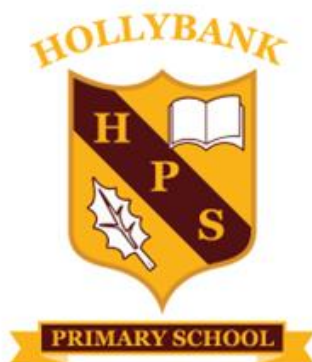


# HOLLYBANK PRIMARY SCHOOL

POLICY FOR:

PASTORAL CARE



Issue Date	August 2025
Staff Responsible	N Culbert
Issued to	Staff and Governors
Review Date	August 2026

## **INTRODUCTION**

### **Rationale**

In an ever changing society with a wide variety of attitudes towards issues such as drugs, sex, alcohol, bullying and diet we believe that Pastoral Care within Hollybank Primary School is more important than ever.

### **Definition**

"The pastoral care dimension of the school involves both teachers and pupils. For pupils, this will involve encouraging them to set and achieve personal, social and academic goals through a planned developmental approach. For teachers, it will involve providing them with opportunities for professional development."

[N.I.C.C. Guidance Material]

The pastoral dimension should contribute to the creation of a supportive atmosphere in the school for both teachers and pupils.

### **Aim**

As a school we aim to provide, in partnership with parents, a safe, secure and stimulating learning environment where children can achieve their full potential and pursue excellence.

Based on "Every School a Good School" (DE 2009), this document sets out our school's policy and practice in relation to Pastoral Care. The key areas are: child centred provision, high quality of learning and teaching, effective leadership and connecting to the local community.

## **CENTRED PROVISION**

The aim of pastoral care within Hollybank Primary School is to ensure all-round development: children who are contented, socially at ease and educationally thriving. It is our desire that children:

- feel safe and secure;
- are valued as individuals and grow in self esteem;
- are given a meaningful voice through school council;
- achieve their full potential;
- develop the essential skills, attitudes and values necessary for life.

**1. We promote equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.**

- Our admissions criteria are designed to ensure equality for all.
- In meeting this and the needs of others we have disabled access.
- Newcomers are very welcome and we have designed a pack to welcome them and their parents to our school.

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

- **Promoting good attendance.**

Holiday Lists are made available to parents in very good time for the new academic year.

Parents are regularly discouraged from taking holidays during term time. Certificates are awarded to those pupils achieving full attendance over the whole year.

- **Promoting positive discipline.**

- 

Throughout the school we use Kindness tokens, Mr Spots, Merit awards and Principal's Tea Party to reward children who keep to our school motto of READY, RESPECTFUL, SAFE. We provide TAKE 5 clubs and mindfulness is a daily part of our curriculum.

At a class, group and individual level within each classroom, teachers use a variety of reward charts, stickers, tokens etc.

- **Welcoming newcomers**

We have designed a welcome pack for new families to help with the transition to a new school.

- **Our Special Educational Needs Provision**

BOOST, OUR THERAPY DOG and ART THERAPY interventions are provided for those pupils who need intervention. IEPs and provision is coordinated by Mrs Culbert (SENCO).

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

- **School and Class Councils.**

In September each year the children in Y4 - Y7 elect representatives from their class to be on School Council. School Council meet with the Vice Principal monthly and each year decide on the school charity for the year, organise the charity event and discuss and add their ideas to the School Development Plan. Coordinators also conduct pupil voice session in term 3 focusing on a particular aspect of school improvement.

- **PATHS**

PATHS (Promoting Alternative Thinking Strategies) lessons take place on a regular basis throughout the school.

- **Playground Buddies & Peer Mediators**

Senior pupils act as buddies who engage with and assist younger pupils.

- **Assessment for Learning**

As part of the daily routine within the classroom, teachers use plenary sessions and pupil feedback to improve the quality of Learning and Teaching.

**4. We follow Child Protection guidelines fully**

- Children follow several programmes as they progress through the school including internet safety, anti bullying and drug awareness.
- On an annual basis all staff - teachers, classroom assistants, canteen staff, cleaners, caretaker and secretary - receive training in Child Protection and Code of Conduct.
- On an annual basis, the Board of Governors and all volunteers, PTA and parent helpers receive child protection training.
- All employed and voluntary staff are police checked by AccessNI.

## **5. We support children in making healthy choices through the provision of a healthy environment:**

- There are staff who are first aid trained. Posters are displayed around the school identifying these members of staff.
- We have a Healthy Break policy in school following guidelines as set out by the EA. Our policy encourages children to bring fruit, vegetables or a bread product with a non sugary spread. In terms of drinking, they are encouraged to drink milk or water. The children are rewarded for bringing healthy breaks using Class Dojo points. We also provide a Healthy Break Scheme, where break can be purchased on a weekly basis.
- Our Physical development policy is built on that of the EA. We have a purpose built gym hall and an assembly hall that can be used for some aspects of Physical Development.
- In addition, we have a secure playground, Adventure Playground, a football pitch and an extensive grass area that the children can use at certain times of the year.
- We also have separate Play Based learning areas for Foundation Stage.
- We participate in the TAKE 5 initiative having TAKE 5 clubs on a Thursday afternoon which include activities such as table tennis, football, Minecraft Club, art, Gardening Club, ICT, Lego club and Boom Wackers.
- On an annual basis our Y6 and Y7 pupils attend an outdoor residential centre and participate in archery, laser quest, abseiling and team building activities.
- All children complete the Daily Mile.

