

# Brownlee Primary School



## ***Pastoral Care Policy*** **2018**

This policy was adopted by the Board of Governors in January 2018

It will be reviewed by the Board of Governors in September 2020 or at such times as new guidance becomes available or relevant legislation is passed.

## **PASTORAL CARE POLICY**

It is the aim of Brownlee Primary School to provide a disciplined, caring and happy environment where effective learning can take place. In the school it is also our aim that through this environment each person, both child and adult, associated with the school can feel safe and secure.

### **What this means for Pupils:**

For **pupils** this means encouraging them:

- to set and achieve personal, social, moral physical and academic goals through a planned and developmental programme.
- to help them gain maximum benefit from their time in the 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 a respect for the opinions and rights of others and show tolerance towards them.
- to develop an understanding of the world in which we live.
- to foster relationships where they feel happy and secure.

### **What this means for Teachers:**

For **teachers** this means:

- establishing a clear vision of the school with its pupils, its community and its point of development.
- developing whole school policies which establish principles for action throughout the school.
- promoting a caring environment where pupils' learning is developed within the context of their individual needs and abilities.
- providing them with opportunities for their own professional development.

- establishing appropriate structures of time and support for those in need.
- being aware of the children's individual "backgrounds and experiences" and individual "needs and aspirations".
- fostering relationships where children feel happy and secure and can come to the class teacher for any reason.

### **What this means for other Adults in the School**

For **other adults** associated with the school this means:

- understanding, and having an empathy with, the general ethos of the school.
- being partners with the teachers in providing a caring approach.
- helping the pupils achieve their personal goals.
- developing a team approach where each member has a particular role to play.
- being aware of the children's individual "backgrounds and experiences" and individual "needs and aspirations".

**The pastoral dimension has a general and specialised focus.**

### **A - 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 implication of this is that the pastoral dimension should therefore be evident in:

- the school ethos
- the hidden curriculum
- extra-curricular activities
- individual subjects
- discipline procedures
- reward procedures

## **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.

- Parents will be made welcome in the school and encouraged to feel that their role is important and appreciated: Open Days, Information sessions, Sports Day.
- Parents will be encouraged to; show their support in a variety of ways: e.g. Football/Netball matches, Fund Raising, Carol Service, Shows.
- Teachers will share duties as part of a mutually supportive team.

### **The school is also part of a wider community**

- The assistance of outside agencies will be sought to extend pupils' experiences: e.g. the visit of a policeman, the visit of a local person to speak on the school/home life during certain periods of the 20th century.
- Links will be established with neighbouring schools.
- There will be links with statutory agencies involved in the health and welfare of children.

## **2 The School in the Community**

a) The school will have close associations with local bodies e.g. the churches, council and other community organisations.

b) The school will involve the community through aspects of the hidden curriculum e.g. anti-vandalism, litter and environmental projects.

### **Activities**

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

a) Individual classes and year groups collaborate in projects e.g. those, which will provide an awareness of local environmental issues.

b) School is used for community activities where possible to ensure everyone has a vested interest.

c) Schools in an area can collaborate e.g. through competitions, sporting initiatives and work in PDMU and Education for Mutual Understanding where appropriate.

d) Children can help support a variety of charities having recognised the needs of those less fortunate than themselves.

### **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 display boards in the corridors and assembly hall.

b) Supervisory and classroom assistants are included in discussions promoting a positive behavioural programme.

### **Attitudes to Learning**

The pastoral dimension influences the attitudes to learning.

a) Teachers will provide a range of learning styles in an encouraging framework to promote opportunity for active research and self expression. The development of a flexible approach is of paramount importance to effective learning.

b) The school will encourage a positive disciplined, caring and happy atmosphere for learning.

c) Every child will be treated as an individual.

d) Children with special needs will be integrated with other children.

e) Each child will be stretched to achieve his/her maximum potential.

### **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 the school in the common aim of ensuring the whole development of the pupils.

## **B- SPECIALISED FOCUS**

The class teacher should endeavour to have a detailed 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. The following are specific examples.

### **(I) Development of Inter-Personal Relationships**

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

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

b) Staff will encourage good relationships through the careful management of human relationships.

### **(II) Areas of Experience**

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

a) The school will continue to have an educational visits' programme, which is progressive and developmental.

b) Community fundraising initiatives will be explored.

### **(III) Discipline Procedures**

A positive behavioural programme, to enhance self-esteem, will be adopted where self-discipline is encouraged.

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

#### **(IV) Extra Curricular Activities**

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

- a) Positive attitudes will be actively promoted in games activities and those of the arts.
- 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.

#### **(V) 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 continue with its extensive range of after school activities.
- b) The school will continue with its road safety and cycling proficiency programmes.
- c) The school will promote individuals' talents in all areas of the curriculum.

#### **(VI) Health Education**

Implicit in the pastoral dimension is a programme throughout the school for Health Education and Healthy Eating.

#### **Communication**

A policy on Pastoral Care depends on it being communicated positively to staff, pupils, parents and all others involved in the life of the school. To support this pastoral dimension Mr Colin Elliott, the Principal, has overall responsibility for pastoral care although Mrs Wendy-Anne McFarland is the teacher assisting with the development of Pastoral Care within the school.

#### **Training**

Opportunities will be provided for the above members of staff to undergo training appropriate to Brownlee Primary School. In addition, all staff will be trained on a regular basis in the areas of Pastoral Care and Safeguarding Children.

#### **Evaluation**

The school will carry out at regular intervals an evaluation of the pastoral dimension to determine ways of improving the quality of provision for the benefit of all pupils and teachers. This will assess what is being achieved and will be carried out through School Council meetings, parental questionnaires and the Whole School Audit by staff.

This policy will be reviewed in 2020.