

St. Patrick's Primary School



Pastoral Care (Well-Being) Policy

Ratified by the Board of Governors on Thursday, 6th March, 2014.

Reviewed Annually

‘We learn to love and love to learn.’

Rationale

St. Patrick's P.S., Eskra, is a Catholic School and our Pastoral Care (Well-Being) Policy reflects the values, attitudes and beliefs of the Catholic faith and emanates from the general aims of the school (as stated in the School Prospectus). We endeavour to create a caring community wherein the spiritual, personal, academic, social and physical potential of each child will be developed to the full. The pastoral dimension includes the whole school community of Governors, staff, pupils, parents and visitors and is reflected in the day-to-day organisational teaching and learning procedures, which take place. Therefore pupils and adults must co-operate with and value each other, thus creating a supportive atmosphere wherein self-esteem and confidence are promoted.

The quality of Pastoral Care influences the ethos and tone of the whole school. It creates an atmosphere in which children feel secure, know that they are valued and are encouraged in their learning, growth and social development within a healthy and safe environment.

It will inform and reassure parents that their children are being educated in a safe and caring atmosphere. Pastoral Care in St. Patrick's Primary School is based on the principles of good relationships and mutual respect.

At St. Patrick's Pastoral Care permeates all aspects of school life. It reflects the values, attitudes, beliefs and practices of our school community and involves all members of that community- child, parents and all other adults, who contribute to the well-being of each child.

The atmosphere of our school is based upon good relationships between staff, pupils and parents. As a staff we work as a team, respecting each others' roles and recognising individual talents and expertise. We are concerned with the individual needs and overall well-being of each child.

We recognise and value the important role which parents play in their child's education. Every effort is made to ensure that parents feel welcome, that they are made aware of the school's aims, objectives and policies and of their child's individual needs, progress and achievements. We expect our parents to co-operate with us to achieve these goals.

Definition

Pastoral Care is a set of systems, procedures and programmes which attempts to meet the totality of needs of the children in our care, allowing them to develop to their full potential, equipped with the necessary skills to cope in life. Pastoral Care addresses children's personal, social, emotional, spiritual, mental and physical needs and fosters positive relationships.

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Ethos

Our school motto is:

‘We learn to love and love to learn.’

It was created in February, 2013 by:
Annie O’Hare (Year 1), Maria-Rose O’Hare (Year 3), Eimear McCarroll (Year 3) and
Cora McCabe (Year 4).

Our Ethos Tree



Kindness Prayer Respect Generosity Honesty Commitment Love For Learning
Partnerships Forgiveness Self – Discipline Pupil Participation Worship
High Quality Teaching And Learning Pastoral Care Effective Communication

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Staff and Governors are committed to:

- ✚ Providing a safe, secure, stimulating learning environment.
- ✚ Ensuring that the needs and aspirations of pupils are at the heart of all decision-making.
- ✚ Providing high standards of teaching and learning.
- ✚ Self evaluation and the raising of standards.
- ✚ Enabling staff and pupils to express their views and ensuring that their views are taken into account.
- ✚ Developing self-esteem and self-confidence and to encouraging an appreciation of personal achievements and aspirations.
- ✚ Creating an inclusive environment where diversity among individuals is embraced, celebrated and responded to and equal opportunities are available to all.
- ✚ Fostering, in partnership with parents and pupils, a system of pastoral care which promotes respect for oneself, others and the environment and which develops important values such as self-discipline, honesty, kindness and forgiveness.
- ✚ Ensuring that each pupil leaves our school equipped, as far as he/she is personally capable, with the knowledge, skills, values and attitudes necessary for living in a changing environment.
- ✚ To promote the development of a positive attitude towards a healthy lifestyle.
- ✚ Establishing a creative and secure educational partnership between the school, the home, the parish and the wider community.
- ✚ Developing a love for learning and a motivation to ask questions and to make informed decisions and to prepare pupils to take a positive role in future learning, beyond St. Patrick's P.S.
- ✚ Ensure that each child has a respect for and a commitment to their faith. That they are able to pray and have developed a sense of a relationship with God and a sense of belonging to a faith community.

