

**ST JOSEPH'S PRIMARY SCHOOL
CARNACAVILLE**



**PASTORAL CARE
AND
POSITIVE BEHAVIOUR
POLICY**

PASTORAL CARE

POLICY STATEMENT:

“The staff of St Joseph’s Primary School will endeavour to promote a safe, stimulating, positive and caring environment for all pupils, teachers and adults involved in the life of the school.”

Through emphasising the importance of Pastoral Care in the school we aim to establish the following:

1. Promote teaching and learning throughout the school.
2. Enhance our pupils’ self esteem.
3. Encourage mutual respect between pupils and adults.
4. Encourage respect for others from our pupils.

KEY PRINCIPLES - AIMS:

- St Joseph’s will promote good behaviour at all times.
- Each pupil will be encouraged to fulfil his/her moral, intellectual, spiritual, physical, social, aesthetic and emotional potential.
- Each person in the school community will be valued as an individual.
- We aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play.
- To create an atmosphere of mutual positive regard.
- To encourage and develop a sense of self esteem and an awareness of the needs of others through self discipline and a code of conduct.

OBJECTIVES

KEY PRINCIPLE:

‘St Joseph’s will promote good behaviour at all times.’

Objectives:

- To create an atmosphere in which pupils respond positively in class, take a pride in their work and show both interest and attention.
- To provide opportunities for pupils to develop respect for the rights of other children, teachers, auxiliary and ancillary staff.
- To provide opportunities for pupils to develop positive attitudes to managing conflict.
- To help children develop respect for school property and equipment.

KEY PRINCIPLE:

‘Each pupil will be encouraged to fulfil his/her moral, intellectual, spiritual, physical social, aesthetic and emotional potential.’

Objectives:

- To provide all our pupils with a broad and balanced curriculum suited in as far as possible to each child’s educational needs.
- To provide our pupils with guidance and a set of values which enables them to have respect for all those with whom they have contact.

KEY PRINCIPLE:

“Each person in the school will be valued as an individual”.

Objectives:

- To provide as far as possible an education for each child which is suitable for that child’s needs.
- To provide an environment in which all children are treated fairly and in which they feel their opinions are valued.
- To ensure that all staff feel they are making a positive contribution to the well being of the school.

KEY PRINCIPLE:

“We aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play”.

Objectives:

- To create an environment in which good communication links are established between all the partners involved in the education process.
- To instil in all those connected with the school a strong team spirit with each person feeling they can contribute and their views are listened to.

KEY PRINCIPLE:

“To encourage and develop a sense of self esteem and awareness of the needs of others through self discipline and a code of conduct”.

Objectives:

- To ensure that all pupils are aware of the School Rules and the necessity for them.
- To ensure that no child who feels intimidated or bullied by anyone on the school premises is left isolated without help.
- To raise each child’s self esteem by praising them regularly when they do well in any aspect of school work including behaviour.

KEY PRINCIPLE:

“To create an atmosphere of mutual positive regard”.

Objectives:

- To create an environment in which children are encouraged to share, take turns, listen to and respect the viewpoints of others.
- To provide opportunities for pupils, teachers, support staff and others to develop mutual respect and tolerance for the rights of others.

RIGHTS AND RESPONSIBILITIES

All members of the school community i.e. Teachers, Pupils, Auxiliary/Ancillary Staff, Parents and Boards of Governors have rights and responsibilities.

RIGHTS	RESPONSIBILITIES
<p><u>PUPILS:</u></p> <ul style="list-style-type: none"> • To be safe and secure. • To be happy and feel secure. • To learn in an enjoyable and stimulating environment. • To be developed to their fullest potential. • To have efforts and work valued. • To be able to confide in staff. • To be dealt fairly with by teachers. 	<p><u>PUPILS:</u></p> <ul style="list-style-type: none"> • To know and obey the school rules. • To work to their full potential. • To treat others with respect. • To take responsibility for their behaviour and actions and not prevent others learning. • To develop self discipline and honesty. • To listen well in class and complete homework. • To obey non-teaching staff, teachers and substitute teachers in the classroom and playground. • To be honest at all times in dealing with peers and members of the school staff
<p><u>STAFF:</u></p> <ul style="list-style-type: none"> • To gain job satisfaction through enjoying their work. • To be treated with respect and dignity. • To have a safe, clean healthy environment in which to work. • To be consulted and informed on matters associated with the school. • To have support from school management/Board of Governors when necessary. 	<p><u>STAFF:</u></p> <ul style="list-style-type: none"> • To create a stimulating happy learning environment. • To deliver the Northern Ireland Curriculum. • To develop children's confidence and self-worth. • To prepare and mark work. • To identify learning problems of children and provide solutions. • To deliver quality teaching and learning in the classroom.

PARENTS:

- To be kept informed of their child's progress throughout his school life.
- To receive a report on their child at least once a year.
- To have their concerns dealt with in a just manner.
- Be invited to parents' meetings.
- Be invited to give permission for their child to go on school trips, outdoor education residential visits, etc.

