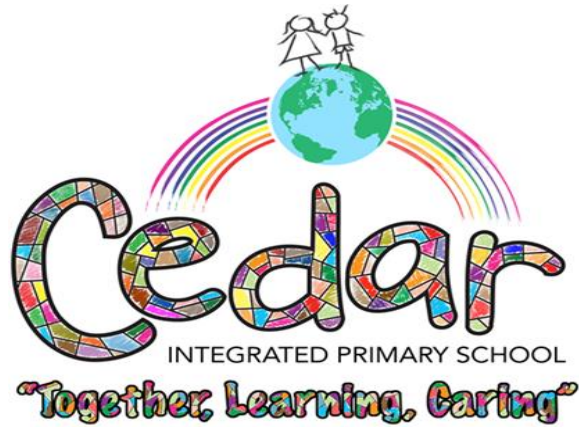


Cedar Integrated Primary School and Nursery Unit



Pastoral Care Policy



Mission Statement

Our children will be

- C** Confident individuals
- E** Effective contributors
- D** Diverse learners
- A** Aspirational thinkers
- R** Respectful citizens

We value our strong links with

- I** Individuals
- P** Parents
- S** Society

Cedar Integrated Primary School and Nursery Unit - Policy for Pastoral Care

Definition

"Pastoral Care is concerned with promoting pupils' personal and social development and fostering positive attitudes; through the quality of teaching and learning; through the nature of relationships, amongst pupils, teachers and other adults in school; through monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and support systems; and through extra-curricular activities and the school ethos. Pastoral care, accordingly should help a school achieve success" (DES1989)

1. Rationale for a Pastoral Care Policy

In Cedar Integrated Primary School and Nursery Unit pastoral care is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos is based upon the values and aims inherent in our Mission Statement and Aims.

Central to the educational philosophy of Cedar Integrated Primary School and Nursery Unit is the belief that each pupil should become a successful learner, in a stimulating and caring atmosphere. As well as high pupil achievement, emphasis is also laid on the development of character, on high standards of personal conduct, on consideration for others and on the acquisition of skills needed to lead an active and varied life.

In looking to the education of the whole child, so that each of their needs may be met and their full potential developed, we seek to encourage the involvement of parents in their children's educational journey.

We subscribe to the Nolan Principles on which public life and integrated education have been modelled and the NICIE core principles of integrated education;

- EQUALITY
- FAITH AND VALUES
- PARENTAL INVOLVEMENT
- SOCIAL RESPONSIBILITY

Our integrated school and nursery unit provide a learning environment where children and young people from Catholic and Protestant backgrounds, as well as those of other faiths and none, can learn with, from and about each other. The promotion of equality and good relations extends to everyone in the school and to their families, regardless of their religious, cultural or social background.

Integrated education is value driven and child centred. It is delivered through a holistic approach with an emphasis on developing every aspect of a child's potential.

The Pastoral Care Policy supports the school and nursery in promoting a caring and supportive environment in which pupils and staff can work in an atmosphere of mutual respect.

The Pastoral Care Policy aims:

- To ensure that each pupil feels they are a special unique and above all, a valued member of the school community.
- To create a secure and caring environment for all members of the school community.
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development.
- To promote positive and supportive relationships throughout the school, so that effective teaching and learning can take place.
- To offer guidance and support to every pupil.
- To facilitate the support that outside agencies provide.
- To assist individuals to develop their lifestyles, appreciate life and respect the world in which they live.
- To encourage a sense of personal accountability for their own learning and actions.

Objectives

The pastoral dimension of the school includes all pupils and all adults involved in the life of the school.

Pupils

For **pupils** this means encouraging them:

- To set and achieve personal, social, moral, physical and academic goals through a planned and developmental programme.
- To help them gain maximum benefit from their time in 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, recognizing their strengths and limitations, their personal qualities, their attitudes and values.
- To develop a respect for the opinions and rights of others and demonstrate this respect in their words and actions.
- To develop an understanding of the world in which we live.
- To foster relationships where they feel happy and secure.

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.
- Seeking, where appropriate, the co-operation of outside agencies.
- Establishing appropriate structures of time and support for those in need.
- Fostering relationships where children feel happy and secure and can come to the class teacher for any reason.

Pastoral responsibilities will be carried out more effectively when appropriate and continuing staff development is provided for teachers to feel that they are valued and that help, support and training are available to them. In particular, they need to have:

- Opportunities for training and professional development.
- Appropriate leadership, coordination and motivation.
- Clear job descriptions, sensitive appraisal and feedback.
- Appropriate resources and facilities.
- Opportunities to feel valued as members of the team.

