**St. Patrick’s Primary School**

**Derrygonnelly**



**Pastoral Care**

**Policy**

Date approved by

Board of Governors:\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by Chairperson

of Board of Governors:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pastoral Care Policy and Practice**

**St Patrick’s Primary School**

This document is based on Every School a Good School (ESAGS DE 2009) and sets out our school’s policy and practice in relation to the care of pupils. Pastoral Care permeates every aspect of the life of the school - academic, social, physical, moral and religious. In St Patrick’s we promote an environment where all members of the school community feel valued and sustained as they learn, play and work together.

**Aims of the Policy**

* To create a safe, caring community within our school where there is respect

for oneself and respect for the views, opinions and differences of others.

* To develop all aspects of a child’s well-being i.e. spiritual, moral,

emotional, physical and academic.

* To provide an environment that will enable each child to develop their self

confidence, their self-esteem and a positive self-image.

* To work in partnership with parents to overcome any difficulty a pupil may

encounter.

* To help pupils appreciate and value the opportunities and resources they have

and work as a school to help others in our community and the wider environment.

**Child Centred Provision**

At St Patrick’s Primary School we aim to meet the needs and aspirations of the pupils. We are primarily concerned with the safety, health, well-being and personal development of all our pupils. We recognise the uniqueness of each child and through our pastoral care, we want to ensure that each child thrives to achieve their full potential in a safe and happy environment.

We promote equality of opportunity, high quality learning and a concern for individual pupils. Respect for and understanding of diversity and equality (CRED) is underpinned across our curriculum and throughout school life, (e.g. in our access arrangements and admissions policy). We work with the Inclusion and Diversity Service to meet the needs of all pupils.

There is an expectation among staff that all pupils can and will, achieve to the very best of their ability. In accordance with ESAGS, St Patrick’s has actively strived to remove barriers to learning and tackle underachievement. Learning intentions and success criteria are used throughout the school in order to enhance learning. We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by promoting good attendance, positive behaviour, welcoming newcomers and working closely with external agencies to ensure the best provision and support for all pupils and in particular those with additional needs.

We believe in and support pupil participation and involvement in decisions about school life. We do this through Circle Time, pupil surveys, listening ear boxes, class and school councils. We use plenary sessions to develop feedback between teachers and pupils regarding learning and teaching.

We ensure a smooth transition from pre-school and to secondary education, through close links with our local Play Group and secondary schools, including visits and the sharing of information.

The school follows child protection guidelines fully. The following principles form the basis of our Child Protection Policy:

* Children should be listened to and taken seriously
* The child’s welfare must always be paramount, this overrides all other considerations
* A proper balance must be struck between protecting children and respecting the rights and needs of parents and families, but where there is conflict the child’s interest must come first.
* Children with disabilities have equal rights to protection. However they may have particular needs, which require special attention.
* The central principle of our Child Protection Policy is that every child has the fundamental right to be safe from harm and to have proper care given to their physical, emotional and spiritual well-being.
* In all cases of suspected child abuse, the action that will be taken in St Patrick’s Primary School is that of informing Social Services and the EA. The school will not be involved in investigating the suspected abuse.
* Children know about keeping safe through for example The Helping Hands Programme, Internet Safety Sessions and the regular promotion of the role of the Designated and Deputy Designated teachers (Mr Fitzpatrick and Mrs Gallagher respectively).
* Staff are updated on Child protection Procedures annually.
* Parents are issued with the Child Protection Policy upon enrolment and with an associated summary on a bi-annual basis. These are also available through www.stpatricksderrygonnelly.com
* All employees are vetted through Access NI and volunteers are vetted in keeping with DENI regulations.

We support children in making healthy choices through our PATHS and PE curriculum. We implement a Healthy Eating Policy. Breakfast, milk and dinner are available in school. Children are also encouraged to bring water and to refill it as necessary during the school day.

Some non-teaching staff have completed first aid training and are equipped to deal with minor injuries which occur during play or sports activities. If anything serious should happen or if a child is quite sick in class, the parents will be contacted and if necessary the child will be taken to the doctor or brought to the casualty department in the South West Acute Hospital. At all times we will do what appears to be in the best interests of the child.

**High quality teaching and learning**

We provide a broad and relevant curriculum as is evidenced by teachers’ planning. A high emphasis is given to Religion and PATHS, as is evidenced in timetabling. We are also involved in a range of additional programmes to develop PATHS, including Roots of Empathy, Heart Start, Young Enterprise NI and Cycling Proficiency.

