



Each child unique, each child talented, all children cherished.

KILKEEL PRIMARY SCHOOL

Pastoral Care Policy

2018

Review date :

Each Child Unique. Each Child Talented. All Children Cherished

Pastoral Care Policy - includes

Our Vision for KILKEEL PRIMARY SCHOOL

Mission statement

Introduction/Aims of Pastoral Care Policy

Implementation of Pastoral Care Policy

Links with the following policies;

Positive Behaviour Policy,

Anti- Bullying Policy,

Intimate Care Policy,

Acceptable Use of the Internet & Digital Technologies in School Policy,

Health and Safety Guidance,

Child Protection- Safeguarding Policy,

Drugs Policies

Links with Parents and outside Agencies

Key Pastoral Care Personnel



Old French Proverb:

"A child is like a fire to be lit; not a vase to be filled"

Our Vision for Kilkeel Primary School

Kilkeel Primary School is a vibrant and dynamic school which seeks excellence in all that it strives to do. We endeavour to provide strategic direction for our school with the full participation of Governors, Staff, Parents and Pupils.

Mission Statement

We seek to provide a caring, stimulating and happy environment for all children where they learn to the best of their ability. We hope that by helping children realise their potential, celebrating their achievements, respecting their differences and encouraging mutual respect for others, we will foster self-esteem and provide a sound foundation for their future life so that they feel empowered to make informed and responsible decisions. To achieve this, we actively encourage the involvement of parents, our community and agencies who can support and enrich the pastoral and curricular provision for all pupils.



Pastoral Care is not a frill or option; it is the oxygen essential for the learning process to occur. McGuinness (1989)

Introduction

In Kilkeel Primary School we are primarily concerned with the safety, health, well-being and personal development of all our pupils. In recognition of this we must adopt a proactive stance in taking a holistic approach to develop our pupils in all five areas of life, physically, intellectually, emotionally, socially and spiritually. We recognise the uniqueness of each child and through our pastoral care, we want to ensure that each child feels cherished and thrives to achieve their full potential in a safe and happy environment.

In every aspect of their school life we aim to equip them with the necessary skills so that they can take their place as useful and responsible members of our society.

Aims of our Pastoral Care Policy.

- To create a safe, caring community within our school where there is respect for oneself and respect for the views, opinions and differences of others.
- To develop all aspects of a child's well-being i.e. their spiritual, moral, cultural, emotional, physical and academic development.
- To provide an environment that will enable each child to develop their self-confidence, their self-esteem and a positive self-image.
- To work in partnership with parents and outside agencies to overcome any difficulty a pupil may encounter and therefore enrich the quality of teaching and learning,
- To help pupils appreciate and value the opportunities and resources they have and to work as a school to help others in our community and the wider environment.

In order to achieve our aims, we regard it essential that each member of staff will actively promote self-esteem of each child in their care. The pastoral care of our pupils will be developed and enhanced through a wide range of activities and opportunities (P.D.M.U. programmes) These combined with the Northern Ireland Curriculum, will enhance the development of the 'whole' child.

To do this we will: -

Raise the children's social awareness

- Provide a fair and orderly atmosphere which will create a secure and non-threatening atmosphere within school. (Codes of conducts)
- Foster a sense of community with common, inclusive values e.g. through implementation of school policies, interaction within the community- (each year the choir visit the elderly; play active roles in supporting local and international fund raising activities etc.)
- Encouraging children to work co-operatively e.g. recognise and respect social differences and similarities; through the operation of the School Council and thus providing children with opportunities to exercise leadership and responsibility; develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect etc.
- Welcome members of the wider community into our school and keep them informed of developments e.g. Facebook, school website, school newsletter, notice boards etc.
- Providing opportunities to participate in engaging activities which promote social development e.g. (after school activities)
- Providing residential trips and day trips.