PARENTS:

Ensure the good attendance of their children.

- Co-operate with the school in the implementation of school rules and general discipline.
- Monitor the progress of their child on a regular basis.
- Instil in their child that good behaviour is essential in school.
- To have a positive attitude to school and staff.
- To support the teacher if the child is having difficulties at school.
- Aid the school by ensuring their children behave in a correct manner on the school bus.

SCHOOL RULES - CODE OF CONDUCT

Here in St Joseph's we believe our School rules are short, positively stated, personalised and easily monitored. Our rules cover the following areas:

- Learning;
- Communication;
- Conflict Management;
- Movement;
- Treatment of others; and
- Safety and Security.

In order to achieve success we must be consistent when applying the rules. We must be firm and fair as well as following up incidents where rules have been broken.

SCHOOL RULES

1. We always walk quietly in corridors, classrooms and the dining hall.
2. Play **OUTSIDE** at Break Times except when told to remain indoors. A note must be brought in if parents wish a child to stay in for medical reasons.
3. We always show respect for others and do not engage in rough play, quarrels or bad language.
4. We do not play football, use bicycles, skateboards or roller skates in the playground as it is too dangerous.
5. We keep quiet in the corridors and toilets.
6. We do our best at all times. We present work of an acceptable standard and complete and present homework when required.
7. We are encouraged to be polite and obey our teachers and other supervisors at all times.
8. Our pupils must bring a note to explain absences from school or if they wish to leave school early. **NOBODY** is allowed to leave school early unless an adult comes to collect them.
9. We are encouraged to show courtesy when others are speaking. If visiting another classroom we must knock, then enter and wait for permission to speak.
10. We must take care of books, equipment and all aspects of school property.

At all times the safety of the children is paramount and this is implicit in all the rules.

IN THIS SCHOOL WE DO NOT ACCEPT -

- Bullying
- Stealing
- Bad Language
- Fighting
- Destruction of Property

Strategies for promoting and sustaining good behaviour and for managing behaviour difficulties should be seen as part of the 5 stage approach set out in the Code of Practice for Special Needs. Stages 1 & 2 of the Code are entirely school based. Stage 3 is also school based but with help and support from agencies outside the school.

ROLES AND RESPONSIBILITIES

The Principal and Vice-Principal have overall responsibility for Pastoral Care within the school.

The class teachers have responsibility for discipline/pastoral care within their own classrooms.

The Vice-Principal is the Designated teacher for Child Protection with the Principal as Deputy.

DAILY SUPERVISION

Morning	There is supervision in the school yard each morning from 8.50am until 9.10am.
Break Time	Break time from 11.00 am - 11.15am three supervisors are always on duty (one teacher and 2 classroom assistants).
Lunch Time	Three supervisors are on the premises at lunch time supervising the children taking dinners and lunches. They also supervise in the playground after lunch. The Principal and Vice-Principal also supervise at lunch time in the dining hall and lunch rooms and some time afterwards in the playground.
Home Time/ Bus Duty	Two teachers are on duty at 2:00pm and 3:00pm. One teacher to supervise pupils in yard and the other to escort bus children safely to the bus. All staff will wear Hi-Viz jackets.

COMPLAINTS

If a parent has a complaint there are a number of ways they can bring it to the attention of the school management.

- 1.** If the complaint relates to an incident involving a class teacher an appointment can be made to discuss the issue by contacting the Principal and arranging a convenient time for all the parties concerned. The Principal may sit in on certain occasions.
- 2.** An appointment can be made to meet the Principal at any time by phoning the school in advance. If the Principal is not at school an appointment can be made to meet the Vice-Principal to discuss the contentious issue.
- 3.** If a parent feels dissatisfied even after meeting the Principal/Vice-Principal then they can contact the Chairperson of the Board of Governors of the school in writing to try and achieve a resolution the issue.

HEALTH PROMOTING SCHOOL

St Joseph's is a Health Promoting School and this is another major element of Pastoral Care in the school. We do this in the following ways:

- The school has a Policy of Healthy Breaks (see separate Healthy Breaks Policy).
- Pupils are encouraged to bring water into school to drink during the day.
- The school canteen offers pupils a varied and balanced diet at dinner time.
- The school canteen provides a Healthy Breaks Snack Bar daily at Break-time where pupils can purchase healthy snacks/drinks if desired.
- All pupils participate in regular PE sessions.
- HUFF AND PUFF:- All pupils participate in a range of health related fitness sessions three mornings per week for 15 minutes activity before class begins.
- P3 – P7 classes go to a local swimming pool for a series of lessons throughout the year.
- Outside coaches come into school to coach a variety of activities.
- The school nurse and dentist visit.
- P7 pupils participate in 'I'm Special – You're Special' (Inside Out programme)

PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING

The two strands of PDMU are Personal Understanding and Health and Mutual Understanding in the local and wider Community.