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Aims

The aims of our Pastoral Care Policy are:

- ✚ To create a safe and secure environment for all.
- ✚ To promote our Catholic ethos - our values and attitudes.
- ✚ To promote positive relationships between parents, staff and pupils.
- ✚ To develop an awareness of both rights and responsibilities.
- ✚ To promote the good health and emotional well-being of staff, pupils and parents.
- ✚ To provide a supportive learning environment where each child is enabled to achieve competence in all curricular areas within his/her own capabilities.
- ✚ To implement a system of pastoral care, which encourages self-respect, respect for others and personal and social development for pupils, teachers and others in the school community.
- ✚ To heighten self-esteem, confidence and independence.
- ✚ To help each child to acquire knowledge and understanding of the world in which we live through a broad and balanced curriculum.
- ✚ To provide pupils with the necessary skills to cope with possible threats to their personal safety.
- ✚ To encourage a sensitivity to the needs of others.
- ✚ To develop a love of learning.
- ✚ To promote meaningful consultation with all staff, pupils and parents.
- ✚ To promote pupil participation.
- ✚ To develop a partnership with parents to facilitate the child's overall development.
- ✚ To develop links with the local community.
- ✚ To ensure positive experiences for pupils attending our school for the first time.
- ✚ To advise upon and ease the transition from primary to secondary school so that appropriate placement is made which will ensure future academic and personal development.

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Other Relevant Policies

The school has a duty to ensure that Pastoral Care permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:

- Child Protection And Safeguarding
- Promoting Positive Behaviour
 - ✚ Positive Playgrounds
- Anti-Bullying
- Use of Reasonable Force And Safe Handling
- Special Educational Needs
- Gifted And Talented
- Health and Safety
 - ✚ Staff Health And Emotional Well-Being
 - ✚ Exceptional Closures
 - ✚ Administration Of Medication
 - ✚ Drugs
 - ✚ Educational Visits And Activities
 - ✚ Fire Evacuation
 - ✚ First Aid
 - ✚ No Smoking
 - ✚ Alcohol
 - ✚ Critical Incidents
 - ✚ Bereavement And Loss
 - ✚ Supervision
 - ✚ Attendance- Pupils
 - Staff
 - ✚ Healthy Break/Healthy Eating
 - ✚ Intimate Care
- E- Safety
 - ✚ Mobile Phones
 - ✚ Photographic Images Of Children
 - ✚ ICT
 - ✚ Internet Safety And Acceptable Use
- PD&MU
 - ✚ Relationships And Sex Education
 - ✚ R.E.
- Handling Complaints

These policies are available to parents and any parent wishing a copy should contact the School Principal (Mrs. McCallan) or our Secretary (Mrs. Carson)

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Key Messages:

- ✚ There is nothing so awful (or so small) that we cannot talk about it with someone.
- ✚ We all have the right to feel safe all of the time.
- ✚ Others have the right to feel safe with us.

The pastoral dimension of St. Patrick's P.S., Eskra permeates all aspects of school life and has both a general and specific focus.

The general focus relates to the ethos and general atmosphere of the school and assumes a caring commitment by all teachers to guide and advise pupils on matters regarding personal and academic development. Teachers must also be respectful and supportive of each other and ancillary staff. The wider school community, which includes parents, will be welcomed and provided with opportunities to become familiar with and involved in the work of the school. We recognise and value the importance of parents as partners in the educative process and actively foster this friendship.

The specific focus is centred upon the class teacher and the development of relationships between pupils and teachers within the framework of the classroom. The class teacher will aspire to have knowledge of the spiritual, academic, physical, social and emotional needs of the individual pupil. This will enable the teacher to motivate the pupils and respond to their needs and problems. In so doing, the pupils will be encouraged to develop self-discipline and to avail of all opportunities for academic progress which the school has to offer. In this way, the curriculum and pastoral dimension are inextricably linked.

Encouraging and Motivating Pupils at Whole School Level

Children will also be encouraged and motivated on a wider whole school level by:

- ✚ Acknowledging personal achievement at assembly- activities inside/outside school.
- ✚ Head Boy, Head Girl, Prefects.
- ✚ Principal's Award
- ✚ Annual Achievements Assembly
- ✚ Whole-School 'We Are All Achievers' Display
- ✚ Promoting Good Behaviour- 'Pupil of the Week' Award.
- ✚ Giving children praise for their efforts e.g. keeping school tidy, saving energy, Eco-projects, behaving on the bus, etc.

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- ✚ Acknowledging participation in extra-curricular activities and events.
- ✚ Celebrating the Sacraments- First Holy Communion, Confirmation.
- ✚ Participation in Sports Day.
- ✚ Acknowledging whole school involvement in Charity work.
- ✚ Inviting guest speakers to talk to the children e.g. NSPCC, Trocaire, Dietician, etc.
- ✚ Involving the children in Community Events e.g. Credit Union Quiz, Sporting Tournaments, Science & Technology Challenges, Art Competitions, Feis Tir Eoghain, the local library, etc.
- ✚ Hosting internal activities/competitions e.g. St. Patrick's Day celebrations, Halloween Fancy Dress, Sporting events.
- ✚ Re-enforcing the opportunity for children to talk to someone when they are worried or concerned. (E.g. Assemblies, displays)

Our Pastoral Care system commits the Board of Governors, Principal and Vice-Principal to:

- ✚ Create a caring environment appropriate to the learning needs of individual pupils.
- ✚ Have a clear concept of the ethos of the school.
- ✚ Help pupils to achieve personal goals.
- ✚ Provide professional development opportunities for staff.
- ✚ Designate responsibility to individual teachers for Pastoral Care, PD&MU, Child Protection, Religious Education and Community Relations, Equality and Diversity (CRED).
- ✚ Provide supervision in the playground during break time and school leaving time in accordance with the rota.
- ✚ Reinforce positive behaviour and attitudes.

