

Pastoral Care Policy

Moneynick Primary School

November 2016



Signed: _____ (Principal)

Date: _____

Signed: _____ (Chair)

Date: _____

INTRODUCTION

Mission Statement

We believe that each child is unique with individual talents, abilities and needs.

We at Moneynick Primary School strive to ensure that each child develops to the very best of their ability in a caring Catholic environment producing responsible young people prepared for life in society.

In Moneynick the children are at the centre of everything we do. The Pastoral Care Policy explains in detail how we care, support, develop and challenge our pupils to achieve their full potential in a loving, Catholic and stimulating environment. Releasing the talents of our pupils will enable them to learn and develop, allowing them to be happy at school and to be able to contribute significantly to society.

Our children are being educated in a safe and caring environment. Full details of any of the subsequent information can be gained by referring to our policy statements which are available in the school office.

DEFINITION

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

SPECIFIC ISSUES

ETHOS

Moneynick promotes and facilitates a caring, Catholic atmosphere and environment within both the formal and informal life of our community. Understanding and co-operation is actively promoted within a climate of mutual respect and we believe that everyone involved in the life of our school has an important role to play and valuable contributions to make.

RELATIONSHIPS

Warm and positive relationships are fostered between:

- pupil – pupil
- pupil – staff (teaching and non-teaching)
- staff – staff
- staff – parents
- the whole school community

Pupils are encouraged to respect themselves and others.

VALUES

The following values underpin our approach to Pastoral Care at Moneynick:

- Mutual respect
- Care and consideration for self and others
- Thoughtfulness and kindness
- Promotion of self-respect
- Self-discipline
- Tolerance
- Honesty
- Sharing
- Responsibility

We acknowledge the rights and responsibilities of all members of the school community.

SELF-ESTEEM

Moneynick Primary promotes the self-esteem of all our pupils in every aspect of school life and recognises the importance of a child finding their own level of achievement and feeling “I matter as a person”.

PERSONAL SAFETY

Pupils develop responsibility for their own personal safety and are able to cope with and recognise possible threats and dangerous situations. This is delivered through the integration of personal safety programmes in the curriculum including:

- Saying no to people when they are afraid or unhappy
- Knowing all adults are not trustworthy
- Knowing all touch is not good
- Good/bad secrets
- Knowing where to get help
- Recognising dangerous situations
- Safety on the road, in school, at home, in the sun and in the water

MANAGEMENT AND ORGANISATION

ROLES AND RESPONSIBILITIES

Each member of staff has a vital pastoral role within our school.

BOARD OF GOVERNORS

The Board of Governors have overall responsibility for Pastoral Care within Moneynick Primary School.

PRINCIPAL

The principal promotes the pastoral care policy among staff, pupils, parents and the wider community.

DESIGNATED TEACHER

It is the responsibility of the Designated Teacher to ensure that all staff are informed of Pastoral Care issues and have a working awareness of related policies and procedures.

- The Designated Teacher for Pastoral Care in Moneynick is Mrs Orla Mallon.
- The Deputy Designated Teacher is Mrs Emer Hughes.

See Child Protection Policy

TEACHERS

The class teacher has the responsibility for the implementation of the programme of study but also pastoral dimensions of pupil development through knowing and caring for others, promoting a positive attitude to work and others, identifying positive behaviour through suitable reward systems and keeping a record of all academic and social development. Teachers will also:

- Help pupils make informed decisions about issues in terms of right and wrong, remaining sensitive to the beliefs of others
- Promote pupils' self-esteem
- Encourage pupils to be assertive
- Encourage pupils to resist peer pressure
- Help pupils to take responsibility, where appropriate, for their own learning

NON-TEACHING STAFF

- are to be fully aware of policies and procedures in relation to Pastoral Care
- must ensure that the positive ethos that is promoted in the classroom is extended to other areas of the school at all times of the day. The relationships between them and the pupils must complement what is achieved in teacher/pupil contact time
- must have the confidence to administer to the pupils all that is expected in the ethos of the school and the school mission statement
- must also be fully aware of the procedures to follow in cases of incidents away from the attention of the class teacher or the principal

STAFF TRAINING

The needs of the staff in school with regard to training are met through attendance at external courses or school based INSET. Staff are updated on issues and are aware of requirements and recommendations of relevant DENI circulars, advice and publications.

The Designated and Deputy Designated Teachers and other relevant professionals have the responsibility for keeping staff informed.

RESOURCING

Resources are reviewed and updated regularly to ensure effective implementation of purposeful Pastoral Care in order that the needs of all pupils are met.

The expertise of teachers and others are fully utilised. Pastoral Care is a feature of the School Development Plan and INSET programmes and has a high profile in all aspects of school life.

