



St. Mary's Primary School & Nursery Unit, Killyclogher

Pastoral Care

Key Policies

Review of Policy	January 2020
Ratification of Policy by the Board of Governors	March 2020
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Contents:

Pastoral Care Policy	3
Positive Behaviour Policy	4
Intimate Care Policy	8
First Aid Policy	11

PASTORAL CARE POLICY

What is Pastoral Care?

Pastoral Care is a set of systems, procedures and programmes which attempt to meet the totality of needs of children so that each child has the opportunity to reach his/her potential, and is equipped with the skills to cope with life. Pastoral Care addresses social, spiritual, mental, emotional and physical needs.

RATIONALE

In St. Mary's PS we have a responsibility for the care, welfare and safety of all our pupils. We respect each and every individual child and aim to provide a warm and caring environment so that each individual feels safe, secure and valued.

The atmosphere in school is one that encourages ALL children to do their best. We strive to ensure that each individual achieves his/her potential academically, socially, physically, emotionally and spiritually. We recognise that central to the success of this is the involvement of parents and other outside agencies within the community. We *strive* to work in partnership with them to achieve our aims.

Our Pastoral Care is permeated throughout all aspects of school life and is based upon the strong Catholic Ethos which prevails. Mutual respect, tolerance and forgiveness are the values that we promote. In St. Mary's PS, every effort is made for pupils:

- To set and achieve personal, social and academic goals.
- To help gain maximum benefit from their time in school.
- To develop independence of mind and to take responsibility for their actions.
- To develop self-esteem, self-discipline and self-respect.
- To develop an understanding of themselves as individuals, recognising their self-worth, strengths, interests, etc.
- To develop respect and tolerance for others.
- To develop an understanding of the world in which we live.
- To foster relationships where they feel happy and secure.

Children are always encouraged to do their best in all aspects of school life. Class teachers strive to form good working relationships with children in their care and strong and positive links with parents to ensure effective communication exists. Supervisors, Assistants and members of the ancillary staff help to ensure the health and safety of each child and strive to enhance each pupil's learning.

Pastoral Care is fully integrated into the school's daily routines, the delivery of the curriculum and extra-curricular activities. Teachers promote pupils' self-esteem through praise and rewards. Each month, selected pupils from each classroom are awarded a certificate for an aspect of school life, e.g. good work, positive behaviour, teamwork, most improved, co-operation, effort in class, achievement in learning etc.

STAFF DEVELOPMENT AND TRAINING

Aspects of Pastoral Care remain a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this. Our ongoing development programme helps staff identify the attitudes, values, skills and knowledge which will enable them to carry out their pastoral roles. Training programmes are accessed through school-based courses and courses through other bodies.

POSITIVE BEHAVIOUR POLICY

RATIONALE

St. Mary's Primary School is a caring community and we believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring negative behaviour. Teachers will reward incidents of good/positive behaviour and record/report unacceptable behaviour to the Principal.

At St. Mary's Primary School we follow these Golden Rules:

1. We listen.
2. We look after property.
3. We work hard.
4. We are kind.
5. We are honest.
6. We are gentle.

AIMS OF THE POSITIVE BEHAVIOUR POLICY

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of school rules and the 'Code of Conduct'.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A POSITIVE APPROACH

Pupils will be rewarded for **positive behaviour**. We will use a positive system of rewards, which will include:

1. Verbal praise
2. Positive comments in books
3. The use of stars/smiley faces on charts, books etc.
4. Exhibiting good work in class or corridor
5. Implementation of the 'Golden Rules' and 'Golden Time' Behaviour Scheme
6. Special mention in class or at Assembly
7. Informal referral or recommendation to the Principal

PUPIL CODE OF CONDUCT

All pupils at St. Mary's Primary School have the right to an education which offers them every opportunity to attain their full potential (*United Nations Convention on the Rights of the Child – Article 28*). The Principal, Teaching Staff and Support Staff are here to create the circumstances to allow this to happen. Governors, parents and the wider community also assist in this process. In order for this to be achieved it is essential that **every member** of the school community acknowledges and reflects the values promoted by the school:

