



MALLUSK INTEGRATED PRIMARY SCHOOL

Pastoral Care Policy

(Please also refer to the Child Protection Policy and the Code of Conduct)

Rationale:

At Mallusk Integrated Primary School it is hoped that the school's ethos will contribute to the full development of its pupils by:

- Creating a strong sense of loyalty from the staff towards the school and its goals, the promotion of a good relationship among the staff where everyone feels valued and all can work together in a constructive manner
- The promotion of good relationships between pupils and teachers both in and out of the classroom
- The promotion of a strong sense of belonging among pupils to a school community where visitors are welcomed and opportunities are created for pupils to have an interest in and involvement with the well-being of the wider community
- Arranging for Pastoral Care to be integrated into day to day teaching and learning, thus encouraging children to:
 - take a pride in their work
 - recognise the importance of high standards of presentation and behaviour
 - be courteous and well mannered
 - attend regularly
- Promoting confidence and self esteem among the pupils through a range of curricular and extra curricular activities
- Encouraging pupils to value one another and to express their own views while appreciating and respecting the views of others
- Encouraging children to fulfil their potential
- The involvement of parents in the work of their children
- Developing the school's esteem within the local community
- The creation of attractive and stimulating premises and grounds.

Aims:

- To help the individual child to enrich his/her own life
- To help prepare the pupils for the next stage of their education
- To help the individual develop his/her own lifestyle and to respect that of others
- To maintain an orderly atmosphere in which all of this is possible.

Organisation and Responsibilities:

All teachers will be involved in Pastoral Care but the following will have specific roles:

Mrs Kinsella & Miss McCusker: Child Protection
The Child Protection Policy will be seen as complementary to the Pastoral Care Policy.

Class Teachers:

Each class teacher is responsible for knowing the children they teach and for delivering to them those aspects of the educational themes as stated in the Revised Curriculum. (Currently in the process of implementation.)

Personal and social development for pupils will be promoted effectively by a close relationship with the class teacher. Through the planned use of everyday occurrences the teacher will aim to raise pupils' social awareness, promote positive attitudes and build their self-esteem.

Class teachers may wish to call upon the expertise of colleagues, the Educational Welfare Officer and other external support agencies where appropriate.

It is important for each teacher to create a situation within her classroom where children can feel secure. The children must be made fully aware of the expectations of their own class teacher and of the school as a whole.

It is a good idea for each teacher to establish a set of classroom rules, as well as reinforcing the school rules. Children should be aware that if they overstep these rules then certain actions will be used to deal with them.

The following set of rules may be used by class teachers to help create a happy, secure working environment where children will develop academically, socially, physically and emotionally:

- Look for and point out positive qualities in one another
- No put downs
- Volunteer yourself only, not others
- One person speaking at a time
- Good time keeping

A Positive Behaviour Policy exists to assist with overall discipline within Mallusk Integrated Primary School.

Circle Time will also be used in class as a means of establishing trust and building up the self-esteem of pupils, as well as being a useful tool for dealing with Pastoral Care issues.

Liaising with Colleagues:

Opportunities are taken by staff to discuss certain situations with colleagues at staff meetings, on training days, during directed time, during lunch breaks, etc. This discussion may address academic, emotional, social or physical aspects that other members of the staff need to be aware of.

Those children who suffer from a condition that would require immediate medical attention have a small photograph and the relevant course of action displayed in the staffroom so that lunchtime supervisors and other members of staff are made aware.

Emergency contact numbers for all the children can be obtained from a file in the Secretary's Office, allowing quick contact of parents or other responsible person should the need arise.

Liaising with Parents:

Communication with and co-operation of parents is necessary for the successful education of children socially, emotionally, physically and intellectually.

The following is a list of ways in which communication with parents can take place and we endeavour to use as many as possible:

- Letters home
- Parent interviews during the year
- Open Day
- Verbal contact (messages/phone calls)
- Verbal contact initiated by parents
- Contact through EWO, school nurse, educational psychologist, MASTS team
- Parents as helpers on School Trips, Summer Fair, Concerts, etc.
- Parent workshops and information sessions

An interview will be arranged at a suitable time should either the parent or the teacher feel it to be necessary.

Liaising with External Agencies:

If a teacher is concerned about a child either physically, emotionally, intellectually or socially, consultation will take place between the Principal and the teacher. The Principal is also the Designated Teacher for Child Protection, and there is also a Deputy Designated Teacher for Child Protection.

Help will then be sought from a range of agencies:

- Support teachers/Field Officers
- Educational Psychologist
- Educational Welfare Officer
- Social Worker
- Local Police
- School Nurse
- School Doctor
- DHSS
- MASTS team
- EANI Child Protection Officer.

Other agencies may be contacted if required.

Methodology:

Since pupils learn in different ways it is important to provide for a range of learning styles. The teacher will employ a range of teaching strategies in response to pupils' needs.

It is important that the teacher provides for the systematic and purposeful development of the whole person with emphasis on the active involvement of pupils in the learning process.

Teachers will endeavour to:

- Provide reassurance, build confidence and provide a listening ear
- Encourage pupil motivation and commitment
- Allow each child's existing knowledge to be of use and to be recognised
- Promote a sense of achievement
- Give pupils sufficient opportunity to explore their own attitudes and values and those of others
- Develop skills
- Supply information and allow information to be assimilated
- Provide time so that children may reflect on what they have learned
- Provide opportunities for the continuing evaluation of what is learned so that individual pupils may appreciate their own development and adopt a positive attitude to their learning

Each class timetables Circle Time activities on a weekly basis to cover issues such as friendship, bullying and self esteem in a non-threatening environment.

Encouraging and Motivating Pupils:

Encouragement and motivation of pupils will take place at class level and also on a wider, whole school level. Personal achievement is acknowledged and encouraged within the classroom by the teachers. School assemblies will provide the opportunity to encourage and motivate on a wider scale.

Good behaviour in school and playground is encouraged by awarding prizes and trophies on a weekly basis in assembly. Each week one pupil from each class is awarded a "Pupil of the Week trophy" and their photograph is displayed in the school Entrance Hall.

Sporting achievements are encouraged and emphasis is placed on participation when announced in assembly. Sports' Day is another occasion when pupils are encouraged to do their best and all pupils are awarded with a small token for their achievement in taking part.

Monitoring, Recording and Evaluation:

Class teachers will monitor the progress (academically and pastorally) of children in their class. An end of year report is sent home to parents where the teacher may comment on the child's social as well as academic progress.

Staff Development and Training

In order that teachers may effectively carry out their pastoral responsibilities, they themselves must feel that they are valued and that help, support and training are available to them.

Training may be required in interpersonal skills and teaching methods that engage pupils actively in their learning. The training will be provided through:

- School based courses
- Courses organised by the Education Authority
- Other outside agencies, if it is felt necessary, e.g. minister, nurse, EWO., educational psychologist, etc.

As needs within the school are identified they will be addressed in the appropriate manner.

Resources:

Although most situations will be addressed within the classroom, time will be made available for visits, interviews, consultations, etc. if at all possible when a class teacher needs to follow up a particular case.

We have a selection of books available on circle time, bullying, self-esteem, etc.

Copies of this policy are available to all staff and members of the Board of Governors.

Reviewed: September 2016

