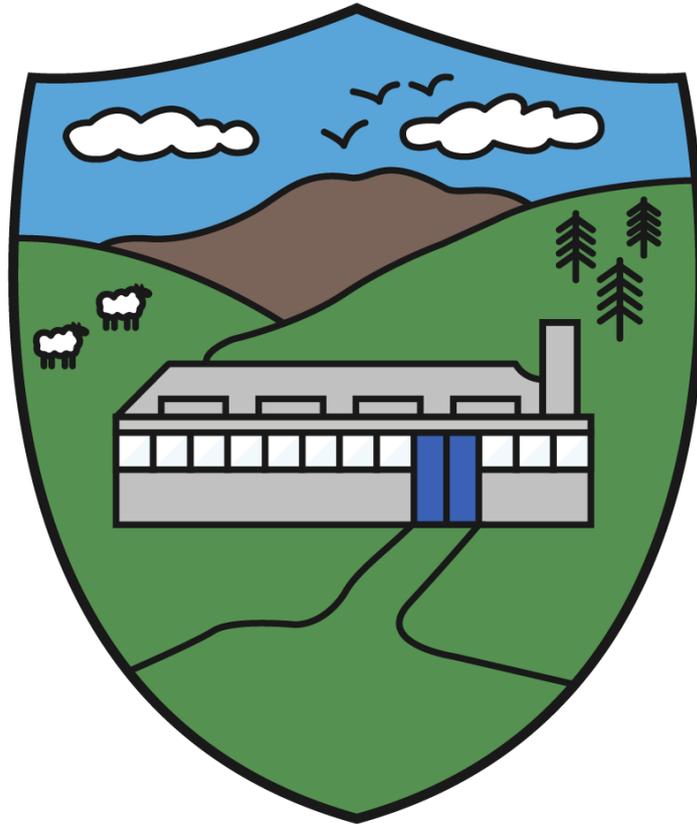


ST PAUL'S PRIMARY SCHOOL, CABRA



Pastoral Care Policy

December 2018

In St Paul's Primary School we aim to provide a well ordered and caring environment in which the children can work and play. As part of a believing community committed to a Catholic way of life, we believe that all are equal in the sight of God and that each child should have the opportunity to 'walk tall' within themselves, knowing that they are important, whatever their individual talents and abilities.

Pastoral care deals with the overall development of the pupil – physically, academically, socially, morally and spiritually. It requires a caring commitment by all staff to guide and advise pupils, permeates all aspects of school life and contributes to the creation of a supportive atmosphere in the school for both staff and pupils.

Roles and Responsibilities

Our Board of Governors will have overall responsibility for the implementation of the curriculum including monitoring the safety of each child in the school. The School Leadership will ensure that Pastoral Care is given a high profile in the School Development Plan. The co-ordinator will monitor and evaluate the implementation of the Pastoral Care Policy. He will work with all staff and ensure teaching resources are kept up to date and that staff are properly trained. He will make sure that the non-teaching staff are familiar with the Pastoral Care Policy and give help when needed. Each member of staff will work to build up pupils' self-esteem and encourage them to be assertive and to resist negative peer pressure. They will help them to celebrate success and develop the ability to make moral decisions and to know the difference between right and wrong.

Aims of Pastoral Care

- To ensure that all pupils and staff feel valued, safe and secure and are encouraged to develop their gifts and talents.
- To encourage in children the development of self discipline and self respect.
- To encourage values such as honesty, forgiveness, loyalty and concern for others.
- To develop in children independence of mind, taking responsibility for their actions.
- To promote a caring environment where pupils' learning is developed within the context of their individual needs and abilities.
- To promote the development of positive relationships between teachers and pupils and among pupils within and outside the classroom.
- To be aware of the specific needs and circumstances of individual children, families and members of staff and to take account of these (medical, emotional, social, and economic).
- To support staff and children when necessary e.g. new members of staff to school, new pupils.
- To adopt a whole school approach to caring and providing for our children.
- To ensure all staff work well together, as an effective team with the pupils' interests and welfare as their main focus.
- To ensure our parents are closely involved in and knowledgeable about the life and work of the school.
- To ensure the school has clear lines of communication and good flexible relationships with relevant external advice and support agencies, for

example. C.C.M.S., E.A., D.E.N.I., school medical services, social services, P.S.N.I.

