

Richmond Primary School



Pastoral Care Policy

Reviewed Autumn Term 2019

The Pastoral Care Team

Mrs G Booth	Governor
Mrs V Robinson	Principal
Miss J Lucas	Designated Teacher
Mrs G Hasett	Deputy Designated Teacher
Mr W Armstrong	Chairperson of Board of Governors

Mission Statement

Richmond Primary School will provide a friendly, family orientated, caring, happy and secure environment where children, staff and parents work actively in partnership. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal academic and social goals. The safety, welfare and personal development of everyone in our school community is of paramount importance.

Through being a healthy school we encourage healthy lifestyles.
We are committed to promoting equality of opportunity and respect for diversity.

The Pastoral Care dimension of Richmond Primary School shall involve all of the school staff and have at all times the best interests of the children, the staff and the wider school community as it's principle concern. A positive ethos will be encouraged in all aspects of school life, both academic and recreational and underpin the Pastoral Care Policy.

Child Protection – Richmond Primary School

Procedures

All staff have a statutory responsibility to protect children. In the event of concern or disclosure the following procedure should be followed.

1. Disclosure / other concern or suspicion

2. Jot down notes: date, time, facts, observation, verbatim speech if possible

Please note: it is not the role of the school to investigate.

3. Contact designated teacher	Miss L A Marshall
deputy des. teacher	Miss J Lucas

4. Establish pupil's name, address, date of birth	_____
Name of Parent/Guardian	_____ _____

5. You or designated teacher must contact the designated officer (EA Southern Region)
EA Southern Region – Chief Education Welfare Officer – Tel 37512200

6. Contact Social Services Tel 37522262
Discuss, await advice
Arrange for social worker to talk to child if necessary (time, place)

7. Inform others as necessary (Principal, Chairperson of Board of Governors etc.)

8. Prepare confidential file and write up report and CNRF Report to Social Services

9. Inform other staff as necessary (NB Confidentiality)

THIS IS THE PASTORAL CARE POLICY FOR RICHMOND PRIMARY SCHOOL

DEFINITION AND AIMS

The Pastoral dimension of the school involves all pupils and all adults associated with the life of the school and should contribute to the creation of a supportive and caring atmosphere in the school for all concerned.

The academic aspects of each child's development will be dealt with in each subject policy statement. The Pastoral Care dimension deals with the physical and emotional comforts of each individual child. The caring role of the teachers and other adults in the school will be evident in all aspects of the child's school life.

The school aims to provide a warm and caring environment so that all persons associated with the school, can feel safe and secure.

WHAT THIS MEANS FOR PUPILS

For **pupils** this means encouraging them -

- (1) To set and achieve personal, social and academic goals through a planned and developmental programme
- (2) To help them gain maximum benefit from their time in the school
- (3) To develop independence of mind and to take responsibility for their own actions
- (4) To develop self-discipline and self-respect
- (5) To develop an understanding of themselves as individuals recognizing their strengths and limitations, their personal qualities, their attitudes and values
- (6) To develop a respect for the opinions and rights of others and show tolerance towards them
- (7) To develop an understanding of the world in which we live
- (8) To foster relationships where they feel happy and secure.

WHAT THIS MEANS FOR TEACHERS

For **teachers** this means –

1. An appreciation that each child should feel valued, special and unique as a member of the school family.
2. Establishing a clear vision of the school with its pupils, its community, and its point of development
3. Promoting a caring environment where pupils learning is developed within the context of their individual needs and abilities
4. Being aware of the children's individual 'backgrounds and experiences' and individual 'needs and aspirations' and to be sensitive to them.
5. Develop a relationship with the children in which they feel able to approach the class teacher with any concerns or worries.
6. Providing staff with opportunities for their own professional development; e.g. inset training, as courses become available or exceptional closures based on school needs
7. Establishing appropriate structures of time and support for those in need; i.e. new teachers induction needs
8. Developing whole school policies which establish principles for action through the school
9. To care for the other teachers and adults in the school.

WHAT THIS MEANS FOR OTHER ADULTS IN THE SCHOOL

1. For **other adults** associated with the school this means -
2. Understanding, and having an empathy with, the general ethos of the school
3. Being partners with the teachers in providing a caring approach
4. Helping the pupils achieve their personal goals
5. Developing a team approach where each member has a particular role to play and a clear understanding of their role and the need to carry out their duties in a pro-active manner.
6. Being aware of the children's individual 'backgrounds and experiences' and individual 'needs and aspirations'.

