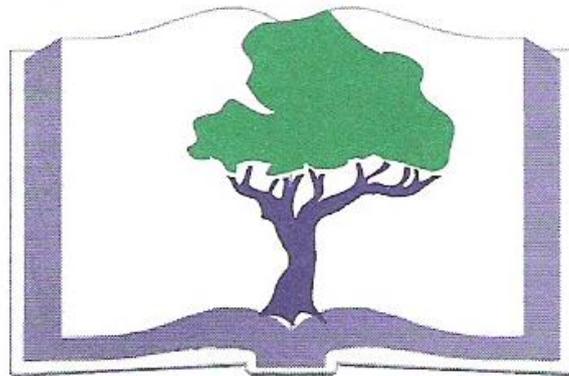


# GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

GREENWOOD



PRIMARY SCHOOL

## Pastoral Care Policy

October 2018

## GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

### PASTORAL CARE POLICY

#### 1. Mission Statement

The mission statement for Greenwood

***“Nurturing children for a life of learning”***

encapsulates our belief that “care of the child” cannot be separated from “educating the pupil”.

The school aims to provide rich and varied learning experiences to promote the all-round development of the child, in a happy and caring environment. Central to the creation of this environment Greenwood Primary School and Nursery Unit aims:

- To develop attitudes and dispositions which will be the foundation for life-long learning.
- To develop each child’s capacity to gain competence in the key areas of Communication, Using Mathematics and Using ICT.
- To develop knowledge, skills and understanding in all Areas of Learning and enhance the children’s abilities in the Thinking Skills and Personal Capabilities.
- To help each child to thrive at a level appropriate to their stage of development, facilitating the development of their self-esteem, self-confidence and independence.
- To enable the children to respect and value each individual’s ideas and views, recognising we are all different.
- To enable the children to appreciate their personal contribution to the school community and begin to understand aspects of our local environment and the wider world.

#### 2. Rationale for a Pastoral Care Policy

“Pastoral care has been defined as concerning the personal relationships which influence the ethos and tone of the whole school. It is of crucial importance in creating an atmosphere in which young people feel secure, knowing they are valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment.” **Evaluating Pastoral Care, DENI, 1999.**

In Greenwood Primary School and Nursery Unit pastoral care is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school.

This ethos is based upon the values and aims inherent in our Mission Statement and Aims.

Central to the educational philosophy of Greenwood Primary School and Nursery Unit is the belief that each pupil should become a successful learner, in a stimulating, secure and caring atmosphere. As well as high pupil achievement, emphasis is also laid on the development of character, on high standards of personal conduct, on consideration for others and on the acquisition of skills needed to lead an active and varied life. The growth in the pupils of self-confidence, self-esteem and independence is considered a priority.

In looking to the education of the whole child, so that each of their needs may be met and their full potential developed, we seek to encourage the involvement of parents in their children's educational journey.

The Pastoral Care policy is a course of action for supporting the learner in both academic progress and personal and social development.

### **Aims**

The Pastoral Care policy aims:

- To ensure that each pupil feels valued, special and unique and above all a valued member of the school community.
- To create a secure and caring environment for all members of the school community.
- To promote positive and supportive relationships throughout the school, so that effective learning and teaching can take place.
- To offer guidance and support to every pupil.
- To facilitate the support that outside agencies can provide.
- To assist individuals to develop their lifestyles, appreciate life and respect the world in which they live.
- To encourage a sense of personal accountability for their own learning and actions.

### **Objectives**

The pastoral dimension of the school and nursery includes all pupils and all adults involved in the life of the school.

### **Pupils**

For **pupils** this means encouraging them:

- To set and achieve personal, social, physical and academic goals through a planned and developmental programme (age-appropriate level).
- To develop independence of mind and to take responsibility for their own actions.
- To develop an understanding of themselves as individuals, recognizing their strengths and limitations, their personal qualities and attitudes.

- To develop a respect for the opinions and rights of others and demonstrate this respect in their words and actions.
- To develop an understanding of the world in which we live.
- To foster relationships where they feel happy and secure.