- To strive to promote and sustain a high standard of behaviour and discipline incorporating rewards and sanctions ensuring that disciplinary issues are dealt with by staff in a fair and consistent manner.

Children have the right to be :

- Educated in a safe, secure and happy environment.
- Treated fairly, consistently and with respect.
- Helped to develop their full potential.
- Given equality of opportunity, regardless of their background, ability or gender.
- Shown respect by their school, teachers, ancillary staff, fellow pupils, visitors and the environment.

Pastoral Care for Staff

For the good of our staff we believe that it is essential that they:

- Be treated with courtesy, fairness and respect.
- Have their opinions listened to and valued.
- Seek support in their work from relevant bodies within school or externally.
- Have opportunities for their own professional development.
- Have support in times of need.

Responsibility of Staff

All staff are aware of their role and responsibilities in caring for pupils. In particular, the class teacher, with a detailed knowledge of the needs, emotional development, progress and academic attainment of each pupil, is at the heart of the Pastoral Care system and acts as a liaison with the Principal and designated teachers. The designated teacher for Child Protection is Mrs Janice Truesdale and the deputy designated teacher is Mrs Rosemary Crowley.

Pastoral Care in practice

As a school we will seek to demonstrate pastoral care in the following ways:

- Informal talks with pupils through which we listen to their views, their worries and their ideas.
- Getting to know pupils personally, becoming aware of their personal circumstances and being sensitive to their individual needs.
- Promoting the self esteem and confidence of pupils.
- Assemblies which address a range of pastoral issues.
- Providing teaching time to deal with pastoral care issues.
- Appropriate supervision of children at break and dinner time.
- Supervision of pupils before school and at home time.
- Ensure that School Council members provide an active 'pupil voice' in school life.
- Implementation of the Staff Code of Conduct (appendix 1).

Parental Involvement /Communication with Parents

As members of the school community we value our parents' contribution to their children's development. We are mindful that a child's first teacher is their parent. It is the example of parents that children will follow and it is only through a strong partnership between school and parents that our children will develop academically, spiritually and emotionally. Parents in the first instance should keep us informed about their child's health and general stability in the school environment. Parents are made to feel welcome and are encouraged to work in partnership with staff in the education of their children. Parents may make an appointment to see a teacher at an agreed suitable time. **Teachers must not be interrupted during teaching time.** All parents are informed about the school's Child Protection Procedures and all relevant policies. All policies are available to read on our school website: www.stpaulspscabra.co.uk

The school also communicates with parents in the following ways:

- Parent / Teacher meeting in first term each year
- School App
- Termly Progress Reports
- Meetings for Sacramental preparations
- Monthly newsletters
- School text messaging service to communicate important information promptly
- Meetings with teacher or principal, as required
- School website
- School Facebook page
- School Twitter page
- New Primary One intake and information morning

Our Parents' Association supports the school in many ways. They fund-raise to provide equipment which enhances teaching; they assist and help out with organised annual events; they liaise between parents and school management.

Curriculum Provision

Our whole curriculum provision aims to help children recognise, promote, and develop their own talents and the talents of those around them. It promotes high educational, social and moral standards while fostering independence, self-discipline and positive self esteem.

In the day to day life of the school, children should be acknowledged and valued for the important role they play. They should be made aware that they must be responsible for their own actions and the effect these have on themselves and others.

Pastoral Care embodies whole school life and cannot be taught in isolation. However the use of PDMU and religion in the Northern Ireland Curriculum and appropriate teaching strategies will enable children to have worthwhile experiences which will be relevant to their holistic development.

Examples include:

- 'Grow in Love' Religion Programmes
- Healthy Eating – Boost Better Breaks
- Promotion of ECO awareness and Environmental Issues
- Road Safety
- Emergency Life Support Agencies e.g. Fire Service, Ambulance, PSNI.
- Drama
- Anti-Bullying Strategies
- Transition Programmes
- Circle Time
- 'Love for Life' Programme
- PDMU 'Living Learning Together' Programme
- Cycling Proficiency
- A large range of after-school activities including Sport and Music
- E-Safety workshops for pupils and adults
- Health and Safety procedures
- Drugs, Alcohol and Sexual Education for P.7 pupils
- Home Safety

