

Fairview Primary School



Pastoral Care incl. Emotional Health and Wellbeing Policy

Ratified – September 2018
Last Reviewed – September 2025
To be reviewed – September 2027

PASTORAL CARE POLICY AND PRACTICE FAIRVIEW PRIMARY SCHOOL

This document is based on Every School a Good School (DE 2009) and sets out our school's policy and practice in relation to the care of pupils and the promotion of a supportive environment where pupils and staff are able to recognise their full potential. For pupils, this will involve encouraging them to set and achieve personal, social and academic goals through a planned developmental approach. For staff, it will involve providing them with opportunities for professional development.

SCHOOL ETHOS AND COMMITMENT TO CHILD CENTRED PROVISION

Core Values:

INCLUSIVE- Everyone is a valued and welcomed member of our whole school community

NURTURE- Our Fairview family cares for, supports and encourages one another

KINDNESS- We treat others as we would like to be treated

RESPECT- We show respect to ourselves, others and our environment

EMPOWER- We enable each other to achieve our full potential

Mission:

Our mission is to be a nurturing, kind and respectful community where each person is valued and empowered to be the best they can be.

Vision:

Our vision is to inspire creativity, support growth and achieve excellence through a wealth of opportunities in every student's journey.

Tagline:

Inspire Support Achieve

The 'ethos', or the distinctive character and atmosphere of Fairview Primary School and reflects how the school promotes the moral, intellectual, personal and social development of its pupils. It provides the context within which children will feel secure, free from emotional and physical harm, able to discuss their interests and voice their fears and concerns with confidence that they will receive a sympathetic and supportive response. It informs and reassures our parents that their children are being educated in a safe and caring atmosphere.

At Fairview Primary School we aim to meet the needs and aspirations of the pupils within the school through providing a child-centred climate which fosters effective learning, both within class and about the school and is at the core of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, teaching and non-teaching; between staff and pupils; among pupils and their peers; between parents and the school; and between the school and the community it serves.

All members of staff in Fairview Primary School are aware that a positive ethos does not come about by chance; it is achieved by the Principal, members of the senior leadership team and middle management and staff, promoting and facilitating an atmosphere of care and respect within the informal and formal life of the school community.

In its booklet "Evaluating Schools", the Inspectorate (ETI) describes a positive ethos as one in which:

- The pupils' confidence and self-esteem are promoted;
- They are encouraged to value one another; and
- They show a strong sense of belonging to the school as a community.

Where the ethos is right, pupils take a pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

For the pupils the pastoral dimension takes place in the school in two forms:

1. 'The general focus' which requires all teachers in the school to care, guide and advise pupils on personal and educational matters either formally or informally. All teachers in the school must work together to ensure that each pupil in the school feels cared for.
2. 'The specialised focus' ensures that one particular teacher - the class teacher in our school, has a detailed knowledge of the needs,

aspirations, interests and academic progress of each pupil in his/her class.

Care and development of the whole person is a central aim of school policy at Fairview. The pastoral care of our children is at the heart of teaching and learning and is pivotal in helping the school to reach its educational objectives. The central role of the pastoral dimension in maintaining a healthy balance between the child as a learner and person is recognised by all staff. Clearly the pastoral and academic aspects of school life have a distinctive yet interdependent contribution to make. Throughout the year a variety of activities are arranged to enhance the daily on-going work of pastoral care and extend the pupils' personal experiences and social skills. School visits, outdoor education, involvement in the community, membership of school clubs and activities, playing for a school team and being involved in social and fundraising events help all to develop a sense of responsibility and worthwhile participation. Such activities outside the classroom provide for many pupils one of the most valued and worthwhile experiences in education. When pupils have a range of opportunities to contribute to, and participate in, the framework of school life, they are more likely to show self-confidence, consideration for others, interest in what they are doing and pride in themselves and their school.

ORGANISATION

As the class teacher has the opportunity to get to know each member of his/her class very well over the course of the academic year, he/she has a central role in the pastoral dimension. Additionally, the school has identified the following members of staff as to take the lead and advise on matters of pastoral care within school:

Head of Pastoral Care: Mrs F Norris
Principal: Mr N McAllister

In some instances it may be necessary to inform the Principal/Pastoral Care co-ordinator of aspects of a pupil's welfare, academic, personal or otherwise which may be causing particular concerns. The Principal/Pastoral Care co-ordinator will also keep a pupil's class teacher aware of any concerns he is aware of with respect to the pupil's pastoral care.

