

Rasharkin Primary School



Pastoral Care Policy

N:\policies and procedures\rps policies\SAFEGAURDING\pastoral care rps 2022.doc

Sept 2012, Updated Nov 2015, Jan 2018, October 2022

Rasharkin Primary School Pastoral Care Policy

Definition

Pastoral Care is a set of systems and programmes in schools which attempts to meet the totality of needs of its pupils (social, spiritual, mental, emotional, physical), so that every pupil has the opportunity in a safe environment to reach his/her potential in every area of his/her life, and is equipped with the skills to cope with the 'outside world'.

Rationale

At Rasharkin Primary School it is our aim that the school's ethos will contribute to the full development of its pupils by:

- Creating a strong sense of loyalty from the staff towards the school and its goals, the promotion of a good relationship among the staff where everyone feels valued and all can work together in a constructive manner
- The promotion of good relationships between pupils and teachers both in and out of the classroom
- The promotion of a strong sense of belonging among pupils to a school community where visitors are welcomed and opportunities are created for pupils to have an interest in and involvement with the well-being of the wider community
- Arranging for Pastoral Care to be integrated into day to day teaching and learning, thus encouraging children to:
 - take a pride in their work
 - recognise the importance of high standards of presentation and behaviour
 - be courteous and well mannered
 - attend regularly
- Promoting confidence and self esteem among the pupils through a range of curricular and extra curricular activities
- Encouraging pupils to value one another and to express their own views while appreciating and respecting the views of others
- Encouraging children to fulfil their potential
- The involvement of parents in the work of their children
- Developing the school's esteem within the local community
- The creation of attractive and stimulating premises and grounds.

Aims

At Rasharkin Primary School our Pastoral Care system aims to:

- help the individual child to enrich his/her own life
- help prepare the pupils for the next stage of their education
- help the individual develop his/her own set of values and to respect those of others
- maintain an orderly atmosphere in which all of this is possible.

Organisation and Responsibilities:

". . . 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*

Sept 2012, Updated Nov 2015, Jan 2018, October 2022

All teachers will be involved in Pastoral Care but the following will have specific roles:

Mrs Henry, Designated Teacher for Child Protection

Mrs Calderwood, Deputy Designated Teacher for Child Protection

Mrs Howe, overall responsibility

The Safeguarding and Child Protection Policy will be seen as complementary to the Pastoral Care Policy.

Class Teachers

Each class teacher is responsible for knowing the children they teach and for delivering to them those aspects of the educational themes as stated in the Northern Ireland Curriculum (2007).

Personal and social development for pupils will be promoted effectively by a close relationship with the class teacher. Through the planned use of everyday occurrences, the teacher will aim to raise pupils' social awareness, promote positive attitudes and build their self-esteem.

Class teachers may wish to call upon the expertise of colleagues and other external support agencies where appropriate. It is important for each teacher to create a situation within her classroom where children can feel secure. The children must be made fully aware of the expectations of their own class teacher and of the school as a whole. Each teacher will establish a set of classroom rules, as well as reinforcing the school rules. Children should be aware that if they overstep these rules then certain actions will be used to deal with them. The following guidelines may be used by class teachers to help create a happy, secure working environment where children will develop academically, socially, physically and emotionally:

- Look for and point out positive qualities in one another
- No put downs
- Volunteer yourself only, not others
- One person speaking at a time
- Good time keeping.

Our school 'Golden Rules' are displayed around the school and are available in more detail in our Positive Behaviour Policy.

A Positive Behaviour Policy exists to assist with overall discipline within Rasharkin Primary School. Circle Time will also be used in class as a means of establishing trust and building up the self-esteem of pupils, as well as being a useful tool for dealing with Pastoral Care issues.

Liaising with Colleagues

Opportunities are taken by staff to discuss certain situations with colleagues at staff meetings, on training days, during directed time, during lunch breaks, etc. This discussion may address academic, emotional, social or physical aspects that other members of the staff need to be aware of. Emergency contact numbers for all the children can be obtained from the Office.

Liaising with Parents

Communication with and co-operation of parents is necessary for the successful education of children socially, emotionally, physically and intellectually. The following is a list of ways in which communication with parents can take place and we endeavour to use as many as possible:

- Letters home, either printed or shared on school website
- Text messages
- Parent interviews during the year
- Assemblies
- Verbal contact (messages/phone calls)
- Verbal contact initiated by parents
- Contact through EWS, school nurse, educational psychologist, etc.
- Parents as helpers on School Trips, Concerts, etc.
- Parent information sessions
- School website

An interview will be arranged at a suitable time should either the parent or the teacher feel it to be necessary.

Liaising with External Agencies

If a teacher is concerned about a child either physically, emotionally, intellectually or socially, consultation will take place between the Designated Teacher and the teacher. Help then be sought from a range of agencies, e.g. Educational Psychologist, Educational Welfare Service, Social Worker, PSNI, School Nurse. Other agencies may be contacted if required.

Methodology

As pupils learn in different ways it is important to provide for a range of learning styles. The teacher will employ a range of teaching strategies in response to pupils' needs.

It is important that the teacher provides for the systematic and purposeful development of the whole person with emphasis on the active involvement of pupils in the learning process.

Teachers will endeavour to:

- Provide reassurance, build confidence and provide a listening ear
- Encourage pupil motivation and commitment
- Allow each child's existing knowledge to be of use and to be recognised
- Promote a sense of achievement
- Give pupils sufficient opportunity to explore their own attitudes and values and those of others
- Develop skills
- Supply information and allow information to be assimilated
- Provide time so that children may reflect on what they have learned
- Provide opportunities for the continuing evaluation of what is learned so that individual pupils may appreciate their own development and adopt a positive attitude to their learning

Each class timetables Circle Time activities to cover issues such as friendship, bullying and self esteem in a non-threatening environment.

Encouraging and Motivating Pupils

Encouragement and motivation of pupils will take place at class level and also on a wider, whole school level. Personal achievement is acknowledged and encouraged within the classroom by the teachers. School assemblies will provide the opportunity to encourage and motivate on a wider scale. Good behaviour in school and playground is encouraged by awarding prizes. Sporting achievements are encouraged and emphasis is placed on participation when announced in assembly. Sports' Day is another occasion when pupils are encouraged to do their best and all pupils are awarded with a small token for their achievement in taking part.

Monitoring, Recording and Evaluation

Class teachers will monitor the progress (academically and pastorally) of children in their class. An end of year report is sent home to parents where the teacher may comment on the child's social as well as academic progress.

Staff Development and Training

In order that teachers may effectively carry out their pastoral responsibilities, they themselves must feel that they are valued and that help, support and training are available to them. Training may be required in interpersonal skills and teaching methods that engage pupils actively in their learning. The training will be provided through, school based courses, organised by the Education Authority, other outside agencies.

As needs within the school are identified they will be addressed in the appropriate manner.


Resources

Although most situations will be addressed within the classroom, time will be made available for visits, interviews, consultations, etc. if at all possible when a class teacher needs to follow up a particular case.

Copies of this policy are available to all staff and members of the Board of Governors. Other policies which should be referred to alongside the Pastoral Care Policy are available and include:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Drugs Policy

This policy will be reviewed every three years or in light of new publications.

Signed (Chair of Governors):  _____

Date: ___26/10/22_____