

# Stewartstown Primary School



## Pastoral Care Policy

February 2022

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## PASTORAL CARE

### **1. DEFINITION AND AIMS**

We define Pastoral Care as the created ethos through which our pupils develop and learn to their optimum potential. We provide the opportunity for **every** pupil to develop into responsible, self-aware, confident, and capable young people equipped to cope with the challenges of the 21<sup>st</sup> century.

The pastoral dimension of the school involves all pupils and all adults involved with the life of the school and should contribute to the creation of a supportive atmosphere in the school for all concerned.

The academic aspects of each child's development will be dealt with in each subject policy statement. The Pastoral Care dimension deals with the physical and emotional comforts of each individual child. The caring role of the teachers in the school will be evident in all aspects of the child's school life.

Our school accepts that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum.

### **2. WHAT THIS MEANS FOR PUPILS**

For pupils this means encouraging them:

- to help them gain maximum benefit from their time in the school;
- to develop independence of mind and to take responsibility for their own actions;
- to develop self-discipline and self-respect;
- to develop an understanding of themselves as individuals recognising their strengths and limitations, their personal qualities, their attitudes and values;
- to develop a respect for the opinions of others;
- to develop an understanding of the world in which we live.
- to foster relationships where children feel happy and secure and can come to the class teacher for any reason.

### **WHAT THIS MEANS FOR TEACHERS**

For teachers this means:

- establishing a clear vision of the school with its pupils, its community and its point of development
- developing whole school policies which establish principles for action throughout the school;

promoting a caring environment where pupils' learning is developed within the context of their individual needs and abilities;

providing them with opportunities for their own 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".

consistent standards

the uptake of opportunities for professional development

### **WHAT THIS MEANS FOR OTHER ADULTS IN THE SCHOOL**

For other adults associated with the school this means:

understanding, and having an empathy with, the general ethos of the school;

being partners with the teachers in providing a caring approach;

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".

The pastoral dimension has a general and specialised focus.

### **3. GENERAL FOCUS**

Since the pastoral dimension permeates all activities, the general focus requires a caring commitment by all teachers and adults to every aspect of school life. The implication of this is that the pastoral dimension should therefore be evident in:

the school ethos

the hidden curriculum

extra-curricular activities

individual subjects

discipline procedures

reward procedures

#### **The school as a community**

The school as a community should be seen as an extended family where everyone works for the common good.

Examples include:

- a) Parents will be made welcome in the school and encouraged to feel that their role is important and appreciated.
- b) Parents will be encouraged to enlist their support in a variety of ways.
- c) Teachers will share duties as part of a mutually supportive team.
- d) Parents will be given a chance to support school through Friends of Stewartstown meetings
- e) Parents will be consulted and informed of relevant school policies e.g. anti bullying policy

#### **The school is also part of a wider community**

Examples include:

- a) The assistance of outside agencies will be sought to extend pupils' experiences e.g. the visit of the policeman, the visit of a local farmer to speak on harvesting as part of a world around us project.
- b) Links will be established with neighbouring and cross community schools through shared education and other activities.

c) There will be links with statutory agencies involved in the health and welfare of children.

### **The school in the Community**

Examples include:

- a) The school will have close associations with local bodies e.g. the churches and other community organisations.
- b) The school will involve the community through aspects of the hidden curriculum e.g. anti-vandalism, litter and environment projects.
- c) The school will offer the community many opportunities to come into the school and appreciate ongoing work/fundraising activities within the school setting.

### **Ethos of the school**

The pastoral dimension influences the attitudes to learning.

Examples include:

- a) There is a programme for displaying the work of all children.
- b) Pupils have the opportunity to participate in Golden Time or reward chart races.
- c) Supervisory assistants are included in discussions promoting a positive behavioural programme.

### **Attitudes to Learning**

The pastoral dimension influences the attitudes to learning.

Examples include:

- a) Teachers will provide a range of learning styles in an encouraging framework to promote opportunity for active research and self expression.
- b) The school will encourage a positive and happy atmosphere for learning.
- c) Every child will be treated as an individual.
- d) Children with special needs will be integrated with other children whilst ensuring their needs are met.
- e) Each child will be stretched to achieve his/her maximum potential.
- f) A positive approach will underpin the delivery of the curriculum

## **Caring Attitude**

The pastoral dimension necessitates a caring approach to all activities.

Examples include:

- a) A positive and fair approach to discipline, where praise and reward are fundamental will be adopted.
- b) Appropriate strategies will be adopted where there are particular home circumstances.
- c) Parents will be encouraged to support the school in the common aim of ensuring the whole development of the pupils.
- d) The school will operate a buddy system whereby the P5-7 pupils will be partnered with a P1-4 pupil.

## **SPECIALISED FOCUS**

The class teacher should have a detailed knowledge of the needs, aspirations, interests and academic progress of each pupil in the class. With this knowledge, allied to the teacher's skills, the work of the school, parents and other adults is integrated to support the learning and development of each pupil. The following are specific examples.

### **4. Development of Inter-Personal Relationships**

The development of good inter-personal relationships is vital to ensure mutual respect, positive attitudes and happiness and security for both pupils and staff. Staff will work towards creating opportunities where mutual respect can grow, creating a caring, empathetic and secure environment where our young people can develop good relationships based on those they experience.

### **5. Areas of Experience & Curriculum**

The pastoral dimension means that children are offered a wide variety of experience.

The curriculum will reflect the Pastoral Care Policy in the following areas:

- PDMU
- Circle time
- Road safety
- Religious Education
- Promoting Thinking Skills and Personal Capabilities

### **6. Discipline Procedures**

A positive behaviour programme to enhance self-esteem will be adopted where self-discipline is encouraged.

### **7. Extra Curricular Activities**

We will encourage positive attitudes throughout our extra curricular programme.

Examples include:

- a) Positive attitudes will be actively promoted in games and activities.
- b) On day visits pupils will be encouraged to respect people and property.
- c) Pupils on a residential visit will learn to share in responsibilities undertaken.

## **8. Personal and Social Development**

We will encourage the development in pupils of a wide range of personal interests and in the ability to take responsibility.

Examples include:

- a) The school will establish a range of clubs and societies.
- b) The school will develop a road safety programme with children being elected as designated road safety officers.
- c) The school will establish a pupil council, allowing all children to have a voice.
- d) The school will promote individual talents in music, art and physical education.
- e) The school will encourage pupils to develop a wide range of personal interests.

## **9. Health Education**

Implicit in the pastoral dimension is a programme throughout the school for Health and Education; this includes the work of the designated teacher on Child Abuse.

## **10. Training and Support**

In order to support staff, opportunities will be provided for the staff to undergo training appropriate to this school.

## **11. Related School Policies**

Pastoral care is an umbrella term which takes into consideration many aspects of school life. This policy should be read and used in conjunction with the following policies:

- Child Protection Policy
- PDMU Policy
- Anti Bullying Policy
- Misuse of Drugs / Substances Policy
- Behaviour Management Policy
- Positive Behaviour Policy
- First Aid Policy
- Storage & Administration of Medication Policy
- Health & Safety

- Staff Code of Conduct
- Loss & Bereavement
- Acceptable Use of Internet
- RSE

### **Evaluation and Monitoring**

This school recognizes and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we follow the procedures for self evaluation as outlined in the DE document 'Together Towards Improvement'

On going monitoring and evaluation will form an integral part of the school's policy. All aspects of the policy will be evaluated on an on-going basis with the views of parents, pupils and staff being sought.