

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 is 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 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 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.

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

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

SCHOOL POLICY - SUMMARY OF 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.

With this in mind we aim to -

1. Provide a secure, warm and happy atmosphere in which children feel confident and relaxed and can learn effectively.
2. Ensure that every child has the opportunity to achieve the highest level of success appropriate to his/her ability.
3. Ensure that every child has the opportunity to participate in the full breadth of the educational experiences as laid down in the common curriculum for Northern Ireland, as appropriate to their individual needs.
4. Develop each child's respect for himself, for others and for the environment in order to create a caring community.
5. Foster a positive attitude towards learning and school.
6. Encourage children to be responsible, caring, confident and independent and to develop self-discipline.
7. Promote their spiritual, moral and social awareness.
8. Develop self-awareness and sensitivity.
9. Develop the ability to make reasoned value judgements.
10. Provide children with a wide range of physical activities, both individually and at group or team level.
11. Develop children's social and personal skills and make them aware of different cultures.
12. Promote close links between home, school and the community.
13. Encourage children to appreciate the value of change and the benefits that often come with change.

MILLBURN PRIMARY SCHOOL

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

- (a) To promote the general aims of the school as identified above.
- (b) To encourage an atmosphere and the production of an environment in which children feel safe, valued, respected and important.
- (c) 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.
- (d) To inculcate the values, guiding principles, attitudes and emotions which would be beneficial to the development of the whole child. (Love of learning and of life also being important.)
- (e) To encourage the autonomous learner and to provide the opportunity for the child to become an effective, life-long learner.
- (f) To create an atmosphere of trust in which children feel secure especially when expressing concerns, fears, anxieties, etc.
- (g) To monitor the school environment with the safety of our children in mind.
- (h) 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.
- (i) To review all school policies (including child protection/ pastoral care) and amend them in line with identified needs / current legislation.
- (j) 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.
- (k) Create a school ethos, which values every child as we value ourselves.
- (l) To monitor and evaluate this policy in line with the school's agreed policies.
- (m) To move the school towards excellence models of self-evaluation e.g. Business Excellence, SETAQ or Together Towards Improvement.

<p style="text-align: center;">MILLBURN PRIMARY SCHOOL PASTORAL CARE - CHILD PROTECTION</p>
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PUPIL WELFARE POLICY

SCHOOL DISCIPLINE is the functioning of the school community through our system of relationships, rules, rewards and sanctions designed to develop progressively, self-discipline within our pupils. 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 **PUPIL WELFARE**.

Central to the success, or failure, of **pupil welfare** 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 earlier in this document but ultimately revolves around our caring for, and love of, our children and their well-being.

To achieve this aim within our ethos we have agreed that it emanates from an enthusiastic, efficient staff dedicated to the education of our children. When this is so then discipline problems of no great magnitude will appear. In accepting this thinking the policy will concentrate on the **preventative** rather than the corrective approach to **pupil welfare**.

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. Refer to Appendix.

CLASS: Using good manners when dealing with others.

SCHOOL: Treating everyone with **dignity** and **respect**.

QUALITIES / SOCIAL SKILLS

Self respect	Compassion	Responsibility
Respect for others	Co-operation	Self-Discipline
Tolerance	Sportsmanship	Perseverance
Obedience	Honesty	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.
(THE ELTON REPORT JANUARY 1989, P 32 and 95, DISCIPLINE IN SCHOOLS)
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.

(EDUCATION OBSERVED HMSO 1989)

THE ROLE OF THE CLASS TEACHER

1. Establish and maintain a warm happy classroom atmosphere in which pupils are motivated to learn. (High levels of **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 good relationships with pupils.
(Be sympathetic to their needs.)
5. Have high, but attainable expectations of pupils in respect of academic, sporting, musical etc performance, good behaviour and attendance. Set the example in all of these aims.
6. Provide tasks which are well matched to the needs, aptitudes and prior knowledge of individual pupils.
7. Model the standards of courtesy they expect from pupils.
8. Emphasise the positive, including praise for good behaviour, as well as good work.
9. Make classroom rules clear. (Simple is always sophisticated.)
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 above include examples from: -

THE ELTON REPORT 1989 and EFFECTIVE PRIMARY SCHOOLS HMSO 1989

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.

