



Pastoral Care Policy

POLICY STATEMENT

In Ballyholme Primary School we endeavour to promote a safe, stimulating and positive environment in order that everyone can develop the personal and social skills necessary to thrive within the school community and beyond.

As a Rights Respecting School we place the United Nations Convention of Rights of the Child at the heart of everything we do. This policy relates directly to Article 19:

‘ Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them’

AIMS

We aim to ensure that;

- members of staff feel valued and work together as a team
- relationships between pupils and staff operate on a basis of mutual respect
- the values, attitudes, beliefs and concerns of pupils are taken seriously
- there is a promotion of positive relationships, mutual tolerance and respect for others, regardless of gender, religion, beliefs, race or sexual orientation, both within the classroom and socially
- pupils feel secure and happy, and understand that they can confide in staff regarding personal issues and concerns
- pupils will develop appropriate self-confidence, self-esteem and self-discipline during their school careers
- parents are regularly informed about pastoral issues and arrangements, and have confidence in the systems in place
- good communications are maintained between parents and school and between school and outside agencies

- a balance is maintained between rewards for positive behaviour and sanctions required for negative behaviour
- all members of the school community work in a positive, secure and healthy environment

PROVISION

- The Designated Teachers with specific responsibility for pastoral care matters are Mrs Stephens (Mon-Tue) and Miss R Taylor (Wed-Fri), who liaise with parents, outside agencies and other school staff. She also creates opportunities for children with personal concerns and other difficulties to meet her on a one-to-one basis. Mrs H Stephens (Wed-Fri), Mrs S McFerran and Mrs L Kennedy are the Deputy Designated teachers.
- Staff members are kept informed about personal issues regarding families within the school community which may affect the behaviour and/or attitudes of the children
- Children are encouraged to confide their concerns or problems in members of staff. Members of staff consult regularly to ensure the continuing safety and well-being of the children.
- Counselling for all pupils is available in school through SPACE Counselling Service for one morning per week. The key school contact for the Counselling Service is Miss R Taylor. Consent is obtained from all parents before counselling takes place. Teacher and parent referral forms are available for staff and parents.
- Outside agencies, such as the PSNI, the school nurse, ecological and charitable organisations visit the school on a regular basis to help children develop appropriate personal and social skills and to promote positive attitudes to their lifestyles and environments.
- Regular communication with parents is maintained throughout the year by our website, newsletters, curriculum meetings, a written report and individual consultations.

- The school implements a Positive Behaviour Policy and a Child Protection Policy.
- As a Rights Respecting School each class has an agreed class charter based on rights outlining expected behaviour. Respect for everyone and their opinions, regardless of gender, religion, beliefs, race or sexual orientation is encouraged.
- Pupil's achievements are recognised and valued throughout the school in a variety of ways including:
 - Classroom and whole class rewards
 - Pupil of the week certificates
 - Displays of children's work
 - Photos/reports in local newspapers
 - Pupils sent to Principal or other Senior Staff for good work
- The school makes it a policy not to reward on the basis of academic ability alone, but also for effort, courtesy, kindness and other special skills.
- The self-esteem and independence of pupils is encouraged by developing musical, artistic, dramatic and sporting skills through a range of after school activities and musical productions.
- Records of Achievement reflect the work done throughout the school career of each child.
- Residential visits take place in Years 6 and 7, which encourage further development of social skills and independence.
- School uniform is worn to give children a sense of "belonging"
- The school uses Circle Time as a vehicle to encourage children to discuss concerns and feelings in safe and caring situation.
- The school encourages active participation by parents in all aspects of school life in order to promote a positive home-school attitude.

MANAGEMENT

- The Principal and Designated Teachers are kept informed of issues and concerns by members of staff, initially orally, and then by the use of internal 'Pastoral/Record of Concern forms'
- The Designated Teachers meet with outside agencies and inform teachers of relevant circumstances concerning those families with on-going issues
- School will monitor pupil attendance on a regular basis. The class teacher will meet with parents initially if there is a concern in relation to attendance. Ongoing concerns will be referred to the Vice-principal (see Pupil Attendance Policy for further details)
- Non-teaching staff are briefed on a regular basis about their responsibilities and the correct manner of reporting incidents
- Members of staff attend relevant courses to refresh skills and learn about new initiatives
- In-school training is used for the purpose of addressing pastoral needs, of both staff and pupils.

OTHER RELEVANT POLICIES :-

This policy should be read in conjunction with the following policies:-

Anti-Bullying Policy

Child Protection Policy

Positive Behaviour Policy

Pupil Attendance Policy

Acceptable Use of the Internet Policy

Educational Visits Policy

Homework Policy

Marking Policy

Special Needs and Inclusion Policy

Monitoring and Review

This policy will be monitored by SLT and reviewed every 2 years.

Signed : SM Ferrer Date: 12/9/25

Reviewed September 2025

Peter Lyke