WHAT THIS MEANS FOR THE BOARD OF GOVERNORS

The **Board of Governors** will strive to -

- (1) Provide a safe learning environment
- (2) Be aware of relevant legislation
- (3) Encourage the professional development of all staff through appropriate delegation and responsibility
- (4) Deal efficiently and in a fair way with all cases of grievance and/or discipline brought to them
- (5) Lend support to, and be enthusiastic about, activities and events organized by the school
- (6) Vocalise their support for the school in the wider community
- (7) Reconcile the needs of both pupils and staff within the limits of available resources.

The pastoral dimension has a general and specialised focus.

A General Focus - The School in the Community

Since the pastoral dimension permeates all activities, the general focus requires a caring commitment by all teacher and adults to every aspect of school life. The implications of this are that the pastoral dimension should therefore be evident in:

- the school ethos
- all classroom interaction and management
- teaching methodology
- discipline procedures
- reward procedures
- the hidden curriculum
- extra-curricular activities
- all inter personal relationships.

1. The School as a Community

The school as a community should be seen as an extended family where everyone works for the common good.

A Parents will be made welcome in the school and encouraged to feel that their role is important and their support appreciated -

- formal parent interviews will be programmed once a year
- informal discussions with class teacher, but should parents wish to speak with a teacher regarding a class problem then an appointment should be made via the class teacher or Principal
- verbal contact – messages/ phone calls
- at school events
- charity collections
- educational visits
- uniform, should be encouraged by parents and worn by all children
- homework supervision and involvement
- curriculum involvement eg projects
- respect for school rules
- Parent Support Group – teachers will share duties as part of a mutually supportive team.
- Parents will be consulted on questionnaires and informed of relevant school policies e.g. Anti- Bullying Policy.

2. The School is also part of a Wider Community

A The assistance of outside agencies will be sought to extend pupils experiences eg:

- the visit of a policeman, fireman, librarian, ministers, community project workers
- visits from people relevant to a class project
- drama teams
- visits to local places of interest i.e. President Grant's Homestead, Parkanaur etc
- musical recitals and choir presentations will be given to the local community.

B Links with neighbouring schools e.g. Cross Community and Primary School Links
St Mary's, Ballygawley
St Malachy's, Glencull
Royal School, Dungannon
Aughnacloy College
Omagh Academy
Fivemiletown High School

C There will be links with statutory agencies involved in the health and welfare of children e.g. Doctors, Nurses, Dentists, Health Visitors.

3. The School in the Community

- A The school will have close associations with local organizations and churches.
- B The school will involve the community through aspects of the hidden curriculum eg. anti-vandalism, anti-litter and environmental projects, support for local charities -
- Poppy Collection
 - Barnardos
 - NSPCC
 - Action MS etc
 - MacMillan Cancer
- C Links with local community bodies e.g. Ballygawley Development Association

4. Activities

Some specific activities which show how the pastoral discussion permeates all aspects of school life are listed.

- A Individual classes and year groups collaborate in projects eg. those which will provide an awareness of local environmental issues -
- Assemblies
 - Historical Days and Visits
 - Litter Collection etc.
- B School may be used for community activities to ensure everyone has a vested interest – Dancing Lessons, Parent and Toddler Group and Lisbeg Band
- C Schools in the area will collaborate through joint trips and projects as part of our EMU programme and a range of sporting activities.

Schools involved includes Primary Schools in the local area -

- St. Mary's P.S., Ballygawley
- St Malachy's P.S., Glencull

All schools involved in the Tri-County Sports Project -

- Football
- Athletics
- Netball

Other league and cup competitions -

- Girls and Boys Hockey
- Netball

- D Children can help support local charities having recognized the needs of those less fortunate than themselves –

- Annually we will identify one or two specific charities for which a major fund raising effort will be made.

ETHOS OF THE SCHOOL

The pastoral dimension is central to the ethos of the school; the atmosphere which the school is creating is ordered yet sympathetic.

