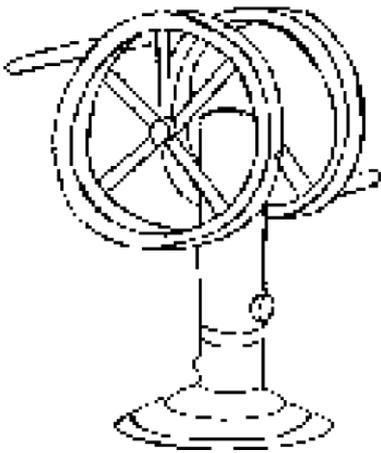


# Ballydown Primary School

## Pastoral Care Policy



"Through its pastoral care arrangements and provision, a school demonstrates its continuing concern for the personal and social development of all its pupils, regardless of age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community"

## **Pastoral Care Policy and Practice Ballydown Primary School**

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 feel valued and secure.

### **Child centred provision**

**At Ballydown, we are committed to a child centred approach. We aim to meet the needs and aspirations of the pupils where they –**

- are provided with the best educational experiences, enabling them to develop intellectually, physically and socially
- feel safe within a happy, secure, stimulating environment
- encounter a broad, balanced and differentiated curriculum
- have stimulating and challenging experiences
- are given opportunities to develop their independence, confidence and initiative
- experience a supportive atmosphere developing self-esteem, mutual trust and respect, exemplifying a strong sense of well being for all

**We promote equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. The school follows -**

- The United Nations Convention for the Rights of the Child Principles and Articles
- Disability access arrangements and open enrolment with an inclusive admissions criteria
- IDS/Newcomers?
- UNICEF Rights Respecting Schools guidance as detailed in the school Anti Bullying Policy
- Involvement with local Adult education centre, Ulster Scots Agency, Cross cultural music programme, Kidsown Art projects, Interschool competitions, Speech & Drama festival

**We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by -**

- Promoting good attendance (Our school attendance rate is above N.I average)
- Promoting positive behaviour (Positive Behaviour Policy)
- Welcoming newcomers
- SEN provision, maintaining IEP's and liaising with external agencies, including SELB Behavioural Support Team, Speech and Language Therapists, Occupational Health Therapists

- Awareness of children with medical needs (see Medical Needs Policy)
- Targeting Underachievement
- Maintaining high achievers

**We believe in and support pupil participation and involvement in decisions about school life.**

**We do this through:**

- Circle Time in every class from Nursery to P7
- Class meetings, nominations & elections to School Council
- School Council meetings & dissemination of information to classes
- Involvement of children in self and peer assessment & plenary sessions: AfL strategies
- Involvement of children in policy review e.g. healthy break, homework policy review, dinner procedure, anti-bullying strategies
- Mock elections e.g. should Scotland vote for independence
- Termly showcasing work in assemblies
- Range of assemblies involving children
- Questionnaires to children e.g. homework, P7 and Year 8 on transition, pastoral care
- Worry box in each classroom
- Suggestion box
- Transition arrangements from Nursery unit & range of pre-school settings
- Transition to post primary schools
- Q&A sessions with past pupils
- Post Primary Pupils participating on work experience

**We prepare our children and parents through each transition stage by –**

- Transition Policies (Nursery –playgroups to Nursery and Nursery to P1), from class to class within the school and from Primary 7 to post-primary education)
- September Induction Parent Meetings and Information Packs in P2 – P7 enabling parents to meet their child's new teacher
- P1 Induction – June and September
- Two parent teacher consultation meetings each year (October/February)
- End of year written reports
- P6 curriculum meeting (February)
- School has standardised proforma completed by teachers re. transition information on children moving from class to class.
- Visits from post primary school representatives for P7
- P7 visit post primary school Open Nights
- Drugs Awareness and RSE Programme

**The school follows child protection guidelines fully.**

- Children know about keeping safe through the information noticeboards with photographs of designated teachers and safeguarding team and introductory visits / assemblies
- Information / resources given to children about internet safety, anti-bullying, stranger danger, Childline, farm safety etc.
- Staff trained in Child Protection & Procedures every two years
- New staff and parent helpers trained, as and when required.
- All parents receive summary leaflet about Child Protection, available on website
- Access NI checks of parent volunteers and tutors
- Board of Governors have designated Governor for Child Protection
- Child Protection Policy
- Visitors Book in foyer
- Keeping front door and side doors locked
- Annual Inspection of School Grounds/Facilities

**We support children in making healthy choices through the provision of policies and procedures which encourage and promote a healthy/safe environment.**

