

Millburn Primary School Pastoral Care Policy

The separation of the pastoral and curricular aspect of the school's function is merely for the benefit of analysis or explanation.

Pastoral Care ultimately embraces every aspect of the school's function, and the quality of that care dictates the personality of the school and the performance and success of all who use the school. Our policy is totally cross-curricular and the ethos contained within it is the foundation upon which all of school life is built. In reality this approach dictates the positive, caring culture permeating through all areas of life in Millburn.

The Governors and Staff of Millburn are dedicated to creating and maintaining a healthy, safe, inclusive and caring school environment for our pupils where there is mutual respect, trust, openness, co-operation and continual support. Furthermore, we insist that at no stage is the dignity of anyone ever consciously damaged in any way, no matter how small.

Agreed arrangements for the protection of our children in the event of physical, emotional and/or intellectual harm are in place. It is the duty of all staff to be conversant with the procedures and to promote those procedures with all who use our school. The school's **pastoral care team** are ultimately responsible for the monitoring of all areas of the agreed policy – Mrs N Moffatt and Mr A Handforth.

Prior to personnel being employed in the school on any basis whatsoever, it is the duty of the governing body to ensure that proper vetting has occurred. This function to fully vet all employees is placed upon the Principal who will advise the Governors and/or area board as deemed necessary. However, in the final analysis no employee will be permitted to work in the school without the standard vetting having been carried out and scrutinised by the Principal.

The following are agreed characteristics, which should be clearly evident as proof of the important position afforded to pastoral care in the school. They also clearly indicate the conduct expected from all school personnel.

- Relationships must be positive, in an atmosphere of openness and trust.
- We operate within an essentially happy, fun atmosphere where discipline throughout the entire school is based on the positive.
- Autonomy is valued and actively encouraged.
- Relationships are warm across all spheres of school life.
- Good standards of citizenship permeate the school.
- Outside agencies are valued contributors to school life and work.
- Children have the opportunity to express feelings and concerns.
- Staff is committed to developing all children to their full potential.
- A developmental culture pervades all areas of school life.
- Communication across all areas of school life is proactive.
- A self-evaluation culture exists and is encouraged and supported.
- The vision of the school is towards excellence in all aspects of the school's existence.

- Practical approaches to the daily problems of school life are known to all, followed by all and reviewed regularly.
- The school plays an integral part in the life of the community it serves.
- The staff embraces change and look to improve the quality of life for all children attending Millburn Primary School.
- The staff monitor, subjectively and objectively, their children on a regular basis and report any concerns e.g. irregular attendance, changes in behaviour, decline in quality of child's work etc.

A Summary of our School Aims

At Millburn Primary we are preparing our children for their adult lives at home, at work, at leisure and as caring, contributing members of society. In affect we are striving towards our agreed vision i.e.

Millburn Primary School: Committed to going above and beyond to provide the opportunities which will allow our pupils to be the best possible versions of themselves, now and in their futures.

With this in mind we aim to -

- Nurture, respect and support every child entrusted in our care.
- As a fully inclusive and integrated school, we recognise the importance of catering to the individual and holistic needs of every child, both inside and outside of the classroom, ensuring that every child can be the best that they can be.
- Encourage individuality, confidence and a love of learning in all our pupils.
- To be committed to encouraging and supporting our children in all aspects of their learning.
- Ensure as a staff that we are totally committed to our own professional development.
- Ensure that our curriculum is developmentally appropriate and allows our children to develop thinking skills and a true understanding of working together, in order to achieve positive outcomes.
- Remain fully aware of the crucial role that parents and carers have on the success of their children and as a school pride ourselves on the open, honest and transparent relationship we have with all those involved in the lives of our children.
- Fully accept our responsibilities and lead our school clearly, precisely and in line with the values and principles agreed by all staff. In continuing to work together, we know that MILLBURN WILL EQUAL SUCCESS.