- A There is a programme for displaying the work of all children within the classroom and on the notice boards in the corridors.
- B The P4-P7 classes are responsible for the litter collection.
- C All staff both teaching and non teaching are included in an ongoing basis in discussions to ensure that a positive and caring pastoral policy is in place.

ATTITUDES TO LEARNING

The pastoral dimension influences the attitudes to learning -

- A Every child will be treated as an individual.
- B Teachers will provide a range of learning styles in an encouraging framework to promote opportunity for active research and self expression.
- C The school will encourage a positive and happy atmosphere for learning.
- D Teachers will use a range of teaching styles and set differentiated tasks to cater for the range of abilities and needs of the children. Small groups will be withdrawn in the afternoons.
- E Each child will be encouraged to achieve his/her maximum potential. Each teacher will use a range of methods of encouragement as appropriate e.g. stars, stickers, stampers, house points, certificates, 'Pupil of the Month' shields etc.
- F Good interpersonal relationships will be developed so as to ensure mutual respect, security and happiness for all pupils and staff.

CARING ATTITUDE

The pastoral dimension necessitates a caring approach to all activities -

- A A positive and fair approach to discipline where praise and reward are fundamental will be adopted
- B Appropriate strategies will be adopted where there are particular home circumstances
- C Parents will be encouraged to support in the common aim of ensuring the whole development of the pupils.

ADMISSION ARRANGEMENTS

Entrants to P1 -

During the summer term parents of children, due to start school in September, will be invited to meet the P1 teacher and the Principal who will talk to parents about general preparation for the school.

Before the end of the summer term new entrants will be invited to come along and spend a morning with P1.

SCHOOL UNIFORM

Boys Grey Trousers, White Polo Shirt, Navy Sweatshirt

Girls Grey Skirt, White Polo Shirt, Navy Sweatshirt. During cold weather grey trousers may be worn. During the third term a blue gingham dress may be worn.

Parents should encourage all their children to wear the uniform every day.

LOST PROPERTY

A lost property box will be located in the staffroom. Any unclaimed items are taken to the local charity shop at the end of each term.

MONEY

Dinner money will be collected weekly in the envelopes provided. Pupils should not leave money or valuables in coat pockets in the cloakrooms.

The school cannot be responsible for the loss of money or valuables or for the breakage of toys on the premises.

Each teacher will keep an individual account book and all money collected for school purposes will be entered into an account book and sent to the office on a daily basis.

CHARGING AND REMISSIONS POLICY

Education in Richmond Primary School is provided free of charge for all lessons and activities connected with the child's entitlement under the Education Reform Order.

The school will appeal to parents from time to time for voluntary donations but it is stressed that no child will be disadvantaged in any way if parents choose not to make a contribution.

The school may take part in 'optional extras' which are not connected with the school's formal curriculum, such as visits to the theatre or residential trips and Sports Club. Charges will be made for these but it is again stressed that failure to participate in these will not affect a child's performance at school.

Written parental consent will be required before a child participates in school trips.

HOLIDAY ARRANGEMENTS

The school will be closed for the months of July and August and for all statutory holidays. Information about other holidays, i.e. Christmas, Easter and Mid Term Breaks will be sent to parents at the beginning of the school year. In the event of an emergency closure every attempt will be made to notify parents to enable them to make alternative arrangements. (See Closure in Exceptional Circumstances / Emergency Policy.)

RELIGIOUS EDUCATION

Non-denominational religious education will be available to all children. Parents may remove their children from these classes on the grounds of conscience and the school will make alternative provision for them.

Ministers are often present on special occasions and to participate in a weekly assembly.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Some of the children attending the school will have special educational needs. These may arise from the child's physical or learning needs. As it is the intention of the school to maximise the potential of each of the pupils, the school will endeavour within its resources to meet these needs.

The SENCO Team has responsibility for Special Needs within the school.

The SENCO Team will work with all class teachers and support staff to ensure extra help for those children with learning difficulties is appropriate to their needs and presented in a structured and clearly focused way.

Support may be given either within the classroom or in a withdrawal group context. At all times the Special Educational Needs Code of Practice will be observed and should it be necessary to proceed to request for a formal statement of that child's needs, the EA will be involved. These needs will be met by the EA either through extra assistance or other arrangements.

