

Dalriada School

Pastoral Care Policy

Dalriada School aims to create a safe, secure environment for all members of the school community in which relationships are characterised by mutual respect, openness and trust.



Adopted – 23 June 2016

Reviewed – May 2022

Review date – June 2024

Dalriada School aims to promote academic excellence and all-round personal development in a stimulating, caring, happy environment which is sympathetic and responsive to individual needs, aspirations and talents.

Pastoral care provision in the school does not exist in isolation. It is present in all aspects of school life.

1. Child centred provision

1.1 At Dalriada School we aim:

- To help pupils to gain self-esteem and confidence in dealing with their present experiences.
- To provide support to enable pupils to achieve their academic potential
- To provide guidance and support on personal matters and guidance and counselling on educational and vocational matters
- To foster a culture of inclusion for all pupils irrespective of race, religion, gender identity or sexual orientation
- To encourage the development of social and communication skills
- To encourage in pupils a sense of values which will help them to be responsible and disciplined and appreciate the attitudes and concerns of others
- To encourage a healthy and balanced lifestyle
- To promote a sense of belonging and security in the school community.
- To facilitate mutual support amongst staff in dealing with pastoral matters
- To encourage parental involvement and support

1.2 We promote equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity

1.3 We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by:

- Promoting good attendance (see Attendance Policy)
- Promoting positive behaviour (see Positive Behaviour Policy)
- SEN provision (see SEN Policy)
- Promoting attendance at extra-curricular activities
- Liaison with external agencies
- Special Circumstances register

1.4 We believe in and support pupil participation and involvement in decisions about school life. We do this through:

- School Council
- LLW and tutorial lessons
- Individual feedback from pupils about concerns
- Plenary sessions and pupil feedback to teachers about teaching and learning (links to AfL)

- 1.5 The school follows safeguarding and child protection guidelines fully.
- Children know about keeping safe through Personal Development LLW and tutorial programmes and assemblies
 - Annual Staff training
 - The Safeguarding and Child protection Policy is available to all parents.
 - Checks of parents and other volunteers are overseen by the Designated Teacher and Safeguarding Team
- 1.6 We support children in making healthy choices in life. Some of the areas covered in school include:
- First Aid and Health and Safety arrangements
 - Healthy food –school lunches and water
 - Curriculum subjects which promote a healthy lifestyle
 - Extracurricular provision
 - Mental Health & Well-being lessons and presentations (delivered in school and via external providers)

2. High quality teaching and learning

- 2.1 We provide a broad and relevant curriculum
- Schemes of work for LLW and Tutorial that meets the needs of our pupils
 - Timetabling and other arrangements to deliver an effective LLW curriculum (including Drugs Education and RSE), and other related areas of learning
 - Careers education and guidance for all pupils
- 2.2 We promote positive relationships between staff and pupils
- Good relationships in class (Positive Behaviour Management policy)
 - Stepped approach to behaviour management
 - Form Tutor programme
 - Induction
 - Extensive extra-curricular programme
 - Mentor programme
- 2.3 Teachers use a range of teaching strategies that respond to the diversity within the classroom
- Learning and teaching policy
 - Collaborative learning in the Ballymoney Learning Community
 - Developing personal capabilities – self management and working with others
 - Responding to the needs of pupils as individuals

- 2.4 Teachers reflect on their own work and the outcomes of individual pupils
- Use of staff planning/staff meetings/ monitoring arrangements relating to teaching and learning and pupil progress and achievement in relevant areas of the curriculum such as LLW
 - Classroom observation and assessment of pupils' personal development and behaviour
 - Class teacher consideration of pastoral issues where pupil performance is below target

3. Effective leadership

- 3.1 Governors understand their responsibility for the pastoral care of pupils.
- Monitoring and evaluating the strategies in place for promoting pastoral care, health and well-being and attendance, contained in the School Development Plan, including consulting with the School Council, pupils and parents
 - Child Protection training and role of the Safeguarding Team
 - Monitoring the reporting of behaviour, suspension and exclusion
- 3.2 In relation to pastoral care we support the professional development of staff.
- INSETs, Exceptional Closure days for pastoral matters
 - Teachers with additional training and/or qualifications e.g. Heartstart, other medical training, emotional health and building resilience training
 - Sharing good practice
 - Relevant school awards and accreditation e.g. IIP
- 3.3 We provide the resources needed to support pastoral care.
- Effective staff deployment – specialist pastoral roles
 - Classroom resources
 - Access/signposting to external resources e.g. pupil counselling
 - Liaison with external agencies
- 3.4 We monitor and evaluate our pastoral care practices in a number of ways.
- Through reviewing the school's performance regularly in the preparation of the School Development Plan and the Pastoral Action Plan
 - Specific monitoring/evaluative duties of individual staff with responsibilities e.g. the curriculum leader for LLW, Pastoral Care Coordinator
 - The use of school data – SIMS modules for attendance and behaviour management, incidents, school meals
 - Examples of plenary sessions and pupil feedback to teachers about teaching and learning (links to AfL) or other areas of school life e.g. play, after school activities.
 - How the School Council is involved in monitoring and evaluation
 - Pupil and parent questionnaires or other information gathering activities

4. A school connected to its local community

- 4.1 Good relationships and communication between the school and its parents and the wider community are crucial to our pupils' health and wellbeing, learning and achievement.
- Regular contact with parents is promoted, e.g. parents academic and information meetings, use of homework diaries, phone calls, texting service and attendance at school events
 - Parents involved in the extra-curricular programme of the school as volunteers
 - A wide range of school documents on the school website
 - Social media
 - Community input to school life on matters related to health, wellbeing, identity, community issues
 - Making links across the Learning Community between pupils and parents
- 4.2 We have good relationships and communication between the school and the education agencies that support pupils' health and wellbeing, learning and achievement.
- EA Services e.g. Autism Support, Behaviour Support and, Education Psychology, EWS, School Nurse
- 4.3 We have good links with other relevant statutory and voluntary agencies that support pupils' health and wellbeing, learning and achievement. Some of these include:
- School Nurse, Medical staff, Occupational Therapy, Physiotherapy
 - Social Services and PSNI/Child Protection
 - CAMHS, Family Works Counselling Service
 - NSPCC, Barnardo's Young carers
- 4.4 The school is involved in specific programmes that meet the needs of the community and nearby schools.
- Shared Education programme
 - Transition (pre - school to primary and primary to post primary)
 - Collaborative classes