PERSONAL UNDERSTANDING AND HEALTH:

Pupils will explore the following:

- Themselves and their personal attributes.
- Their own and others feelings/emotions.
- Their dispositions and attitudes to learning.
- The importance of keeping healthy.
- How to stay safe in familiar and unfamiliar environments.

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY:

Pupils will explore the following:

- Their relationships with family and friends.
- Their responsibilities for self and others.
- How to respond appropriately in conflict situations.
- Similarities and differences between groups of people.
- Learning to live as a member of the community.

There are also many other opportunities for the pupils to develop their talents through PDMU i.e. performing at school assemblies, Open Day when P7 'MEET and GREET' visiting and prospective parents providing them with a tour of the school and telling them about life in St Josephs, school concerts and as part of the Playground Friends Scheme.

PLAYGROUND FRIENDS/LEADERS:

Foundation Stage and Key Stage 1:

Younger pupils in St Joseph's have been benefiting from the help of P7 pupils who have volunteered to become 'Playground Friends/Leaders'.

The P7 pupils take on the role to promote a 'safe, caring and happy' playground for other pupils. They wear yellow tabards and yellow and black caps so they can be easily spotted by a lonely or unhappy pupil during playtime. P7 pupils enjoy this role providing help and friendship. It is managed on a rotational basis so they also have their own free break-times during the week. This also contributes to the success of this initiative.

REWARDS AND SANCTIONS

REWARDS must be fair and effective. They should:

- Contribute to the school ethos.
- Positively recognise and reinforce good behaviour.
- Be available to all pupils.
- Encourage pupils to take responsibility.
- Be appropriate to meet individual needs.
- Be consistent.
- Provide opportunities for involvement of all teaching and non-teaching staff.
- Involve parents.
- Promote self-esteem.

Our reward system in St Joseph's is continually changing and gaining in breadth. Most rewarding is done in the form of verbal acknowledgement of something well done. Phrases used by teachers include the following:

Well done; Good; Congratulations; Terrific; Excellent; Keep it up; etc.

Private praise is regularly given to individual children who are working to the best of their ability. Whole class praise is also regularly given where a class are producing good work and whose behaviour is very good. Children are also sent on a regular basis to share their work to other teachers and to the Principal.

P4 – P7 classes also have a student of the Week and this is commemorated in the form of a certificate and a photograph which is displayed on a main notice board for a week. Merit group points are also used in some classes for good behaviour. Treats/rewards are also given to children or groups of children who produce excellent work or behave very well in class. Student of the Week Board (P4-P7) in the main school can be viewed by Parents.

Good work and behaviour is also lauded at Assembly when examples of children's work are shown to the whole school. The Lining up Cup awarded weekly to the class which lines up promptly, carefully and safely at break time. The winning class also receives 10 minutes extra play to be given at the teachers discretion.

Our reward system is always under review. We are constantly looking towards improvement in the system.

SANCTIONS

In St Joseph's children are admonished only when necessary and in a fair and just manner. Any sanctions are generally immediate and discrete and rarely in the form of a public reprimand.

Sanctions in St Joseph's provide the school with opportunities to make a low level response to pupil behaviour. Our sanctions have a hierarchy appropriate to the behaviour in question. They are fair and consistent as well as being appropriate to meet individual needs.

EXAMPLES OF INAPPROPRIATE BEHAVIOUR

Not staying in seat	Arguing back	Hitting back
Teasing	Throwing things	Kicking
Telling tails	Rudeness to peers	Fighting
Pushing in class	Rudeness to staff	Swearing at staff
Interrupting teacher	Swearing at peers	Lying
Name calling	Defiance	Stealing
Sulking	Offensive gestures	Physical abuse (staff)
Cheekiness	Spitting	Verbal abuse (staff)
Inappropriate questions	Destroying own/others	Vandalism
Answering back	work	Extortion
Hiding work		Bullying
Crying		Running out of school
Intimidation of peers		

Parents may be informed/ consulted at any stage of the sanction procedure.

In St Joseph's we use the following types of sanction:

- The look (a short knowing glance, engaging the pupil in eye contact)
- Hand sign
- Rule reminder
- Warning 1, 2, 3.
- Time out
- A related sanction e.g. completing work, cleaning up mess
- Exiting-supervised
- Move place in class
- On report to Principal or Vice-Principal
- Loss of privilege (free time)
- Formal letter to parents
- Detention (break time - after lunch)
- Principal sends for Parent
- Suspension
- Expulsion

In drawing up this policy document some things specific to St Joseph's must be taken into account. These include the layout of the school building with the main school incorporating two classrooms and the dining area apart from the six mobile classrooms. This has implications for movement about the school and the associated problems connected with moving from one area to another.

The Senior Management Team recognises that the geographical layout of the school has also implications for supervision and safety and have taken this into account when formulating the policy.

REVIEW AND EVALUATION:

While the outcomes of Pastoral Care are not assessed formally or measured easily in quantifiable terms, St Joseph's therefore must benefit from monitoring and evaluating the effectiveness of their provision for Pastoral Care.

This policy document will be reviewed and evaluated at appropriate intervals.