



PASTORAL CARE POLICY

**1. INTRODUCTION**

In this modern world it is vital that we prepare our children for life in an ever-changing society. We at Camphill Primary School are aware that family stability, child abuse and greater challenges facing parents in raising children are important issues that need to be addressed in order to maximise learning. Due to exposure and influences from society towards sex, drugs, leisure in relation to health, social media, increased suicide attempts and bullying, it is of the utmost importance that we place Pastoral Care at the heart of our policies to aid pupils in dealing with outside pressures. This policy therefore complements and supports a range of other school policies and procedures for:

- Child Protection
- Positive Behaviour
- Anti-Bullying
- Special Educational Needs
- Acceptable use of Mobile Phones and Related Technologies
- Acceptable use of the Internet and Digital Technologies
- E-Safety
- Attendance
- Induction
- Drug Education
- Health and Safety
- Intimate Care
- Period Dignity
- Parental Access to Schools
- Relationships and Sexuality Education
- Educational Visits

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at [www.camhillps.co.uk](http://www.camhillps.co.uk)

**2. AIMS**

This policy aims to ensure that the needs of our pupils are met, so that every pupil has the opportunity to maximise their potential in every area of their life. It aims to ensure that procedures are in place to ensure pupils are equipped with the skills to cope with outside influences. We aim:

- To create a safe, secure and stimulating environment for all members of the school community.

- 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, emotional, social, moral, spiritual and physical development.
- To help children grow in self-esteem and confidence and prepare them for the opportunities, responsibilities and experiences of life.
- To empower pupils in building and maintaining good relationships with pupils, staff and others in the school community.
- 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.
- To encourage individuals to be safe and responsible users of technology

### **3. SCHOOL ETHOS**

The ethos of Camphill Primary School is achieved by the Principal, Senior Leadership Team and staff, promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community. The school motto "Caring, Preparing, Sharing" emphasises the importance placed on the pastoral aspect of school life, alongside learning. Our ethos is centred on the UN Convention on the Rights of the Child, Article 3 "The best interests of the child must be a top priority in all actions concerning children."

### **4. CHILD CENTRED PROVISION**

At Camphill Primary School we aim to meet the needs and aspirations of the pupils within the school through encouraging:

#### **a) Relationships**

The ethos of Camphill Primary School aims to promote a positive climate within the school community through fostering warm, positive, caring relationships among pupils and staff.

#### **b) Values**

We aim to promote Christian values and beliefs as guiding principles for life and living. These will include honesty, respect for others, their belongings and their environment, good manners, helpfulness, kindness, thoughtfulness, a conscientious attitude, good behaviour, self-discipline, fair-mindedness and co-operation.

#### **c) Self-Esteem**

We acknowledge the importance of building up pupils' self-esteem and sense of self-worth as this is crucial to effective learning. We aim to do this through a variety of activities that encourage pupils to meet their full potential and ensure they feel like a valued member of the school community. (See Positive Behaviour Policy for a range of activities that promote this)

#### **d) Personal Safety and Supervision Arrangements**

We aim to promote each child's awareness of their responsibility for their own safety, for example, work around Stranger Danger; Keeping Safe; PANTS rule; Safety in the Playground, on the road, in water, in the sun etc.

In addition, the safety and security of children within the school grounds is of paramount importance. The school has in place a door security system and CCTV. Children are supervised by teaching and non-teaching staff before school (8:45am - 9am), at break time (10:30am - 10:45am) and lunchtime (12.00pm - 1.00pm). Dining hall supervision is provided by lunchtime supervisors and the Principal. Teachers, Classroom Assistants or Lunchtime Supervisors remain with children eating packed lunches in the classrooms for a 15 minute period at the start of lunchtime.

At the end of the school day children in the Foundation Stage and Key Stage 1 are handed over to a parent or guardian from cloakroom doors. Children in Key Stage 2 are permitted to walk home, provided that parents have given written permission for this. Where no written permission is given, a parent or guardian must collect their child from their cloakroom door.

After school activities and educational visits are carefully planned with a view to providing maximum safety and supervision. Parental consent for any out of school activity is always sought.

