

BELFAST ROYAL ACADEMY

BEN MADIGAN PREPARATORY SCHOOL

PASTORAL CARE POLICY

N.B. This policy is one of a number of policies which are interlinked and interdependent. It should therefore be read in conjunction with our mission statement, EMU, CH, Bullying, Discipline, Child Protection, R.E., P.E., H.E. and Special Needs Policies.

DEFINITION:

Pastoral care is concerned with promoting pupils' personal, social, moral, intellectual, spiritual and cultural development and fostering positive attitudes; through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers, parents and other adults in the school; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and support systems; and through extra-curricular activities and the school ethos. Good pastoral care will help us achieve success.

There are two aspects of the Pastoral Dimension:

- a) the general focus with all staff, teaching and non-teaching, committed to and responsible for working together to care for, guide and advise pupils so that the pastoral dimension is fully integrated into everything that happens in school.
- b) the specialised focus where the class teacher has a detailed knowledge of the needs, aspirations, interests and progress of each pupil in his/her class. Such knowledge will enable the teacher to plan teaching and learning in such a way as to best support the child and to liaise with parents and where appropriate {with the permission of the Principal} with outside agencies. Information generated from {a} will be reported to the class teacher.

When significant concerns are raised these should be discussed with the Head of Key Stage preferably before arranging a parental interview. The Head of Key Stage will decide whether the matter should be dealt with by the teacher alone, by the teacher and a member of the SMT or be referred to the Principal.

IN MATTERS RELATING TO CHILD PROTECTION AND/OR BULLYING THE PRINCIPAL OR V.P. SHOULD BE CONSULTED DIRECTLY {SEE RELEVANT POLICIES FOR DETAILS}.

COMMUNICATION:

Good communication is essential at all levels

pupil	pupil	
teacher	pupil	
teacher	teacher {inc. senior staff}	
teacher	parent	
other adults	pupil + teacher	
teacher	principal	outside bodies

It is essential that relevant information be recorded and passed on to the next teacher.

Forms of recording:

Formal e.g. emergency form, parental responsibility form, induction information, baseline assessment notes on internal reports re. parental observations, incident report forms.

Informal e.g. a card index system where objective comments can be noted. This should be passed on and retained throughout the child's school career at Ben Madigan. Such a system could include information re. e.g. family history of learning difficulties if reported, parental separation/divorce, behaviour/bullying problems.

We recognise that children learn best in a safe and secure environment in which there is mutual respect.

It is important to deal appropriately and effectively with incidents when they arise {see discipline policy} however we believe that, by a planned programme of teaching and learning, knowledge and skills can be absorbed which will empower the child and raise self-esteem, making incidents less likely to occur or the child more able to cope when they do.

Such teaching may take place within the existing curriculum, or arise from it e.g. road safety from a topic on journeys. It may also take place as a discrete subject e.g. Police Education Programme.

All class teachers will identify within existing schemes where these PSHE/citizenship skills are taught and will allocate a specific period of time each week {varying by age group} when specific teaching will take place. A programme of topics to be covered by each class will be drawn up to ensure progression and that all necessary topics are addressed. This should involve the class teacher as primary deliverer. Additional teaching may be required if an incident occurs.

METHODS:

A variety of approaches will be used including individual, group and classwork. Resources such as work sheets, text books and videos may be used. Techniques such as circle time or drama will be appropriate in some instances. Outside agencies may offer resources or input. A list of resources will be drawn up and reviewed regularly.

Books/novels addressing difficult situations are available in K.G. and the main library. These may be borrowed by staff only. Staff may read them to a class or lend them to individual children. Other appropriate books may be found in the general library stock, in the staffroom or in Mrs Marshall's R.E. collection in her room. Needs not catered for should be notified to the Principal and suitable resources will be provided if funds allow.

Posters will be displayed around school to reinforce the values and behaviours we support. Teachers will create displays at various times which support Pastoral Care e.g. All About Me, Child of the Week, posters, class rules, etc.

VETTING:

All adults coming regularly into school will be asked to complete a vetting form to enable a police check to be carried out. Similarly those helping with school trips/transport will be vetted.

CONFIDENTIALITY:

Information of a private nature will be shared only on a “need to know” basis. The Principal and current teacher {s} would need to be informed generally.

SECURITY:

All strangers entering the grounds will be approached and asked to identify themselves. Any driver in the grounds without permission will be stopped and their identity checked.