The process of determining that a child has special educational needs in accordance with the law is a lengthy one and involves close co-operation among the teachers, school medical authorities, educational psychologists and the parents. In all cases the final decision will be made by the Special Educational Needs at the EA as to the appropriate form of education. The Special Educational Needs Department at the EA will provide information and guidance about the procedure to be followed in such cases.

SPECIALISED FOCUS

The class teacher should have a working knowledge of the needs, aspirations, interests and academic progress of each pupil in the class. With this knowledge, allied to the teachers skills, the work of the school, parents and other adults, is integrated to support the learning and development of each pupil.

ORGANISATION OF CLASSES

It is the policy of the Board of Governors that, as far as possible, children should be taught in single group, mixed ability groups. Where it is necessary to establish composite classes (e.g. P6/P7) every effort will be made to limit the size of these classes.

Primary school children succeed better with a class teacher who will take the children for all central subjects of the curriculum. The particular skills of teachers, however, will be utilised in the late afternoon where teachers will adopt a semi-specialist role in such subjects as Art, Craft, Music and The World Around Us.

DEVELOPMENT OF INTER-PERSONAL RELATIONSHIPS

The development of good inter-personal relationships is vital to ensure mutual respect, positive attitudes, happiness and security for both pupils and staff.

- A As a school we see the importance of valuing the full potential of the staff and the children.
- B Pupils will be encouraged in the classroom situation to assist one another, care for one another and develop the art of listening at all times, positive behaviour will be encouraged.

AREAS OF EXPERIENCE

The pastoral dimension means that children are offered a wide variety of experiences -

- Examples:
- a) Educational visits – programme which is progressive and developmental;
 - b) Community service – programme will be explored eg singing at Carol/Harvest services/participating in Community Events.

DISCIPLINE PROCEDURES

It is the school policy that discipline should be based on respect for self, respect for other pupils and respect for adults and their property.

Central to the school's discipline policy is a programme for positive behaviour e.g.

- Teachers marking policy
- Class endeavour awards
- 'Pupil of the Month' shields
- House system
- Group work
- RE lessons
- Assemblies
- Praise and encouragement
- PDMU/Circle time
- Golden Time

EXTRA CURRICULAR ACTIVITIES

The school will encourage positive attitudes throughout its extra curricular programme:

- A Positive attitudes will be actively promoted in games activities
- B On day visits pupils will be encouraged to respect people and property
- C Pupils on a residential visit will learn to share in responsibilities undertaken e.g. Lisnaskea Share Centre
- D Pupils participating in Music and Speech/Drama Festival events will be encouraged to respect and appreciate the talents of others
- E Self-discipline and respect for the talent or lack of it in other pupils when practicing for musical productions, concerts, performances and festival events.

Richmond Primary School considers that the extra curricular activities will greatly enhance the personal and social development of the children and will add a very valuable dimension to their education.

The range of activities will vary according to the need and demand of the pupils and in the utilising of the specialised skills and interests of the teachers and/or Coaches.

Hockey
Computers
Soccer
Netball
Cycling Proficiency
Tennis
Sports Club

The above list of activities will be available to children in P4, P5, P6 and P7. Parents will be responsible for collecting their children at 4.05pm on club days.

PERSONAL AND SOCIAL DEVELOPMENT

The school will encourage the development in pupils of a wide range of personal interests and in the ability to take responsibility.

- A The school will provide a variety of extra curricular activities as listed
- B The school will develop a road safety programme to include cycling proficiency and weekly lessons based on the road safety calendar. Road safety will also be taught as a cross curricular theme integrated into topics in WAU, Maths, English etc
- C The school will promote individual talents in music, art, physical education etc -
 - 1 Music tuition will be provided in a range of instruments for those who show special musical talent in a series of music aptitude tests
 - 2 Auditions will be held for school production
 - 3 Opportunity will be given to compete in Festivals in aspects of music, speech and drama
 - 4 Many other opportunities will be given to develop their musical talent through performing at school concerts, services and in assembly.

Opportunities to develop their art work will be provided through -

- A Individual, group and class project work
- B Display work for the corridor display boards
- C School murals
- D Painting backdrops for production
- E Designing and making props for drama
- F Art competitions
- G Designing posters to advertise various school events.