Other Adults in School/Nursery

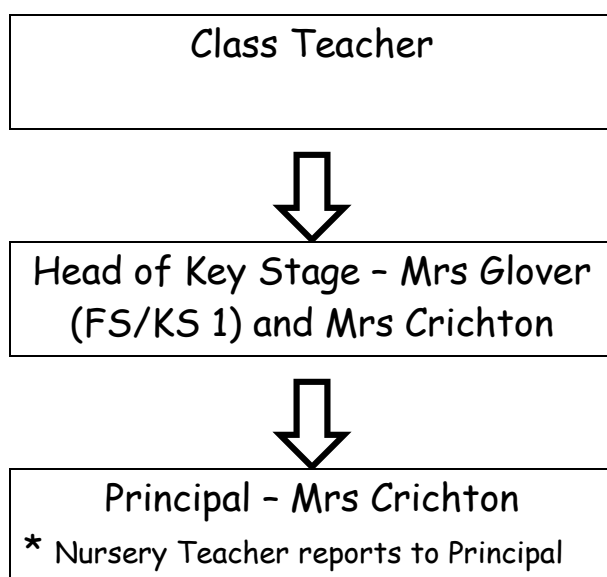
For **other adults** associated with the school/nursery this means:

- Having an understanding of and empathy with, the general ethos and aims of, the school.
- Being partners with the teachers in providing a caring approach.
- Helping the pupils achieve their personal goals.
- Developing a team approach where each member has a particular role to play.

2. Organisational Structure

All members of staff have responsibility for the welfare of pupils. In addition, a formal pastoral structure exists to care for pupils in particular ways.

To ensure a structured approach to the care of all pupils, we have developed the following basic structure:



In the event of additional support being required, the Head of Key Stage and Principal will be available to work with teachers in supporting individual children. The Principal and Heads of Key Stage work closely together to form a Pastoral Care team. Other members of staff are also involved in this team approach when required (e.g. Special Educational Needs Co-ordinator, Designated Teacher for Child Protection, class teacher, classroom assistant) as responsibility is shared.

All children, staff and parents are aware of this Pastoral Care structure. Information is shared through a number of different media such as Cedar News, Welcome Meetings, Inductions Meetings, availability of policies (in school and on website), pupil posters, assemblies.

Class teachers

Class teachers are best placed to have a detailed knowledge and understanding of the children in their care and to be supportive of their pastoral needs. The role of the class teacher will include working to:

- Ensure that learning is carried out in a safe and happy atmosphere in the classroom where each child is treated as an individual.

- Employ a range of teaching strategies in response to pupils' needs.
- Give pupils a sense of responsibility for their learning.
- Integrate pupils with special needs as far as possible.
- Provide reassurance and build confidence.
- Encourage pupil motivation and commitment.
- Promote a sense of achievement through praise, recognition and display of work.
- Ensure that their knowledge of particular home circumstances, where possible, influences their attitudes, expectations and actions and be responsible for passing this on to the next teacher as far as possible.
- Liaise with parents, colleagues and outside agencies as appropriate.

Pastoral Care Co-ordinator

Mrs Crichton is responsible for coordinating the system of pastoral care throughout the school. Members of the safeguarding team will support class teachers in their efforts to achieve the aims of the pastoral care policy.

Lunchtime supervisors

Lunchtime supervisors should display a positive, caring attitude to the children. They should:

- Ensure that children spend lunchtime in a happy atmosphere in which each child is treated as important and an individual.
- Ensure that every reasonable effort is made to ensure the safety of the children at all times.
- Keep children under close observation, being vigilant for physical or emotional intimidation and children who appear unhappy and /or isolated
- Carry out the discipline policy consistently and fairly with the emphasis placed on the reinforcement of positive behaviour.
- Encourage children to become increasingly responsible for their own behaviour e.g. become increasingly independent in dealing with minor problems, sometimes giving advice rather than directly taking control.
- Liaise with class teacher, designated teacher, Key stage coordinators, and principal where appropriate.

Links with other agencies

The school works in partnership with various outside agencies including the Education Welfare Service and Health and Social Services (see policy on child protection/safeguarding). Teachers and other staff who have any concerns about a child's welfare in the primary school should refer their concerns to Mrs Linda Magee (Designated Teacher) or Mrs Hilary

Crichton (Deputy Designated Teacher). Those with a concern about a child in the Nursery Unit should speak to Mrs Linda Magee (Designated Teacher) or Mrs Suzanne Marner (Deputy Designated Teacher).

Outside agencies include but are not exclusively:

- Social services
- Health services
- Education Welfare
- Family Support
- Action for children
- ASD advisory

When children commence their education at Cedar IPS and Nursery Unit, Parents/Carers are required to complete a personal information sheet giving details of medical history. From this data, children with specific needs of a medical nature (e.g. asthma, epilepsy, diabetes, hearing, speech problems) are identified. In addition, new Primary 1 families complete a communication sheet highlighting any concerns they may want to share with the classroom teacher.