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The Role Of The Co-ordinator

The co-ordinator for Pastoral Care is the Principal, Mrs. Keira McCallan. She promotes a network of caring relationships at every level of school life. When necessary, Mrs. McCallan advises staff on curriculum content and relevant issues relating to Pastoral Care. She works in close collaboration with the School Chaplain, the Vice-Principal (Mr. Colton) and staff to ensure that Pastoral Care is regarded as a shared responsibility. Mrs McCallan also initiates regular evaluation of the Pastoral Care (Well-Being) Policy.

The Role of the School Chaplain

The school Chaplain supports the Primary School providing friendship to the children and the staff. Fr. Terence Connolly meets the staff and the children very regularly, visiting classes, attending assembly, during mass, preparing for the sacraments and arranged visits to the church. Fr. Connolly also takes time to speak to the children on a more informal basis during break-time or lunch time. When the children know that the Chaplain is genuinely interested in them the entire school community is enriched.

The Chaplain has a key role in supporting the Pastoral Care system in the school, particularly at a time of bereavement, illness or some other crisis. The pupils and staff know that the Chaplain is there to support them

Encouraging and Motivating Pupils at Class Level

Each class teacher is responsible for knowing the children they teach and for delivering the Northern Ireland Curriculum. Teachers will provide a listening ear and provide reassurance.

It is the classroom teacher who will create a climate in which the children feel safe and secure and the teacher will encourage pupil motivation and commitment.

The personal and social development of pupils will grow from the close relationship between the teacher and the pupils e.g. recognising personal achievement.

Through daily classroom practice the self- esteem of children will be developed, positive attitudes will be promoted and teacher will raise pupils' social awareness, e.g. Circle time, Class Assembly, Stickers, Stamps. There will be an opportunity to explore these attitudes and those of others.

The class teacher will endeavour to provide time for children to reflect on what they have learned and provide opportunities for children to evaluate their own learning so that children will appreciate their own development and adopt a positive attitude to learning.

Together the teacher and the children will discuss and develop class rules at the start of each academic year and these together with the school rules will be reinforced throughout the year.

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The most important aspect of the Pastoral Dimension is the quality of interaction between pupil and teacher.

The Role of the Teacher

- ✚ Having a clear understanding of the vision of the school in respect of its children, its community and its point of development.
- ✚ Contributing to the development of policies which establish principals for action throughout the school.
- ✚ Promoting a caring environment where children's learning is developed within the context of their individual needs and abilities.
- ✚ Availing of opportunities for professional development.
- ✚ Establishing appropriate structures of time and support for those in need.
- ✚ Being aware of the children's individual "backgrounds and experiences and individual "needs and aspirations".
- ✚ Fostering relationships where children feel happy and secure and find staff approachable at all times.

The Role of the Classroom Assistant, Student Teacher or Volunteer

- ✚ Understanding and having a commitment to the general ethos of the school.
- ✚ Being a partner with the teacher in providing a caring approach.
- ✚ Helping the children to achieve their personal goals.
- ✚ Developing a team approach where each member has a particular role to play.
- ✚ Being aware of the children's individual "backgrounds and experiences and individual "needs and aspirations".

Ancillary staff will also be involved in the creation of a caring and cheerful environment wherein personal and social development may take place. Supervisory Assistants will liaise with the teaching staff to ensure that orderly and enjoyable breaks are experienced by all.

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Partnership with Parents

The school as a community should be seen as an extended family where everyone works for the common good. Parents will always be made welcome and encouraged to feel that their role is important and appreciated. Parents, teachers and staff will share duties as part of a mutual team. This partnership with good communication and cooperation will be necessary for the all round development of each child.

The following is a list of ways in which communication with parents will take place in St. Patrick's Primary School:

- School Prospectus
- School Policies
- Weekly Note
- Dates For Your Diary
- What's On Display in Foyer
- Parents' Noticeboard
- Home School Messages Book
- Text Messaging Service
- Newsletters/Learning support Sheets
- Pupil Records
- Induction Days
- Information Evenings
- Workshops For Parents
- Parent Interviews
- Curriculum Booklets/Flyers
- End of Year Reports
- Letters home
- School Website

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- Verbal Communication (Telephone Calls/ Messages/Notes from Teacher)
- Verbal Communication (Initiated by Parents)
- Parent Teacher Association
- Contact through Education Welfare Officer (EWO), School Nurse, Educational Psychologist.
- Prize-Giving, Special Assemblies, Sports Day
- School Mass, Celebrating the Sacraments

Parental Involvement

Our Pastoral Care system recognises and values the important role that parents play in their child's education - therefore we try to ensure that they become active participators in the child's education process. To facilitate this, we make parents aware of our aims and policies and welcome a two-way communication system, which ultimately benefits the child.

