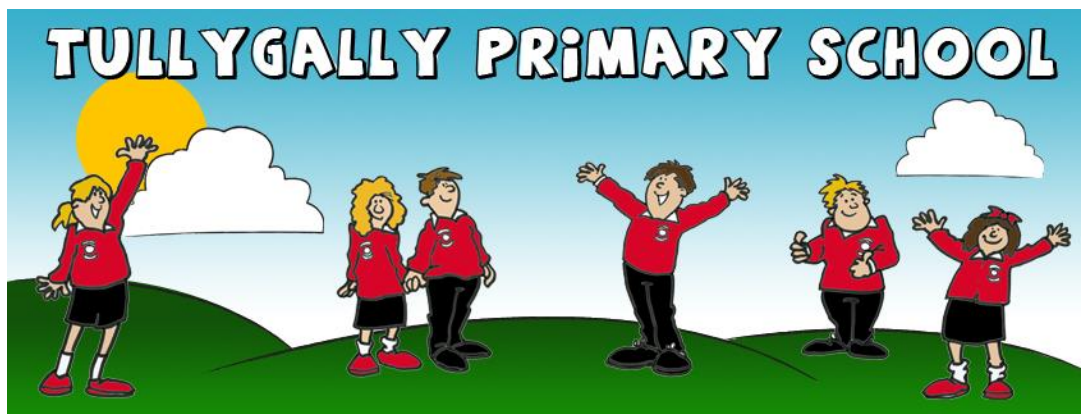


Tullygally Primary School & Nursery Unit

Pastoral Care Policy



'Soaring to excellence with children at the heart'

March 2018

Rationale

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 enriching atmosphere in the school. It should have at all times the best for the children, the staff and the wider school community as its principle concern.

We define Pastoral Care as the created ethos through which our pupils develop and learn to their optimum potential. We provide the opportunity for every pupil to develop into a responsible, self-aware, confident and capable young person equipped to cope with the challenges of the 21st Century.

Our school accepts that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum.

The school Vision

Our vision is of a secure, inclusive, caring environment where the staff has a genuine interest and concern for the children and where the pupils' efforts and achievements are recognised. The establishment of good relationships is viewed as the key to the school's success.

Aims

- We aim to provide a broad and balanced curriculum in a caring environment so that all children will make progress to the best of their ability and be well prepared for transfer to post primary education.
- We aim to ensure that learning supports the development of the pupils' cross-curricular skills and their thinking skills and personal capabilities so that they have self-confidence and respect for themselves and others and can therefore manage their own emotions, regulate their learning and interact effectively with others.

Mission statement

At Tullygally Primary School we have high expectations of all children.
We will:

- Provide a broad and balanced curriculum
- Use an appropriate range of learning and teaching strategies which are active and practical in their nature, motivate the pupils and engage them purposefully in their work both collaboratively and independently.
- Set appropriate and realistic targets, monitored and tracked for individual pupils for learning, and attainment in annual and end of key stage assessments.
- Make every effort to establish excellent teacher/pupil relationships.
- Encourage, recognise and reward positive behaviour.
- Encourage parents to become involved in promoting their child's learning-their views will be sought and acted upon, and they will receive clear information about policies, the curriculum programme and the operation of the school.
- Provide opportunities for all teachers to engage in Continued Professional Development.
- Engage with all the relevant agencies when appropriate.
- Maintain and develop links with the wider local community.

Pastoral Care Structure

i) Principal

The Principal, Mrs Andrews is ultimately responsible for the Pastoral Care in the school.

ii) SMT

The Senior Management Team assists the Principal in the overall management of Pastoral Care within the school and ensures that the Pastoral Care Policy and procedures are implemented.

iii) Designated Teachers

Teachers will report any Pastoral Care concern to:

Designated Teacher: Mrs Devlin

Deputy Designated Teachers: Mrs Andrews and Mr Guy

Posters are displayed around the school stating that if children are unhappy they can talk to Mrs Devlin, Mrs Andrews or Mr Guy.

A Pastoral Care Notice Board displays this information outside the office, in the dinner hall and in the cloakroom area.

iv) Pastoral Care Team

The following are members of the School's Pastoral Care Team.

