

*KILLOWEN PRIMARY SCHOOL*

**PASTORAL CARE  
POLICY**

**JUNE 2016**

# **Killowen Whole School Pastoral Care Policy**

*Our school motto: Faith, Friendship & Understanding*

## **MISSION STATEMENT**

We, the Governors and staff of Killowen Primary School, believe the school to be a vital part of our Parish community. We are firmly committed to:

- the aims of Catholic Education;
- providing appropriate and effective learning opportunities for all our children;
- developing positive pastoral care systems in our school
- establishing close links with the home, parish and wider community; and
- developing all members of the school community to enable them to fulfil their role within the school.

The community of Killowen school provides a warm, welcoming, safe and nurturing environment. We acknowledge the uniqueness of each of our children and instil in them self esteem, respect and responsibility. The mission and objectives of our Catholic School will be based on gospel values and commitment to the search for truth and the development of the whole person

.We strive to establish good relationships at a local, national and international level and value all links with the community.

## **GUIDING PRINCIPALS**

This policy is in accordance with DENI Circular 99/10. The welfare of the children is PARAMOUNT. At all times there must be a multi disciplinary approach and commitment to the protection, support and safeguarding of the children from harm. The right to confidentiality for parents, carers, teachers and children must be respected and information will only be shared in the interests of the child's welfare.

## **DEFINITION OF PASTORAL CARE**

We believe Pastoral Care is concerned with the well being of the whole person. It entails creating a climate which is characterised by good relationships and mutual respect thereby ensuring the welfare of all members of the school community.

## **AIMS OF OUR PASTORAL CARE POLICY**

- To ensure an agreed consistent approach in our daily care of children
- To inform the wider community of our values, systems and arrangements and to enlist their support
- To provide guidance and support for decision-making and action with regard to Pastoral Care
- To highlight the importance placed on the uniqueness of children and their well-being and to ensure that each child is supported and valued
- To ensure effective communication about children's needs
- To co-ordinate a system which addresses the personal, social, emotional, moral and academic development of the children, developing life skills necessary for a successful and happy future
- To provide a framework within which to monitor and evaluate the effectiveness of Pastoral Care arrangements
- To highlight and address staff training needs supported by relevant professional training
- To actively promote an enriched learning environment where the needs of all children are met
- To highlight the importance of good relationships
- To provide a framework for the development of a whole school approach to the teaching of positive behaviour
- To provide support for children who are experiencing difficulty functioning as members of the school and wider community
- To avail of the support of appropriate agencies for the good of the pupil
- To further develop home school links in order to maintain parental support and cooperation
- To create a working environment where each member of staff feels supported and valued

### **Advice is offered under the following headings:**

**ETHOS**

**CURRICULUM**

**COMMUNICATION**

**EXTERNAL LINKS**

**RELATIONSHIPS**

**ROLES AND RESPONSIBILITIES**

**SPECIAL NEEDS**

**POSITIVE BEHAVIOUR**

**CHILD PROTECTION**

**ANTI BULLYING**

**THE USE OF REASONABLE FORCE**

**SECURITY**

**SAFETY**

**INTERNET SAFETY**

**DRUGS EDUCATION**

**CODE OF CONDUCT**

## MONITORING, EVALUATION AND REVIEW

### ETHOS

As a Catholic School we endeavour to promote a living faith and to create a secure environment which enriches and compliments family life. Staff should work individually and collectively to support each other and to create conditions which foster learning, self discipline and respect for others.

### CURRICULUM

As stated in 'Every School A Good School' every school has the responsibility, ***'to ensure that every learner fulfils his or her potential at each stage of his or her development.'*** DENI 2009

Our whole curriculum should be such that children recognise, promote and help develop their own talents and the talents of those around them. It should promote high educational, social and moral standards whilst fostering independence, self discipline and positive self esteem. Through our delivery of the Revised Curriculum we will further develop these values through,

- PDMU
- TS&PC
- Alive-O
- Participation and preparation for school assemblies
- Participation and preparation for all liturgical events

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 others. They should be encouraged to recognise and be sensitive to the needs of all members of the school community.