### **5. A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY**

#### **a) Parents**

As parents are the primary educators of children, we understand the need for good communication between school and home. We see ourselves as partners with parents in the education of pupils. Mutual support and co-operation is an essential element in achieving the best for children. On-going activities to ensure communication and parental involvement include:

- Twice yearly parent/teacher meetings, Parent Information Evenings, Annual Progress Reports
- ParentMail, verbal contact via messages and phone calls
- Open Day, Induction Days including baseline interviews
- Prospectus, Letters, Website, outside information boards
- Parent workshops/information sessions
- Shared information on eg. Positive Behaviour, Anti-Bullying, Healthy Schools, Child Protection
- Sporting events, school productions
- Fund-raising events
- Extra-curricular activities
- Parents as "helpers/volunteers" for example, on school trips

- Visitors signing in book and use of a visitor badge

### **b) Links with Outside Visitors, Statutory and Non-Statutory Bodies**

The school works in partnership with various outside agencies. We are committed to developing good working relationships with relevant external support agencies to enhance, protect and support individual pupils' and teachers' social, physical and emotional welfare. This can include EA agencies such as ASD services, Educational Psychology, EWO, RISE NI, and other agencies such as NSPCC, Barnardos, Action Mental Health, amongst others. The School Nurse, Local Clergy, PSNI, NIFRS, along with a range of other agencies also visit the school at certain times throughout the year. Many of these agencies have direct contact with the children, sharing their expertise, information and guidance to promote safety and protection.

## **6. ROLES AND RESPONSIBILITIES**

### **a) Board of Governors**

The Board of Governors have overall responsibility for the pastoral care of the school community by:

- Ensuring a safe environment
- Ensuring that correct policies are in place and are implemented

### **b) Principal**

It is the Principal's duty to inform the BOG of the implementation of the Pastoral Care policy and any issues that have arisen throughout the academic year.

### **c) Class Teachers**

The class teacher should have detailed knowledge of the needs, aspirations, interests and academic progress of each pupil in the class. The ways in which pupils work with each other and with teachers can have an important bearing on pupils' personal, social and academic development. Class teachers should:

- 1) Ensure that learning is carried out in a happy atmosphere within the classroom, where each pupil is treated as an important individual.
- 2) Employ a range of teaching strategies in response to pupils' needs.
- 3) Give pupils responsibility for some of their own learning.
- 4) Stretch pupils through appropriate and challenging tasks.
- 5) Integrate pupils with special needs as far as possible.
- 6) Provide reassurance and build confidence, encouraging pupil motivation
- 7) Promote a sense of achievement through praise, recognition and displays of children's work.
- 8) Be responsible for high standards of behaviour in their own class in accordance with the school's policy and reinforce pupil rules regularly.
- 9) Be responsible for standards of attainment within their own class.
- 10) Celebrate achievements of all pupils in and outside the classroom.

- 11) Ensure that knowledge of particular home circumstances influences their attitudes, expectations and actions and be responsible for passing on relevant information to the next teacher.
- 12) Liaise with parents, Principal, Vice-Principal, Designated Teacher for Pastoral Care, or SENCO, as appropriate.

### **Responsibilities for All**

All stakeholders have a responsibility to make sure the Pastoral Care Policy is implemented by:

- Helping pupils to make informed decisions about issues in terms of 'right' and 'wrong', remaining sensitive to the beliefs of others
- Build up pupils' self-esteem
- Encourage children to be assertive - this will help them to resist peer pressure
- Avoiding use of sarcasm, belittling, humiliation etc.
- Helping pupils to celebrate success

In addition, some members of staff have specific roles and responsibilities for pastoral care.

### **Related Pastoral Roles and Responsibilities**

<b><u>Name</u></b>	<b><u>Role/Responsibility</u></b>
Mrs K McMaster	Principal
Miss A Scott	Vice Principal Deputy Designated Teacher for Child Protection
Mrs A McLaughlin	Designated Teacher for Child Protection Pastoral Care Co-ordinator
Miss J Crawford	ICT Co-ordinator
Mrs S Greer	SENCo Deputy Designated Teacher for Child Protection

## **7. STAFF DEVELOPMENT AND TRAINING**

Pastoral Care remains a permanent feature of our School Development Plan and, subsequently, staff development and training are considered essential to support this. Staff training helps teachers identify the attitudes, values, skills and knowledge which will enable them to carry out their pastoral roles. Up-to-date information will be passed onto all staff as it becomes available.

## **8. MONITORING AND EVALUATION**

Both policy and practice are reviewed annually as part of an on-going process, taking into account formal and informal consultation with staff/parents/pupils, making use of school data, incidents, behaviour, attendance etc. The School Council is involved in the monitoring, evaluation and participation in audits to ascertain pupil opinions, views and ideas.

Pastoral Care Co-ordinator, March 2024