### **Teachers**

For **teachers** this means:

- Developing whole school policies which establish principles for action throughout the school.
- Promoting a happy, caring and stimulating environment where pupils' learning is developed within the context of their individual needs and abilities.
- Motivating the individual to achieve his/her maximum potential through his/her own efforts.
- Having high but realistic expectations of the children to ensure that the highest possible standard is obtained for each child.
- Establishing appropriate structures of time and support for those in need.
- Adopting a range of learning and teaching strategies to help children gain in self-confidence and to foster self-expression.
- Fostering relationships where children feel happy and secure and can come to the class teacher for any reason.
- Accessing opportunities for their own professional development.

### **Other Adults in School/Nursery**

For **other adults** associated with the school/nursery this means:

- Having an understanding of and an empathy with the general ethos and aims of the school/nursery.
- Being partners with the teachers in providing a caring approach.
- Helping the pupils achieve their personal goals.
- Developing a team approach where each member has a particular role to play.

### **3. Organisational Structure/Roles and Responsibilities**

At Greenwood Primary School and Nursery Unit all members of staff have responsibility for the welfare of pupils. Teachers are primarily responsible for the pastoral care of their own classes but recognise the responsibility for all children in the school. The Principal plays an overseeing role with regards to the well-being of all pupils.

#### **Principal/Pastoral Care Coordinator**

The Principal, Miss Forster, is responsible for coordinating the system of pastoral care throughout the school. In conjunction with staff, this includes:

- Liaison with teachers, parents/carers and external support agencies.
- Attending relevant training.
- Coordinating the provision of school-based training.
- Monitoring and evaluating the effectiveness of the Pastoral Care policy.

## **Senior Leadership Team**

Members of the Senior Leadership Team will:

- Support all staff in their efforts to achieve the aims of the Pastoral Care policy.
- Assist the Principal/Pastoral Care coordinator in the monitoring, evaluation and review of the effectiveness of the Pastoral Care policy.

## **All Staff**

All staff should:

- Value each pupil and treat every child as an individual.
- Provide friendly support and reassurance to build pupils' confidence.
- Make every reasonable effort to ensure the safety of pupils.
- Place an emphasis on the reinforcement of positive behaviour, while carrying out consistently and fairly the schools' Positive Behaviour Policy.
- Build up a working knowledge of the pupils, both as individuals and collectively.
- Encourage pupils to become increasingly responsible for their own behaviour.
- Display a positive and caring attitude to children.
- As appropriate, liaise with other staff e.g. teachers, non-teaching staff, Senior Leadership Team, Designated Teacher for Child Protection, Principal.

## **Teachers**

Class teachers are best placed to have a detailed knowledge and understanding of the children in their care and to be supportive of their pastoral needs. The role of the class teacher will include working to:

- Ensure that learning is carried out in a safe and happy atmosphere in the classroom where each child is treated as an individual.
- Employ a range of teaching strategies in response to pupils' needs.
- Give pupils a sense of responsibility for their learning.
- Integrate pupils with special needs as far as possible.
- Provide reassurance and build confidence.
- Encourage pupil motivation and commitment.
- Promote a sense of achievement through praise, recognition and display of work.
- Ensure that their knowledge of particular home circumstances, where possible, influences their attitudes, expectations and actions and be responsible for passing this on to the next teacher as far as possible.
- Liaise with parents, colleagues and outside agencies as appropriate.

## **Parents/Carers**

Parents/carers should:

- Be involved in their child's education by support and encouragement of the child's learning at school and at home.

- Ensure their child attends regularly and punctually.
- Inform the school of any factors which may affect their child's progress and well-being.
- Support school policies in relation to pastoral care.
- Play their part in implementing agreements made with the school in respect of their child.

### **Governors**

Governors will:

- Be kept informed about proposed changes to the Pastoral Care policy.
- Monitor the implementation of the school's Pastoral Care policy.

## **4. Supporting Policies**

Whilst all policies and procedures within the school support the pastoral care of pupils and staff, some address it in very specific areas.

Cross-referencing is essential in delivering the Pastoral Care Policy.