Mrs Andrews Principal

Mr Guy Vice Principal

Mrs Devlin Designated Teacher

Mrs Haughian Designated teacher for nursery

Mrs Siron Board of Governor

The Pastoral Care Team are responsible for formulating and evaluating the Pastoral Care Policy and Procedures in conjunction with SMT and the school staff.

v) Teachers

Every teacher is a 'Pastoral Care' teacher. Class teachers have a responsibility for the Pastoral Care of the pupils in their class. All classrooms have a 'Pastoral Care' ethos reinforced through PDMU programme that if the child should feel unhappy-'speak to the teacher.' It is however important to state that at Tullygally Primary School there is a corporate responsibility for the Pastoral Care and well being of the pupils, which goes beyond the class boundaries.

vi) Non teaching Staff

Every member of the school staff has Pastoral Care at the heart of what they do. If there are concerns they should be reported initially to the child's Class Teacher.

What this mean for pupils

Opportunities will be provided for pupils:

- To set and achieve personal, social and academic goals.
- To gain maximum benefit from their time in school.
- To develop independence of mind and to take responsibility for their own actions.
- To develop self-discipline and self-respect.
- To develop an understanding of themselves as individuals recognising their strengths and limitations, their personal qualities, their attitudes and values.

- To develop respect for the opinions and rights of others and to show tolerance towards them.
- To develop an understanding of the world in which they live.
- To foster relationships where they feel happy and secure.

What this means for teachers

Teachers will:

- Promote a caring and friendly environment where pupils' learning is developed within the context of their individual needs and responsibilities.
- Share a common vision for the school and be involved in realising this vision through for example, the implementation of the School Development Plan.
- Be involved in the development of whole school policies which establish principles for action throughout the school.
- Be provided with opportunities for their own Personal Development.
- Be aware of the children's individual backgrounds, experiences, needs and aspirations.
- Give time and support to those in need.
- Foster relationships where children feel happy, and enthused by the interaction and learning opportunities presented.
- Foster relationships where children feel happy and secure and can come to the class teacher for any reason.
- Promote the ethos of teamwork and partnerships at all levels within the school.
- Be provided with appropriate support when necessary.
- Provide pupils with opportunities both formal and informal to express their 'pupil voice.'

Teachers will endeavour to build effective, empathetic relationships with our pupils in order to provide advice and support whenever necessary. However, we retain awareness of the need for other avenues of support when necessary.

What this means for other adults in the school

Other adults associated with the school will:

- Have an appreciation of the school ethos.
- Be partners with the teachers in providing a caring approach.
- Help the pupils achieve their personal goals.

- Develop a team approach where each member has a particular role to play.

What this means for the Board of Governors

The Board of Governors will:

- Provide a safe learning environment.
- Be fair employers.
- Be aware of all relevant legislation.
- Encourage the Professional Development of all staff through appropriate delegation and responsibility.
- Deal efficiently, and in a fair manner, with all cases of grievances and/or discipline.
- Involve themselves in the life of the school as far as their time permits.

Relationships

Excellent relationships foster and develop in an atmosphere of Respect. Our school will work towards creating opportunities where mutual respect can grow and develop. We aim to create a caring, empathetic and secure environment where our young people can develop good relationships based on those they experience.

Part 1 - General Focus

Since the Pastoral Dimension permeates all activities, the general focus requires a caring commitment by all teachers and adults to every aspect of school life. The implications of this are that Pastoral Care should 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

THE SCHOOL AS A COMMUNITY

The school as a community should be seen as an extended family where everyone works for the common good: pupils, parents, staff and governors.

Examples:

Partnership with Parents

Parents will be made welcome in the school and encouraged to feel that their role is important and their support appreciated. At Tullygally Primary School we aim to do this in the following ways:

- Open Door Policy whereby parents can come to the school or telephone and make an appointment to speak to the Principal or class teacher at any time
- Two Parent/Teacher Meetings each year
- Annual written Report to parents on their child's progress at the end of each year (Nursery 2 written reports and a transition form.)
- Monthly News Sheet
- Website www.tullygallyps.co.uk
- Parents invited in for Christmas Concerts, Dancing Festival, Sport's Day and Prize Day
- Parent' s questionnaires
- Consultation on Policies
- P1 & Nursery Intake, Foundation and key stage Curriculum Meetings
- Supervision of and involvement in homework
- Teacher/Parent communication e.g. Homework Diary

- Paired reading
- Parent/child library in nursery

Staff Welfare

Pastoral Care does not solely relate to pupils, it relates to the adults who work in school also. A Staff Welfare Policy is in place and staff will have full access to Health & Welfare Services in the Education Authority and have been provided with the 'Staff Care' leaflet and the Education Authority's Attendance Policy.