Class teachers should be aware of the many and varied needs of the children in their care. This should be reflected in their planning, teaching approaches, groupings and use of resources. They should strive to help children develop to their full academic, social and personal potential, to take pride in their work and to value the contributions made by their peers.

Assessment is an integral part of the teaching and learning process. It should be challenging, yet take account of children's ability, thus creating opportunities for success. Assessment outcomes should be used to improve teaching and learning and to provide opportunities, where necessary, to modify content and strategies.

Classrooms and displays in the school should be bright and stimulating. All children should have the chance to have their work displayed thereby promoting self confidence and self worth.

A structure for reporting Pastoral Care concerns / issues operates within the school.

#### ***(Appendix 1)***

The Principal and Pastoral Care Co-ordinator liaise with class teachers, children, parents and non-teaching staff to monitor the effectiveness of provision.

### COMMUNICATION

A system of communication should operate within and beyond the school which ensures that teaching and non teaching staff are made aware of the emotional,

physical, behavioural, social, educational needs and / or problems of individual children as appropriate.

Where individual children present specific needs, these should be communicated by the class teacher to those with responsibility for pastoral care and special educational needs. Relevant information should be recorded and updated by the Pastoral Care Coordinator,

The co-ordinator who will liaise with the Principal, class teachers, parents and outside agencies.

Teachers should communicate with parents about any concerns they may have in relation to individual children. Similarly, parents should be provided with the opportunity to communicate such concerns to the class teacher, Pastoral Care Coordinator and / or Principal with the assurance that all information will be treated with discretion and confidentiality.

Within each class, children should be provided with opportunities to express and discuss issues of concern. They should also be made aware that the Pastoral Care Coordinator is there to listen to, support and help them.

### **EXTERNAL LINKS**

We enjoy excellent relations with many external agencies.

- Social Services
- Educational Welfare Officer
- Counselling Services –NSPCC
- Peripatetic Services and Outreach Support
- Educational Psychology
- Children’s Inter Disciplinary Services (CIDS team)
- Board of Governors
- Education and Library Board
- Council for Controlled Maintained Schools
- Department for Education for Northern Ireland
- Parish, clergy, Trocaire
- Local nurseries, playgroups, primary and post primary schools

### **RELATIONSHIPS**

Relationships between all members of the school community should be such that everyone is provided with a safe, secure environment in which they feel valued, respected and supported; in which children are actively encouraged to maintain high standards of discipline and are motivated to learn.

Parents in particular should be actively encouraged to take part in the life of the school.

### **ROLES AND RESPONSIBILITIES**

Every member of staff has responsibility for the pastoral care of the children in our school. They should, therefore, work individually and collectively to provide a healthy, safe, secure environment in which children can work and play together. In order to be aware of the specific needs / problems of individual children, the Pastoral Care Co-ordinator should liaise closely with class teachers, auxiliary / ancillary staff and parents and should make children aware that she is there to listen to, support and help them. When necessary, she should seek advice from relevant external agencies.

To ensure necessary support and guidance, parents should be encouraged to keep

class teachers, the Pastoral Care Co-ordinator or the Principal informed of any change in their child's life. Parents should be reassured that any information passed to the school will be treated as confidential.

### **RESPONSIBILITIES OF TEACHERS**

The teacher has responsibility for:

- his / her own behaviour as a role model within school
- developing the values and attitudes necessary to prepare our children for adult life
- the well-being and education of each child within their care
- the management of his / her class
- providing a safe and secure learning environment in which each child feels supported and valued
- consistently promoting the school rules
- upholding the agreed procedures regarding whole school behaviour management
- being informed of school policy regarding the pastoral care of our children and liaising with the co-ordinator of Pastoral Care regarding any concerns
- communicating with parents regarding the progress of their child including behaviour and class work
- giving support to their colleagues

### **RIGHTS OF THE TEACHER**

Teachers are entitled to: Teachers are entitled to:

