



# **ASHBOURNE HILLTOP Primary & Nursery School**

## ***Pastoral Care Policy***

As Ashbourne Hilltop School is a community of children and adults working and playing together for the greater part of the day, we value and respect each individual within that community. This belief is fundamental to the development of relationships between adults and children and between children. We believe that the example we set is the most influential way of leading our children, helping them develop a sense of identity, self-worth and confidence and giving them equal opportunity to acquire the skills needed in order to help fulfil their potential. The school's ethos provides the basis for this policy. The promotion of our agreed values and beliefs means a pupil centered approach.

### **Definition**

The whole school staff– teachers, teaching assistants, secretary, students, parent helpers, our cook, mid-day supervisors and caretakers are all part of a team. A team that wants to ensure pupils are happy and secure, whatever activity they are partaking in be it is social, spiritual, mental, emotional or physical, in a caring and committed environment. The welfare and happiness of the children are of key importance to us all, starting with a home visit from the nursery staff to all new entrants and carrying on until the transition into junior school.

### **Aims**

Through our pastoral care policy we aim

- To create and maintain an atmosphere where pupils feel they are well known, safe, valued, respected and respect others and are happy
- To promote the aims of our school
- To implement our code and practice for behaviour which considers the views of all staff
- To maintain the highest standard of teaching and learning
- To respond in an empathetic way to the concerns, fears and worries of our pupils
- To build an atmosphere of trust

- To use positive language and assertive discipline where needed
- To make children aware of the cultural diversity of the community in which we live
- To ensure equal opportunity for all regardless of race, sex, gender or disability
- To make children aware of potential dangers through the teaching of Health Education and other subjects e.g. road and water safety – care in the sun.

### **Specific issues**

#### **1. Ethos**

To create a happy, secure and stimulating atmosphere in which each child can develop positive and co-operative relationships, tolerance, understanding and respect.

#### **2. Relationships**

A good relationship between pupils and staff is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between

- Staff and pupils
- Pupils and their peers
- Members of staff
- Senior management team and staff
- School and surrounding community

Children will also be encouraged to develop and value a respect for themselves. There is a Buddy system in place at break and lunch times where Y2 children have special responsibility each week for helping others play and make friends. They wear sashes so they can easily be identified.

#### **3. Values**

The teacher should share his/her values and beliefs with the children and not only his/her knowledge. Life skills are central to the ethos of the school

#### **4. Self Esteem**

We believe that self-esteem and respect are central to the development of the whole child and promotes learning.

#### **5. Personal Safety**

We will encourage children to be responsible for their own personal safety and help them to acquire skills so they may be able to make the correct decisions and know where to get help if or when they are confronted with danger. The whole school community will be aware of the designated teacher (the Head Teacher), who will be responsible for dealing with cases of child protection issues which come to light. They will also be aware of the person responsible

(the secretary), for dealing with First Aid and what the procedures are for children who need First Aid. Children are able to speak to any adult in the school if they need help or are concerned.

## **Implementation**

### **1. Roles and Responsibilities**

Our Board of Governors will have overall responsibility for the implementation of the curriculum including monitoring the safety of each child in school. The senior management team will ensure that pastoral care is given a high profile in the school development plan. The co-ordinator will monitor and evaluate the implementation of the pastoral care policy. He/she will work with all staff ensuring teaching resources are kept up to date and that all the staff is familiar with the policy. Each member of staff will work to build up pupil's self-esteem and encourage them to be assertive and to resist negative peer pressure. They will help them to celebrate success and develop the ability to make moral decisions and to know the difference between right and wrong.

### **2. Monitoring and Evaluation**

Parents are always welcome and are encouraged to contact their child's teacher or the Head Teacher if they have any concerns and worries, using appropriate interview procedure. Urgent concerns will be given immediate attention. We will encourage parents to share concerns about home circumstances or medical matters that may affect their child's work or behaviour in school. Any disclosed information will be treated as confidential. *(Staff must keep in mind, at all times, the need for confidentiality concerning pupils and their families)* The opinions of parents and children will be valued and where appropriate action will be taken. Staff will meet regularly to discuss/review the pastoral care policy.

### **3. Pupils who become ill/sick during school time**

The Head, deputy or class teacher will decide which course of action to be taken if a child becomes ill whilst in school. This may include contacting parents so that the child goes home. In the interim period a member of staff will stay with the pupil. In the case of an accident/injury the designated First Aider will be asked to look at the child and again decide on the course of action to be taken.

### **4. Special Education Needs**

Hilltop is an inclusive school and meets the needs of all pupils who have special educational needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources. (See S.E.N. policy)

### **5. Range of Pastoral Activities**

Children will be supervised from 8.50 am. Full supervision also continues

during all extra- curricular activities such as: football, French club, Craft club, computer club. No child may remain in classrooms, cloakroom/toilet areas or other areas of the building during break times or lunch times without adult supervision. Children may not enter the building at break times or lunch times without the permission of the teachers, T.A's or supervisory assistants.

### **Conclusion**

The evaluation of the school's system of pastoral care is effective when the school policy and planning for pastoral care are fully implemented and reflected in the quality of provision within and beyond the classroom and the effectiveness of the support arrangements for individual pupils.

At all levels of the caring process all staff and pupils need to feel valued, safe and secure.