METHODS OF PROMOTING SELF ESTEEM IN MONEYNICK

In Moneynick, it is our aim to create and promote an atmosphere of care and encouragement, where each child has potential and wherever that is possible, that achievement will be celebrated. We also pride ourselves on maintaining high levels of good behaviour. We believe that our ethos is evident in every corner of the school, in the relationships that exist within it and in the pride that the pupils take in being a pupil at our school. We take every opportunity to promote a positive ethos and sustain good discipline through the following activities:

School Assembly	Pupil/Star of the Week
Afterschool Club	Buddy System
School Rules	Circle Time
Class Rules	Parent/teacher Meetings
Positive Marking	Pupil Reports
After School Activities	Pupil Profiles/Record of Achievement
Shared Education Activities	Music
Pupil of the Month	Prefect System
Attendance Awards	Liturgical Services
Cycling Proficiency	School Trips
Breakfast Club	Grow In Love Series

Staff Review of Positive Behaviour and Anti Bullying Policies

Annual training of teaching and non-teaching staff in Child Protection

See Positive Behaviour and Anti-Bullying Policies

SUPERVISION

Pupils are supervised as follows:

- From 8.50 a.m. to 9.00 a.m. by a teacher in the playground or assembly hall
- From 7.50 a.m. to 8.50 a.m. by members of staff in Breakfast Club
- At break and lunch time by classroom assistants or lunchtime supervisors
- After school Y1-7 are taken to the main gate/bus stop for travelling home or collection. A teacher will be present each day at the main gate at this time
- Supervision, in line with DENI recommendations, will be in place on all school trips or outings
- After school activities will be supervised by a suitable member(s) of staff

PUPIL INDUCTION

Incoming Year 1 pupils and their parents attend open and induction sessions in school in June of each year. The induction session involves the parents in a variety of workshops and introduces them to the key members of staff who work with their children.

Pupils entering other year groups are supported by the class teacher and Designated teacher and a particular 'buddy' is assigned to the child.

Any children coming to the school as 'Newcomers' will be made particularly welcome and the families will be welcomed and integrated into school life (*see Provision for Newcomers Policy*).

All parents will be given a school prospectus and information leaflets and will be encouraged to contact the school with any queries or concerns.

POSITIVE BEHAVIOUR

In Moneynick the staff recognise that our pupils are wonderful examples of the best our community has to offer. To maintain good school discipline and cultivate an atmosphere of positive learning we feel that it is important that the pupils and teachers develop relationships which recognise this. We expect our pupils to adhere to rules which have been produced by all those who work within our school community. The emphasis on praise and reward will be an essential part of our philosophy. However, sanctions are available for unacceptable behaviour and will be implemented when it is deemed necessary.

See Positive Behaviour Policy

RECOGNITION OF POSITIVE BEHAVIOUR AND ACHIEVEMENT

Children respond and thrive when:

- Praised and encouraged
- Achievement is recognised – positive recognition of individual pupil, class or whole school achievements and good behaviour is made in assemblies

INTERVENTION WHEN UNACCEPTABLE BEHAVIOUR OCCURS

In Moneynick, parents are always welcome to discuss their children's behaviour with the class teacher or principal.

They are invited to contact the school to make a convenient appointment.

When a child's behaviour is causing concern, parents/carers will be contacted - this should be recorded (*See Positive Behaviour Policy*)

ULTIMATE SANCTIONS

If the matter is of a very serious nature, the principal and Board of Governors may decide to suspend the child for a short period of time or exclude permanently.

A decision to exclude a pupil for a fixed period or permanently should be taken only:-

1. In response to serious breaches of the School's Positive Behaviour Policy
2. Where a range of alternative strategies have been tried and have failed
3. If allowing a pupil to remain in school would seriously harm the education and welfare of the pupil or others in school

Parents have a right to appeal against an exclusion and will, if necessary, be informed of their rights and procedures.

We feel these sanctions are most effective when supported by the school's cross-curricular promotion of the personal and social development of the child.

PDMU and Circle Time are examples of specific areas in the curriculum when these issues can be explored more thoroughly.

SAFEGUARDING AND CHILD PROTECTION

The purpose of procedures on Child Protection is to protect our pupils by ensuring that everyone who works in our school– teachers, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and welfare of each child is our paramount consideration. The problem of child abuse will not be ignored by anyone who works in our school, and we know that some forms of child abuse are also a criminal offence (*See Child Protection Policy*).

Where there are concerns about possible abuse, the Designated Teacher will inform:

- Social Services (Gateway)
- EA (North Eastern Region) Safeguarding Team
- EA (North Eastern Region) Educational Welfare Officer

This will be done in an envelope marked as '**Confidential – Child Protection**'.

For full details of procedures, see the complete Child Protection Policy.

