provision whenever possible

## **ROLE OF BOARD OF GOVERNORS**

The Board of Governors, in co-operation with the Principal :-

- \* Determine the school's general policy and approach
- \* Establish appropriate funding arrangements
- \* Maintain general oversight of the school's work

When appropriate, the Annual Report of the Board of Governors will provide information on:-

- \* Steps taken to implement the school's policy
- \* Success of the policy
- \* Any significant changes in the policy
- \* Outcome of any consultation undertaken with DENI or EA

When gauging the success of the school's pastoral care arrangements the Board of Governors will consider :-

- \* Provision throughout the school
- \* Monitoring and record keeping arrangements
- \* Use made of outside agencies and services

The Board of Governors have specific duties towards all children with regards to their pastoral care. They will ensure that:-

- \* Appropriate pastoral care is available to all pupils
- \* Individual needs of each child is adequately met
- \* Teachers recognise the importance of identifying pastoral care concerns

## **ROLE OF TEACHERS**

Each member of staff will contribute to the pastoral care provision throughout the school by promoting and practising the specific expectations outlined in the aims of the school.

In addition they will :-

- \* Foster and nurture appropriate relationships with pupils in their charge...

" We cannot underestimate the significant contribution which relationships between pupils and teachers can make to this whole

process. It is in the formal and informal situations with their teachers that children can be helped to foster self-respect, self-discipline, tolerance, equality and fairness. This generates a positive climate within the school community where every individual feels valued and cared for at all times." *CSSM*

- \* Help pupils to make informed decisions about issues in terms of right and wrong.....  
".....the teacher teaches by communicating values and beliefs and not only knowledge of a subject....."

*CSSM*

- \* Encourage pupils to develop a strong sense of their own worth :-  
" The need to promote pupils' positive self-esteem is a crucial factor permeating all DENI initiatives relating to school improvement..... Therefore affirmative action to promote self-esteem in all pupils lies at the heart of the school's improvement programme. "

*Guidance on the Content of PSE*

With this in mind, the use of sarcasm, belittling or humiliation will be avoided.

- \* Encourage pupils to be assertive in order to equip them to resist peer pressure in inappropriate circumstances.
- \* Ensure that pupils in their charge are supervised fully at all times in line with pastoral care procedures.  
No child will :-
  - remain in the classrooms, toilets or other areas of the school building without supervision
  - participate in extra-curricular activities without the appropriate level of adult supervision

## **PARENTAL SUPERVISION**

The school recognises the importance of regular and effective communication with parents as an essential basis for part success of pastoral care provision. In order to further develop positive working relationships, parents will be encouraged to :-

- \* Contact the school if they have any particular worries
- \* Share their concerns about home circumstances or medical matters as these may affect their child's work or behaviour in school in line with recommendations made in relation to pastoral care provision. Any discussions will be in confidence, unless child abuse is a factor.

Regular oral and written communication will be continued throughout the school year to keep parents informed on the well-being and academic progress of their child.

Such communication will include :-

- \* Written reports at the end of the school year
- \* Standardised test results at the end of the school year
- \* End of Key Stage Assessments : P4 and P7
- \* Parent/Teacher interviews

This policy has been written in response to increased concern for the care and welfare of children and young people in general, as articulated by parents and the wider community. As the school shares such concerns, it has been willing to review carefully the various aspects of its provision for pastoral care in order to evaluate the existing arrangements.

## **BULLYING**

Bullying is a highly distressing and damaging form of abuse and is not tolerated in Ballytober. Our Anti-Bullying policy is detailed separately and acknowledges that to condone bullying may lead to consideration under child protection procedures.

Staff are vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both the bully and the victim will be personally contacted when bullying has been identified.

Any complaints by a parent that their child is, or may be, being bullied will be fully investigated by the Designated Teacher for Child Protection. Team action will be taken to protect the victim. This will usually include ensuring that another child or a small group of children befriends and supports the child being bullied during the school day.

A parent making a complaint about bullying will have a personal response from the Designated Teacher within one week of making the complaint, indicating the investigation which has been carried out and the action taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of privileges in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the second stage will be to investigate the child protection procedures.