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 1987)

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 1989 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 **School Welfare Policy** will depend upon the active support of our parents. Therefore, 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 include advice on how to improve and be constructive in its approach. (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.

The following are examples of unacceptable behaviour, which will incur disciplinary procedures -

1. Bullying.
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 EA 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 classroom facing the wall.
5. Children will not be compelled to take part in PE without suitable footwear.
6. Pupils arriving for a PE lesson without suitable clothing/footwear will not be punished.

SOCIAL SKILL TEACHING

Social skill teaching is based on the assumption that social behaviour revolves around learned skills, which can be identified and taught systematically.

Aggressive, isolated, immature and badly behaved pupils all have one thing in common - they all lack the social skills of citizenship.

In Millburn Primary, Mr Handforth has responsibility for ensuring and monitoring the implementation of interpersonal/social/citizenship skills. This responsibility includes **pupil welfare** and a programme of **social skill teaching** will be designed to overlap with and complement the Health Education and Education for Personal Development and Mutual Understanding Programmes.

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. All policies are presented to the governing body in June of each school year and presented to the staff for implementation during August training. (All policies are presented to the Governors in June each year.)

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 with the pastoral care co-ordinator.
4. Never jump to conclusions. Remember accidents do happen and everyone has rights.
5. If the evidence is substantiated report it to the Principal and social services or PSNI as required.
6. Keep a further confidential record of all meetings.
7. Give accurate evidence to the necessary bodies. Opinion is not factual.
8. Follow procedures to the letter.
9. 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, 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 DENI 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 is on the staff notice board and/or 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** 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

- 1) 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:

- Pay attention when the teacher is talking.
- Choose not to call out, put up your hand to answer a question.
- Always be polite and mannerly.
- Choose not to distract or annoy others during lessons.
- Have the required equipment for the lessons eg books, pencils etc.
- Choose not to waste time.
- Choose not to chew, eat or drink during a lesson.
- Choose to go to the toilet during breaks and avoid leaving the room during lessons.
- '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.

- 2) **All pupils and teachers must be punctual and well prepared for their lessons:**

- Come equipped for the day eg books, PE/swimming kit.
- Choose not to bring items such as Ipods, Tippex, aerosols to school.
- Choose not to bring valuable items to school.
- Attend school regularly and arrive in good time.
- Ensure all homework/preparation is completed.
- Lateness – apologise to the teacher and give a reason for being late.

If a pupil has been absent he/she must bring a note to the class teacher. Monitoring of individual pupil attendance is essential and must be reported to the SMT if concerns arise.

GENERAL

- Show consideration for others by moving around the building quietly and carefully.
- Choose not to swing on overhead or upright poles.
- Walk on the right-hand side of walkways.
- Choose not to run or push others.
- Open/hold open doors for visitors, teachers, adults.
- At lunch-time enter and leave the dining hall quietly, trying not to run.
- Choose not to leave a mess in the dining hall for others to clear.

- Choose not to bring chewing gum to school.
- Choose to do as you are told by a teacher or lunch-time supervisor.
- 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 say or do anything that encourages bullying.
- 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. Silence is the bully's greatest ally.
- 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 Circular 2017/04.

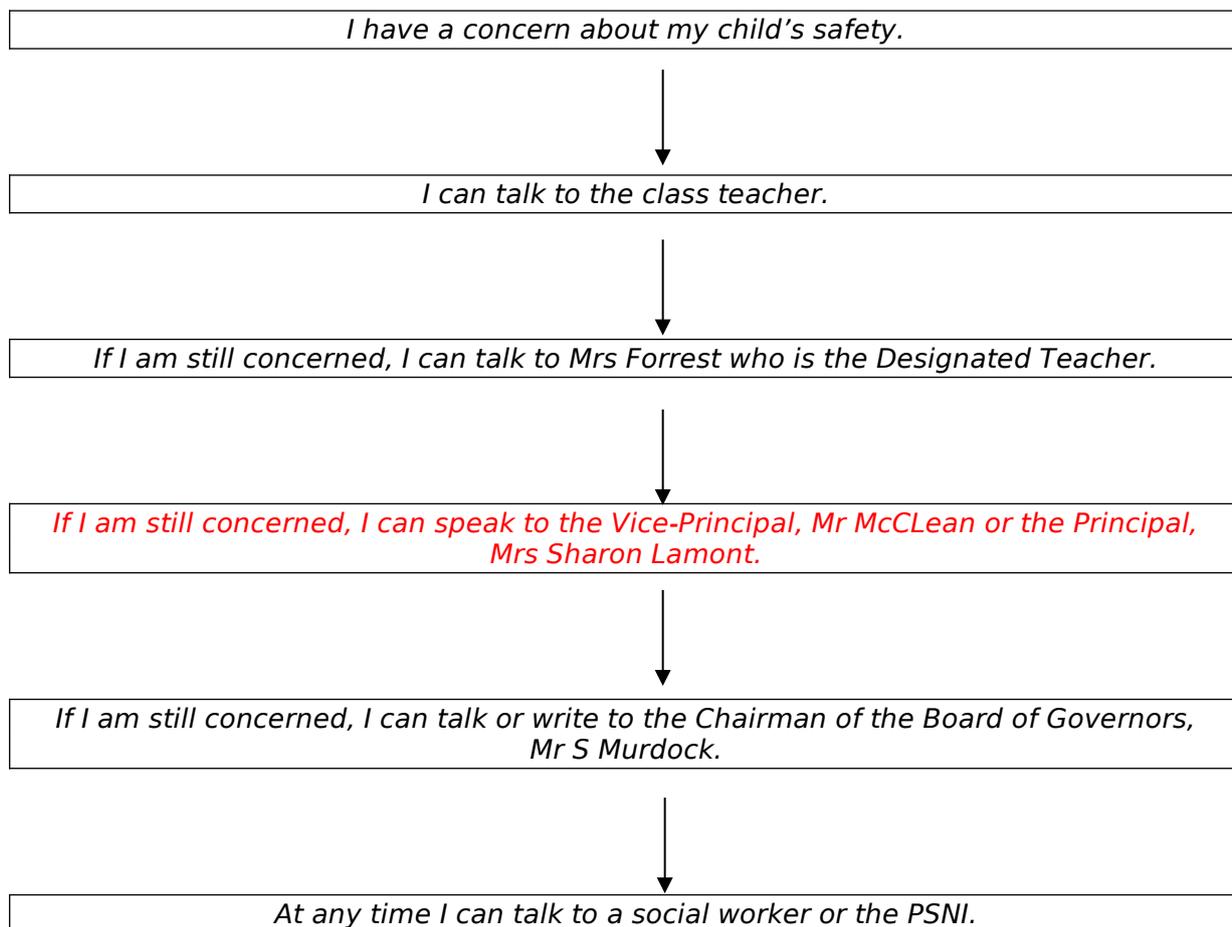
Last reviewed - September 2023

Next Review - September 2026

CHILD PROTECTION IN MILLBURN PRIMARY SCHOOL

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

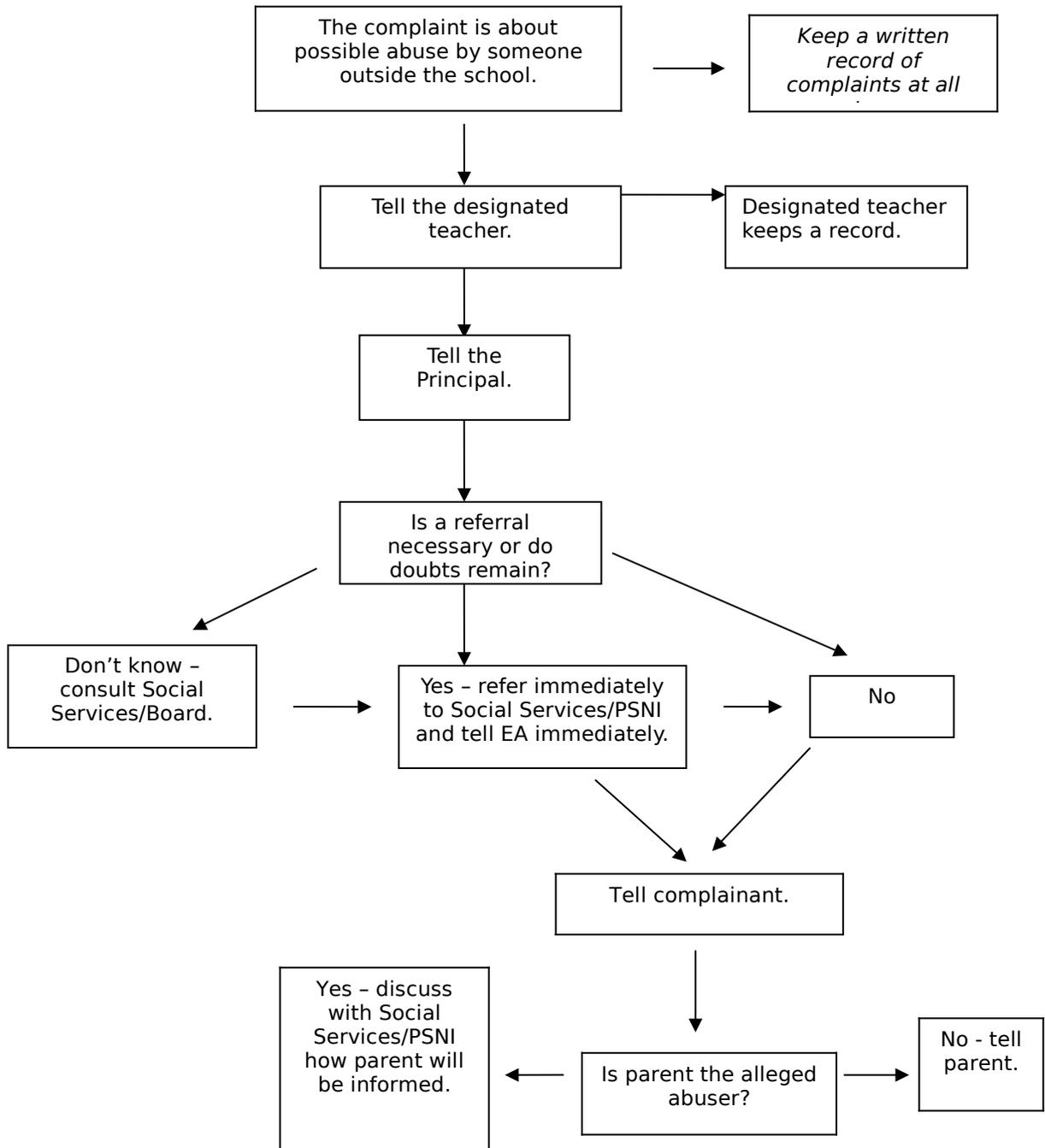
HOW CAN A PARENT MAKE A COMPLAINT REGARDING CONCERNS FOR THEIR CHILD'S SAFETY?



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 Forrest. If Mrs Forrest is not available, then speak to Mr Handforth or Mrs Lamont.

CHILD PROTECTION

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