- respect and support from children, parents and all other members of the educational community
- safety from physical and emotional abuse
- information about health problems which may affect children in their care
- information about educational needs of children in their care
- courses relevant to teachers' and school needs
- an appropriate learning environment which is adequately resourced
- an acceptable standard of working conditions

### **RESPONSIBILITIES OF THE CHILDREN**

The children have a responsibility to:

- show good manners at all times and in a variety of situations
- in class with their peers
- when visitor enters room
- on school trips or in church
- assembled as an audience (eg assembly)
- in the playground
- be aware of different modes of conversation for appropriate circumstances
- listen attentively while others speak
- use appropriate language
- tolerate the opinions of others
- be aware of others needs and differences by respecting them, their property and point of view
- abide by the school rules at all times
- ensure notes / messages are delivered to parents / guardian

## **RIGHTS OF THE CHILDREN**

The children are entitled to:

- be made aware of Catholic beliefs and values
- feel secure, valued and happy in school
- have a sense of being cared for and belonging to school
- have their opinions heard
- develop the skills, attitudes and values necessary for life
- achieve acceptable social and interpersonal skills
- reach his / her full potential in all areas of the curriculum
- gain help in acknowledging and dealing with their disappointments

## **RESPONSIBILITIES OF THE PARENTS**

Parents' responsibilities are to:

- help to pass on the Catholic Faith
- respect the staff
- follow agreed procedures when wishing to speak to the teacher
- trust the teachers' professionalism
- provide support to the teacher through their children's work
- reinforce social skills and values at home
- ensure that their children attend school regularly, punctual, in uniform and be prepared for the day
- ensure reasons for absences are valid
- respond to communications from school and attend meetings

## **RIGHTS OF THE PARENT**

Parents are entitled to:

- a Catholic ethos throughout the school
- have their opinion heard
- be respected and valued as a partner in their child's education
- a caring attitude towards their child
- lessons prepared and adapted to the ability of their child
- confidentiality
- communication regarding their child's academic progress
- communication regarding any area of concern about their child
- information to be made available regarding school policies, rules and routines.

## **SPECIAL NEEDS**

In Killowen we believe that Special Needs can be of an emotional, behavioural, social, physical or educational nature and that we should make relevant provision for individual children for as long as they need it.

In keeping with the Code of Practice for Special Needs, class teachers, special needs teachers and the SENCO should work together to provide a suitable, planned programme designed to meet children's specific needs. In doing so they should liaise with and enlist the help of relevant external agencies to assist in this process and should ensure that adequate lines of communication are established. This is clearly

detailed in the school's ***Special Needs Policy***.

Where children present with emotional needs as a result of an ongoing trauma or a sudden / critical incident, they should be supported appropriately under the guidance offered in the school's ***Critical Incident Policy*** or ***Child Protection Policy*** and advice should be sought from relevant external agencies as required.

If there is a concern about a child's social or physical needs, the class teacher should liaise closely with the parents, SENCO and Principal to discuss and plan for the most effective provision to meet the child's needs. The school should ensure that all children with special physical needs are treated with dignity and respect.

Please refer to the school's ***Intimate Care Policy*** for further guidance.

## **POSITIVE BEHAVIOUR**

Positive behaviour is a necessary part of the provisions we make to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

All members of the school community share a collective responsibility for promoting positive behaviour.

Teachers should make children aware that in order for learning to take place there is a need for self discipline and responsible behaviour.

Teaching and non teaching staff should implement the agreed Code of Behaviour procedures consistently, fairly and sympathetically.

This agreed Code of Behaviour should be made known to both children and parents.

Parents are expected to support the school in implementing it.

Good behaviour on the part of individuals or groups should be acknowledged both formally and informally. Similarly children who repeatedly disregard the agreed Code of Behaviour will be dealt with in accordance with the agreed sanctions outlined in the school's ***Positive Behaviour Policy***.

## **CHILD PROTECTION**

In accordance with the school's policy and procedures for Child Protection, concerns regarding the safety and protection of individual children should be referred to Mrs Clarke, the designated teacher for Child Protection; Mrs Evans , the deputy designated teacher for Child Protection or to Mr Maginn , the Principal.