Spiritual / moral and cultural development

- Religious Education- (RE -programme, promoting a Christian ethos within our school and giving pupils opportunities to explore values and beliefs and the way in which they can impact on people's which will also incorporate weekly assemblies)
- Provide a clear moral code of behaviour through implementation of the Behaviour Policy, Class Rules, Anti-Bullying Policy, E-Safety etc.
- Promote racial, religious and other forms of equality e.g. R.S.E. policy.

- Modelling the principles and moral standards we wish to promote e.g., fairness, integrity, respect for persons, pupil welfare, resolution of conflict etc. through curriculum work in all subjects and through the quality of relationships and interactions between adults and children.
- Encouraging children to take responsibility for their actions, respect of property, care for the environment etc. through implementation of the School's Behaviour Policy, assemblies etc.
- Promote a strong ethos of community celebration that promotes a learning culture that is recognised by all children.
- Rewarding expressions of moral insight and good behaviour e.g. Through assemblies and class reward systems.
- Providing children with opportunities to explore their own culture and develop partnerships with outside agencies and individuals to extend pupil's cultural awareness e.g. drama, music, art, wall displays etc.
- Using ICT and the internet to extend partnerships with those from other cultural backgrounds.
- Recognising and nurturing particular gifts and talents e.g. through participation in competitive sporting events, competitions etc.

Emotional

- Circle time, suggestion box or worry boxes, information on who to talk to if troubled or concerned etc.
- Provide opportunities for pupils to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful e.g. through the curriculum (PDMU -living and learning together and other thematic themes, Primary Values, drama, music, dance etc.

Physical

- Implementation of P.E. policy and extra-curricular activities e.g. hockey, football, including competitive competitions.
- Healthy eating initiatives
- Drugs policy, Road safety etc.

Academic- for e.g.

- PASS - Pupil Attitude to Self and School
- ACTS- Activating Children's Thinking Skills
- Self-assessment,
- Educational visits and residential
- Positive attitudes towards their work, peers, teachers and other adults

- Ability to study independently and promote good self-discipline
- Extra-curricular activities
- Additional learning support
- Encouraging children to express their ideas with confidence and consideration and to be tolerant of others (talking and listening activities)
- Self-esteem- The celebration of children's work; recognition of achievements in and out of school (presentations in weekly assemblies); Promote reward procedures; the full involvement of pupils in their school rules, rewards and consequences; School Council; full involvement of pupils in assemblies and school productions: class duties and the P. 7. Prefect Programme; pupils' ideas and full involvement within year groups for organising charity events etc.
- *Events*- throughout the year which continue to reinforce important pastoral care information e.g. Anti-Bullying Week, Internet Safety Week, etc.
- The ongoing review of all pastoral care policies and procedures.

Liaison with Parents and other Agencies

In Kilkeel Primary School we value the close collaboration with parents and Board of Governors in all aspects of school life. We encourage parents to bring any concerns firstly to the class teacher's attention as soon as possible. Should problems or misunderstandings arise, we will listen and work with parents to follow the proper guidelines and procedures. We would ask parents to support our pastoral care policies and procedures which have been developed after much consultation and ongoing review with all members of our school community.

The school will utilise the support and expertise of other agencies. These include

- Education Authority
- Educational Psychologists
- Our School Nurse and Health Agencies
- NSPCC
- Local Ministers
- Charitable Associations
- Board of Governors
- Community PSNI

Key Pastoral Care Personnel

Safe- Guarding Team

Mrs. McCabe, School Principal

Mr. Quinn - DDT, Drugs Co-ordinator

Mrs. Patterson - DDT, SENCO

Mrs. McBride-DDT, Co-ordinator for Anti-Bullying and P.D.M.U.

Mr. McAtee- Chair of B.O.G.

----- Vice Chair of B.O.G.

Mrs. B. Stevenson- Designated Teacher for Child Protection

Mr. W. Annett, Mrs H. Annett, Mrs. H. Campbell - Co-ordinators for Internet Safety and the Safe Use of Digital Technologies

Mrs. W.Russell, Mrs. H. Annett, Mrs. Orr, Mrs. Parke & Mr. Annett - First Aiders and co-ordinators for all health & safety matters.