- Respect self, fellow pupils, teachers and other adults
- Respect own and other people's property
- Be courteous, well-mannered and well-behaved
- Be honest, trusting and hard-working
- Take responsibility for words and actions
- Be friendly and co-operative
- Show tolerance towards others

PUPIL CODE OF CONDUCT

As a pupil, I will:-

- come to school on time
- be prepared, do my homework and bring all the books and items I need to school
- do my work to the best of my ability
- work well with others in my group
- do as my teacher or supervisor asks
- not shout, swear or use bad language
- walk inside school buildings
- take care of my books and school equipment
- help to look after the school buildings and grounds
- not steal, fight or bully
- wear my school uniform with pride.

As a pupil, I know that the following behaviour is unacceptable:

- physical violence, bullying, threatening behaviour
- using bad language
- being disruptive in class, in the Canteen, when lining up, in the playground or in the corridor or anywhere on the school premises.

CONSEQUENCES IN RELATION TO POOR/INAPPROPRIATE BEHAVIOUR

Failure to abide by the principles of the Pupil Code of Conduct or to obey school rules may result in the following punishments or sanctions being applied:

- The pupil's behaviour will be recorded by the Class Teacher and, if necessary, be reported to the Principal.
- The pupil will be told that his/her behaviour is unacceptable, given the opportunity to discuss the situation and will be encouraged to modify that behaviour.
- Disruptive behaviour in class/school may result in a child being isolated from his/her peers and
 - seated at a single desk, near the teacher;
 - asked to work for a short time in another classroom;
 - asked to sit and reflect on actions;

- asked to explain actions to the Vice Principal or Principal where evidence has been found of a misdemeanour.
- Persistent disregard for school rules, or a behaviour that is deemed unacceptable or dangerous – whether in the classroom, canteen, playground or school environment - will result in a supervised playtime or lunchtime ‘time out’. These incidents will be monitored and parents/carers will be informed and invited to speak to the teacher and/or Vice Principal or Principal after 3 incidences.
- If no improvement in behaviour or attitude is evident, the pupil will be placed on a daily report, so that behaviour can be closely monitored and parents will be informed.
- All failures to comply with policy will be documented and, after consultation with the Vice Principal or Principal, the child may be placed on the Special Needs Register at Level 2 for ‘Behaviour’ or the school may seek advice or assistance from other professionals e.g. Educational Welfare Officer, Educational Psychologist, Social, Behavioural and Emotional Support Team. At this stage, the child may be placed at Level 3 on the Special Needs Register for ‘Behaviour’.
- Withdrawal of privileges may be applied. These will be appropriate to the situation and the age of the child and parents will be informed as necessary. Care will be taken not to jeopardise the delivery of the curriculum but sanctions may involve:-
 - exclusion from selection for an event outside of school;
 - exclusion from a school-organised outing or trip;
 - arrangement for the parent(s) or carer(s) to take a pupil home at lunchtime - and then return to school - for a block of one, two or more weeks;
 - implementation of a reduced school day for a block of one, two or more weeks.
- Extremely serious misconduct may result in suspension or expulsion under the terms set out by the Department of Education/Education Authority.

The following are regarded by the Department and the Education Authority as valid reasons for suspension or expulsion:

- Disruptive behaviour in class
- Persistent bullying of a pupil
- Physical attack on a pupil or member of staff
- Verbal abuse of a pupil or member of staff
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or pupils’ property, either in or outside school.

A very serious problem may result in the normal procedures being abandoned and a parent(s) being requested to take a child home straight away.

THE ROLE OF PARENTS

Parents have a **vital** role to play in their children’s education. It is very important that they support their child’s learning and co-operate with the school. Parents are asked to reinforce the standard of behaviour and discipline expected in St. Mary’s PS. If the values encouraged in school are also given credence at home, then this consistency creates the kind of environment where growing and learning can effectively take place.

Parents are always welcome to discuss their child’s progress or any other issue of concern they may have. To accommodate parents in this, and to ensure they receive an adequate period of uninterrupted time, parents are asked to contact the school and make an appointment to meet the child’s Teacher and/or Vice Principal or Principal.