GUIDANCE ON THE USE OF REASONABLE FORCE TO RESTRAIN OR CONTROL PUPILS

In Moneynick we are very proud of our record of discipline. The general behaviour of our pupils is something which should be celebrated. However, we are legally bound to implement the procedures for the use of reasonable force to restrain or control a pupil if the unusual circumstance arises. It will only be used to prevent a pupil from;

1. Committing an offence
2. Causing personal injury to or damage to the property of any person (including the pupil him/herself
3. Engaging in any behaviour prejudicial to the maintenance of good order and discipline whether during a teaching session or otherwise (See Safe Handling Policy)

CORPORAL PUNISHMENT IS UNLAWFUL AND WILL NEVER BE USED

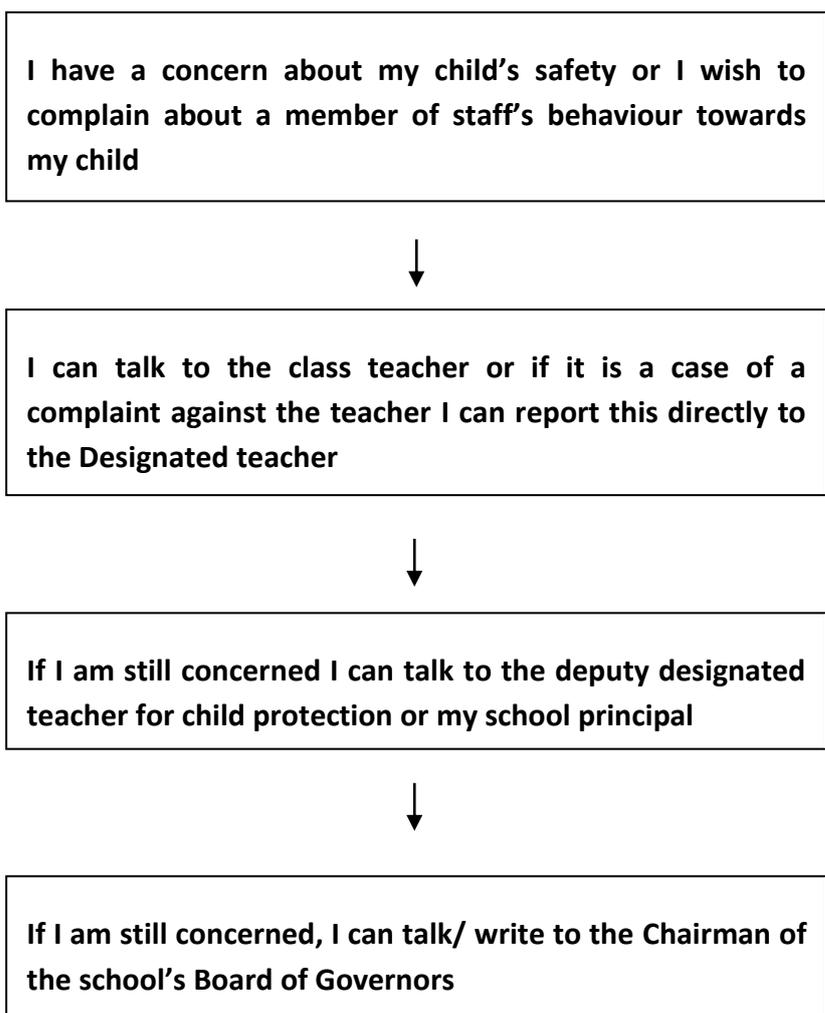
Moneynick continues to update its procedures with regard to use of reasonable force and takes advice from Department of Education guidelines and we will also take advice from CCMS.

HOW PARENTS CAN MAKE A COMPLAINT

“Parents also need to know how they make a complaint and the recourse that they have if they are not satisfied with the outcome”. (Page 45, Pastoral Care in schools)

For the protection of all staff members it is important to understand that parents have a right to register a complaint if they are not satisfied about the safety of their child. Parents must be made known of two people who they can complain to and the name of the person who will report back to parents on the progress and outcome of their complaint and approximately by when. Details should also be offered of further avenues of which to pursue their complaint if they remained dissatisfied with the outcome. The following model is an example of how this is followed in Moneynick:

HOW A PARENT CAN MAKE A COMPLAINT



Moneynick is fully aware of its obligation to all parents and pupils regarding child protection. Where necessary, confidential advice will be made available from:

- The Senior Management Officer (Schools)
- The EA Designated Officer for Child Protection
- Social Services
- CCMS

The school can also take advice from a range of agencies for general guidance including:

- Barnardos
- Full Service Community Network
- New Life Counselling Service
- Clinical Medical Officer
- School Nurse
- Education Welfare Officer
- Educational Psychologist
- Behaviour Team EA (North Eastern Region)

MONITORING AND EVALUATION

The Pastoral Care Policy is reviewed and updated regularly as required, by the principal.