Links with community and outside agencies

We are committed to developing good working relationships with relevant external support agencies to enhance, protect and support individual children's social and emotional welfare. Such agencies may include:

- School nurse and dentist
- Social Services
- Educational Psychologists
- Child Welfare
- Peripatetic Teachers
- CCMS
- Occupational Therapists
- Speech Therapists
- Educational Welfare Officer
- PSNI
- Sensory Support
- Down Syndrome Support
- Behaviour Support
- Music Service
- School Chaplain
- Emergency Services
- Post Primary Liaison
- E.A. Support
- R.I.S.E. programmes.
- CASS, E.A, CEA, DENI.
- Coaching/Sport Activities
- Art/Drama Activities

Positive Behaviour

Linked to our pastoral care system is the need for discipline throughout the school. We hope to achieve a high standard of discipline but not at the expense of our pupils' own self-esteem. Our behaviour policy has been devised with the rights and feelings of our pupils in mind. Poor behaviour often stems from personal problems or difficulties. Our pastoral support principle is that it is better to prevent poor behaviour, rather than merely to react to it with sanctions.

These are reflected in our Code of Conduct for Pupils (appendix 2) which has been developed in consultation with pupils, staff and parents.

It is essential that all staff respect and show a caring attitude to all our pupils. Care and respect must be shown at all times by teachers, classroom assistants and supervisory assistants. We also ask that parents show the same respect and care to our pupils, teachers, other staff and volunteers. As out-lined in our Staff Code of Conduct (appendix 1) all members of staff are encouraged to show respect and care for each other.

Merit and Reward

In considering the pastoral needs of our pupils we are committed to highlighting the positive nature of children's behaviour and achievements. In St Paul's Primary School we apply a system of rewards which are intended to be fair and effective for all pupils. They are aimed at promoting and reinforcing good behaviour and promoting self-esteem. They encourage each pupil to take responsibility for his/her actions and to have their efforts recognised and rewarded. The rewards which we use are out-lined in our Positive Behaviour Policy.

Monitoring and Evaluation

The school will carry out regular evaluation of the Pastoral Care Policy to find ways of improving the quality of provision for the benefits of all associated with the school. We value the contribution that can be made by our teachers, parents and pupils to affect appropriate change when necessary. This will be achieved through:

- Parent/teacher interviews
- SEN reviews
- Staff meetings, Board of Governor meetings
- Periodical questionnaires/audits/correspondence with parents

The following is a list of other related Pastoral Care Policies which are also available on our website or from the school.

1. Safeguarding and Child Protection Policy
2. Positive Behaviour Policy
3. Anti-Bullying Policy
4. Safe Handling and Use of Reasonable Force Policy
5. Special Educational Needs Policy
6. Relationships and Sexual Education Policy
7. Mobile Phone Policy
8. Intimate Care Policy
9. Attendance Policy
10. Treatment of Head Lice Policy

11. Health and Safety Policy
12. Drugs Education Policy
13. Educational Visits Policy
14. Complaints Policy
15. First Aid Policy
16. Administration of Medicines Policy
17. E-Safety Policy
18. Staff Code of Conduct
19. Confidentiality Policy

Appendix 1

Staff Code of Conduct

Appendix 2

Pupil Code of Conduct

Appendix 1: STAFF CODE OF CONDUCT

In St. Paul's we want all our pupils and staff to feel happy, safe and secure so that they can benefit fully from their time in school and be enabled to contribute wholeheartedly to the educational experience which our school offers.

We aim, at all times, to behave appropriately and warmly towards each other and to support one another both personally and professionally. As staff members in St. Paul's, we are mindful that our behaviour towards our pupils should always be above reproach and we acknowledge the need to exercise prudence in our dealings with the children in our care.

We subscribe to the following good practice in this area:

- When the need arises to interview a pupil alone it is important to let another member of staff know that the meeting is happening and where it will be taking place. The venue should, if at all possible, have a window and, if this is not so, a door should be left ajar if this is appropriate to the meeting.
- It is good practice to avoid **unnecessary** physical contact with our pupils. We acknowledge, however, that it is neither practical nor desirable to suggest that there should be no physical contact and we would not wish to see a distressed child deprived of a reassuring or comforting touch because of a fear of physical contact. Where a pupil indicates, however, that he/she is uncomfortable with such contact it should never take place. Additionally, it is prudent to avoid any physical contact which might be open to misinterpretation by the student or by others.
- Where physical contact is required to maintain the safety of the pupil or others around them that safety must take precedence over all other considerations. At St. Paul's we have a policy on Safe Handling, which sets out procedures to be followed in this instance.
- There should **never** be any physical response to misbehaviour, whatever the provocation, except where it is required to maintain the safety of the pupil or

that of others. In this event the Safe Handling policy should be fully adhered to and the incident reported immediately to the Principal.