THE ROLE OF GOVERNORS

The Governors have endorsed this policy and, with the Principal, will review its effectiveness. They will ensure that the Policy is administered fairly and consistently.

This Positive Behaviour Policy will be reviewed and updated regularly.

SUPPORTING POLICIES

While all policies and procedures within the school take cognisance of the pastoral care of pupils and staff, some specifically support it in particular ways:

- Anti-Bullying Policy
- Child Protection
- Health and Safety
- Special Educational Needs
- Drugs/Misuse of Substances
- Acceptable use of the Internet

All of these policies are available upon request.

INTIMATE CARE POLICY

The 'Intimate Care Policy and Guidelines Regarding Children' have been developed to safeguard children and staff in school and apply to everyone involved in the intimate care of children.

DEFINITION

Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child and staff have a responsibility to work in partnership with children and parents.

Intimate care can include:

- Toileting
- Feeding
- Oral Care
- Washing
- Dressing/undressing
- Menstrual Care
- Photographs
- Treatments such as enemas, suppositories, enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care

PRINCIPLES OF INTIMATE CARE

The following are the fundamental principles upon which the Policy and Guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are consistent as possible.

OUR SCHOOL'S RESPONSIBILITIES

The school undertakes Vetting procedures as required, including:

- Access NI checks;
- Pre-employment checks;
- Two independent references.

The Principal ensures that all staff undertaking the intimate care of children are familiar with and understand the 'Intimate Care Policy and Guidelines' together with associated Policy and Procedure eg. ACPC Regional Policy and Procedures 2005, Safeguarding Vulnerable Groups (Northern Ireland) Order 2007. All staff fully understand the 'Intimate Care Policy and Guidelines' within the context of their work. Some staff in school undertake specific intimate care tasks for pupils with identified needs.

Intimate care arrangements are agreed by the school, parents/carers and child (if appropriate).

Staff do not undertake any aspect of intimate care that has not been agreed between the school, parents/carers and child (if appropriate).

Intimate care arrangements are recorded in the child's personal file and consent forms signed by the parents/carers and child (if appropriate).

GUIDELINES FOR GOOD PRACTICE

All children have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children.

Staff are aware that some adults may use intimate care as an opportunity to abuse children. Adhering to these guidelines of good practice should safeguard children and staff.

Involving the child in their intimate care

The school tries to encourage a child's independence as far as possible in his/her intimate care. Where the child is fully dependent, the staff talk with them about what is going to be done and give them choice where possible.

Treating every child with dignity and respect and ensuring privacy appropriate to the child's age and situation

The practice of providing one-one intimate care of a child alone is supported, unless the activity requires two persons for the greater comfort/safety of the child or the child prefers two persons to be present.

Making sure practice in intimate care is consistent

As a child can have multiple carers, a consistent approach to care is essential. Effective communication between parent/carers/agencies ensures practice is consistent.

Being aware of own limitations

The school will only carry out activities that staff understand and feel competent and confident to carry out. Some procedures must only be carried out by staff that have been formally trained and assessed.

Reporting concerns

When administering intimate care, if a member of staff observes any unusual behaviour, markings, discolourations or swelling, this will be reported immediately to the Designated Teacher for Child Protection, Mrs Carole McAuley (Principal). A written record of concerns will be made and kept in the child's personal file. Parents/carers will be informed about concerns.

WORKING WITH CHILDREN OF THE OPPOSITE SEX

Principles

- The individual child's safety, dignity and privacy are of paramount importance.
- There is a positive value in both male and female staff being involved with children.
- Ideally, every child should have the choice of carer for all their intimate care.

Intimate Care

The intimate care of boys/girls can be carried out by a member of staff with the following provisions:

- The delivery of intimate care will be governed by the school's professional Code of Conduct in conjunction with school policy and procedures.
- When intimate care is being carried out, **all** children have the right to dignity and privacy, i.e. they should be appropriately covered, the door closed or screens/curtains put in place.
- If a child appears distressed or uncomfortable when personal care tasks are being carried out, the care should stop immediately. Staff will then try to ascertain why the child is distressed and provide reassurance. Staff will also report concerns to the school's 'Designated Teacher for Child Protection' and make a written record. Parent/carers will be informed about concerns.