- See Staff Welfare and Attendance Policies
 - Also TNC 2011/1 Strategy for teacher health and well being in NI

THE SCHOOL IN THE COMMUNITY

At Tullygally Primary School we believe that the link with the local community is vital. This relationship is a two way process, the school as an integral part of the local community reaches into the community and the community in return is welcomed into school. The following are some of our community links which show how the pastoral dimension permeates all aspects of school life:

- Pupils have opportunities to take part in a wide variety of educational trips to local facilities
- Regular use of community facilities e.g. Craigavon Swimming Pool, Library
- School may be used for community activities to ensure everyone has a vested interest, e.g. -
 - a) All weather pitch for sporting events
 - b) Breakfast Club
- School is represented on the Local Neighbourhood Renewal Committee
- Links with other local Primary and Secondary schools, e.g. Religious, sporting or educational events:
 - a) Drumgor Primary School - Shared Education, First Penance & First Communion
 - b) Portadown Integrated - First Penance and First Communion
 - c) Brownlow College
 - d) Lismore Comprehensive
 - d) St. Anthony's, Dickson, St Brendan's- Cluster Group
 - f) School Forum-Principal's from local schools

Links with local Eire Og GFC who provide coaching for pupils in Gaelic games

Strong links with local PSNI Community Affairs team e.g. P7 CASE Programme, Internet Safety and Drug Awareness
Provision of activities/courses for children in school and the wider community, through the Extended Schools initiative
Use of Website www.Tullygallyps.com
Use of local press
Choir sings at local venues at Christmas
Strong links with local church, St Anthony's Roman Catholic Church, in particular with reference to First Communion and Confirmation.
Links with other local agencies e.g. Fundraising for Charities
Competitions e.g. Rushmere, Credit Union,
The visit of Emergency Services etc.
Peace Players International
Recreation Centre
The Hub
Craigavon Water Sports and Ski Centre
Millennium Court
Links with statutory agencies involved in the health and welfare of children e.g. Doctors, School Nurses, Dentists, Health Visitors, Social Services, occupational Therapists, Speech Therapists, EWO, Educational Psychologists, Behaviour Support Team, Visual Support Team and other agencies when needed.

ACTIVITIES

Some specific activities which show how the pastoral dimension permeates all aspect of school life are listed:

- The P7 class is involved in the school responsibility rota
- We operate a Positive Lunchtime Playground which includes Buddy Stop
- A PDMU programme is followed by each class
- Charity Fundraising
- All pupils participate in 'Circle Time' regularly

ETHOS OF THE SCHOOL

Ethos is an intangible concept with a tangible effect. It is our intention to establish an ethos which may be detected in the feelings of security at every level within our school.

This may be achieved through:

- > creating a sense of belonging amongst all strands of our school community
- > developing an atmosphere of mutual respect and caring
- > creating an explicit Pastoral Care Programme which allows for a fair and

equitable exchange of views/ideas/attitudes, etc. in an atmosphere of trust

- > implementation of a Discipline and Behaviour Management Policy which creates a full sense of justice and fair play amongst our school community
- > providing opportunities for every person to succeed and to be affirmed in their self-worth
- > promoting positive relationships at every level
- > working with parents for the mutual benefit of all
- > establishing and maintaining links with the wider community
- > affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care
- > creating a sense of self-worth at every level.

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

SCHOOL UNIFORM

This is a major part of the ethos of the school and encourages children to take pride in their appearance. When they are wearing the uniform they are ambassadors for Tullygally Primary School.

It is school policy that uniform is worn every day at Tullygally Primary School.

Parents must ensure that their children wear full uniform every day.

ATTITUDES TO LEARNING

The pastoral dimension influences the attitudes to learning:

a Every child will be treated as an individual - with tasks matched to their level of ability - Differentiation.

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 enjoyable atmosphere for learning.

d As an Inclusive School we aim to remove barriers to learning to allow children with Special Educational Needs equality of access to an education in a mainstream class.

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, points, certificates, prizes

f Pupils will be given opportunities for individual, paired, group and whole class teaching.

