

Killen Primary School



PASTORAL CARE POLICY

Signature: C Goan Principal

Signature: L Sproule Chair, Board of Governors

Date: April 2025

Next Review: April 2028

Kids **P**athway to **S**uccess

KPS Ethos statement

We at Killen Primary School believe pupils should have access to a safe, happy, stimulating environment in which they reach their full potential, socially, emotionally, and academically. Furthermore, the values of respect, kindness, equality, and mutual understanding are the foundations of the school.

KPS Vision

Killen Primary School strives to be a safe, welcoming, child-centred, inclusive school family celebrating success for all. We encourage each child to be confident and develop a sense of responsibility for themselves and respect for others in the community.

KPS Mission statement

Killen Primary School aims to:

- Provide high quality teaching that inspires a love for learning in every child through engaging and challenging experiences
- Meet the individual needs of all learners through differentiation and personalised support
- Create a safe, happy and stimulating learning environment where every child feels valued, respected and included
- Ensure equality of opportunity for all students to reach their full potential, regardless of their background or abilities
- Empower students to become responsible and compassionate citizens who contribute positively to their community
- Support the professional development of staff to ensure they have the skills and knowledge to deliver high quality education.
- Build strong partnerships with parents, families and external agencies to support student learning and well-being
- Operate with a strong set of values that prioritise respect, kindness and inclusivity for all members of the school community

Killen Primary School Core Values

- Respect
- Kindness
- Inclusivity/Equality
- Happiness
- Manners
- Resilience

Introduction

DEFINITION OF PASTORAL CARE

‘Pastoral Care has been defined as concerning the personal relationships which influences the ethos and tone of the whole school. It is of crucial importance in creating an atmosphere in which young people feel secure, knowing they are valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment’.

T.J. Shaw, Chief Inspector, Evaluating Pastoral Care. DENI 1999

At Killen Primary School we recognize the central importance of pastoral care as we seek to provide for our pupils a safe and caring environment in which they can develop their full personal and academic potential. The quality of pastoral care influences the ethos and tone of the whole school and we accept that pastoral care must permeate all aspects of the school’s daily routines, its curriculum and its extra-curricular activities. We want to ensure that children feel secure, free from emotional and physical harm, and able to discuss their interests and voice their fears and concerns, confident that they will receive a sympathetic and supportive response. It should inform and reassure the parents/carers that their children are being educated in a safe and caring atmosphere.

A climate which fosters effective learning is at the heart of the education process. This climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships among the staff themselves, between staff and pupils, among pupils and their peers, between parents/carers and the school; and between the school and the community that it serves.

All members of staff in Killen Primary School are aware that a positive ethos does not come about by chance. It is achieved by all stakeholders, promoting and facilitating an atmosphere of care and respect within the informal and formal life of the school community.

Guiding Principles

We encourage all pupils to reach their true potential and eventually become independent learners, who value learning with and from others, i.e. have a positive attitude to life-long learning and who can show initiative.

We value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.

We will develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect.

We will empower pupils with the knowledge and skills necessary to participate in life of a modern technological society.

We will encourage pupils to appreciate human achievements, failures and aspirations.

Roles and Responsibilities

As the class teacher has the opportunity to get to know each member of his/her class very well over the course of the academic year, he/she does have a central role in the pastoral dimension.

In some instances it may be necessary to inform the Principal of aspects of a pupil's welfare, academic, personal or otherwise which may be causing particular concerns. The Principal will also keep a pupil's class teacher aware of any concerns he/she is aware of with respect to the pupil's pastoral care.

Pastoral Care Co-ordinator

Pastoral Care Co-ordinator: Mrs C Goan

Deputy Pastoral Care : Mrs L Palmer and Mrs V Galbraith

Pupils

We encourage pupils to develop:

- Independence of mind and to take responsibility for their own actions;
- Self respect and self discipline;
- An understanding of their own strengths and limitations' their personal qualities, values and attitudes;
- A respect for other people and their way of life;
- Tolerance and an understanding of differences;
- An understanding of the world we live in.

All Staff should:

- Value each pupil and treat every child as an individual;
- Provide friendly support and reassurance to build pupils' confidence;
- Make every reasonable effort to ensure the safety of pupils;
- Place an emphasis on the reinforcement of positive behaviour, while carrying out consistently and fairly the school's Positive Behaviour Policy;
- Build up a working knowledge of the pupils, both as individuals and collectively;
- Encourage pupils to become increasingly responsible for their own behaviour;
- Display a positive and caring attitude to children;
- As appropriate liaise with other staff eg. Teachers, non-teaching staff, Designated Teacher for Child Protection, and/or the Principal.

The Class Teacher

The class teacher should become aware of situations early and, where appropriate, intervene positively and modify behaviour.

The class teacher should have detailed knowledge of the needs, aspirations, interests and academic progress of each pupil in the class. With this knowledge, the teacher can integrate the work of the school, parent/carer and others to support the learning and development of each pupil.

Relationships with their teachers and other pupils influence pupils' personal, social and academic development.