- If it is necessary to administer first-aid this is best done with another person present. The welfare of the pupil is, however, paramount and intervention should **never** be delayed because there is no other adult present.
- It is inevitable that some of our teaching will involve the use of sensitive materials and it is very difficult to anticipate when these might impact negatively on our pupils. If the material to be used is very contentious, and if there are concerns about any pupils in a class in relation to it, it is good practice to consult with the Principal.
- It is **strongly recommended** that members of staff do not allow pupils to have access to their personal mobile phone numbers or to their personal email addresses. All electronic communications with pupils should be via the official school e mailing system.
- **Social Networking** Sites present particular difficulties for staff in all schools. Great care must be taken to ensure that appropriate boundaries are maintained between staff and pupils at all times. It is **strongly recommended** that no member of our staff communicate with pupils via social networking sites. Information directly related to the school community should never be posted on personal social networking sites. Staff should also be mindful of content attributable to them, posted on others sites (eg. friends and family) which may not have the privacy settings recommended.
- We value greatly the relationships which exist between staff and pupils in our school and we would wish to see those maintained. It is always necessary, however, to ensure that these relationships are appropriate and professional so that the warm and caring atmosphere which is an integral part of our community and which is so nourishing for everyone is enabled to flourish.

Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.

Verbal Interaction

All verbal exchange in school shall be conducted in a calm and professional manner. Only in unusual circumstances, for example in emergency situations or when attracting attention in large areas, will voices be raised. Sarcastic, threatening or demeaning verbal interaction is not acceptable. Verbally humiliating or frightening pupils as a means of punishment is not acceptable. The use of humour can be helpful in diffusing situations but the humour used must be understood and appropriate.

General Guidelines

- Adults will treat children with respect and fairness, without favour or preference
- Relationships between staff will be professional at all times
- Relationships with parents and families will always be courteous and professional
- Adults will speak in a professional manner about children, never making inappropriate personal comments about appearance, dress or family circumstances/background
- Mobile phones will be switched to silent mode or switched off from 9.00am – 3pm except during personal break-times
- Personal phone calls should not be made or received in the staffroom when other members of staff are present
- When taking photographs only school cameras and school Ipads should be used
- Adults will follow the Internet Safety Policy ensuring that all electronic communication is through the C2K Web Mail Service. All other forms e.g. hotmail/gmail etc must only be used for school administration or curricular work – all equipment is monitored and open to public scrutiny
- Any hot drinks consumed outside the staffroom must be taken from a thermos cup
- Adults will present themselves in a well groomed manner and will present a professional image of St Paul's P.S. through their dress code

Monitoring of the Code of Conduct

The monitoring of the actions described in this Code of Conduct is the responsibility of all staff. Any breaches of the Code must be reported according to the Safeguarding Procedures or to the Principal Mr Declan Mason or to a member of the Board of Governors. The matter will then be dealt with according to Safeguarding Procedures or the Disciplinary Procedures.

Appendix 2: Pupil code of Conduct

GOLDEN RULE
“THE 3 R’S
RESPECT
READINESS
RESPONSIBILITY”

The children in our school will:

- 1.** Walk calmly at all times when moving throughout the school. (Class lines to left of the corridor or path).
- 2.** Be obedient and have respect for all the adults in the school.
- 3.** Take good care of school property, particularly books issued to them.
- 4.** Arrive at school on time and have a note signed by a parent/guardian to account for any absence from school.
- 5.** At all times, behave in a manner which will not cause injury to themselves or others.
- 6.** Have homework completed, signed and handed in on time.
- 7.** Wear proper school uniform (P.E. gear must be worn only on P.E days or when sporting activities are scheduled).
- 8.** Follow the Dinner Hall Rules and School Safety Guidelines.