CARING ATTITUDE

The pastoral dimension necessitates a caring approach to all activities.

a A positive and fair approach to discipline and behaviour management based around rules, rewards and consequences.

b Appropriate strategies will be adopted where there are particular social, emotional and behavioural needs.

c Parents will be encouraged to support the school in the common aim of ensuring the development of the whole pupil.

1) Admission Arrangements for Nursery and P1

During the Summer term, parents of children due to start school in the Autumn term will be invited to Induction meetings to meet the Nursery and P1 teachers who will talk to parents about general preparation for the school.

Prior to admission new entrants will be invited to come along and spend some time in the Nursery. Nursery pupils transferring to P1 will spend a session with their P1 teacher in the Summer Term and the Primary 1 teacher will spend a morning in the nursery.

The Nursery operates a Settling in Policy to make the transition from home to school easier.

P1 pupils are phased in also using staggered dates over the first weeks of the term.

- See Nursery Settling in Policy

2) Newcomers

Class teachers will attempt to resolve the worries of new pupils and to relieve their anxieties. The Designated teachers - Mrs Devlin, the Principal, Mrs Andrews or Vice Principal, Mr Guy will be grateful for information about any difficult home circumstances which may be causing distress or anxiety.

3) Lost Property

A Lost Property box will be located in the Office. Any unclaimed items are given to charity at the end of each year.

4) Money

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 the account book and sent to the office on a daily basis.

Any unclaimed money will be given to the person who handed it in as a reward after a set period of time.

5) Charging and Remissions Policy

Education in Tullygally 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 trips. 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.

6) 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 given to parents at the beginning of the school year in the Information Booklet. Reminders will be communicated through the monthly News Sheets and on the school website.

In the event of an Emergency Closure every attempt will be made to notify parents to enable them to make alternative arrangements.

7) Religious Education

Religious Education is available to all children.

Pupils are prepared for the Sacraments of Reconciliation, First Holy Communion and Confirmation.

Parents may remove their children from these classes on the grounds of conscience and the school will make alternative provision for them. Parents should notify the principal or class teacher if they wish to withdraw their child from the religious education classes.

8) 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 has responsibility for Special Needs within the school taking account of the statutes of SEN Code of Practice (1996) + SENDO (2005).

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

As well as in class differentiation of work, pupils with Special Educational Needs may receive the following support:

- Intensive Support as part of a withdrawal group for a set period of time
- Peripatetic Support as part of the Education Authority's SpLD Service
- Reading Partnership- where appropriate
- Numeracy Catch - up - Rocket Maths
- Athletics Club
- Accelerated Reading
- Literacy and numeracy extended school clubs

At all times the Special Educational Needs Code of Practice will be observed and should it be necessary to proceed to a request for a formal statement of that child's needs the Education Authority will be involved. These needs will be met by the Board through extra assistance or in another appropriate school.

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 teachers, school, medical authorities, educational psychologists and parents. In all cases the final decision will be made by the SELB as to the child's appropriate form of education. The Special Educational Needs section at the Education Authority will be pleased to provide information and guidance about the procedure to be followed in such cases.

9) Organisation of Classes

It is the policy of the Board of Governors that, if possible, children should be taught in single group mixed ability classes. However there are times when composite classes are necessary.

Primary school children are taught by a class teacher (or in the case of a job share arrangement or Principal release- 2 teachers) who will teach all core subjects of the curriculum.

The particular skills of teachers may be utilised in the afternoon where teachers will adopt a semi-specialist role in such subjects as Physical Education and R.E

10) The Playground

All children use the same playground however they are encouraged to stay within their key stages.

Playground markings have been laid to encourage traditional games, co-operation etc.

P7 Playground Friends will organise these games in the playgrounds.

During better weather the all weather pitch may be used.

11) Celebrating Success

Every class has a Reward System e.g. Golden Time, Surprise Box

There is a programme for displaying the work of all children within the classroom and on the notice boards in the corridors.

The Principal has a Reward System and pupils are given certificates every week for example for completion of good work, effort and skills.

Achievements from both inside and outside school are celebrated at a whole school assembly on a weekly basis.

Success is also celebrated using our School Website, Monthly News Sheet and local newspaper.

12) Health and Safety

The school will endeavour to provide a comfortable and safe environment for learning following the Education Authority's Health & Safety Policy.

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 his/her class.

All staff will have responsibility for pastoral care both in the context of their classroom and the wider school community.