PASTORAL CARE INTENTIONS

The following are the agreed intentions of the school with respect to our **Pastoral Care Policy**.

- To promote the general aims of the school as identified above.
- To encourage an atmosphere and the production of an environment in which children feel safe, valued, respected and important.
- To encourage an atmosphere where everyone is respected and valued.
- To implement a code of practice (aligned to the school's discipline policy) which takes account of the views of all who use the school.
- To inculcate the values, guiding principles, attitudes and emotions which would be beneficial to the development of the whole child.
- To encourage the autonomous learner and to provide the opportunity for the child to become an effective, life-long learner.
- To create an atmosphere of trust and which encourages children to recognise their feelings, understanding these to be completely normal.
- To create an atmosphere of trust in which children feel secure especially when expressing concerns, fears, anxieties, etc.
- To monitor the school environment with the safety of our children foremost in our minds.
- To encourage an awareness in our children of the potential dangers that society holds and equip them with the ability to make reasoned choices when faced with such dangers.
- To review all school policies (including child protection/ pastoral care) and amend them in line with identified needs / current legislation.
- The Principal and the Chair of Governors will regularly review any relevant records kept, as appropriate, including those of meetings with external agencies working with the child. It is at the discretion of the Principal however, to act with immediacy depending on the severity of issues to immediately activate appropriate policies and processes.
- Create a school ethos, which values every child as we value ourselves.
- To monitor and evaluate this policy in line with the school's agreed policies.
- To move the school towards excellence models of self-evaluation e.g. Inspection Framework 2024, 360 Appraisal, Coaching, Eco-School, etc

PUPIL WELFARE POLICY

SCHOOL DISCIPLINE is the functioning of the school community through our agreed system of relationships, rules, rewards, and sanctions designed to incrementally, develop self-regulation and discipline within our pupils, at a developmentally appropriate level. It is essentially positive in nature and designed to build relationships and improve behaviour.

SELF- DISCIPLINE AND PASTORAL CARE

Within our school we accept the above definition of school discipline, and we endeavour to put in place those structures, policies and schemes that will ultimately lead to the realisation of the given definition. Furthermore, to emphasise discipline as an educative process, the title of this policy is **Pastoral Care**

Central to the success, or failure, of **pupil welfare (pastoral care)** is the ethos / climate of the school. Climate is possibly best defined as the personality of the school. It is something "felt". In Millburn this personality is as explained, as our ethos, earlier in this document but ultimately revolves around our caring for, and love of, our children and their well-being.

We have agreed that the success of our school ethos emanates from an enthusiastic, efficient staff dedicated to the education of our children and to fostering open and transparent partnerships with our parents/carers. When such a foundational ethos is in place, discipline problems tend, usually, to be relatively of little magnitude and can be co-operatively resolved, quickly and effectively. In accepting this thinking, this policy will concentrate on the **preventative** rather than the corrective approach to **pastoral care**.

Central to our aims is the development of citizenship and the realisation that each class is a community within the whole school community, which is itself part of the greater community the school serves. To ensure that we can work, live and play in harmony and safely in these communities, certain rules and personal and social qualities are required, eg,

RULES. We have agreed a set of three generic rules which operate
At all times throughout our school – RESPECT, READINESS,
RESPONSIBILITY.

CLASS: Using good manners when dealing with others.

SCHOOL: Equitably treating everyone with **dignity** and **respect**.

To encourage both our pupil welfare and citizenship we are committed to further developing and evidencing the following personal attributes our pupils and ourselves.

- Respect
- Honesty
- Responsibility
- Compassion
- Self-discipline
- Perseverance
- Giving

THE ROLE OF THE HEADTEACHER

1. Take the lead in defining the aims of the school in relation to standards of behaviour.
2. Create the conditions for establishing the widest possible measure of agreement on these standards and how they will be achieved.
3. Consistently apply these standards throughout the school.
4. Be prepared to help teachers when discipline problems occur.
5. Foster commitment to the school by staff, pupils and parents.
6. Provide a firm and patient insistence on high standards.