These policies include:

- Positive Behaviour
- Anti-Bullying
- Child Protection/Safeguarding
- Health and Safety
- Drugs Education
- Relationships and Sexuality in Education
- Acceptable Use of the Internet
- Special Educational Needs and Inclusion Policy
- Intimate Care
- Personal Development and Mutual Understanding
- World Around Us
- Healthy Eating
- Physical Education
- Educational Trips
- Administration of Medicines

## **5. Pastoral Care Procedures and Structures**

### **The School as a Community**

The school as a community should be seen as an extended family where everyone works for the common good.

Parents will be made welcome in the school and encouraged to feel that their role is important and appreciated e.g. Open Days, Welcome Meetings, Sports Day, Christmas

Celebrations, assistance with class activities, supporting learning e.g. through parental volunteer reading programme.

Parents will be encouraged to show their support in a variety of ways: e.g. fund raising, attendance at Christmas Celebrations, PTA events, curriculum meetings.

### ***The school is also part of a wider community***

- The assistance of outside agencies/companies will be sought to extend pupils' experiences: e.g. Mantella, Mr Hullabaloo, National Trust, Fire Service, PSNI.
- Links have been established with other schools e.g. Strandtown and Infant Schools.
- There will be links with statutory agencies involved in the health and welfare of children e.g. RISE staff, school nurse team.

### **The School in the Community**

- The school has close associations with local bodies e.g. the churches, local charities (StoreHouse).
- The school is involved in the community through aspects of the hidden curriculum e.g. singing at local residential homes (Towell House, Johnston Court).

### **Activities**

Some specific activities which show how the pastoral dimension permeates all aspects of school life include:

- Parents/carers complete an information form detailing emergency contact numbers and the health requirements that pupils may have.
- We have two qualified "First Aiders" on our staff.
- Fire drills and emergency evacuation procedures are carried out each term.
- We have a Safeguarding/Child Protection team in addition to the school's Pastoral Care structure.
- All members of staff who work with pupils are police checked through Access NI and are instructed to abide by a code of conduct.
- Acceptable Use of the Internet agreement.
- Weekly School Assemblies.
- Presentation of weekly Star Awards.
- Class Cup/Gus the Gorilla.
- ECO Committee.
- Educational visits.
- Shared school rules.
- Positive marking.
- Shared school celebrations e.g. Harvest Assembly, Christmas events.
- Wide range of extra-curricular clubs e.g. football, dance, music, tennis, athletics, dodgeball, multi-sports, Jumping Clay.
- Newsletters/ParentMail.
- Welcome Meetings/Curriculum Meetings.
- Parent Teacher Meetings.

- Formulation of Individual Educational Plans.
- Open Door Policy.
- Open Mornings.
- Charitable Donations e.g. Store House, Autism NI, Cancer Focus.
- Taught curriculum e.g. PDMU, RE, World Around Us.
- Whole school audits/surveys.
- PTA events e.g. Halloween parties, Christmas Fair, Movie Night.
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## **6. Liaison with Outside Agencies**

After appropriate consultation and communication, a range of agencies may be utilized each with a particular specialism.

For example:

- School Educational Psychology Service
- Educational Welfare Services
- Health Services
- Education Authority Advisory Officers
- RISE
- Social Services

## **7. Staff Development and Training**

Aspects of pastoral care remain a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this.

Training has included:

- Positive Behaviour strategies
- Safeguarding/Child Protection

## **8. Monitoring and Evaluation**

This policy should facilitate good relationships and a happy, caring atmosphere. The school/nursery will carry out, at regular intervals, an evaluation of the pastoral care system to enable us to further improve the quality of provision for the benefit of all pupils and staff.

It is important to remember that staff, pupils and parents/carers have an active part to play in the implementation and the maintenance of this policy.

## 9. Review

This policy will be reviewed every two years or in light of new guidelines or recommendations or issues/concerns as identified by the school community.

***(Date of Next Review: October 2020)***

**Signed:** \_\_\_\_\_ Principal

**Signed:** \_\_\_\_\_ Chair, Board of Governors

**Date:** \_\_\_\_\_

**Ratified by Board of Governors: 9<sup>th</sup> October 2018**

**Original signed copy held in Principal's Office.**