Consequently, the teachers should:

- Ensure that learning takes place in a happy atmosphere within the classroom;
- Encourage pupil motivation and commitment to tasks in hand;
- Employ a range of teaching strategies in response to pupils' perceived needs;
- Give pupils responsibility for some of their own learning;
- Provide pupils with appropriate tasks which challenge them;
- Through praise, recognition and displays of pupils' work, promote a sense of achievement;
- Accept responsibility for standards of behaviour in their own classroom through the effective implementation of the school's Positive Behaviour Policy;
- Ensure that knowledge of particular home circumstances and other relevant information is passed on to the Principal and other relevant teachers including the teacher who inherits the class;
- As appropriate liaise with parents/carers, Principal, SENCO, Pastoral Care Team and/or the Designated Teacher for Child Protection;
- Ensure that attitudes, expectations and actions are influenced by knowledge of particular family situations and/or home circumstances;
- Be responsible for standards of attainment, dress, punctuality and attendance within own class

Parents

Parents should:

- Be involved in their child's education by support and encouragement of the child's learning at school and at home;
- Ensure that their child attends school regularly and punctually;
- Ensure that their child is prepared for school both physically and emotionally;
- Inform the school of any factors which may affect their child's progress and well-being;
- Support school policies in relation to pastoral care;
- Play their part in implementing agreements made with the school in respect of their child.

Governors

Governors will:

- Be kept informed about proposed changes to the pastoral care policy;
- Be invited to participate in relevant training as appropriate;
- Monitor the implementation of the school's Pastoral Care Policy

Range of Pastoral Activities

Opportunities to be provided at the appropriate stages of development are included in the following:

- All curricular areas – particularly PDMU
- Promotion of class contracts
- Use of Golden Time, dojo points, merits
- Circle Time
- Use of outside agencies eg Dairy Council, NSPCC, Women's Aid Helping Hands, Sustrans, Action for Children, NIABF, Move to the Beat, Relax Kids, Fire Service, PSNI Community Police, EA Reach
- Calm room available
- School Counsellor
- Extra-Curricular Activities – Eg, Good News Clubs, sports, cookery, Cycling Proficiency
- Educational visits
- Workshops when appropriate – eg, Yr 7 Transition Programme
- Informal and formal rewards – Pupil of the Week, Active Travel Awards, merits, dojos, KS1 Inspirational Pupil, KS2 Inspirational Pupil
- School assemblies
- Participation in the Being Well Doing Well Programme – Whole school approach involving all Stakeholders

Liaison with parents/carers

As school is an extension of the home, and parents/carers are the primary educators of the children, we should see parental/carer involvement as essential. Communication with, and co-operation of, parents/carers is necessary for the successful education of children socially, emotionally, physically and intellectually. We seek to communicate with the parents/carers in a variety of ways:

- Letters home (paper and/or Seesaw)
- Monthly newsletter
- Written reports – distributed in June
- Parental/carer interviews – both formal and informal
- Contact through Education Welfare Officer (EWO)
- Parent Teachers' Association (PTA)
- Verbal contact – messages/phone calls
- Verbal contact – initiated by parents/carers

- 'Open Door Policy' parents/carers welcome to make an appointment to speak to the Principal or class teacher. Informal discussion is encouraged if time is available
- Curriculum involvement eg. Homework, Paired reading, Parents in Numeracy, Athletics
- Parents/carers invited to the school to meet with the Principal or class teacher
- Parent/carers presentations – Paired Reading, Parents in Numeracy
- Social evenings/events

Liaison with Outside Agencies

After appropriate consultation and communication, a range of agencies may be utilized each with a particular specialism:

For example:

- Education Welfare Service
- School Educational Psychology Service
- PSNI
- Clinical Medical Officer & School Nurse
- Department of Health and Social Services

Links with other Policies

This policy is linked with the following school policies which include:

- Child Protection/Safeguarding
- Positive Behaviour
- Intimate Care
- Special Educational Needs
- Anti Bullying
- Attendance
- Health and Safety
- Drugs
- Administration of Medicine
- Relationships and Sexuality Education
- E Safety
- First Aid

Staff Development and Training

Staff are provided with opportunities to attend in-service training in the area of pastoral care. This can be facilitated during directed time and staff development days as well as formal and informal communication between individual members of staff. The Pastoral Care team will also endeavour to keep staff informed of what training is available from outside the school. As needs are recognized and communicated they will be addressed in the appropriate manner. Outside agencies may be used for development and training if it is deemed necessary.

Staff Welfare

It is widely recognized in the world of work that care of staff is vital to ensure that stress and low morale do not jeopardise the success and prosperity of school life. In schools, high pupil morale and expectations are difficult to establish and sustain without high teacher morale and expectations.

At school level the promotion and development of staff and welfare development is an obvious responsibility of the Board of Governors and Principal but it is also the mutual responsibility of all colleagues in school.

Child Protection Procedures

This component of pastoral care refers to the school's Child Protection Policy. This policy puts in place procedures to ensure that pupils are protected from physical and emotional harm, from neglect, sexual abuse and exploitation.

Monitoring and Evaluation

The teaching staff will monitor the progress academically and pastorally of children in their classes. Where a pastoral concern is identified about the well-being of any child, records will be kept of incidents or concerns and appropriate action taken if necessary. As a pupil progresses through the school, records of pastoral concerns or issues will be passed onto the child's next teacher.