THE ROLE OF THE CLASS TEACHER

1. Establish and maintain a warm happy classroom atmosphere in which pupils are motivated to learn within an environment of equality and respect.
2. Plan, prepare and organise lessons well and ensure that pupils are clear about what they have to learn.
3. Recognise the need for good classroom organisation, including the organisation of resources.
4. Set a good example and foster positive, empathetic relationships with pupils.
5. Have high, but attainable expectations of pupils in respect of not only academic progress but inclusive of holistic performance which also incorporates good behaviour and attendance.
6. Provide tasks which are well matched to the needs, aptitudes and prior knowledge of individual pupils.
7. Model the standards of courtesy and respect they expect from pupils.
8. Emphasise the positive, including praise for good behaviour, as well as good work.
9. Promote a clear and consistent understanding for all pupils of the three generic school rules i.e. Respect, Responsibility and Readiness.
10. Be totally fair and consistent at all times.
11. Make sparing and appropriate use of sanctions.
12. Analyse and evaluate their classroom management performance.
13. Analyse and evaluate pupil attendance and report to the principal.

The behaviour and attitude of the staff is very important. It is they who, in the end, determine the environment in which good staff/pupil relationships can develop. They should set the right example to pupils in matters of dress, punctuality and commitment. They should consider themselves responsible, at all times, for the behaviour of children within sight or sound of them. A teacher's influence depends on his/ her character, behaviour and attitude, his/her example, his/her teaching skills and the rapport he/ she is able to establish with pupils. (These points are consistently and clearly emphasised in "When the Adult Changes, Everything Changes – Paul Dix)

It is important for us to remember that changes in behaviour patterns are put in place so that they will produce changes in attitude which, in the final analysis, we hope will produce changes in the values held by our children and our parents.

"Where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and treat each other courteously, the same attitudes flourish more readily among pupils themselves".

(EDUCATION OBSERVED - A Report by HMI)

Boredom, lack of understanding and lack of progress are often the cause of misbehaving / poor behaviour. It follows that the provision of a broad, balanced and relevant curriculum (as demanded by E.R.O. 1989), the use of inspiring teaching methods and experience of success relevant to each child's ability should prevent such poor behaviour.

The Elton Report on School Discipline points out the links between content and methods of delivery of the school curriculum and the motivation and behaviour of pupils. There is, therefore, the need for each teacher to examine the relevance of the class programme to each pupil. To this end, as a school staff we endeavour to take account of different learning styles, preferred teaching styles, formative assessment etc.

No school, however positive or imaginative, can eliminate disciplinary difficulties entirely. Even the most sensible and well-adjusted children can at times be mischievous, over-exuberant or disruptive. **(In fact, it would be a cause of concern if this were not the case!)**

The most sociable and well-mannered can become excitable and difficult to manage. Hence the need for sanctions and corrective therapy to register disapproval of unacceptable behaviour and maintain the smooth running and security of the school community.

In all cases, it is essential that the child understands fully that it is his/her behaviour which is not acceptable, not him/her as a person. Furthermore, as qualified professionals, we are fully aware of the need to teach children to change behaviour

patterns when we intend to ultimately change attitude and then values. **An approach essential to initiating change in adults as well.**

THE ROLE OF THE PARENT

The success of the **Pupil Welfare Policy** will depend upon the active support of our parents. Therefore, on joining our school, our parents are made aware of the aims of this Policy and how it is to be operated. They also have explained to them the school's discipline policy. To this end we invite our parents to school on a minimum of two occasions per year and on each occasion discipline/pastoral care, performance and attendance are commented upon especially on those occasions when the teacher or Principal deems it necessary so to do. All are reported upon in the end of year report on each individual pupil.