## **ANTI BULLYING**

In Killowen we take a pro-active approach to bullying. Bullying and its effects are explained through Assemblies, R.E. and in a wide variety of ways as outlined in our Anti-Bullying Policy. Bullying is taken very seriously by the School Management and all incidents will be dealt with in accordance with the procedures outlined in our ***'Anti Bullying Policy'***.

## **REASONABLE FORCE**

Teaching and non teaching staff have responsibility for ensuring the safety and well being of children in their care.

Where necessary and appropriate, and in accordance with DE Circular 1999/10 and the school's ***Safe Handling Policy***, they may use reasonable force to restrain or control a child.

## **SECURITY**

In order to create a safe environment, security measures have been put in place to safeguard and protect the children, teachers and non teaching staff; procedures for the reception of visitors; signing in book and the issuing of badges to visitors where appropriate and protocols for the collection of children during school hours.

## **SAFETY**

In Killowen we strive to provide a safe environment for both work and play where children are supervised by adults at all times.

Teachers should help children develop an awareness of personal safety issues both within and outside the school and provide them with strategies for coping with challenges and for seeking appropriate help.

## **INTERNET SAFETY**

The Board of Governors and the staff of Killowen recognise that, *'the Internet and other technology based tools are very powerful resources that can enhance and potentially transform teaching and learning when used effectively and appropriately.'* **DENI circular 2007/1**

In accordance with this document technical safeguards are in place as detailed in the school policy for **'Acceptable Use of the Internet'**. Each member of staff and each child enter into a signed contract whilst parents are asked to sign an agreement which allows their child to access the Internet in school. It is hoped that these measures will ensure the safety of all members of the school community.

## **DRUGS EDUCATION**

In line with Department circular 2004/9, Mrs Clarke has been designated as the person who is responsible for dealing with matters relating to drug or substance abuse. As detailed in the school's **'Drugs Education Policy'** teachers who become aware of any incident of drug abuse including smoking, alcohol or any other substance should report the matter to her.

## **CODE OF CONDUCT**

Staff should always be mindful that they hold a position of trust and that their behaviour towards children in their care must be above reproach. The following points are not intended to discourage positive interaction between staff and pupil but to assist staff by offering guidance on appropriate conduct.

### **Private meetings with children**

- conduct interviews in a room with visual access or with the door open
- have another child or member of staff present or nearby during the interview

### **Guidance principles for staff**

- staff should dress and act appropriately at all times
- teachers should NEVER invite pupils to their homes
- staff are advised not to make any unnecessary physical contact with children
- where possible avoid one to one contact with children in the following areas: toilets, cars, bus, after school
- there may be occasions when a distressed child needs comfort and reassurance. Staff are advised to use their discretion regarding physical 'comforting'
- following an incident where you feel that your actions may be misunderstood

- by a child or any other member of the school community, a written report of
  - the incident should be submitted immediately to the designated teacher. In
  - particular this would apply in a case when you had to restrain a child
  - physically to prevent him/her from inflicting injury to self or others or from
  - damaging property.
- if in an emergency you have to administer first aid you should ensure whenever possible that other children or another adult are present . However, members of staff **should not hesitate** to provide first aid in an emergency situation, simply because another person is not present. It is advisable to provide a written report of the incident and pass it onto the designated teacher

#### **Guidance regarding choice of teaching materials**

- be aware of using teaching material of a sensitive nature
- if in doubt consult with either the Principal or co-ordinator
- be careful regarding DVD shown in school (certificate 12 and PG **are not** indicators of suitability)

#### **Guidance regarding relationships and attitudes**

- all staff should ensure that their relationships with children and other members of staff are appropriate at all times
- attitudes, demeanour and language all require care and thought

#### **MONITORING, EVALUATION AND REVIEW**

As part of the school's monitoring and evaluation process, we continually keep abreast of new and effective initiatives and adapt our practice accordingly. Therefore this policy will be reviewed by the Principal, Pastoral Care Co-ordinator and the Senior Management Team in 2013.

**Date of publication: May 2010**

**Date of review: May 2013**