We do this through:

- Curriculum meetings.
- One to one interviews to discuss a pupil's progress.
- Pre-sacramental meeting (Year 4, Year 5 and Year 7)
- Induction meeting for Year 1 pupils.
- Transfer interviews for Year 7 pupils to advise on appropriate placement.
- Annual parents meeting.

Staff Development and Training

In order that staff may carry out their pastoral duties effectively, they need to feel valued. It is necessary to provide help, support and training as required. An Analysis of Training Needs is carried out each year in line with our Staff Development Policy. Training will be provided through:

-  School Based Courses

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- ✚ External Courses organised by Western Education and Library Board
- ✚ Other Outside Agencies, where necessary, e.g. Chaplin, Nurse, EWO, Psychologist, etc.

As the need arises training will be provided

Monitoring, Recording and Evaluating

Class teachers will monitor the progress of each child in their care, both academically and pastorally. Any concerns will be reported to the designated teacher for Child Protection/Principal (Mrs. Keira McCallan) or in her absence the Deputy Designated Teacher for Child Protection/Vice-Principal (Mr. Stephen Colton). Within the End of Year report there will be reference to academic achievement and the teacher will also comment on the child's personal progress.

Resources

Most issues will be addressed within the classroom environment. However on occasion when time is required to follow up an issue time will be given to the staff member to carry this through, e.g. Interview, meeting, consultation etc.

Materials on Circle time, Anti-Bullying, Promoting Positive Behaviour etc are available to staff and can be requested from the Designated Teacher at any time.

Liaising With External Links

If a teacher is concerned about a child either physically, emotionally, intellectually or socially, the teacher will communicate this to the Designated Teacher for Child Protection/Principal in the school- Mrs. Keira McCallan or in her absence the Deputy Designated Teacher –Mr Stephen Colton. Help may be sought from a range of support agencies. These may include:

- ✚ Department of Education for Northern Ireland
- ✚ Council for Catholic Maintained Schools (CCMS)
- ✚ Western Education and Library Board (WELB)
- ✚ Officer for Child Protection
- ✚ Curriculum Advisory Support Services
- ✚ Educational Psychologists
- ✚ Education Welfare Officer

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- ✚ Peripatetic Teachers/Outreach Teachers
- ✚ Road Safety Coordinator
- ✚ Behaviour Support Team
- ✚ WEST
- ✚ DHSS
- ✚ School Doctor/Nurse
- ✚ Social Worker
- ✚ Speech and Language Therapists
- ✚ Occupational Therapists
- ✚ Physiotherapists
- ✚ CALMS
- ✚ PSNI
- ✚ NSPCC
- ✚ Childline
- ✚ Fire and Rescue Service
- ✚ Board of Governors
- ✚ School Chaplin, Priests, St. Vincent de Paul
- ✚ Local Playgroups, Nurseries, Post Primary Schools
- ✚ Eskra Community Centre
- ✚ Cross Community Links

Procedures for Implementing the Pastoral Care (Well-Being) Policy

- Rotas exist for supervision at break time, lunch time and school leaving time.

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- Supervisory and classroom assistants are briefed concerning the care of the pupils.
- First aid procedures are in place. All injuries are attended to by the supervisors or teachers dependant on the location and seriousness of the injury. All head injuries are reported to parents immediately or as soon as possible.
- Accident report forms are filled in for accidents.
- Parents are asked to inform teachers regarding any pupil's health or emotional problems on data capture sheets at the beginning of each school year or if problems arise during the year by contacting the Principal.
- School assemblies are held for all pupils.
- Pupils are encouraged to eat healthily.
- Pupils with special educational needs are catered for academically, socially and physically.
- Pupil safety is paramount at all times and influences the planning and organisational procedures of every aspect of school life.

Monitoring and Review of Policy

The Board of Governors reviews this policy annually. The school staff regularly review the policy with regard to its implementation. The Principal ensures that the policy is implemented on a day to day basis and that all staff are aware of the details of the policy as it applies to them.

This policy was adopted by the BoG on Thursday, 6 March, 2014.

It was reviewed on: Tuesday, 2nd December, 2014.

Thursday, 10th December, 2015.

Thursday, 15th December, 2016.

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