- See Health & Safety Policy

13) Medical Information

A Medical Register is kept for every class. It is the responsibility of parents to inform the school regarding any medical condition concerning their child.

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. An Asthma Register will be updated each year.

Children using relievers should leave one clearly marked with their name in school and a log sheet marked when inhaler used.

- See Medication Policy

14) Sickness / Injury

If a child is sick at home, we ask parents to be sensible about keeping their child away from school until they are well again. Sending pupils into school who are unwell risks spreading illnesses to other pupils and staff.

If your child should contract any of the following we ask that you inform the school immediately:

- Chickenpox
- Measles
- Scarlet Fever
- Whooping Cough
- Mumps
- Slapped Cheek
- Hand, foot and mouth

When a child is sick or injured the school will inform the parents. If this is not possible to contact parents in the case of injury then the child will be taken to the local Health Centre or to hospital.

In all cases it is the School Policy to act in the best interests of the child. We follow advice given by the Public Health Agency.

15) First Aid

The school has two qualified First Aiders who will treat your child in the event of an accident. They are:

- Mrs Devlin

If your child receives First Aid in school the parent/guardian will be informed. We have a policy of contacting parents when there has been any head injury.

All serious accidents will be logged in the Accident Book.

- See First Aid Policy

16) Entering and Leaving School

a) There are three entrances to Tullygally Primary School. Parents dropping off and collecting children should use the Pedestrian Entrances at the front, side or back of the school.

b) Pupils should enter and leave the school through the Pedestrian Entrances only.

c) To ensure the safety of children and appropriate access the school,

- Parents should use extreme care when entering and leaving the car park.
- Adhere to the 5mph speed limit in the car park.

- Parents **MUST** accompany their children to and from the school playground when using the car park.
- **TO ENSURE THEIR SAFETY PUPILS ARE NOT ALLOWED TO WALK TO AND FROM THE CARPARK UNSUPERVISED.**

Morning

School Day starts at 9.05am

Parents are reminded that, as far as possible, pupils should not be on school premises before **8.55am**.

Teachers' supervisory duty begins at 8.55am when the school gates are opened.

We encourage punctuality but discourage standing outside in the cold/wet too long before the bell.

Parents should escort their children to one of the gates that access the playground. Children will independently join their class line in the playground.

Parents are not permitted to escort their children into or from the playground unless accompanying a child to Nursery.

Hometime: 1:30 - Nursery

2:00 - P1-P3 (P3 stay to 3pm on Monday and Tuesday)

3:00 - P4-P7

ALL pupils should be collected promptly at the designated time in order to avoid children becoming worried or distressed.

Nursery

Nursery parents should enter the Nursery to collect their child.

Foundation/Key Stage 1:

- Pupils in P1 - P4 **MUST** be collected from the gates to the school playground and accompanied home by an adult.
- Parents are reminded not to enter the school building.

Key Stage 2:

- P5-P7 pupils may walk home
- Parents should collect their child from the gates to the playground
- Parents are reminded not to enter the school building.

17) Removing Pupils early from School

We would ask that parents do not remove pupils earlier than 2.00pm (P1-P3) or 3.00pm (P4-P7) unless there is a legitimate reason.

- Parents must seek permission from the Principal (or SMT) when removing their children early from school. A written record will be kept.
- Any parents wishing to remove a child from school during school hours, eg. For a doctor's appointment, must report in the first instance to the school office.
- Parents must not go straight to the class; your child will be brought to you at the office.
- No pupil will be allowed to leave the school grounds alone during the school day; they must be collected from the office by an adult.
- This policy is in the interest of Child Protection.

18) School Security

A Door Entry system operates on the main school door and the Nursery door. Parents/Visitors arriving must press the buzzer and wait for attention.

All visitors and parents **MUST** report to Reception on arrival at school. Parents and Visitors must sign the Visitors Book on arrival and sign out when leaving.

19) Pupil Absence

If a pupil is absent from school, please inform the school by telephone on the morning of the first absence.

On return to school a signed note stating the reason for the absence must be sent with the pupil and given to the class teacher.

Attendance is closely monitored within the school and by Education Welfare.

- See Attendance Policy

20) Breaktime and Lunchtime Supervision

Breaktime supervision will be undertaken by the Classroom Assistants and Teachers on rota each day.

During lunch time the dining room and playground will be supervised by the Supervisory Assistants and Classroom Assistants.