Special physical education skills will be promoted through -

- A School football teams
- B School hockey teams
- C School netball teams
- D Visit of coaches in soccer, netball and tennis.
- E Participation in specialised games events i.e. orienteering, Cross country running etc.

P. D. M. U.

It will be the policy of the school:

- To create a healthy environment
- To create a positive social environment
- To provide facilities for exercise and leisure
- To support the school health service in its contribution to the health of its pupils.

Each class teacher will integrate a health education programme within the class curriculum.

To enable pupils to achieve physical, psychological and social potential and to improve self knowledge and self esteem –

- To promote positive attitudes to health
- To promote a sense of responsibility regarding individual, family, community health
- To encourage a healthy lifestyle
- To enable pupils to acquire skills in decision making in managing situations of stress in relation to health
- To provide a knowledge base and understanding of a healthy lifestyle.

The following elements of health education are taught throughout the school -

- 1 Personal hygiene
- 2 A healthy lifestyle – diet and exercise
- 3 All aspects of safety – road, home, water, classroom, playground, farmyard, fire
- 4 Personal safety – if lost, using telephone, accident emergency procedure
- 5 Dealing with bullying
- 6 Saying ‘no’ to strangers
- 7 Inappropriate touch

All classes shall receive a personal and social education programme with emphasis being put on the dangers of drug abuse (see Drugs Policy).

Moral issues will be addressed through our PDMU programme, RE, review of news articles and in general discussion.

HEALTH AND SAFETY

The school will endeavour to provide a comfortable and safe environment for learning.

Due to the nature of primary education it will be the responsibility of each class teacher to look after the pastoral needs of the children in her class. All staff will have responsibility for pastoral care both in the context of their classroom and the wider school community. The Pastoral Care Team will regularly review the Pastoral Care Policy and Programme and recommend changes as and when appropriate.

Class teachers will attempt to resolve the worries of new pupils and to relieve their anxieties. The designated links teachers Miss L A Marshall, Mrs Robinson and Miss J Lucas will be grateful for information about any difficult home circumstances which may be causing distress or anxiety.

A personal information form is completed by parents for every child in the school. This details emergency contact numbers, any special health problems and permission to seek medical treatment if the parents cannot be contacted.

MEDICAL INFORMATION

Parents should at all times inform the school in writing regarding any medical condition concerning their child –

- The school will endeavour to assist parents in carrying out medical procedures as directed in writing from their family doctor
- In the case of asthma all parents are responsible for informing the school in writing regarding the prescribed treatment and of ensuring that their child has the correct medication available when needed.

Children using relievers should carry them at all times. Each inhaler should have the child's name on it.

SICKNESS / ACCIDENTS / SAFETY

When a child is sick or injured the school will, in the first case, attempt to contact the parent with a view to asking them to come to school and pick the child up. If this is not possible, in the case of injury, then the child will be taken to the local Health Centre or to hospital. In all cases it will be the school policy to act in the best interests of the child.

All accidents will be logged in the Accident Report Book.

First Aid Kits will be kept in the defined area of school – the staffroom.

If a pupil is absent from school then a signed note stating the reason must be sent with the child when they return to school.

If a pupil has to leave school early for a medical appointment then a signed note must be submitted and the pupil must be met by an adult.

The school will open each morning at 8.50am and children should try and not be on the premises before that time. Prior to 8.50am, on arrival all children will remain in the foyer. Provision will be made within the school hours of 8.50am – 3.05pm to ensure that pupils are supervised.

Break 10.40 – 10.55am

Lunch 12.30 – 1.15pm

End of School	P1-P3	2.05pm
	P4 – P7	3.05pm

BREAKTIME AND LUNCHTIME SUPERVISION

Breaktime supervision will be undertaken by one teacher and classroom assistants.

On wet days during break and lunchtime the pupils will remain in their classrooms and will be supervised by those on duty. On wet days teachers should leave work for their children to go on with.

During dinner time the dining room will be supervised by the supervisors and, when required, the Principal.

Some children taking packed lunch will eat in the dining room under the supervision of supervisors and lunchtime supervision outside will be undertaken by the supervisory assistants and/or teacher.

ENTERING AND LEAVING SCHOOL

The infant children should be met by an adult in the front carpark at the end of each school day. Parents who collect infant children will wait in the front carpark of the school. Teachers will accompany the children to the buses.