## **HIGH QUALITY OF LEARNING AND TEACHING**

### **1. We provide a broad and relevant curriculum**

- Annually we review designated areas of the curriculum to ensure continuity and progression from P1 through to Y7.
- Religious Education, Physical Development, Drugs Education and Relationships and Sexuality Education are important aspects of the curriculum that we offer.

### **2. We promote positive relationships in all areas of school life**

- All members of staff, both teaching and non-teaching, can contribute to pastoral care in the manner in which they conduct themselves and interact with the children.

As staff within the school we will:

- Use positive praise to build up self esteem. We will avoid the use of sarcasm and we will not belittle or humiliate the children in any way.
- Have a positive attitude towards the children showing them concern, respect and valuing their opinions.
- Seek to create a supportive environment within the classroom.
- Work to improve peer relationships within the classroom.
- Reward children using stickers, stars, stamps etc for work and/or behaviour.
- Reward children using golden time, certificates and prizes for good manners.
- Within the classroom, teachers draw up Class Plans for Learning with their pupils and rewards and sanctions are used extensively.
- We value every member of staff and ensure good relationships through good communication and involvement at a decision making level.

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

- PATHS
- Collaborative learning when children are working in different groups to complete a task or an investigation.
- Developing personal capabilities, when children can self manage and work effectively with others.

**4. Teachers reflect on their own work and the outcomes of individual pupils through:**

- Evaluating planning on a monthly basis.
- Monitoring & evaluation by Curriculum Leaders who collect pupil books, check planning notes and observe classroom practice if appropriate.
- Observation and record keeping in the foundation stage.
- Consideration of pupil performance in PTE, PTM, Talk Boost, CAT and PASS tests alongside class tests.
- PRSD: our annual professional development programme.

## **EFFECTIVE LEADERSHIP**

### **1. Governors understand their responsibility for the pastoral care of pupils.**

- Governors monitor and evaluate the strategies in place for promoting pastoral care, health, well being and attendance.
- All governors receive child protection training and understand their role in child protection.
- Governors are kept abreast of, and monitor the Principal's reports regarding behaviour, suspension and exclusion.
- On an annual basis governors meet with all members of the staff team in an informal setting.

### **2. In relation to pastoral care we support the professional development of all staff.**

- The co-ordinator will endeavour to keep staff informed of what training is available from outside the school.
- Coordinators will cluster with other local schools where appropriate.
- Training days such as Baker Days and School Development Days are used to address a variety of pastoral issues.
- Termly meetings can also be used to address pastoral issues.
- We are very keen to learn and make every effort to observe the best practice in other schools.

### **3. We provide the resources necessary for pastoral care.**

- All teachers have been trained to deliver the PATHS programme.

### **4. We monitor and evaluate our pastoral care practices in a number of ways.**

- Regular review of our School Development Plan.
- Class teachers will monitor the progress academically and pastorally of children in their classes. Where a teacher has a concern about the pastoral well being of any child in his/her class, records will be kept of incidents and the necessary action taken. Where the teacher considers it appropriate the Pastoral Care coordinator will be informed.
- All pupils will complete a PASS (Pupil Attitudes To Self and School) survey and mentoring will be provided for those pupils requiring additional support.
- Regular monitoring and evaluating by curriculum leaders in PDMU, Physical Development and the Pastoral Care Co-ordinator (Vice Principal)

- The School Leadership Team (SLT) will ensure the delivery of Pastoral Care on a day to day basis.
- As the teacher responsible for Pastoral care Mrs Culbert will be available to listen to and discuss any concerns regarding children or staff within the school. She will also draw any concerns that she might have to the attention of members of staff.
- SIMS is used to monitor attendance and the Principal meets with the EWO on a regular basis.
- Pupil, staff and parent questionnaires are used on an annual basis.

## **A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY**

### **1. Good relationships and communication between the school and its parents and the wider community are crucial to our pupils' wellbeing and achievement.**

- We have an open door policy where parents are always welcome in school whether to admire their children's work or to raise an issue with the Class Teacher/Head of Key Stage/ Vice Principal or Principal.
- We have a bright, attractive reception area where children's achievements are displayed.
- Each year we have a large number of parents who undergo Child Protection training and are police checked so that they can volunteer to coach sport, act as a parent helper in the classroom, attend trips etc.
- We hold an annual Parent Praise Afternoon/ Evening to enable pupils to share and discuss their learning with their parents.
- Parental interviews take place twice a year for all children.
- We work closely with Monkstown Village Initiatives who support the school by providing mentors, a family liaison worker and STRESS BEAT programmes for students.
- We work with a number of local primary schools within Barnardo's Family Connections to ensure there is a consistent approach to aspiration and attainment within the community, and provide family learning sessions alongside the Incredible Years programme.
- Our PTA works tirelessly organising events for the children eg discos, movie afternoon, Christmas Crafts and Summer Fair. While raising much needed finance they are also raising awareness of the school community.
- Our school website contains lots of information including our policy statements.

- Communication with parents is regular and mainly takes the form of a Monthly news PowerPoint.
- If we are concerned about a child in any way we will contact parents to inform them.
- In terms of transition we work closely with play groups or nursery groups whose children are starting Y1.

**2. We have good relationships and communication between the schools and the education agencies that support us, namely:**

- Education Authority
- Behaviour support service
- Psychology
- EWO
- Secondary level schools.
- AAIS

**3. We have good links with other relevant statutory and voluntary agencies that support children's health, wellbeing and education.**

- School Nurse
- Occupational Therapy
- Speech Therapy
- Physiotherapy

SIGNED:

ROLE:

DATE:

SIGNED:

ROLE:

DATE: