

# **Loughries Integrated Primary School**

## **Pastoral Care Policy**

We aim to provide an integrated learning environment which encourages children to:

- have high self-esteem, based on self-respect, respect for others and their environment.
- develop attitudes of acceptance, tolerance, equality, honesty and trust.
- take responsibility for their own behaviour and actions and achieve their best across all areas of the curriculum.
- become confident, well-motivated and inquisitive life-long learners.

Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved within the school.

### **Pastoral Care Policy**

We define Pastoral Care as the created ethos through which our pupils develop and learn to their full potential. We provide the opportunity for every pupil to develop into responsible, confident, self-aware and capable young people equipped to cope with the challenges ahead. Our school accepts that Pastoral Care must form the basis of and permeate all aspects of the curriculum.

#### **Aims**

To create a caring, safe and secure learning environment for staff and pupils.

To create an environment where pupils feel able to discuss their feelings and concerns.

To enhance the pupils' self-worth and self-confidence.

To help pupils value and respect the views of others.

To support pupil progress across the curriculum.

To support pupils in developing healthy lifestyles.

To promote a Positive Discipline Policy which respects the rights and responsibilities of staff, pupils and parents.

To encourage pupils to show respect and understanding of those whose culture, beliefs or lifestyle may be different from their own.

To ensure there is good communication between the school, parent/guardians and external agencies.

## **Objectives**

### **For the pupils**

To encourage them to set and achieve personal, social and academic goals through a planned and developmental programme.

To take responsibility for their own actions.

To develop self-discipline and self-respect.

To develop an understanding of themselves as individuals.

To develop a respect and understanding of other people and their way of life.

To develop an understanding of the world in which they live.

### **For the teachers**

To develop whole school curriculum policies which establish principles for action throughout the school.

To promote a caring environment where pupils' learning is developed within the context of their individual needs and abilities.

To regularly monitor, evaluate and review all aspects of personal provision.

### **Structures and responsibilities**

All members of staff have responsibility for the welfare of our pupils.

The Designated Teacher with specific responsibility for Pastoral Care is **Mrs Bowers**, who liaises with parents, outside agencies and school staff.

**Mrs Cooke** (SENCO) will communicate with support teachers and Educational Psychologists.

Staff members are kept informed about personal issues regarding families within the community which may affect the attitude/behaviour of the children.

Class teachers are best placed to have 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 ensuring that learning is carried out in a happy atmosphere, appropriate to the range of ability within their class, which encourages pupil motivation and builds confidence. Children are encouraged to talk to teachers and share any concerns or write down any concerns and post them in the 'Worry Box' within their classroom (KS2). All classrooms have classroom rules agreed by the pupils each September. The class teacher will be responsible for liaising with parents, Principal, Pastoral Care Co-ordinator and SENCO as appropriate.

## **Lunchtime Supervision**

Lunchtime Supervisors have a very important role to play. They should:

- ensure that all children enjoy lunchtime in a happy, safe and secure atmosphere
- report any Health and Safety issues to the Principal
- keep children under close observation to ensure no child is unhappy or on their own
- follow the school Positive Behaviour Policy
- liaise with the Pastoral Care Co-ordinator, SENCO, class teacher or Principal when appropriate.

## **Outside Agencies**

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos of our school. The school works in partnership with various outside agencies including the Education Welfare Service and Health and Social Services. Teachers with any concerns about a child's welfare should refer their concerns to Miss Miller.

- Designated Teacher for Child Protection/Safeguarding.

## **Parents**

Our parents are responsible for ensuring that all personal information including the child's medical history is included on the data form at the start of each school year and to inform the school of any changes throughout the year.

The school implements a Positive Behaviour Policy and a Child Protection Policy.

## **Personal, Social and Health Education**

The PDMU programme encourages self-awareness and enhances self-esteem, respect and tolerance for others and develops a variety of social skills.

Teachers are encouraged to use Circle Time as an opportunity to discuss any issues with their class and promote self-esteem and positive behaviour.

## **Monitoring and Evaluation**

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 teachers.