When it is felt necessary to involve parents they will be encouraged to join in discussion with the teacher/Principal in order to find and support a shared solution. Details of our policies, particularly pastoral care, are forwarded to our parents at the start of each school year and always discussed at our Annual Meeting with our parents, as important school data.

PUPIL WELFARE - AIMS

1. To develop and maintain a school ethos which promotes a sense of community and the ideals which society holds dear, i.e. citizenship.
2. To develop and maintain a warm, happy and caring school environment.
3. To foster caring, co-operation and citizenship.
4. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions (Autonomy).
5. To create an orderly community in which effective learning can take place.
6. To provide for the individual needs of each pupil and to ensure success for all, relative to their ability. (High expectation is essential!!)
7. To maintain an effective, efficient and developing teaching force.
8. To develop and maintain good home/school understanding.

REWARDS - THE POSTIVE SIDE OF PUPIL WELFARE

All research in this field suggests that the emphasis should always be on the positive approach of encouragement and praise rather on the more negative one of criticism and punishment. In any case, criticism should always be constructive and include advice on how to improve. (Developing a change in a behaviour pattern is a good starting point.) Our discipline policy is therefore based on the positive and our rules also reflect this approach.

CONDUCT CODE

Pupils and all school staff will always be encouraged to behave in a responsible manner, work hard, be respectful of others and their property, be courteous and kind, co-operative, honest, obedient, respect others' points of view, share with

others, be compassionate, treat everyone with dignity, be sporting and tolerant - indeed, all the qualities required to live, work and play in harmony with others - the qualities we associate with citizenship. Note that these are the qualities built into the school ethos and the qualities that inform our development plan. We would take this opportunity to stress that all staff have been trained in trauma informed practices and recognise the impact of ACEs on many of our children. As such it is imperative that these must be considered when implementing the strategies contained within this policy. All staff will be mindful that all behaviour is communication and that, as previously stated within the body of this policy, the application of any sanctions should be appropriate in keeping with the holistic need

In order to ensure fairness to all involved a relevant adult, dependant on the circumstances (teacher in charge, supervisory assistant, classroom assistant will initially gather facts pertaining to any reported incidents and attempt to resolve them quickly. Any unresolved issues/concerns will be reported to the classteacher, as relevant who will gather further clarification and determine next steps. The following are examples of unacceptable behaviour, which will incur disciplinary procedures -

1. Confirmed bullying (please refer to the agreed definition as stated in our Anti-Bullying Policy)
2. Continual disruption in class -
(See appendix A Guidelines for Teachers).
3. Disobedience.
4. Spitting, swearing etc.
5. Failure to conform to school/class rules.
6. Rude and discourteous behaviour.
7. Verbal or physical abuse of another pupil/pupils.
8. Failure to complete class work to an acceptable standard.
9. Continual failure to present homework of an acceptable standard (See Homework Policy/Marking Policy).
10. Behaviour, which endangers the safety of the pupil or other children.
11. Poor and /or inconsistent attendance or a pattern of poor attendance.

STAGE 1: DISCIPLINARY PROCEDURE WILL INCLUDE: -

1. Discussion/verbal warning by teacher.
2. The setting of extra work to be completed in school or at home.
3. Removal of privileges - e.g. membership of a team provided these are not detrimental to the curriculum being provided.
4. Referral to Key Stage Head.
5. Referral to Pupil Welfare teacher / Vice-Principal.
6. Referral to Principal.

STAGE 2: UNRESOLVED PROBLEMS

1. Parent/teacher interview to find a shared solution.
2. Principal/parent/teacher interview.

STAGE 3: Referral to Education Authority School Psychology Department

DISCIPLINARY PROCEDURES WHICH WILL NOT BE USED

1. Group punishment. (Group or class will not be punished for the misconduct of one or more pupils.)
2. Pupils will not be given lines.
3. Pupils will not be punished for late arrival at school.
4. Children will not be stood or sat
 - (a) Outside the classroom door.
 - (b) In the school corridors.
5. Children will not be compelled to take part in PE without suitable Footwear i.e. PE slippers or training shoes.
6. Pupils arriving for a PE lesson without suitable clothing/footwear will not be punished. However, a call will be made home to parents if this is repeated, given that PE and swimming are a statutory part of the NI curriculum.

