

“....all members of staff are fully committed to creating an environment of care and trust, to ensure the emotional and physical welfare of the pupils as well as their academic progress.” - Evaluating Pastoral Care (DENI 1999).

We, at Lisburn Central Primary School, will provide an environment which is positive, secure and challenging for each individual child, enabling our pupils to achieve their full potential – personally, socially, academically, spiritually and in self discipline. We will strive to provide opportunities for our pupils to become independent learners and to develop a partnership with parents to encourage and enable them to play an active role in their child’s learning.

PROVISION

Teaching and Learning

Through various aspects of the Northern Ireland Curriculum we endeavour to communicate positive personal and social values. Through Assemblies, RE, PDMU, Circle Time and Health Education we are provided with curriculum material which directly addresses issues such as loving and caring for each other, respect, tolerance and conflict resolution. We also utilise material which addresses issues of personal safety, bullying and where to turn to for help.

Through all NI Curriculum subjects, it is our aim to exploit opportunities for pupils to consider themselves in relation to others and thus help create a caring, collegiate atmosphere.

The Hidden Curriculum

In the classroom, staff are encouraged to create a **positive emotional ambience**, to create a place where children feel that it is safe to make mistakes and learn from them, a place where they can express their feelings and a place where there is mutual respect and trust between pupils themselves and between staff and pupil. We are aware, as a staff, that treating pupils respectfully will engender their respect towards not only us, but also towards each other.

We are aware that **all** staff are important role models for children. They will observe our behaviour towards them and towards other staff members. They will make assumptions that how we behave towards each other and towards them is ‘appropriate adult behaviour’. Sarcasm, dismissive, bad tempered or arrogant behaviour towards others will lead them to assume that this is socially acceptable.

Structures

It is recognised that classroom teachers and classroom assistants are the most likely people to first identify children with academic, emotional, social or other pastoral needs. These needs will be many and varied and any action taken will depend on individual circumstances. Often pastoral needs will also become evident through a child displaying behavioural difficulties. Often too, children identified as having academic weaknesses will be in need of social or emotional support. The Special Needs procedures within the school will indicate action to be taken in such circumstances.

Monitoring and Evaluation

Class teachers will continually monitor the academic and social progress of pupils in their class and will provide feedback to parents (through reports and interviews), other relevant staff (next year’s teacher/Secondary School) and the Senior Management Team whenever appropriate.

INTIMATE CARE

New Primary 1 pupils are expected to be fully capable of looking after themselves with regard to toileting. If this is not the case, parents may be asked to take appropriate measures during the school day and, if necessary, come into school. (*Pupils transferring from Lisburn Central Nursery Unit will be capable of looking after themselves with regard to toileting*).

Very occasionally a child has an accident of an intimate nature while at school. If it is a minor accident, then;

- The child will be given fresh underwear and will be taken by a Classroom Assistant to change in a toilet cubicle. The Classroom Assistant will wait outside until the child has changed. Wet underwear will be placed in a plastic bag for the child to take home. Parents will be informed at the end of the school day.
- When a more serious incident happens we will contact home so that a parent can come and change their child themselves in a toilet cubicle. Staff will ensure that no other children will be present in the toilets.
- If the child is upset or unwell, the parent will have the option to take him/her home.
- If this is not possible the child will be changed by two members of staff. The child will be removed to a less public place, the appropriate toileting area, to maintain dignity and avoid a feeling of humiliation.

If parents cannot be contacted, school staff will decide on the most appropriate care in order to minimise any stress, discomfort or anxiety which the child may be experiencing. If members of staff are providing intimate care, two members of staff will be present at all times and an Intimate Care Pro Forma will be completed if intimate care is needed.

In these situations any decision to provide intimate care will be made by Mrs England (Head of Foundation Stage/Key Stage 1), or in her absence Mr Stewart (Principal) or, in his absence, Mr Brown (Vice-Principal).

If an accident occurs during lunchtime, the child's class teacher will be contacted and will deal with the situation (**not Lunchtime Supervisors**).

The well-being and dignity of the child will remain paramount at all times during any incident requiring intimate care.

Sanitary Protection

Sanitary Protection is available from Mrs Carson or Mrs Cromie (Primary 6/7) should it be required by any of the senior girls. A disposal bin is situated in the female staff toilets.

Changing for PE

Primary 1 - Primary 4 children generally change together in their classroom with their class teacher present. In Primary 5, Primary 6 and Primary 7 either girls **or** boys change in their classroom with their teacher present and the other group change in the cloakroom. This arrangement depends on the gender of the class teacher, eg if the class teacher is male then boys change in the classroom and girls change in the cloakroom. Appropriate supervision will be put in place.

Links

Pastoral and Intimate Care encompasses many other issues which are relevant in achieving the aims of Lisburn Central Primary School. Initiatives such as:

School Prospectus

Child Protection Policy

Special Needs Policy

Positive Behaviour Policy

Anti-Bullying Policy

Homework Policy

Marking Policy**Attendance Awards****Promoting pupil successes in Assemblies**

support and enhance the provision of pastoral care for our pupils and it is important to view this policy in this context.