

Carr's Glen Primary and Nursery School



Pastoral Care Policy

Updated August 2019

In drawing up this policy for Pastoral Care account has been taken of relevant circulars produced by DENI and other appropriate documentation. These include:

- The School Improvement Programme – Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools (DENI 1998)
- Evaluating Pastoral Care (DENI 1999)
- Evaluating Schools (DENI 1998)
- Integrating Personal Safety Programmes into the Curriculum: Child Protection (CCEA 1999)
- Child Protection Guidelines – Pastoral Care in Schools: Child Protection (DENI 1998)

What is Pastoral Care?

The pastoral care dimension deals with the physical, social, emotional, moral and academic needs of pupils. The academic aspects of each child's development are dealt with in each subject policy statement.

The pastoral dimension of Carr's Glen Primary School involves all pupils and adults involved in the life of the school. Their welfare is our priority. It is our aim, therefore, to provide a warm and caring environment for the children and adults associated with the school, so they feel safe, secure and happy.

The Pastoral Care Policy is therefore inclusive of all curricular policies but is directly linked to the following school policies:

- Child Protection including Code of Conduct for Staff (Draft policy)
- Anti-bullying*
- Promotion of Positive Behaviour
- Use of Reasonable Force/Safe Handling
- SEN and Inclusion (Draft policy)
- First Aid*
- E Safety
- Intimate Care
- Complaints Procedure

*Policies currently under review

The roles and responsibilities are shared across the curriculum but the lead teachers are as follows:

Designated Teacher for Child Protection	Mrs Fulton
Deputy Designated Teacher for Child Protection	Mrs McWilliams
Designated Co-ordinator for Pastoral Care	Mrs Fulton

What this means for pupils

For pupils this means encouraging them:

- a) to set and achieve personal, social and academic goals
- b) to gain maximum benefit from their time in school
- c) to develop independence of mind and to take responsibility for their own actions
- d) to develop self-discipline and self-respect
- e) to develop an understanding of themselves as individuals, recognising their strengths and limitations, their personal qualities, their attributes and values
- f) to develop a respect for the opinions and rights of others and to show tolerance towards them
- g) to develop an understanding of the world in which we live
- h) to foster relationships where they feel happy and secure

What this means for teachers

For teachers this means:

- a) promoting a caring environment where pupils' learning is developed within the context of their individual needs and abilities
- b) providing them with opportunities for their own professional development
- c) establishing a clear vision of the school with its pupils, its community and its point of development
- d) establishing appropriate structures of time and support for those in need
- e) being aware of the children's individual backgrounds, experiences, needs and aspirations
- f) fostering relationships where children feel happy and secure

What this means for other adults in the school

For other adults in the school this means:

- a) understanding and having empathy with the general ethos of the school
- b) being partners with teachers in providing a caring approach
- c) helping pupils to achieve their personal goals
- d) developing a team approach where each member has a particular role to play
- e) being aware of the children's individual backgrounds, experiences, needs and aspirations.

What this means for the Board of Governors

For the governors of the school this means:

- a) providing a safe learning environment
- b) encouraging the professional development of all the staff
- c) being aware of all relevant legislation
- d) being fair employers
- e) dealing with all cases of grievances and / or discipline, fairly and effectively
- f) involving themselves in the life of the school as far as their time permits.

The pastoral dimension has a *generalised* and a *specialised* focus.

General Focus

Since the pastoral care dimension permeates all activities, the general focus requires a caring commitment by all teachers and adults to every aspect of school life. The implication of this is that the pastoral care dimension should therefore be evident in:

- The School Ethos: We seek to promote an atmosphere of care and respect as we are 'Achieving Success Together.'
- Individual subjects: Children are given opportunities to develop their personal and social skills.
- PDMU : curricular guidelines are followed to deliver age appropriate programmes to empower young people with the knowledge, values, attitudes and skills required to make good choices.
- Extra-curricular activities: Children are involved in a variety of sports and competitions.
- Procedures: Children are rewarded with stickers, stamps and certificates as part of our marking. All primary seven pupils complete a Record of Achievement. Stars of the

week and month are awarded in assembly and are invited to have juice and biscuits with the principal.

- The Hidden Curriculum: Children take part in anti-litter, safe cycling, Digital Leader, School Council, House Captains and environmental projects.
- Discipline Procedures: We seek to promote positive behaviour, self-respect and self-esteem within our school. We have an appropriate balance between rewards and sanctions.

The School as a Community

Parents are made welcome in Carr's Glen Primary School and are invited to attend curriculum events and consultations with their child's class teacher at the beginning and in the middle of the school year. The Parents, Teachers and Friends' Association (PTFA) organise a variety of events throughout the year and are highly supportive of the charitable collections undertaken.

Teachers share duties and support one another in several ways e.g. operation of break time duty, planning, helping with school musical productions, PTFA events and after school sporting activities. Support is also available from classroom assistants and the school caretaker.

