



PASTORAL CARE POLICY

Policy Reviewed: Annually

Pastoral Care Policy and Practice

This document is based on Every School a Good School (DE 2009) and sets out our school's policy and practice in relation to the care of pupils and the promotion of an environment where pupils and staff are continually caring for our children:

Building Bridges, Working Together

Maine IPS is committed to striving for excellence in all aspects of school life through nurturing a love of learning and providing engaging opportunities in an inclusive environment where the aim for every child is that they might achieve their full potential. We are consistently ***caring for children*** by developing the abilities and talents of every child, fostering respect, confidence and creativity.

CORE VALUES

All members of the school community (pupils, parents and governors) were consulted and asked to suggest Core Values that are important to them and therefore our school. The five most important values were:

HONESTY

We will develop an atmosphere of trust, openness and fair play.

RESPECT

We will value the potential and contributions of every individual.

COMPASSION

We will be caring and kind to each other

FRIENDLINESS

We will be well mannered and friendly to each other

DILIGENCE

We will try our best and work hard to reach our full potential

Child centred provision

At Maine IPS we aim to meet the needs and aspirations of the pupils within the school through encouraging

- A positive attitude to learning
- Sound moral values
- A spirit of tolerance towards others
- A safe, secure and inclusive environment.
- Opportunities to maximise the full potential of each child.
- An atmosphere conducive to learning with teachers and parents working together in partnership.
- A caring and trusting atmosphere in which mutual respect and co-operation are encouraged so that children and teachers can work happily together.
- A stimulating and challenging environment.
- The acquisition of skills and knowledge in all curricular areas.
- Independence and the ability for children to become contributing members of society.
- The development of self-confidence and high levels of self-esteem.

We promote equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. The school takes cognisance of the UNCRC principles and articles; the Governors operate the open enrolment system where all pupils are admitted regardless of need and the admissions criteria are applied fairly. New comer pupils are identified and supported by the school which also works with the IDS – CFER profiles are maintained for newcomer pupils.

We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by promoting good attendance; promoting positive behaviour; welcoming newcomers and through our provision for pupils identified as having Special Educational needs (see relevant policies).

We believe in and support pupil participation and involvement in decisions about school life. We do this through circle time; class meetings; school council; pupil suggestion box; plenary sessions and pupil feedback to teachers about teaching and learning; questionnaires; peer mediation.

We support the children as they prepare to move to post-primary by facilitating visits to and from feeder post-primary schools.

The school follows Safeguarding and Child Protection guidelines fully.

Children know about keeping safe through regular reminders in assembly and in class; corridor display; photographic displays of the designated and deputy designated teachers; Internet safety talks; anti-bullying strategies; PDMU lessons.

Staff are all trained in Child Protection matters every two years and each member of the Safeguarding team has been fully trained by the CPSS. The Child Protection Governor and Chair have been trained by CPSS.

Parents receive Child Protection information on an annual basis and can avail of all relevant information at any time via the school's web-site or by request from the school office.

All volunteers/tutors/coaches into school are fully Access NI checked and visitors to school are accompanied by a member of staff during their visit. We have a secure door locking system and a sign in books with visitor passes.

We support children in making healthy choices and through the provision of a healthy environment. We have First Aid procedures and two teachers trained as first aiders. The school adheres to the EA Health and Safety policy guidelines. We promote healthy eating through our breakfast club, the healthy break scheme, school dinners and children being encouraged to drink water throughout the school day. We have outdoor play facilities and a wide and varied range of equipment for the pupils to use at break and lunch time. All classes have PE lessons timetabled each week, pupils in P4-P7 have swimming lessons for a term and we offer a wide variety of after-school sports throughout the year.

High quality teaching and learning

We provide a broad and relevant curriculum as is evidenced by the timetabling of PDMU lessons for each class every week. Through the PDMU curriculum we include Drugs Education and the school nurse delivers a talk on RSE. Other related areas of learning include RE and PE. The pupils in P7 all participate in the Cycling Proficiency scheme each year and pupils throughout the school engage in peer mediation.

We promote positive relationships between teachers and their pupils and with other school-based staff through good relationships in class – class rewards, classroom rules, targets, sanctions. Teachers and other staff work together in the playground to help and support the pupils and give guidance to the playground peer mediators.

Teachers use a range of teaching strategies that respond to the diversity within the classroom such as circle time; collaborative learning; developing personal capabilities – self-management and working with others; supporting pupils with SEN/EAL.

Teachers reflect on their own work and the outcomes of individual pupils through use of their planning; staff/curriculum team/key stage meetings; monitoring arrangements related to

teaching and learning and pupil progress and achievement in relevant area of the curriculum such as PDMU.