During school hours no child will be permitted to leave the school grounds unless accompanied by a teacher or a supervisor. In the event that a pupil has to keep an appointment the class teacher should be notified in writing and the child collected from the school by a parent or other authorized adult.

THE PLAYGROUND

The playground will be divided into KS1 and KS2 areas with the appropriate equipment.

FIRE DRILL

Fire drill will be practiced regularly and a notice of Emergency Evacuation procedures should be displayed in each classroom and corridor areas and each teacher should be aware of her particular duties. Fire extinguishers will be serviced regularly.

SCHOOL RULES

Any rules made and enforced will be in order to make Richmond Primary School a safer, more pleasant and happier place to work and study in eg. walk quietly in single file in the corridors, walk on the left of the corridors, no chewing of gum.

NO SMOKING

Richmond Primary School building is a No Smoking area and all staff, parents and visitors should observe this policy.

CHILD PROTECTION

Child abuse may be the result of a direct act or of a failure to act on the part of a parent to provide proper care and may take a number of forms -

- 1 Physical Abuse
- 2 Sexual Abuse
- 3 Neglect
- 4 Emotional Abuse

(See Child Protection Policy for details of above)

The Child Protection Policy seeks to protect vulnerable children ensuring that teachers have guidance on the detection and inter agency management of situations where abuse or neglect is evident or suspected.

The policy also aims to inform and advise ancillary staff who have pupil contact to be constantly on the alert for early signs of child abuse and neglect and that it is their duty to inform the designated teachers (Miss L A Marshall, Miss Lucas) or the school principal, Mrs Robinson.

All staff will follow the guidelines and procedures as recommended by DENI and the EA.

BULLYING

All forms of bullying are harmful to the child. They may be emotionally hurt, physical hurt, angry, frightened, bewildered, humiliated, frustrated, and feel powerless to stop it happening.

Working together to identify ways of tackling the bullying is the goal of an effective bullying policy which needs to be continually worked at.

No child deserves to be bullied. Pupils have a right to learn in an atmosphere free from fear and intimidation.

The policy on bullying attempts -

- 1 To define various types of bullying
 - a Gesture
 - b Verbal
 - c Physical
 - d Extortion
 - e Exclusion
- 2 To identify children particularly at risk
- 3 To give guidance on signs or behaviour in a child that may indicate he or she is being bullied
- 4 To lay down a plan of action to be followed by all staff if there is evidence of bullying
- 5 To offer concrete help, support and feedback to the victims and their families
- 6 To try to change the character of the bully
- 7 To draw up a programme to raise awareness of bullying through the curriculum.

(See Anti-Bullying Policy)

COMPLAINTS PROCEDURE

Where a parent or guardian wishes to make a complaint regarding provision or any aspect concerning Pastoral Care / Child Protection they should, in the first instance, contact the Principal or the Chairman of the Board of Governors.

In such instances these complaints will be dealt with through the school's child protection procedures and will have the child's best interests as the primary concern.

COMMUNICATION

A policy on Pastoral Care depends on it being communicated positively to staff, pupils, parents and all other involved in the life of the school. Each one needs to be informed of the various policies regarding the organization and running of the school e.g.

- admissions
- child protection
- visiting
- complaints
- discipline
- sickness
- accident
- school uniform
- charging and remissions policy
- extra curricular activities
- school curriculum
- religious education

This information is contained in the School Prospectus, a copy of which is issued to each family. The School Prospectus is reviewed annually.

Any change in the information given due to unforeseen circumstances during the school year will be notified in writing to all parents.

Any additional information e.g.

- school holidays
- notice of school events i.e. sales, concerts etc
- lost property
- school visits will also be notified to all parents

MONITORING and EVALUATION

Class teachers will monitor the progress academically and pastorally of children in their class. Where a teacher has a concern about the pastoral well being of any child in her class, records will be kept of incidents and the necessary action taken. As the pupil progresses through the school records of pastoral concerns or issues will be passed on to the child's next teacher.

Richmond Primary School will carry out, as the need arises, an evaluation of the pastoral dimension to determine ways of improving the quality of provision for the benefit of all pupils, teachers and ancillary staff.

REVIEW OF POLICY

As good practice dictates this policy will be reviewed every two years. The next review will take place in the Autumn term 2022