- First Aid and Health and Safety arrangements, 5 trained teaching staff in first aid
- School and classroom rules to ensure health & safety conduct and procedures
- Healthy eating policy following DENI guidelines (devised by panel of parents and school council)
- Designated outdoor play areas for each Key Stage
- Swimming sessions for P4 and each KS2 class
- Weekly athletics sessions Nursery –P7
- Regular P.E lessons
- Christmas Santa run around course in school grounds
- One Mile Fun Run Challenge along Lisnaree Road for Nursery to P7
- Wide range of extra curricular activities
- Raising children’s awareness through curriculum provision and external agencies e.g. Love for Life, PSNI, drugs awareness & substance abuse (Jeannie).
- Pastoral Care Policy – Includes Drugs/RSE Policies
- E-safety Policy
- Internet Safety days for children
- Parent Information evening on e-safety
- Code of Conduct signed by all adults in school
- Anti-Bullying Policy
- PDMU lessons including Circle Time

## High quality teaching and learning

### We provide a broad and relevant curriculum as is evidenced

- Our commitment to teaching and learning as set out in the six Areas of Learning within the Northern Ireland Curriculum
- By the explicit emphasis on the development of Cross Curricular Skills of Communication, Using Mathematics and Using Information and Communications Technology
- Engaging in the development of skills and capabilities for life long learning – namely, Thinking, Problem-Solving and Decision making, - Self Management – Working with Others – Managing Information – and Being Creative
- PDMU in each class to meet the needs of the pupils
- Health & Personal Safety including Relationships & Sexuality education programmes for each class: Drugs education, road safety,
- Religious Education programme including interdenominational assemblies and visitors
- Specific programmes relating to health and wellbeing e.g. Cycling Proficiency, Buddy system, IFA fundamental skills, football & table tennis coaching,
- Effective learning which uses a wide range of teaching methods, balancing whole class, group and individual activities
- Children being involved in planning and in setting targets and reflecting on their work
- Teachers Planning - Long, Medium and Short Term providing coherence and progression
- Teachers engaged in data analysis and evaluating teaching and learning and target setting for individual children
- Effective SEN provision – identifying specific need, setting targets and programme planning

### We promote positive relationships between teachers and their pupils and with other school-based staff through

- Good relationships in class – agreed classroom rules, rewards system with golden time and sanctions through the traffic light / thinking room system
- Teachers and other staff – e.g. playground supervisors and teachers working together in Active Playgrounds, Playground Buddy System, theme days for joint celebrations, thank you assemblies for parent helpers.
- Staff Code of Conduct agreed with Ancillary Staff
- Agreed procedures for dealing with complaints
- Regular classroom assistant meetings chaired by Mrs Wright
- Involving classroom assistants in training – Guided Reading, Questioning Techniques,
- Job Descriptions, roles and responsibilities clarified/reviewed

**Teachers use a range of teaching strategies that respond to the diversity within the classroom such as**

- Circle Time
- Variety of teaching approaches focused on thinking skills & personal capabilities
- Use of NRIT/PIE/PIM to discover underachievement, low achievers and high achievers
- Variety of teaching approaches balancing whole class, group and individual activities
- Use of plenary sessions
- Differentiation through planning, action for specific children, IEP's.
- Withdrawal group/individual work by Support Teacher
- Think, Pair, Share Strategy
- Anti – Bullying awareness/strategies
- PDMU programme
- Health and Personal Safety programme

**Teachers reflect on their own work and the outcomes of individual pupils through -**

- Use of staff planning/staff meetings/ monitoring arrangements relating to teaching and learning and pupil progress
- Classroom observation and assessment of pupils' personal development and behaviour, Involvement & Wellbeing screening from Nursery to Foundation
- Data Analysis
- Tracking of Individual Progress e.g NRIT/PIE/PIM
- Class data provided through PIE/PIM
- Class teachers awareness of pastoral issues when pupil performance does not meet expectations e.g. falling standardised scores (e.g. separation of parents, bereavement, bullying, adoption)
- Teachers use of "The Reflective Teacher" to self reflect/evaluate
- Evaluations targeting individuals completed in Short Term Planners
- Evaluating End of Key Stage results
- Information provided by parents and external agencies

## 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
- Ensuring the school maintains/reviews Pastoral Care Policy
- Ensuring that Child Protection Practices and procedures are adhered to.
- Consulting with all stakeholders including the School Council, staff and parents in the formulation of the School Development Plan
- Child Protection training for Designated Governor
- Governor forms part of safeguarding team
- Governor understands role in relation to safeguarding issues
- Receiving regular child protection information from Principal
- Reviewing Child Protection Policy

