Polasaí Cúram Tréadach

Pastoral Care Policy

SCOIL NA FUISEOIGE



Every child has a right to be protected from being hurt or mistreated, in body and in mind. (Article19ofUNConventionoftheRightsoftheChild)

**MISSION STATEMENT**

‘Mol an óige agus tiocfaidh sí’ ‘Praise the youth and they will flourish’

**RATIONALE**

Pastoral Care Scoil na Fuiseoige is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. The Pastoral Care Policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect. Pastoral Care in Scoil na Fuiseoige is based on the principles of good relationships and mutual respect. The staff are acutely aware of the challenges and influences that children may encounter in their daily lives, i.e. varied models of the family units, the very real challenges in terms of child abuse, parental difficulties in raising children and the everchanging messages and influences from society towards issues such as social media, technology, sex, drugs and leisure in relation to health, violence etc. At Scoil na Fuiseoige, we recognise that central to the success of our pastoral care provision is the involvement of parents and outside agencies within the community. We strive to work in partnership with them to achieve our aims.

**AIMS**

We aim;

* to create an environment where children are safe and contented.
* to ensure the all-round development of each child.
* to help children grow in self-esteem, confidence and independence of thought.
* to communicate to our children, values which are in keeping with our ethos.
* to protect children from physical, social, emotional and intellectual harm and to provide them with the skills to cope with possible threats to their personal safety.
* to encourage tolerance, understanding and sensitivity to the needs of others.
* to promote warm and positive relationships between children, staff and parents.

**SUPPORTING POLICIES**

Whilst all policies and procedures within Scoil na Fuiseoige take cognisance of the pastoral care of pupils and staff, some support it in very specific areas. Cross referencing the following policies is essential in the delivery of the pastoral care policy;

● Positive Behaviour Policy

● Code of Conduct

● Child Protection/Safeguarding Policy

● Anti-Bullying

● Complaints procedure

● Critical Incident Policy

● Intimate Care Policy

● E- Safety Policy

● Health and Safety

● Recruitment, Selection and Vetting of staff and volunteers

● Relationships and Sexuality Policy

● Special Educational Needs

● Use of reasonable force

● Selection of Volunteers

Regular school practices to support pupils’ wellbeing and holistic development include:

● PDMU Curriculum

● NSPCC Keeping Safe Programme

● RSE Curriculum

● Circle time programme

● School Counselling Service

● School assemblies/Golden Time

● Road Safety Programme

● Healthy Eating School

● Class/school reward systems

● Pupil of the Week

● Anti-bullying week

● School Council

● Extra-curricular activities e.g. Extended Schools’ programme of activities, choir, Sports day, School productions

● Bereavement Support- Barnardos – See Appendix 2

● New Life Counselling /CAMHS- See Appendix 1

● NIABF bullying resources

**ROLES AND RESPONSIBILITIES**

• The Board of Governors holds overall responsibility for the development and implementation of the Pastoral Care Policy.

 • The Principal and the Vice Principal make up the pastoral care team who are responsible for ensuring that Pastoral Care and behavioural management is forefront in the School Development Plan and they monitor and evaluate its effectiveness.

• The Vice Principal is responsible for liaising with other relevant policy co-ordinators, outside agencies, and providing resources.

• All staff will contribute by establishing a class charter, helping children to make good choices and informed decisions in all aspects of school life as well as remaining sensitive to the beliefs of others. Staff will build up pupils’ self-esteem and confidence; encourage them to be assertive and to resist peer pressure. All staff will treat children with the highest levels of care, courtesy and respect.

**BOARD OF GOVERNORS**

The Board of Governors play a very active role in the management of the school and the pastoral care of all of the children is at the centre of all their decisions. The principal’s documentation at each meeting informs governors of Pastoral or Child Protection issues. The Board of Governors of Scoil na Fuiseoige sees its role with regard to Pastoral care as follows:

● To ensure it is effectively meeting its statutory obligations.

● To ensure that the safety and wellbeing of pupils and staff in Scoil na Fuiseoige is safeguarded and promoted.

● To ensure that roles, responsibilities, procedures and practices of the school are clear to all and are implemented systematically and consistently.

● To ensure through effective monitoring and evaluation that further developments and training issues are addressed.

**TEACHING AND LEARNING**

Scoil na Fuiseoige aims to foster positive attitudes to learning, develop pupils’ confidence, self-esteem and motivation by giving attention to their emotional, social and physical well-being within the teaching and learning context of the curriculum. We believe that the provision of quality education for each child is integral to our pastoral provision and improved pupil achievement affirms the positive outworking of our pastoral policy.