On wet days during break and lunch time the pupils remain in their classrooms and are supervised by those on duty.

21) Smoking

Education Authority operates a strict No Smoking policy.

Our School Policy clearly states that smoking is not permitted anywhere in the school grounds.

Parents and visitors are expected to show their full co-operation in adhering to this.

- See No Smoking Policy

22) Fire Drill

Fire drill is practised termly.

A notice of Emergency Evacuation procedures are displayed in each classroom and corridor areas. Each teacher is aware of his/her particular duties.

Fire extinguishers and fire alarms are serviced regularly.

23) 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

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 all staff to be constantly on the alert for early signs of child abuse and neglect and that it is their duty to inform the

- Designated Teacher - Mrs Devlin ,
- Designated Teacher Nursery - Mrs S Haughian
- Deputy Designated Teachers - Mrs Andrews and Mr Guy of any concerns, suspicions or disclosures.

All staff will follow the guidelines and procedures as recommended by the DENI Circular 1999/10 and the Education Authority.

- See Child Protection Policy

24) Bullying

"Pastoral Care In Schools: Promoting Positive Behaviour" (2001) defines bullying as:

"Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend himself/herself." The behaviour can be physical, verbal or exclusionary. Working together to identify ways of tackling the bullying is the goal of an effective anti-bullying policy. Like effective discipline, anti-bullying needs to be continually reviewed. 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
2. To give guidance on signs or behaviour in a child that may indicate he or she is being bullied.
3. To lay down a plan of action to be followed by all staff if there is evidence of bullying.
4. To offer concrete help, support and feedback to the victims and their families.
5. To try to change the character of the bully.
6. To draw up a programme to raise awareness of bullying through the curriculum.

- See Anti-Bullying Policy

25) New Technologies

- **Mobile Phones**

Pupils should not have mobile phones in school.

If a pupil is found to have one with them, it will be removed and returned to them at the end of the school day.

If a pupil needs to make a call they must approach a teacher or the school secretary.

Staff also abide by a Mobile Phone Policy.

- See Mobile Phone Policy

- **Internet Safety**

All parents must sign an Acceptable User Policy before their child is allowed to use the Internet.

The importance of Internet safety is stressed by all teachers and the PSNI work in conjunction with the school to encourage this.

- See Internet Safety Policy

- **Use of Images**

Parents must give permission annually for photographs or videos to be taken of their child in connection with school.

Any photographs which appear in for example the School website will not include names.

- See Use of Images Policy

26) Intimate Care

The School has an Intimate Care Policy in place to protect both pupils and staff.

Where pupils have a medical condition which means that they require regular intimate care, they will have a named carer and parents will be asked to sign a consent form.

When pupils have a toileting accident and require a change of clothes, it is the policy of the school that parents are contacted to come and help the child change.

If a parent cannot be contacted or is unable to collect their child, pupils will be given spare clothes to change into themselves.

- See Intimate Care Policy

Section B - Specialised Focus

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

1. 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.

b Pupils will be encouraged in the classroom situation to assist one another, care for one another and develop the skill of listening at all times, thereby promoting in them tolerance and respect for others.

2. Areas of Experience

The pastoral dimension means that children are offered a wide variety of experiences through a variety of means eg.

- Educational Visits
- Visitors to school eg Clergy, PSNI, GAA/Soccer Coaches
- Community Involvement eg Choir Carol singing at Christmas
- Participation in local competitions
- Local charity collections
- Participation in church services.

3. Discipline Procedures

It is the school policy that discipline should be based on respect for self, respect for other people and respect for their environment and their property. Central to the school's Discipline Policy is a programme for Positive Behaviour Management based on The Golden Rules, Rewards and Consequences.

Any rules made and enforced will be in order to make Tullygally Primary School a safer, happier and pleasant environment to work and study, e.g. walk in single file around the school.

In those cases where a child has broken the school rules there is a graded set of consequences/sanctions involving various members of staff in order of seniority.

In any case involving a serious breach of rules, parents will be involved either by receiving a written or oral report from school or by being invited to come to discuss the matter.

- See Discipline Policy

4. 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 residential visit will learn to share in responsibilities undertaken
eg. P7 Residential,
- d Self discipline and respect for the talent in other pupils when practising for musical productions, concert performances and festival events.