The SENCO will liaise with teachers and educational psychologist as the need arises.

3. Supporting Policies

Whilst all policies and procedures within the school support the pastoral care of pupils and staff, some address it in very specific areas.

Cross-referencing is essential in delivering the Pastoral Care Policy.

These policies include:

- Positive Behaviour
- Anti-Bullying
- Child Protection/Safeguarding
- Health and Safety
- Drugs Education
- Relationships and Sexuality in Education (Draft at present)
- Acceptable Use of the Internet
- Special Educational Needs and Inclusion Policy
- Intimate Care
- Changing and Toileting
- Personal Development and Mutual Understanding
- World Around Us
- SOS/Healthy Eating
- Physical Education

- Religious Education
- Educational Trips
- International Dimension
- Administration of Medicines

4. Pastoral Care Procedures and Structures

The School as a Community

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

- Parents will be made welcome in the school and encouraged to feel that their role is important and appreciated: Open Days, Welcome Meetings, Sports Day, Christmas Celebrations, assistance with class activities and clubs, supporting learning through Parental Volunteer Reading and Numeracy programmes. New Primary 1 parents attend an open day in June prior to the start of the school year. They also attend in September for curriculum advice.
- Parents will be encouraged to show their support in a variety of ways: e.g. Fund Raising, attendance at Christmas Celebrations, Parents' Council events.
- Teachers will share duties as part of a mutually supportive team.

The school is also part of a wider community

- The assistance of outside agencies will be sought to extend pupils' experiences: e.g. Young Enterprise programme.
- Links have been established with neighbouring schools e.g. Taster Days at Lagan College, Blackwater and Shimna Integrated Colleges.
- There will be links with statutory agencies involved in the health and welfare of children e.g. ASCET staff, Speech and Language therapists.

The School in the Community

- The school has close associations with local bodies e.g. the churches, community organisations (Crossgar Area Community Association, Crossgar Youth Club)
- The school is involved in the community through aspects of the hidden curriculum e.g. promotion of Crossgar Youth League, tree planting at Kilmore Playing Fields.

Activities

Some specific activities which show how the pastoral dimension permeates all aspects of school life include:

- Parents/carers complete an information form detailing emergency contact numbers and the health requirements that pupils may have.
- We have three qualified "First Aiders" on our staff.
- Fire drills and emergency evacuation procedures are carried out each term.
- We have a Safeguarding/Child Protection team in addition to the school's Pastoral Care structure.
- All members of staff who work with pupils are police checked through Access NI and are instructed to abide by a code of conduct.
- Pupil ICT Agreement.
- Weekly School Assemblies.
- Presentation of weekly Star Awards.
- Class Cup.
- Citizenship Awards - Primary 1 to Primary 4 and Primary 5 to Primary 7.
- Primary 7 Awards - Endeavour Award, Sports Award, ICT Award.
- Playground Buddy System.
- Peer Mediation.
- Dinner Monitors.
- School Council.
- ICT Technicians.
- Primary 7 Mini-Enterprise Project.
- Educational Visits.
- P7 Residential.
- Shared School Rules.
- Positive Marking.
- Shared school celebrations e.g. Harvest Service, Christmas events, First Confession, Holy Communion and Confirmation.
- Wide range of extra-curricular clubs e.g. Football, Hurley/Camogie, Rugby, Tennis, Cross Country, Athletics, ECO, Art, Drama, Netball, Technology.
- Newsletters - Cedar News.
- Welcome Meetings.
- Use of Key Stage 2 Diary to communicate with parents and inform them on aspects of learning in Key Stage 2.
- Parent Teacher Meetings.
- Formulation of Individual Educational Plans.
- Open Door Policy.
- Open Mornings.
- Charitable Donations e.g. Children's Hospice NI, Oxfam.
- Taught curriculum e.g. PDMU, RE, World Around Us, Take Ten, Growth Mindset.
- Promoting global dimensions.

- Whole school audits/surveys.
- PASS and pupil/staff/parent questionnaires.

5. Staff Development and Training

Aspects of pastoral care remain a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this.

Training has included:

- Assertive Discipline.
- Child Protection.
- Anti-Bullying Procedures and Strategies.
- Take Ten.
- Growth Mindset.
- R Time/forgiveness.

Personal, Social and Health Education

Our PDMU programme helps equip pupils with a variety of social skills which:
 Encourage self-awareness and enhances self esteem
 Encourage respect and tolerance for others
 Encourage self-protection.

This is enhanced by other areas of curriculum using:

- Take Ten
- Growth Mindset
- R Time

6. Monitoring and Review

This policy should facilitate good relationships and a happy caring atmosphere. The school will carry out, at regular intervals, an evaluation of the pastoral care system to enable us to further improve the quality of provision for the benefit of all pupils and staff.

Review June 2019