**STAFF DEVELOPMENT AND TRAINING**

Pastoral care remains a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this. Training will be provided through:

● School based courses/ dissemination of good practice

● External courses organised by the Education Authority

● Other outside agencies where necessary e.g. School Nurse, EWO, Educational Psychologist etc.

**ROLE OF THE CLASS TEACHER**

● Having a clear understanding of the vision of the school in respect of its children, it's community and its point of development.

● Contributing to the development of policies which establish principles for action throughout the school.

● Promoting a caring environment where children’s learning is developed within the context of their individual needs and abilities.

● Availing of opportunities for 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 find staff approachable at all times.

● Collaborating with the Learning Support Coordinator/Pastoral leader for support when necessary

**ENCOURAGING AND MOTIVATING PUPILS AT CLASS LEVEL**

Each class teacher is responsible for knowing the children they teach and for delivering the curriculum. Teachers will provide a listening ear and provide reassurance. It is the classroom teacher who will create a climate in which the children feel safe and secure and the teacher will encourage pupil motivation and commitment. It is our hope that the personal and social development of pupils will grow from the close relationship between the teacher and the pupils, e.g. recognising personal achievement. Through daily classroom practice the self – esteem of children will be developed, positive attitudes will be promoted and the teacher will raise pupils’ social awareness, e.g. discussion time, greeting time, stickers and stamps. There will be an opportunity to explore the personal aspirations of each pupil as well as those of others. The class teacher will endeavour to provide time for the children to reflect on what they have learned and provide opportunities for children to evaluate their own learning so that children will appreciate their own development and adopt a positive attitude to learning. Teachers and children will discuss and develop class rules in the form of a class contract and together with the school’s golden rules, they will seek to develop an environment in which all children feel safe and happy at school.

**INCLUSIVITY**

Scoil na Fuiseoige welcomes all pupils and supports the fundamental principle that every pupil is entitled to be educated, and that individual needs are identified or supported. In order to ensure pupils feel part of the school community at Scoil na Fuiseoige we seek to identify and support their individual needs in a caring and sensitive way.

**LIAISON WITH PARENTS**

We see ourselves as partners with parents in the education of pupils. Mutual support and co-operation is an essential element in achieving our objectives. On-going activities to ensure communication and parental involvement include:

 ● School website

● Google Classroom

● Seesaw

● Annual parent/teacher meetings

● Prospectus

● Open Afternoon for new intake

● Newcomer Booklet and SEN transition booklet

● Annual Pupil Reports

● Annual Reviews and SEN meetings

● School Policies

● Induction Morning/Days

● Verbal Communication (Telephone Calls/Messages/Notes from Teacher

● Verbal Communication (Initiated by Parents)

● Parent Volunteers (Trips etc,)

● Contact through external agencies including Education Welfare Officer (EWO), School Nurse,Educational Psychologist, CIDS team and Behaviour Support Teametc.

● School Mass, Celebrating the Sacraments and Class Assemblies

● Musical shows

● Questionnaires regarding school life whichcontribute to school policiese.g.Anti-Bullying

● Curriculum Meeting

● Parent Workshops

**INVOLVEMENT OF PARENTS IN LIFE OF SCHOOL**

● Board of Governors

● Educational visits (parental help)

● Sacraments

● Parent Workshops

● Parental Questionnaires

**LIAISON WITH EXTERNAL AGENCIES**

The staff of Scoil na Fuiseoige is committed to having good working relationships with relevant external support agencies to enhance, protect and support individual pupils’ and teachers’ social and emotional welfare.

The following agencies work in partnership with Scoil na Fuiseoige:

● School Psychology Service – Education Authority

● Child Protection Office – Education Authority

● Special Needs /Behavioural Support Team – Education Authority

● Specialist Settings Support Team

● Autism Advisory & Intervention Service

● Pupil Personal Development Service - Education Authority

● RISE Team

● Educational Welfare Officer

● School Nurse

● N.S.P.C.C

● Barnardos Counselling Service

● Gaelfast

● Coláiste Feirste

● St Mary’s University

● Trade Unions

**MONITORING AND EVALUATION**

On-going monitoring is an integral part of our policy. The Principal and Vice-Principal will have overall responsibility for monitoring the effectiveness of the pastoral care programme. Support will be given to those teachers who require assistance in carrying out any aspect of the pastoral role.

**EVALUATION**

At Scoil na Fuiseoige we believe that our Pastoral Care Programme will only be effective if we have it regularly evaluated by the whole school community – pupils, staff, parents and governors. All aspects of the policy will be reviewed on an on-going basis through staff feedback, questionnaires, informal interviews and parents’ meetings. While the principal and vice-princpal have overall responsibility for evaluation of pastoral care, it is an important part of every teacher’s role here ar Scoil na Fuiseoige.