The School in the Community

1. Our school has several links with other schools. These include:
 - Belfast Model School for Girls provide Year 7 taster days and Anti-Bullying Ambassadors training.
 - Belfast Boys' Model who facilitate a transition programme for year seven. Also, through extended schools we have participated in football and drumming.
 - Royal Belfast Academical Institution e.g. year 6 attended a science day.
 - Local secondary schools to attend e.g. musical productions.

- Neighbouring primary schools that we have good relations with e.g. we participate in friendly football matches and chess tournaments,
 - Our Lady's Girls' Primary School through Shared Education and Peace Players Programmes.
 - We have links through classes participating in etwinning.
 - In Year 3 we take part in a postcard exchange, skype chats and penpals with a school in France.
 - We have links with a variety of countries through 2 Erasmus Plus projects.
 - We have links with a school in America through our involvement with the JDO Foundation which aims to *'facilitate communication and collaboration between schools in Colorado and international partner schools around the world.'*
2. Children have opportunities to visit The Share Centre, Lisnaskea, County Fermanagh in Year 6 and Paris in Year 7. Visits are arranged to other primary schools e.g. children attended an inter-school chess tournament at Ballysillan Primary School.
 3. The Community Police visit school, when possible, and speak to pupils about firework safety, road safety and personal safety including use of the internet and mobile phones. The Fire Service also visit year 5, when possible, to give a fire safety talk.
 4. The school choir sings in the community at various events including participating in local church services. The choir have sang the last 2 years at The Peace Proms.
 5. At various times during the school year as well as specifically Christmas time and the end of the school year, parents, grandparents and friends are welcome in school to attend assemblies and events.

The Ethos of our School

The ethos, or distinctive character and atmosphere of our school, is central to the pastoral care dimension. Thus-

- The principal and all the teachers promote and facilitate an atmosphere of care and respect.
- Children's work is displayed in classrooms and around the school in order to support and enhance pupils' self-esteem.
- Children are encouraged to play in groups and share equipment.

Attitudes to Learning

The pastoral care dimension influences attitudes to learning.

In Carr's Glen Primary School teachers use a wide range of teaching styles. Each child is treated as an individual and children are supported in order to give of their best and to achieve their maximum potential.

Caring Attitude

The Pastoral Care dimension requires that a *caring* approach is adopted to all activities. This is achieved by –

1. Encouraging parents to support school in the common interest of ensuring the whole development of their child.
2. Arranging parent interviews in order that parents can be kept informed about their child's progress.
3. Organising curriculum and information evenings, when appropriate, as well as Open Day, Christmas concerts and Sports' Days.
4. Adopting appropriate strategies where there are particular home circumstances. For example, we continue to operate a counselling service through *Jigsaw* who support both children and their parents.
5. External agencies including educational psychologists, behaviour support, CAMHS, NSPCC, PSNI, educational welfare etc

Specialised Focus

The class teachers have a detailed knowledge of the needs, aspirations, interests and academic progress of each pupil in their class. This knowledge, in association with the teacher's skills, the work of the school, parents and other adults, is integrated to support the learning and development of each child. The following are specific examples:

- (i) Development of inter-personal relationships e.g. pupils are encouraged to support one another through group work in P.E., in after-school sports, as members of the choir, School and Eco Councils and in competitions as well as through the roles of Playground Buddies and soon Anti-Bullying Ambassadors. We also have Digital Leaders and House Captains.
- (ii) Areas of experience e.g. educational visits, using skype to enhance learning, talks on road safety, personal safety, visits by the nurse, dentist and community police.
- (iii) Discipline procedures e.g. programme for promoting positive behaviour and respect for one another.
- (iv) Extra-curricular activities e.g. football, hockey, art, folk dancing, eco club, Tech minions, monkeynastix, fit fun and choir.
- (v) Personal and Social Development e.g. road safety, anti-bullying, fire safety and 'Stranger Danger.'
- (vi) Health Education e.g. healthy eating, exercise, toilet hygiene and drugs education. For example, years 1 and 2 have received a visit from Genevieve the Goat from Cancer Focus NI, year 5 have participated in a series of workshops run by The Chest Heart and Stroke Foundation whilst year 6 have participated in a workshop run by The Dairy Council.
- (vii) Internet Safety – We celebrate e-safety week each year with the Digital Leaders taking 2 special assemblies during the week along with visiting classes.

- (viii) Code week – We celebrate code week each year with the Digital Leaders providing workshops in each classroom using devices to support.

Communication

- Parents will be informed that there is a Pastoral Care Policy and that a copy is available from the school.
- Parents will also be informed about policies at parent/teacher interviews when necessary or at special information evenings e.g. Parents' Information Sessions, P1 Intake Meeting, through Seesaw/Dojo, by letter and through the school website.
- New and substitute teachers receive an induction pack.
- Incident file for recording behavioural concerns.
- Accident file for recording re: health and safety.

Evaluation

In Carr's Glen Primary School, our Pastoral Care Policy will be reviewed in light of DENI, EA and CCEA circulars.

Member of staff responsible: Mrs J Fulton
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