

STRAIDBILLY PRIMARY SCHOOL PASTORAL CARE POLICY

Through the implementation of the Pastoral Care Policy and provision, we at Straidbilly Primary School will demonstrate our continuing concern for the personal and social development of all our pupils, regardless of their age or ability. The school will strive to develop our pupils as individuals and as secure, successful and fully participating members of the school and its wider community.

Rationale

This policy has been formulated and implemented to provide effective pastoral care in Straidbilly Primary School in response to:

- The fact that a balanced, happy child will maximise their potential in school
- The effects of our pupils growing up in the 21st century
- Changing home backgrounds
- Family stability
- Child abuse and other child protection issues
- The changing attitudes and messages from society (towards sex, drugs, leisure, health, stress, on-line and social media influences)
- Bullying

Definitions

Pastoral Care is defined as being the procedures and programmes by which the school endeavours to meet the social, spiritual, mental, emotional, physical and intellectual needs of all pupils in a safe environment, thereby allowing each pupil opportunities to reach his/her potential in every area of his/her life. This in turn facilitates each child to be equipped with the skills to cope with the 'outside world'.

Aims

Through the Pastoral Care Policy in Straidbilly Primary School we aim to:

- Promote the general aims of school
- Create and maintain an atmosphere where pupils feel they are well known, happy, respected, valued and safe
- Respond sympathetically to the needs, worries and fears of our pupils
- Create a climate of mutual respect and trust which embraces all school members, children and adults
- Prepare children for the next stage of their education
- Promote high standards of behaviour
- Maintain the highest possible standards of teaching and learning

Ethos

2018

We believe our school ethos promotes:

- Christian values as guiding principles for life and living
- The uniqueness of each individual member of the school community
- Members of the school community being sensitive to the personal and pastoral needs of others
- Tolerance and respect of others different from us
- The provision of a safe, secure, happy and stimulating learning environment
- Care of the world around us
- Equality and inclusivity for all our pupils and staff

In Straidbilly Primary School we strive to ensure that all that happens in the school (curricular and extra-curricular) reflects the school ethos.

The school fully recognises that “A good ethos does not come about by chance: it is achieved by the principal and all members of staff, teaching and non-teaching, promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community”.

Communication

At Straidbilly Primary School, we realise that sound pastoral care is built upon the foundations of good relationships between pupils, pupils and staff, between all staff members and between the school and the community it serves.

We believe that home-school links are vital to ensure pupils’ health and well-being, pupil achievement and personal development.

Communication with parents about their children’s personal development can be through both formal and informal means – parent/teacher meetings in October/ November and February, and a formal report in June. Parents may contact the school at any time to discuss concerns with the class teacher or principal.

Parents are welcome in our school and are encouraged to attend parent/teacher interviews, PTA and other school events.

Information is shared with parents and wider community via the school website, weekly newsletter and Facebook page.

Values

At Straidbilly Primary School, the importance of reflecting the values forming the core of the aims and ethos of the school being reflected in the pastoral care

provision is recognised. The values have been identified and agreed by the staff and governors and are promoted throughout the school.

Self-Esteem

At Straidbilly Primary School, the self-esteem and sense of self-worth of each pupil is considered to be vital to the development and learning of that child. Throughout the school this is fostered through:

- Frequent oral and written praise
- Through PDMU programmes
- Reward schemes
- The celebration of work and other achievements in a variety of ways
- The provision of stimulating ability appropriate work
- School assemblies

IMPLEMENTATION

Roles and Responsibilities

The Governors of the school have overall responsibility for the pastoral care of its pupils. The principal and senior teacher will ensure that Pastoral Care is given appropriate consideration on the School Development Plan. The Pastoral Care Co-ordinator will monitor and evaluate the Pastoral Care Policy and practice, ensure that all staff are up to date and trained in pastoral care procedures and responsible for relevant resources within the school. All non-teaching staff should be trained in Pastoral Care. They assist their pupils to make informed decisions about 'right' and 'wrong'. They build up their pupils' self-esteem. They encourage their pupils to be appropriately self-assertive and to resist peer pressure. They are role models for their pupils.