We promote positive relationships between teachers and their pupils and with other school- staff through the Golden Rules and Golden Time. There is an agreed Code of Conduct for staff. All parents are issued with our Positive Behaviour Policy upon enrolment and this is reviewed on a bi-annual basis.

We acknowledge that pupils learn in many different ways and we recognize the need to develop strategies that allow them to learn in ways that best suit them. We offer opportunities for pupils to learn in a variety of ways. These include:

|  |  |
| --- | --- |
| * Whole class work * Group work * Paired work * Independent work * Sharing learning intentions and developing success criteria * Reflection on what has been learnt. * Self and peer review strategies * Study buddy * Peer-tutoring * Open-ended, thought-provoking and challenging questions | * Pupils adopting role of teacher * Decision making * Investigation and problem solving * Creative activities * Use of brain breaks to bring pupils back on task * Research and finding out * Use of ICT * Designing and making things * Participation in physical activity * Discussions, debates, role plays and presentation |

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

* The evaluation of planning and staff meetings.
* Classroom observation and assessment of pupils’ personal development and behaviour.
* Class teachers’ consideration of pastoral issues where pupil performance is not meeting expectations e.g. falling standardised score.
* The monitoring of learning and teaching and pupil progress and achievement by the Principal and Co-ordinators.

**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. The Governors are given an update on Child Protection at every meeting. The Designated Governor for Child Protection is Mrs Mary Leonard.

In relation to pastoral care we support the professional development of staff and sharing and learning from best practice by devoting an element of in-service training to Pastoral issues, including Catholic Ethos, Positive Behaviour Management, Helping Hands, CRED and Heart Start.

We provide a range of resources to support pastoral care, including effective staff deployment. Access to a variety of additional services is also facilitated by the school, including, Play Therapy and Action for Children.

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

* Through reviewing the school’s performance regularly in relation to the School Development Plan
* Monitoring of attendance, uptake on school meals, breakfast and other additional services.
* Pupil and parent surveys.

**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 for celebrations of success, information sessions, parent workshops, and to discuss issues. Parents are reminded at every opportunity that they are welcome and that any concerns should be brought firstly, to the class teacher’s attention as soon as possible. Should problems or misunderstandings arise, we will listen to and work with parents.

In addition to the annual parent teacher meetings and pupil reports, curriculum information sessions are held for each class early in the first term. There are also a number of workshops and meetings for parents throughout the year. Curriculum matters, policies, our complaints procedure and a range of other information are all made available through [www.stpatricksderrygonnelly.com](http://www.stpatricksderrygonnelly.com). Parents are also kept informed about what is happening in school through our newsletter.

We have good relationships and communication between the school and the education agencies and other relevant statutory and voluntary agencies that support pupils’ health and wellbeing, learning and achievement including:

Our Parish Priest, EA, CCMS, Educational Psychology, Autistic Spectrum Advice Service, Education Welfare, Charitable Associations, Dental Services, the School Nurse, Speech Therapy, Physiotherapy, Occupational Therapy, Social Services, PSNI, and the NSPCC.

The school is also involved in specific programmes that meet the needs of the community and nearby schools. These include Extended Schools, and transition arrangements between the sectors.

We would ask parents to support our pastoral care policy and procedures, which have been developed after consultation and on-going review with all members of our school community.

**Appendix 1: Related policies**

**\*Denotes a separate policy (or other document) which sets out the detail of this area.**

*The list should relate specifically to your school documentation and* ***may*** *include some of the following:*

Acceptable Use

Admissions criteria

Anti-bullying

Safeguarding and Child Protection

Code of Conduct (staff)

Code of Conduct for Safe use of ICT

Complaints Procedure for Parents

Critical Incident

Curriculum policies for RE, Physical Development and PATHS or Teaching and Learning Policy

Healthy Eating Policy

Health and Safety

Positive Behaviour and Dsicipline

SEN

Use of Reasonable Force and Safe Handling

**Appendix 2: Related Pastoral Roles and Responsibilities**

|  |  |
| --- | --- |
| **Name** | **Role/Responsible for** |
| Mrs Gallagher | Deputy Designated Teacher for Child Protection  Main Responsibility for Pastoral Care  Vice Principal |
| Mr Paul Fitzpatrick | Designated Teacher for Child Protection  Responsibility for Pastoral Care  Principal  Extended Schools Co-ordinator |
| Mrs Claire McAloon | SENCO |
| Miss Zara McNulty | E-Safety / ICT Co-ordinator |
| Miss Clare Maguire | PATHS Co-ordinator |

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Our promises to you

**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.**