APPENDIX A

GUIDELINES FOR DEALING WITH DISRUPTIVE CHILDREN

The School's Special Education Needs Policy and Discipline Policy must be consulted and adhered to when dealing with disruptive children. These are the agreed school policies. They have been passed by the Governors and must be adhered to by all staff. A copy of both is included at the end of this pastoral care document.

Finally, all staff must follow the clear guidelines as set out below when dealing with a case where they have concerns about the welfare of an individual child.

1. Keep clear documented evidence.
2. Check for a pattern in behaviour/abuse.
3. Discuss the evidence, initially with the pastoral care co-ordinator, Mr Handforth and our nurture teacher, Mrs Young and the designated safeguarding teacher, Mrs Moffatt (as relevant).
4. Never jump to conclusions. Remember accidents do happen and everyone has rights.
5. Repeated behaviour, following any school intervention, e.g. Nurture or classroom reasonable adjustments, should be discussed with the Principal.
6. If the evidence is substantiated the Principal will initiate any necessary referrals to outside agencies inclusive of Social Services and/or PSNI.
7. Keep a further confidential record of all meetings.
8. Give accurate evidence to the necessary bodies. Opinion is not factual.

9. Follow procedures to the letter.
10. Finally, in every instance you cannot be one hundred per cent certain. Take the advice of the co-ordinator and always act responsibly but in the best interest of our children so as to ensure their health and safety.

MILLBURN PRIMARY SCHOOL

GUIDANCE ON THE USE OF REASONABLE FORCE TO RESTRAIN OR CONTROL PUPILS

1. The need to use force to restrain or control a pupil should be rare.
2. **Corporal punishment remains unlawful. This policy does not authorise teachers, or others, to use any degree of physical contact, which is deliberately intended to cause pain or injury or humiliation.**
3. The application of reasonable force to restrain or control a pupil is to be used as a last resort, only when other behaviour management strategies have failed, and when the pupil, other pupils, members of staff, property, are at risk or the pupil is seriously compromising good order and discipline.
4. This document does not however prevent any person from exercising his/her right under common law to defend him/herself against attack provided he/she does not use a disproportionate degree of force to do so.
5. Article 4 of the Education (Northern Ireland) Order 1998 which came into operation on 21st August 1998, and all subsequent updates, authorises teachers to use such force as is reasonable in the circumstances.
6. This article enables a member of staff of a school to use, in relation to any pupil at the school, such force as is reasonable in the circumstances to prevent a pupil from:
 - a) committing an offence;
 - b) causing personal injury to, or damage to the property of any person (including the pupil himself) **or**
 - c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise.
7. Guidance on the use of reasonable force is outlined in Department of Education (NI) circular 1999/9 (Article 4 of the Education N.I. Order 1998 - Power of Members of Staff to Restrain Pupils). A copy of this circular may be obtained from the Principal.
8. DENI circular 1999/9 provides guidance on the use of reasonable force, by teachers and other authorised staff, to restrain or control pupils in certain circumstances. It gives guidance about who can use reasonable force, when it is appropriate to use it and the procedures for recording incidents where reasonable force was used.

CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which members of staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this **Code of Conduct** will serve only to confirm what has always been their practice. If employees have any doubts about points in the Code of Conduct, or how they should act in particular circumstances, they should consult the Principal, the designated teacher for **Child Protection**, Mrs Nicola Moffatt, or a representative of their professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children and their manner and approach to individual children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children or of their parents/guardians.