Monitoring and Evaluation

The Pastoral Care Policy, procedures and provision will be reviewed at staff meetings. Parents are encouraged to contact the school if they have any worries or concerns and if they need to share information which may have a bearing on the child's work or behaviour or well being at school. The concerns of parents and children will be dealt with sensitively and confidentially and shared through the monitoring and evaluation process on a need to know basis.

Sims is used to monitor attendance, school meals uptake etc. Each class teacher holds an observation book and records noteworthy incidents. These may be discussed with DT as appropriate.

Staff Training

Training of teaching and non-teaching staff will be the responsibility of the co-ordinator. This will be done every second year.

Resourcing

Working within the constraints of our budget, the school is committed to the provision of any resources deemed necessary to facilitate the provision of Pastoral Care as outlined in this document. Relevant staff will attend available courses where possible.

Range of Pastoral Activities

Pupils are supervised before school from 8.15 – 8.40am if they are attending Early Bird Breakfast Club, or from 8.40am – 8.45am by class teachers. From 8.45am – 8.55am they are supervised by a teacher in the playground on a rota basis. They are supervised by classroom assistants at break time and by a supervisory assistant, teacher and classroom assistant at lunch time. Pupils are not permitted to be in non-supervised areas of the building or grounds and must ask permission to leave a supervised area to go to the toilet.

Extra-Curricular Activities

Extra-Curricular activities are supervised by at least one member of the teaching staff. The children have the opportunity to participate in a range of after-school activities during the year - football, hockey, choir, multi-skills, ICT, art and gardening clubs, for example. Hangout Club is available for children not attending a particular club, but needs to remain in school until 4pm.

Pupil Induction

To make starting school a little less daunting, pupils due to begin their education at Straidbilly Primary School in September have the opportunity to spend a half day in school in the June before they start. They meet their teacher, classroom assistant and their peers and spend time getting to know their classroom.

Security

The school has a door security system which is switched on at the beginning of each school day. All visitors to the school must buzz to gain access to the main school building and record their details in a log book. Visitors without a formal badge will be

asked to wear a Stradbilly Visitor badge. The school also has an internal telephone system allowing contact between all rooms and the mobile classroom.

Entering and Leaving School

The school carpark has a strict one-way system. Children arriving at school by car may be dropped off in the car park. Parents are asked to use the parking bays on the footpath side of the car park so that no children walk through the car park. These pupils may enter only through the pedestrian gate and should cross over the zebra crossing, as should any children who walk to school.

At the end of the school day, all children are escorted to the crossing area, where they may exit via the pedestrian crossing and gate or walk on the footpath to the car park, where the same procedures as the morning apply. Parents are requested to collect their children from the footpath areas at the front of the school and escort them to their parked cars. Any children not promptly picked up after school are escorted back into the main school building by a teacher to wait until their parents arrive.

Data Capture Forms

At the beginning of each school year parents are asked to complete one form for each pupil enrolled in the school. These give a variety of essential pastoral care information, including priority contact details and medical/ medication details. Parents also complete a range of permission slips to cover use of photographs, social media, use of sticking plasters and participation in school trips. Parents are asked to inform the school of changes in details immediately.

Sickness or injury

This is dealt with by the class teacher and/or the staff trained in first aid. Currently six staff members are trained First Aiders.

If necessary parents or guardians will be contacted as soon as possible to arrange for the child to receive further care or to go home. Significant accidents are appropriately recorded on pupil accident forms and copies forwarded to EA. Parents are informed immediately of sickness/illness/head injury by telephone.

Absences

Parents should inform the school of reasons for absences in writing or by telephone. Details available in the Attendance Policy.