Classroom observations are carried out by co-ordinators and pupils personal development and behaviour is assessed and monitored. Class teachers consider pastoral issues where pupil performance is not meeting expectations e.g. falling standardised scores.

Effective leadership

Governors understand their responsibility for the pastoral care of pupils. They do this by monitoring and evaluating the strategies in place for promoting pastoral care, health, well-being and attendance, contained in the School Development Plan, including consulting with the School Council/ pupils and parents.

The designated governor is fully trained by CPSS.

Governors monitor the incidents of inappropriate behaviour by following the guidance in relation to reporting of behaviour, suspension and exclusion procedures.

In relation to pastoral care the governors support the professional development of staff and sharing and learning from best practice by INSETs, Exceptional Closure days for pastoral matters; teachers with additional training and/or qualifications e.g. First Aid; sharing good practice – visits to other schools, hosting visits by other schools.

Governors provide the resources needed to support pastoral care through effective staff deployment and use of specialist roles; ensuring appropriate classroom resources/play resources and facilities; separate rooms for small group and access/signposting to external resources e.g. Childline.

Governors monitor and evaluate pastoral care practices through reviewing the school's performance regularly in the preparation and review of the School Development Plan; specific monitoring/evaluative duties of individual staff with responsibilities e.g. the curriculum leader for PDMU, Pastoral Care Coordinator; how you use school data – SIMS modules for attendance and behaviour management/incidents/SEN; examples of plenary sessions and pupil feedback to teachers about teaching and learning (links to AfL) or other areas of school life e.g. play, after school activities; how the School Council is involved in monitoring and evaluation and pupil and parent questionnaires or other information gathering activities.

A school connected to its local community

Good relationships and communication between the school and its parents and the wider community are crucial to our pupils' health and wellbeing, learning and achievement. These are developed by parents being made welcome in school e.g. reception area, celebrations of work and achievement, to discuss problems, etc; parents encouraged to be volunteers, visitors; programmes to support parents as learners and partners in their children's education (Parent Workshops); the work of the PTA; a wide range of school documents on the school website e.g. policies, class curriculum information/guides; school newsletter; reporting to parents about their children's personal development through formal and informal means; the school's approach to dealing with the parents of pupils with problems e.g. behaviour and attendance; complaints Procedure; community input to school life on matters related to health, wellbeing, identity, community issues; making links across community divisions between pupils and parents by being an integrated school.

We have good relationships and communication between the school and the education agencies that support pupils' health and wellbeing, learning and achievement, namely - ELB Services e.g. Autism, Behaviour Support, CASS, Psychology, EWO, RISE and CAHMS.

We have good links with other relevant statutory and voluntary agencies that support pupils' health and wellbeing, learning and achievement. These are Dental services, School Nurse, Medical staff, Speech Therapy, Physiotherapy, MASTS; Social Services and PSNI/Child Protection; NSPCC etc.

The school is involved in specific programmes eg. Moving Forward Together (MFT) that meet the needs of the community and nearby schools.

Policy Reviewed September 2017

Appendix 1: Related policies

Anti-bullying

Complaints Procedure for Parents

Curriculum policies for RE, Physical Development, PDMU, Teaching and Learning Policy

Drugs Education

E-Safety Policy & Acceptable Use Agreement

Food in Schools

Health and Safety

Positive Behaviour/Discipline

Relationships and Sexuality Education

Safeguarding and Child Protection

SEN

Serious Incident

Use of Reasonable Force and Safe-handling

Appendix 2: Related pastoral roles and responsibilities

Name	Role/Responsible for
Heather McCann	Designated Teacher for Child Protection
Elaine McBride/Aileen Small	PDMU Curriculum leader
Julian Costelloe	Pastoral Care coordinator
Julian Costelloe	Deputy Designated Teacher for Child Protection
Heather McCann	SENCO
Julian Costelloe	After Schools Coordinator
Heather McCann	School Council Link Teacher
Heather McCann/Gemma Dalrymple	First Aiders



**All the adults at school make these promises – the
Governors, teachers and other adults who work in school.**

We will ask you what you want and need and try to provide these things.

We will help you with any problems you have with your learning.

We will tell how you are getting on with your work and how to make it better.

**We will make sure your parents know how to help you with your work and tell
them how you are getting on at school.**

We will get other people to help you, if you need special help.

We will have good resources to help you learn, relax and play.

We will be fair to you all and treat you all with respect.

We will involve you in decisions and pay attention to what you say.

We will keep you safe and make school a healthy place.

We will make it enjoyable learning how to be safe, happy and healthy.

We will make sure that adults and pupils try to get on well with each other.