PASTORAL CARE – CODE OF BEHAVIOUR

All members of the school community have the right to be treated with respect and dignity and to work and play in a clean, calm, orderly, friendly, secure and safe environment.

CLASSROOM

All pupils should show dignity and respect for others by working sensibly in lessons in a manner, which does not disrupt the learning of others e.g.

- Pay attention when the teacher is talking – One voice rule.
- Pay attention to others speaking e.g. group discussions, Q&A.
- Choose not to call out. Consistently follow the agreed classroom strategy for answering questions.
- Always be polite and mannerly.
- Choose not to distract or annoy others during lessons.
- Choose not to waste time.
- 'Pack away' only when told to do so.
- Choose not to leave the room without the teacher's permission.
- Make sure your area is clean and tidy before you leave the room.
- All pupils and teachers must be punctual and well prepared for their lessons.
- Come equipped for the day e.g. books, PE/swimming kit.
- Choose not to bring unnecessary, valuable items to school.
- Ensure that all mobile phones are handed in at the beginning of the day not used during lessons or on school grounds (inclusive of time extended school times e.g. for attendance at afterschool clubs/evening events/concerts etc) without the prior permission of a member of Senior Leadership Team (SLT). Personal phones will be returned to individual pupils at the end of the school day.
- Attend school regularly and arrive in good time.
- Ensure all homework/preparation is completed.

If a pupil has been absent, he/she should bring a note to the class teacher from a parent/carer if direct contact has not been made to the school on the mornings of the absence. Monitoring of individual pupil attendance is essential and must be reported to the SLT if concerns arise.

GENERAL

- Show consideration for others by moving around the building quietly and carefully.
- Walk on the left hand side of corridors and stairs to allow other's to pass easily.
- Choose not to run or push others.
- Open/hold open doors for others.
- At lunch-time enter and leave the dining hall walking quietly.
- Choose to take responsibility for your area in the dining hall.

- Choose to remain safe by following the advice of known adults employed by the school.
- Be polite if you wish to express your opinion.
- Choose not to punch, kick, hit, spit, etc.
- Choose not to 'name call'.
- Choose not to exclude others from activities/discussions.
- If you think you are being bullied talk to your teacher and/or another member of staff.
- Choose not to threaten anyone.
- Choose not to damage or steal others or school property.

Finally, it is the duty of the school to ensure that all who use the school have a full understanding of the policies in operation within the school. This fact is particularly important with regard to child protection and pastoral care. Members of staff accept that it is the responsibility of all of them to regularly discuss such policies and procedures with their classes and parents when appropriate. Furthermore, it is the responsibility of the pastoral care co-ordinator to ensure that all everyone including children, teachers, parents, caretaker, secretary, classroom assistants, lunch-time supervisors, school crossing patrol personnel, dining hall employees etc. are aware of and familiar with the policies in use within the school with respect to child protection and pastoral care.

Remember, if in any doubt whatsoever with regard to this policy, consult with the designated teacher and also refer to DENI Safeguarding Circulars.