THE ROLE OF LEADERSHIP

1. Governors

Governors recognise and understand their responsibility for the pastoral care of pupils by:

- Monitoring and evaluating the strategies in place for promoting pastoral care, health, well-being and attendance;
- Attending Child Protection training and fulfilling incumbent requirements;

- Monitoring behaviour, suspension and exclusion.

2. Principal and Senior Leadership Team (SLT)

In relation to pastoral care, the Principal and SLT will support the professional development of staff and sharing and learning from best practice through:

- Carefully planned INSET and use of Exceptional Closure days for pastoral matters;
- Supporting teachers with additional training and/or qualifications e.g. counselling, diversity, Heartstart
- Sharing good practice – visits to other schools, hosting visits by other schools

They provide the resources needed to support pastoral care through:

- Effective staff deployment;
- Provision of high quality classroom resources, play resources and facilities;
- Recognising when there is need for specialist areas for nurture, small groups, individual work and support;
- Seeking access to external resources e.g. pupil counselling

(All within what is accessible and possible to school).

RANGE OF PASTORAL ACTIVITIES

A wide range of age and stage appropriate opportunities for pastoral activities are provided through the following:

- High quality teaching and learning across the curriculum and providing a broad and relevant curriculum as is evidenced by schemes of work;
- Use of a range of teaching strategies that address diversity within the classroom. These include collaborative learning, Developing Thinking Skills and Personal Capabilities – self management and working with others, use of peer/buddy mentoring and circle time;
- Use of Assessment for Learning and plenary sessions with pupil feedback to teachers about teaching and learning (links to AfL);
- Teachers' reflection on their own work and the outcomes of individual pupils through the processes of observation, monitoring, evaluation and review along with implementation of any follow up action that may be required;
- Delivery of specific programmes relating to health and well-being e.g. Cycling Proficiency, Helping Hands, NSPCC, Heartstart, Buddy reading scheme, focused Anti-Bullying and Healthy Eating weeks;

- Promotion of positive relationships between teachers and their pupils and with other school-based staff as evidenced through our Behaviour for Learning plans;
- Use of 'Golden Time' and 'Golden Rules';
- Eco-Council;
- Class council meetings and Fairview Ambassadors
- Use of peer ambassadors to support pupils with friendship concerns / needs
- Pupil / parent suggestion box, worry puppets and worry boxes
- Use of pupil questionnaires;
- Provision of additional supports within school through SEN procedures and individualised behaviour/learning plan - A modular or separate unit of work approach may also be used when appropriate;
- Use of outside agencies to support pupil development or additional needs;
- Visitors to school to promote pastoral programmes e.g. Women's Aid - developing self esteem and resilience;
- Clubs and societies – e.g. Scripture Union, Music, Art and Sports;
- Educational visits (including residential trips);
- Informal and formal rewards such as 'Pupil of the Month'; and school assemblies;
- Promoting high levels of attendance and behaviour;
- Establishment of good transition links to support pupils moving from and feeder schools;
- Mentoring support from TLG volunteers
- Use of school counsellor for higher level therapeutic need
- Child protection policy, practices and guidelines being fully implemented;
- Provision of a healthy environment e.g. First Aid and Health and Safety arrangements, Healthy food – breaks, school dinners and water, outdoor play facilities and PE.

RESOURCES, STAFF DEVELOPMENT and TRAINING

1. Resourcing:

Although most situations will be addressed within the classroom, time will be made available for visits, interviews, consultations etc. It is also our intention to build up and maintain a store of materials useful in the context of the pastoral dimension textbooks, reference books, case studies, circulars, support and guidance materials, correspondence etc. Much of this material may be linked to the Health Education/PDMU Programme but all members of staff will be informed on specific resources on key issues as the occasion arises.

The school has also adopted the recognised 'PASS' assessment – Pupil Attitude to Self and School. Identified pupils avail of small group / individual support where appropriate and along with parental permission.