Tullygally 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 eg

- Choir
- Drama
- Computers
- Gaelic Football
- Soccer
- Cycling Proficiency
- Cookery

Parents should also be aware of the 'No Fault Injury Claim' situation that exists for all pupils playing games in the school.

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

- a Sustrans will develop a Road Safety Programme and Cycling Safely programme
- b Road Safety lessons will also be taught across the curriculum
- c The school will promote individual talents in Music, Art, Physical Education.

5. Personal Development & Mutual Understanding (PDMU)

PDMU is one of the seven Areas of Learning in the Northern Ireland Curriculum. All Classes will be timetabled for a specific PDMU block each week and it will be infused into the rest of the Learning Areas when appropriate.

There are two Strands to PDMU:

1. Personal Understanding & Health

Pupils will explore:

- Themselves and their personal attributes
- Their own and others' feelings and emotions
- Their dispositions and attitudes to learning
- The importance of keeping healthy and how to keep safe in familiar and unfamiliar environments

2. Mutual Understanding in the local and wider community

Pupils will explore:

- Their relationships with family and friends
 - Their responsibilities for self and others
 - How to respond appropriately in conflict situations
- Similarities and differences between groups of people
Learning to live as a member of a community

Many other opportunities will be given to develop talents through PDMU by performing at assemblies, school concerts, community events, etc. Moral issues will be addressed through our PDMU programme, RE, Assemblies, review of news articles and in general discussion.

6. Health Promoting School

Tullygally Primary School is a Health Promoting School and this is another major part of Pastoral Care in the school.

In order to do this:

- The School has a Policy of Healthy Breaks

- Pupils are encouraged to bring water into school and water is also provided in the building for pupils
- The school operates a Breakfast Club where pupils are given a Healthy Breakfast
- The Canteen, following the Nutritional Standards, offers pupils a varied and balanced diet with water, milk, salad and fruit daily. It is essential that we are informed of any food allergies/intolerances in order to cater for the dietary needs of your child.
- All pupils take part in regular PE sessions
- P5 - P7 pupils go swimming, P4 in summer term
- Outside coaches come in to coach sports e.g. Gaelic Football, and Soccer
- Pupils are offered a varied programme of extra - curricular activities which include sport - Activ Kids, Hockey, cookery club, Athletics club, Accelerated Reading club
- The school has a Positive Playground which encourages exercise through a programme of activities
- Dentist visits Foundation Stage and Nursery

COMPLAINTS PROCEDURE

Where a parent or guardian wishes to make a complaint regarding provision or any aspect concerning Pastoral Care they should in the first instance contact the Principal who will provide them with a copy of the school's Complaints Policy.

CONSULTATION & COMMUNICATION

A Policy on Pastoral Care will only be successful if it is communicated effectively and positively to staff, pupils, parents and all others involved in the life of the school. The entire school community needs to be informed of the various policies which form part of the School's Pastoral dimension. All the school's stakeholders have been consulted in drawing up this policy. The policy will be circulated to all parents and much of the information is contained in the School Information Booklet which is given to every parent in September. Any change in the information given due to Policy Review or unforeseen circumstances during the school year will be notified in writing to all parents.

USE OF EXTERNAL AGENCIES

The school has links with many external agencies which it will use to promote Pastoral Care in the school e.g. Social Services, PSNI, School Health Service, Barnardo's, RISE, Acorns, REACH etc. 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 particular to our school. We are aware of the importance of a contract being agreed upon by all contributory parties. All External Agency staff working in the school are appropriately vetted.

STAFF DEVELOPMENT

Pastoral Care is always on the School Development Plan and Staff Development and training on Pastoral Care issues is provided as and when necessary.

LINKS WITH OTHER POLICIES

This Policy cannot exist in isolation. In addition to this Pastoral Care Policy, detailed policies exist for:

- Child Protection
- Anti-Bullying
- Drugs Education
- Relationships & Sexuality Education
- Internet Safety Policy
- PDMU
- Intimate Care
- Discipline
- Medication
- Staff Welfare
- First Aid
- No Smoking
- Mobile Phones
- Health & Safety
- Attendance

POLICY REVIEW

This school recognises and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we follow the procedures for self evaluation as outlined in the DE document 'Together Towards Improvement'

The Pastoral Care Team, in consultation with entire school community, will regularly review Pastoral Care Policy and Procedures in the school to

determine ways of improving the quality of provision for the benefit of the entire school community.