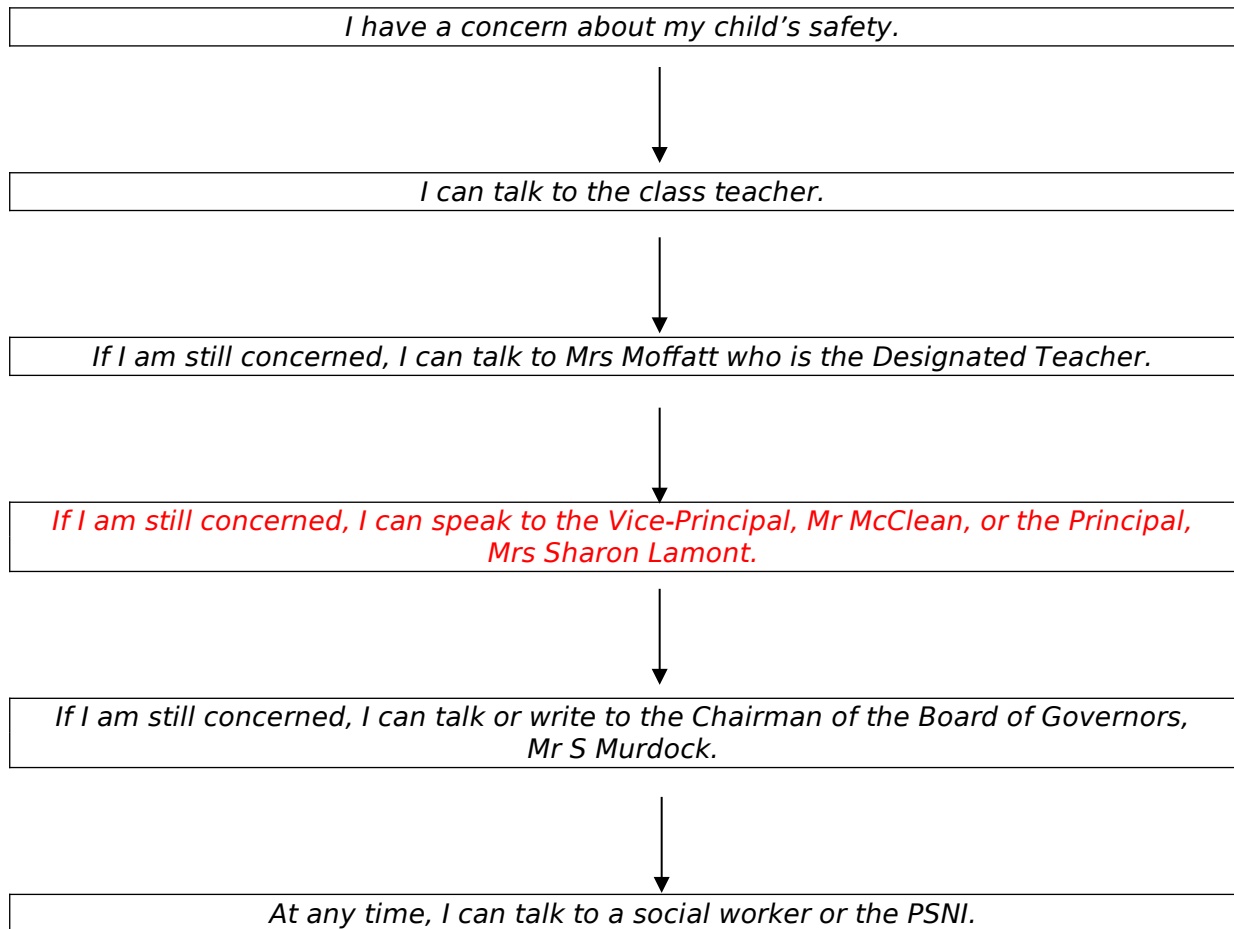
Last reviewed - September 2025

Next Review - September 2028

CHILD PROTECTION IN MILLBURN PRIMARY SCHOOL

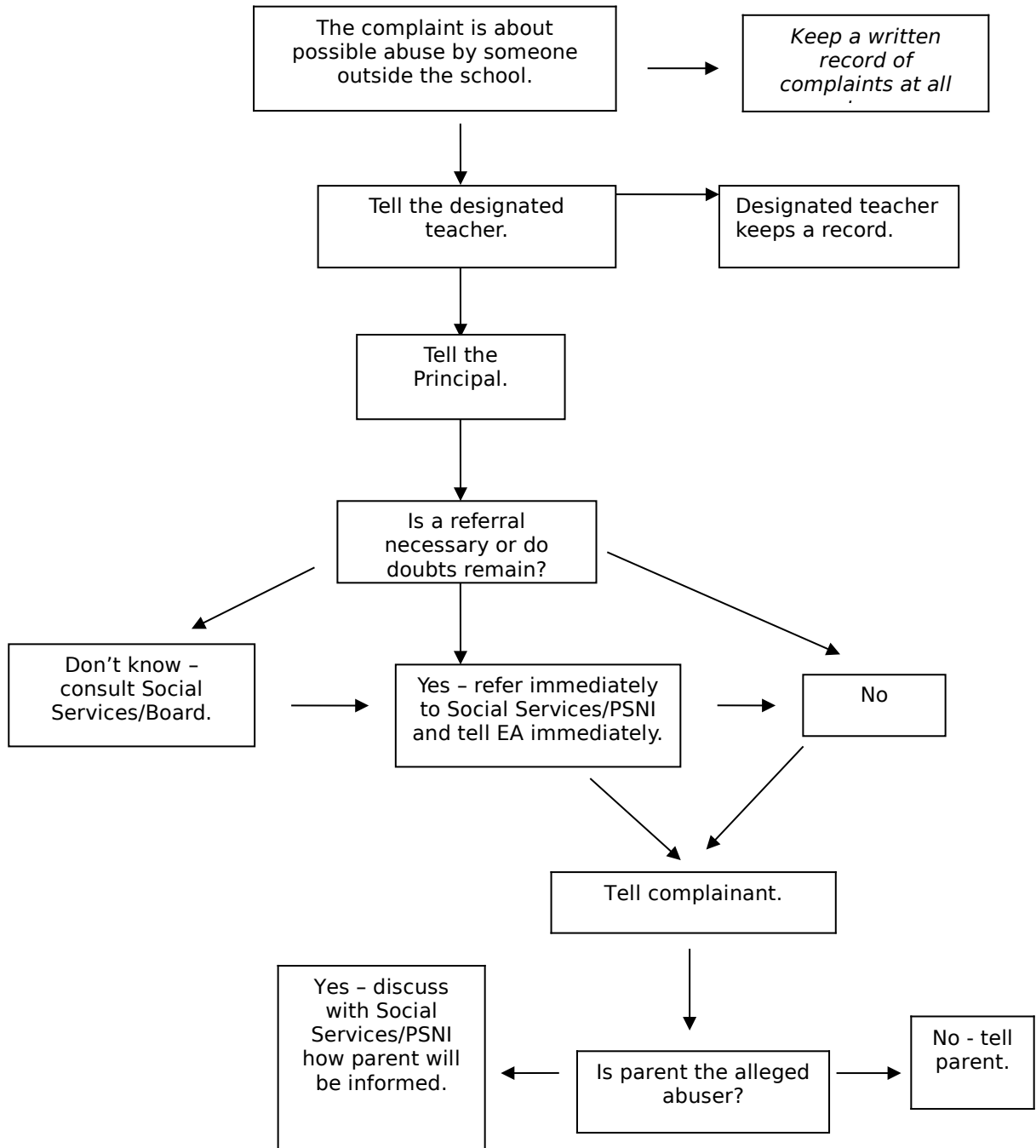
THE FOLLOWING PROCEDURES ILLUSTRATE HOW CONCERNS RELATING TO CHILD PROTECTION ARE DEALT WITH IN THE SCHOOL:

HOW CAN A PARENT MAKE A COMPLAINT REGARDING CONCERNS FOR THEIR CHILD'S SAFETY?



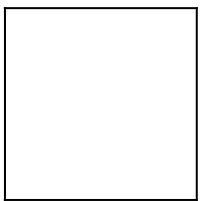
CHILD PROTECTION

PROCEDURE WHERE THE SCHOOL HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION, ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF STAFF



Please note: Designated Teacher is Mrs Moffatt. If Mrs Moffatt is not available, then speak to Mr Handforth or Mrs Lamont.

Seek advice from the
ELB and Social
Services



CHILD PROTECTION

PROCEDURE WHERE A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF THE SCHOOL'S STAFF