2. Staff Development and Training:

Pastoral development will be provided for in the same way as other aspects of the curriculum and staff expertise and awareness have been. Communication between staff will continue to be given the highest priority. This can be facilitated during directed time and Staff Development Days as well as formal and informal communication between individual members of staff. The co-ordinator will endeavour to keep staff informed of what training is available from outside the school. As needs are recognised and communicated they will be addressed in the appropriate manner. Outside agencies may be used for development and training if it is deemed necessary.

CONNECTIONS TO THE LOCAL COMMUNITY

Good relationships and communication between the school and its parents and the wider community are crucial to our pupils' health and wellbeing, learning and achievement.

1. Links with Parents

Since the school is an extension of the home, and parents are the primary educators of children, we see parental involvement as essential.

Communication with, and cooperation of, parents is necessary for the successful education of children socially, emotionally, physically and intellectually. We seek to communicate with parents in a variety of ways:

- Letters home
- SeeSaw
- Weekly newsletter
- Written progress reports
- Home/school meetings (arranged at the request of either home or school)
- Contact through Education Welfare Officer (EWO)
- Parent Teachers' Association (PTA)
- Promotion of an 'Open Door Policy' where parents are welcome to make an appointment to speak to the Principal or class teacher to discuss progress, problems, pastoral issues;
- Curriculum involvement e.g. Project work/homework.
- Talks, discussions, lectures e.g. curriculum information/online safety
- Social evenings / events;
- Working with parents as volunteers;
- Developing practices to support parents as learners and partners in their children's education;
- A wide range of school documents being made available on the school website e.g. policies, class curriculum information/guide

2. Links with Educational Services

We have good relationships and communication between the school and the education agencies that support pupils' health and wellbeing, learning and achievement, namely:

- EA Services e.g. Autism, Behaviour Support and Primary Behaviour Referral Unit, curriculum support
- Educational Psychology Services;
- Special Educational Needs Services;
- Child Protection Service to Schools;
- Educational Welfare Service etc;

We have good links with other relevant statutory and voluntary agencies that support pupils' health and wellbeing, learning and achievement. These include:

- School's Medical and Dental Services;
- Community Speech and Language Therapy;
- Community Physiotherapy/Occupational Therapy;
- RISE;
- Social Services;
- PSNI;
- NSPCC,
- Women's Aid;
- Big Lottery Funding to deliver sports nutrition programme (BSCDN)
- Local businesses for event hosting and sponsorship (School fairs, Sports Days, Sports' kits)

The school is involved in specific programmes that meet the needs of the community and nearby schools. These include

- Clustering arrangements to share specialist expertise and also to facilitate staff training arrangements eg First Aid training;
- Transition links with feeder schools (at all levels) and part time shared placements (when appropriate).

The school will continue to foster links as appropriate with other schools to serve the best interests of its pupils.

LINKS WITH OTHER POLICIES

By its nature, this policy underpins all other school policies but is most notably connected to the school's

- Positive Behaviour Policy,
- Child Protection Policy and
- Anti-Bullying Policy.

MONITORING and EVALUATION

We monitor and evaluate our pastoral care practices in a number of ways:

- Through reviewing the school's performance regularly in the preparation of the School Development Plan
- Specific monitoring/evaluative duties of individual staff with responsibilities e.g. the curriculum leaders for PDMU, Pastoral Care Coordinator, Behaviour;
- Use of school data – SIMS modules for attendance and behaviour management, incidents, numbers taking school meals;
- Use of plenary sessions and pupil feedback to teachers about teaching and learning (links to AfL) or other areas of school life e.g. play, after school activities;
- Pupil and parent questionnaires or other information gathering activities
- Use of class and Fairview Ambassadors

Additionally, as is intrinsic to their classroom practice, teachers monitor the progress academically and pastorally of children in their care. Where a teacher has a concern about the pastoral well-being of any child in his/her class and it is considered appropriate to do so, records will be kept of incidents (in line with data protection procedures) and any necessary action taken. As the pupil progresses through the school, records of pastoral concerns or issues will be passed onto the child's next teacher as appropriate. If the matter is deemed to be one of child protection, relevant statutory procedures as outlined in our Child Protection Policy will apply.