SUMMARY OF EMERGENCY ACTION WHERE CHILDREN REQUIRE INTIMATE CARE

Should your child require emergency intimate care, the following steps will be taken:

- 1) Contact will be made with a parent to arrange for the parent to come to school to change the child.
- 2) If a parent cannot be contacted or cannot come to school promptly, two members of staff will undertake intimate care duties in line with the school's Policy and Guidelines. For a child who can independently change, staff will supervise this. For a child that requires help, this will be provided.

FIRST AID POLICY

The Principal and Board of Governors of St. Mary's Primary School accept their responsibility under the Health and Safety (First Aid) Regulations (Northern Ireland) 1982 and acknowledge the importance of providing First Aid for employees, children and visitors to the School.

The staff of St. Mary's Primary School recognise their statutory duty to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997 and agree to abide by the Education Authority procedure for reporting accidents.

INTRODUCTION

'First Aid is the initial assistance or treatment given to someone who is injured or suddenly taken ill' (The Joint First Aid Manual 8th Edition). Staff administering First Aid should seek to assess the situation, protect themselves and the casualty from further danger, deal with any life threatening condition and, where necessary, obtain medical assistance or refer the casualty to hospital as quickly as possible.

STATEMENT OF FIRST AID PROVISION

The School's arrangements for providing First Aid will:-

- Place a duty on the Principal and Board of Governors to approve, implement and review the First Aid policy;
- Place individual duties on all employees;
- Report and record accidents using the relevant form to the Education Authority;
- Record all occasions when First Aid is administered to employees, pupils and visitors;
- Provide equipment and materials to provide First Aid treatment;
- Make arrangements to provide First Aid training to employees, maintain records of training and review annually;
- Establish a procedure for managing accidents in school which require First Aid treatment;
- Provide information to employees on the arrangements for First Aid;
- Undertake a risk assessment of the First Aid requirements of the School and review on a regular basis;
- Use the information from the risk assessment of First Aid to determine the number and level of trained staff and also any additional requirements (e.g. specialised training for children with particular medical needs);
- Notify parent/guardian that First Aid treatment was given to the child.

ARRANGEMENTS FOR FIRST AID

The Classroom Assistants are all trained in basic First Aid. There are also three designated First Aid staff. The School provides materials, equipment and facilities to provide First Aid.

Before undertaking any off-site activities the level of first aid provision will be assessed by the Teacher(s) in charge of the visit who will ensure a First Aid Kit is taken along.

INFORMATION ON FIRST AID ARRANGEMENTS

The Principal will inform all employees at the school of the following:-

- The arrangements for recording and reporting of accidents;
- The arrangements for First Aid;
- Those employees who are qualified First Aiders;
- The location of the First Aid Kits.

ACCIDENTS INVOLVING BUMPS TO A PUPIL'S HEAD

The consequence of an injury from an accident involving a bump or blow to a pupil's head is not always evident immediately and the effects may only become noticeable after a period of time. Where emergency treatment is not required a 'Head Bump' notification will be provided to the parent/guardian by telephone or, if no contact can be made with parent/guardian, in writing.

TRANSPORT TO HOSPITAL

The Principal, or person in charge in her absence, will determine the appropriate action to be taken in each case.

Where the injury requires urgent medical attention an ambulance will be called and the pupil's parent or guardian will be notified. If hospital treatment is required, then the pupil's parent/guardian will be called for them to take over responsibility.

If no contact can be made with parent/guardian, or other designated emergency contacts, then the Principal, or person in charge in her absence, may decide to transport the pupil to the hospital.

Where the Principal, or person in charge in her absence, makes arrangements for transporting a child then the following points will be adhered to:-

- Only staff cars insured to cover such transportation will be used;
- No individual member of staff will be alone with the pupil in a vehicle;
- A second member of staff will be present to provide supervision of the injured pupil.