



Believe. Achieve. Succeed Together.

Iver Village Junior **School**

Pastoral Care Policy

Article 19

Every child has the right to be protected from being hurt and mistreated in body and in mind

Review Date	Reviewed by	Changes
28.10.2021	E Couves	Initial writing of policy
October 2022		

INTRODUCTION

Rationale

An effective Pastoral Care system is essential to provide for our children as they encounter the rapid changes which are taking place in society. Children require all the skills necessary to deal with the rising pressures of media, family, education and peer pressure that they encounter in their daily lives. At IVJS, we believe effective Pastoral Care should contribute to the creation of a supportive atmosphere for the whole school community.

Definition

Pastoral Care is composed of different policies, programmes and procedures which encourage each individual child to develop their full potential by catering for their spiritual, moral, emotional, intellectual, physical and social needs, in a safe and secure environment. Each child will be encouraged to develop personal, social, emotional and academic skills to prepare them for their futures in an ever-changing world.

Aims

- 1.** We are aware of the need to help our children manage their present lives, as well as to help them prepare for the opportunities, responsibilities and experiences of adult life, so we endeavour to provide for the development of the pupil as a person as well as a learner.
- 2.** We aim to develop our pupils' "life skills" – critical thinking, decision making, effective communication, resilience, personal safety which are so necessary for their success in today's society.
- 3.** We aim to provide a caring commitment to guide and advise our pupils on both personal and educational matters and we seek to build up a community of children who care about each other and show respect for themselves and others.
- 4.** The Staff at IVJS aim to build strong relationships with, and a knowledge of, the children in their care and thus endeavour to raise the pupils' social awareness, promote positive attitudes and build their self-esteem.
- 5.** Contributions to the pastoral work of the class teacher will come from their partnership with colleagues, local charities and when appropriate, family link workers, community police, school nurse and other outside agencies.
- 6.** We aim to promote a partnership and close working relationship with families and the community whose views and wishes as prime carers will be heard and respected to enable us to support their children's learning.
- 7.** We aim to offer a framework of values and positive behaviour enabling our children to be self-reliant, motivated, self-disciplined and to make informed choices.

2. SPECIFIC ISSUES

Ethos

At IVJS, we promote an atmosphere of mutual respect and co-operation which will contribute to the learning process and generate a positive climate within the school community where every individual feels valued and cared for.

Relationships

Many people are interacting daily within the school and consequently a wide range of relationships exist. As a school we will endeavour to promote positive, open relationships in both formal and informal situations.

The school recognises that regular, effective communication is crucial in Pastoral Care and positive relationships will be promoted between:-

- Board of Governors - School
- Headteacher - Staff
- Staff - Staff
- Staff - Pupils
- Pupils - Pupils
- School - Parents
- School - External Agencies/Community

Values

Every opportunity will be taken to praise our pupils for their contributions to the life of the school. Through positive daily experiences, in addition to curricular activities, we aim to communicate the following positive values and beliefs:-

- Self respect
- Respect for others and their property (mutual respect)
- Independence
- Honesty
- Tolerance
- Positive behaviour
- Reconciliation

Self-Esteem

The Iver Village Junior School recognises that the most important aspect of education is the development of the child as a whole. As a school we will encourage children to think positively about themselves and accept their own individuality. We believe that a child's self-esteem will be boosted when they feel valued in all aspects of school life.

At IVJS, we will aim to promote positive self-esteem and confidence as these promote learning. Pupils will be involved in a range of activities to allow them all to experience success and thus giving the teachers an opportunity to praise each child. School staff will be trained to use process praise with all pupils to ensure that pupils know that they were successful and how they achieved that success. Staff will praise all aspects of pupil development including the demonstration of the above values.

Personal Safety

Childhood is a time of joy and discovery when children should be nurtured and loved to enable them to grow into caring adults. Part of the process of discovery and growth must also help children to learn how to cope with potential dangers. These dangers can be both physical and virtual. At IVJS, we aim to support pupils in developing skills to keep themselves safe in the real world and online. The safe use of technology is an increasing challenge e.g. internet and mobile phones. IVJS aims to equip our children with the knowledge and skills to make them less vulnerable and more self-confident.

3. IMPLEMENTATION

Roles and Responsibilities

- The Board of Governors has overall responsibility for Pastoral Care in the school.
- The headteacher, has overall responsibility for promoting Pastoral Care and fostering positive relationships. In addition, she will review and update the policy, inform and liaise with parents and initiate and ensure Pastoral Care and wellbeing is forefront in the school's development plan.
- Teachers have responsibility for promoting Pastoral Care by :-
 - o Helping pupils to make informed decisions;
 - o Celebrating success;
 - o Supporting the development of individuals' self-esteem
 - o Developing effective communication between all stake holders
 - o Encouraging pupils to stand up for their beliefs
 - o Encouraging pupils to identify their emotions
 - o Encouraging pupils to reflect on their emotions
 - o Supporting pupils to develop skills to manage and regulate their emotions

All staff at IVJS build up a knowledge of pupils as individuals and utilise this to adapt their approach to teaching and supporting them.

All staff receive training related to ACES and attachment and trauma related needs. This training informs our approach to educating and caring for all pupils. All staff understand the importance of knowing each pupil as an individual and consistently adapting support and provision to meet these individual needs.

Monitoring and Evaluation

To ensure the Pastoral Care Policy is working effectively in our school, the policy, procedures and practice will be kept under review. We value the contribution that can be made by our teachers, parents and pupils to effect the appropriate change when necessary.

This will be achieved by:-

- Listening to the concerns of pupils and staff and acting on them;
- Listening to the views of pupils raised at School Council Meetings and acting on them;
- Parents being encouraged to inform the school immediately if they have any concerns;
- Parent / Teacher Meetings;
- Staff and Board of Governors Meetings;
- S.E.N. Review Meetings;
- Open Days;
- Information Evenings;
- School Newsletters

Staff Training

Training will be updated annually in relation to policies, procedures and pastoral issues and staff will be informed of Department of Education changes.

Support staff will be updated on policies and procedures by the headteacher/inclusion manager.

Staff will attend relevant courses provided by the Education Authority and external agencies.

Supervision

In order to provide appropriate pastoral care for pupils. Their physical safety whilst in school is of the utmost importance.

School starts at 9:00am.

Pupils may come into school between 8:40 am and 8:55 am.

Pupils are dropped to the front of the school by an adult where a member of the senior leadership team (SLT) is waiting to greet pupils.

When the gates open at 8:40 am, pupils are directed to their classroom where they will be supervised by the class teacher.

Parents who require an earlier school start time must book their child into breakfast club where they will be supervised by breakfast club staff until the start of the school day.

Year group staff will supervise pupils on the playground at playtime following a rota.

Some year group staff and at least 1 member of the SLT will supervise pupils during lunch time.

After school parents/carers must collect pupils from the front of the school. Pupils must wait with their class teacher until an appropriate adult arrives for them. Parents must inform the school if another adult will collect their child. School staff will not allow a child to leave with a different adult without this consent.

Parents/carers who are unable to collect their child at the end of the school day must book them into after school club where they will be supervised by after school club staff until collection.



