



Building a Legacy

Andrews Memorial Primary School

Policy on Pastoral Care

Our school ethos

Andrews Memorial believes in the potential of every child: to create; to achieve; to celebrate; to make a difference. We believe in blending and balancing the traditional elements of literacy and numeracy with a stimulating, up-to-date and challenging curriculum. We recognise the potential for ICT to enhance learning across the curriculum.

We aim to ensure that we provide a welcoming, caring and happy learning environment, in and beyond the classroom; also that we deliver learning that is valued by the whole school community and which develops an understanding and an appreciation of the world around us.

Ultimately, we hope to nurture well-rounded young people, who can engage with each other and with adults; who respect everyone and who have a sense of moral responsibility.

We believe it is our duty to:

- ✓ Enthuse and enable pupils to reach their full potential by developing independence, self-discipline, self-confidence and self-esteem
- ✓ Create an atmosphere of encouragement and high expectations
- ✓ Build and nurture partnerships between home, school and the community
- ✓ Provide a well-balanced, exciting curriculum in a safe, caring and happy environment
- ✓ Promote an ethos of ambition and achievement
- ✓ Instil a sense of purpose in making a contribution to life in and beyond school

ANDREWS MEMORIAL PRIMARY SCHOOL

PASTORAL CARE POLICY

The pastoral care policy of our school should be reflected not only in all our school policies, but in everything we do in school. While our Positive Behaviour Policy and Child Protection Policy will form the heart of our Pastoral Care Policy, all our curricular policies and our co-curricular activities should reflect the basic elements of pastoral care.

It is our aim to provide a context within which children feel secure, free from emotional and physical harm and able to discuss their interests and voice their fears and concerns, confident that they will receive a sympathetic and supportive response.

Indicators of a good school ethos include:

- good relationships among staff (both teaching and ancillary)
- good relationships between teachers and pupils
- good relationships with parents
- parents knowing and having confidence in the pastoral care arrangements
- good internal lines of communication
- good communication with the various support agencies
- an atmosphere in which pupils feel secure, have their opinions valued and their concerns dealt with sympathetically
- the promotion of pupils' self-confidence and self-esteem
- the promotion of an atmosphere of co-operation among pupils
- the use of positive approaches to establish and maintain good standards of discipline and behaviour

PROVISION

It is one thing to recognise the importance of the pastoral dimension, but it is vital that appropriate arrangements are also put in place.

Indicators of effective provision will include:

- all members of staff being committed to creating an environment of care and trust
- staff being well informed re. issues such as child abuse, bullying and drug / substance abuse
- pupils being given opportunities to discuss and gain insights into the above issues
- the maintenance of good standards of discipline and behaviour

Building a Legacy

- frequent and effective liaison with parents and appropriate support agencies
- the recognition of the achievements of pupils, both in and out of school.

MANAGEMENT ARRANGEMENTS

A good pastoral care system requires participation and support from everyone within the school community. The Board of Governors, Principal, S.M.T. and the Designated Teacher do, however, have particular responsibilities to ensure that appropriate arrangements are put in place and that these are regularly monitored and evaluated.

The evaluation of the school's system of pastoral care will be effective if:

- policy and practice receive strong support from staff, pupils and parents
- pastoral care provision is monitored on a regular basis
- school policy and planning for pastoral care are fully implemented and reflected in the quality of provision made within and beyond the classroom

The monitoring and evaluation of the implementation of the Pastoral Care Policy at AMPS will be the responsibility of the Pastoral Care / Safeguarding Team.

PASTORAL CARE OF STAFF

While the pastoral care of our children is of paramount importance, teachers and ancillary staff must also be given due care and attention in terms of pastoral provision. All of the elements pertaining to the children are also appropriate to the adults working in the school. It is expected that the staff will care for one another as they do for the children. The school's Board of Governors adheres to SEELB / DENI guidelines and policies on staff welfare as appropriate.

GUIDELINES FOR CHILDREN WHO ARE ILL OR INJURED

If a child is injured or becomes ill in school, the class teacher has to make a preliminary judgement as to what action should be taken. The following strategies should be employed:

- child's injury or illness is of a minor nature and can be dealt with in school
(the trained first-aider is currently Mrs Boulwood – School Secretary)
- child's injury or illness is difficult to diagnose, so parents / carers should be contacted and their advice sought; or they are asked to collect their child.

(if a child needs to be taken home this will be organised by Mr Magee, Mr Sandford or Mrs Lowry)

- child's injury or illness is such that it requires immediate medical attention
(i.e. child needs to be taken to hospital or ambulance called ; parents / carers to be informed immediately if such action is required)

If a teacher is unsure which strategy is appropriate, they should consult with Mr Magee, Mr Sandford or Mrs Lowry. It may be that children need to be cared for while waiting for parents / carers to arrive. This would normally be done in the child's classroom, but there may be occasions when it would be more appropriate to have the child supervised more closely. In such cases, the child should be sent either to the Quiet Room or the Secretary's / Principal's Office, where they will be looked after by the School Secretary / Principal / a Classroom Assistant.

CHILDREN WHO ARE HOSPITALISED / LONG TERM ABSENCE

Children who are hospitalised or are absent from school for a protracted period should receive a "Get Well" card from their class teacher and classmates. If the child is hospitalised for a longer period, it may be appropriate for the Class Teacher and /or Principal to visit him / her in hospital.