

 Pastoral Care Policy

Pastoral Care

**1. Introduction**

*Portaferry Integrated Primary School is an all ability co-educational primary school, which strives to provide primary education of the highest quality for all children, in an integrated and caring environment.”*

Central to the creation of this environment Portaferry Integrated Primary aims:

 To provide a broad and balanced curriculum appropriate to the individual needs of each child enabling him or her to take advantage of every learning opportunity and reach his/her full potential.

 To provide a happy, stimulating and imaginative environment where the highest standards of attainment and behaviour are expected and where each child can achieve success.

 To ensure that all our children are aware that they are part of a wide and diverse society and to equip them to become independent and self confident and take responsibility for their future.

 To encourage children to value their own particular tradition and develop knowledge, understanding and respect of both common culture and unique identity.

 To ensure that the school is a place where parents, teachers and children work together in partnership to develop each child’s potential.

**2. Rationale for a Pastoral Care Policy**

In Portaferry Integrated Integrated Primary School, pastoral care is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school.

Central to the educational philosophy of Portaferry Integrated Primary School 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 RESPONSBILILTY

Our integrated school and provides 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 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 valued, special and unique and a member of the school community.

 To instil a sense of personal worth and dignity through intellectual, moral and spiritual development.

 To empower pupils in building and monitoring good relationships with other pupils, teaching staff, non-teaching staff and others.

 To offer guidance and support and facilitate the support that outside agencies can 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.

**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.

• Accessing opportunities for their own professional development.

• 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.

**Other Adults in 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.

• Helping the pupils achieve their personal goals.

• Developing a team approach where each member has a particular role to play.

**3. Organisational Structure**

At Portaferry Integrated Primary School, parents, teaching and non-teaching staff are all responsible for pastoral care within our school. Teachers are primarily responsible for the pastoral care of their own classes but recognise the responsibility for all children in the school. The Principal plays an overseeing role with regard to the well-being of all pupils.

All children, staff and parents are aware of this Pastoral Care structure. Information is shared through a number of different media such as newsletters, induction booklets and meetings, availability of policies, assemblies.

**4. 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

 Acceptable Use of the Internet

 Special Educational Needs and Inclusion Policy

 Intimate Care

 Personal Development and Mutual Understanding

 World Around Us

 SOS/Healthy Eating

 Physical Education

 Religious Education

 Educational Trips

 International Dimension

 Administration of Medicines

**5. 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 and school life through Parental Volunteer Work.

• Parents will be encouraged to show their support in a variety of ways: e.g. Fund Raising, attendance at Christmas Celebrations, Parents’ Group 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.

• Links have been established with neighbouring schools e.g. Taster Days at secondary schools and colleges for which Portaferry Integrated is a feeder school, sacramental preparation with St Mary’s PS.

• There will be links with statutory agencies involved in the health and welfare of children e.g. RISE staff, Speech and Language therapists.

**The School in the Community**

• The school has close associations with local bodies e.g. the churches, community organisations, community preschool.

• The school is involved in the community through participation in seasonal events, e.g., Christmas light switch on, gala festival, credit union quiz.

**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 two 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.

• Weekly School Assemblies.

• Presentation of weekly Star Awards.

• Annual Celebration of Achievement

• Playground Buddy System.

• Dinner Monitors.

• Pupil Council.

• Educational Visits.

• 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, Homework, Gardening, Film, Art, Drama.

• Newsletters

• Welcome Meetings. .

• Parent Teacher Meetings.

• Formulation of Individual Educational Plans.

• Open Door Policy.

• Open Mornings.

• Charitable Donations e.g. Save the Children, Trocaire, IEF.

• Taught curriculum e.g. PDMU, RE, World Around Us.

• Whole school audits/surveys.

**6. 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:

• First Aid

• Child Protection

• Promotion of Positive Behaviour

 Food Hygiene

**7. Monitoring and Review**

This policy has been formulated in consultation with staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly, in line with current best practice (i.e. biannually).

It is important to remember that staff, pupils and parents/carers have an active part to play in the implementation and the maintenance of this policy.

This policy was reviewed and updated in June 2021.

The updated policy was adopted by the Board of Governors at a meeting held on

Monday 21st June 2021

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Chair of Governors