### **In relation to pastoral care we support the professional development of staff and sharing and learning from best practice by:**

- INSETs, School Development Days/Baker Days with pastoral matters on agenda
- Sharing good practice – Foundation stage cluster meetings, visits to other schools, hosting visits by other schools, Kidsown Publishing ongoing Art project, dissolving boundaries project, educational visits, inter-schools competitions, hosting other visitors e.g. New Beginnings choir, transition visits from children entering P1 and to Post Primary Schools for children leaving P7
- Pastoral Care issues on School Development Plan and Action Plans
- Awareness of DENI directives on Pastoral Care.

### **We provide the resources needed to support pastoral care through:**

- Effective staff deployment – specialist roles (see Appendix 2)
- Staff training in Child Protection
- A number of teachers have First Aid Training
- Classroom worry boxes
- PDMU Living, Learning Together resource
- Play resources and facilities
- External speakers & visitors to class and assemblies
- Access/ signposting to external resources e.g. Childline, suitable websites
- Participation in Internet Safety Day
- Provision of extensive Extra-Curricular Programme provided by teachers and external coaches

- Designated and Deputy Designated Teacher for Child Protection
- Liaison/advice from EWO, CPSCSS and Social Services as and when necessary

**We monitor and evaluate our pastoral care practices in a number of ways –**

- Through reviewing the school's performance regularly in the preparation of the School Development Plan
- Specific monitoring/evaluative duties of Designated and Deputy Designated Teacher for Child Protection
- Annual Child Protection statement to Board of Governors
- Annual Safe Guarding Team Meeting
- SIMS monitoring attendance and its relation to performance,
- AfL practices - Use of plenary sessions and pupil feedback to teachers about teaching and learning
- Reviewing number of children accessing after school activities.
- Involving Schools Council in monitoring and evaluating pastoral care
- 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 P4 presentation on "School in the Past" P7 "Robert Burns Assembly" P2/P5 Art Exhibition
- Parents encouraged to be volunteers
- Use of expertise/skills of individual parents e.g nutritional aspects of healthy break
- Involvement of parent working groups in policy review e.g Discipline Policy/Healthy Eating Policy/ Homework Policy/Drugs Education and Relationships and Sexuality Education
- Information Evenings provided e.g Numeracy – Decomposition, ICT/Child Protection – Safe use of Internet, Literacy – "Guided Reading"
- Programmes to support parents as learners and partners in their children's education
- Active PTA raising valuable funds and helping out during concerts, school plays and carol service etc
- Annual Review Meetings (SEN)
- A range of school documents on the school website e.g. policies, class curriculum information/guides
- Regular school newsletters
- Reporting to parents about their children's personal development through formal and informal means – 2 parent teacher consultations per year
- The school's approach to dealing with the parents of pupils with problems e.g. behaviour – a letter is sent out at early stage wishing to "nip things in the bud" and attendance – when child's attendance approaches 85% or when absence notes don't come into school
- Complaints Policy – policy on web site and stages briefly outlined in Prospectus and first Information Sheet/Booklet in September
- Community input to school life on matters related to health, wellbeing, identity, community issues – police/nurses/ experts
- Making links across community divisions between pupils and parents e.g Nursery teachers have formed Nursery Cluster Group; Mrs Wright has formed Foundation Cluster Group with neighbouring schools; cultural music workshops with St Patrick's Primary School Annaclone, participating in Speech and Drama festival, Inter-School Sports, choir singing at Residential Home, P5 engaging with SEC (adult learning centre) learning Makaton Sign Language)

**We have good relationships and communication between the school and the education agencies that support pupils' health and wellbeing, learning and achievement, namely -**

- SELB Services e.g.  
Autism  
Behaviour Support and Primary Referral Unit  
CASS  
Psychology  
EWO  
Child Protection

**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
- Speech Therapy
- Physiotherapy
- Social Services
- PSNI
- Child Protection
- NSPCC

**A suite of other policies compliments and supports this policy including –**

- Safeguarding Policy
- Positive Behaviour Policy
- Anti Bullying
- Use of Reasonable Force
- Administration of Medicines
- Health and Personal Safety
- Use of Mobile Phones
- ICT and E-Safety
- Intimate Care
- Drugs Education
- Relationships and Sexuality Education

**Up-dated:- December 2014**

**Pastoral Care Policy review date:- December 2015**

