

ST PATRICK'S & ST JOSEPH'S



PASTORAL CARE AND SCHOOL DISCIPLINE POLICY

September 2023

Pastoral Care Policy

Pastoral Care reflects the values, attitudes, beliefs and practices of our Catholic Faith. It involves all members of the school community - children, parents and all adults, in contributing to the well-being of each child and permeates all aspects of school life. At St. Patrick's and St. Joseph's PS, we hope to create an atmosphere where all aspects of school life are firmly rooted in Christian principles, where each member of the community feels valued and pupils are provided with a secure and stimulating learning environment where they can reach their full potential.

Teachers, non-teaching staff and other adults are all part of our team. This team wants to ensure pupils are happy and secure in whatever activity they are taking part in, whether social, spiritual, mental, emotional or physical. We have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face the outside world. All staff are encouraged to approach the care of our children in a positive way.

Aims

We achieve our vision by working with children to:

- Have high self-esteem - respecting themselves, others and the environment
- Develop enquiring, curious, imaginative and creative minds
- Become highly motivated life-long learners
- Welcome, respect and cherish those of diverse identities
- Nurture an enjoyment, love and enthusiasm for learning
- Develop their sense of faith, service, prayer and worship
- Promote a spirit of charity, social awareness and concern for others
- Be flexible, adaptable and to become problem-solvers
- Be able to work both independently and collaboratively
- Achieve high levels of literacy, numeracy and technological skills
- Question, dream and be confident enough to persevere
- Always strive for better.

1. Ethos

The ethos of the school will be reflected in the moral, intellectual, personal and social development of our pupils. It does not come about by chance. It is achieved by the Principal, Senior Management Team and all members of the staff team promoting and facilitating an atmosphere of care and respect within the school community.

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.

3. Personal Safety

We will encourage children to be responsible for their own personal safety and help them to acquire skills to be able to do this so that they will 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 role of the designated teachers (Mrs Ball and Mrs McCloy are the designated teachers for Child Protection and Laura Heron, is the deputy designated teacher). Children will be able to speak to their class teacher, designated teachers or any member of staff if they need help about any aspect of school life

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 the school. The principal and all staff ensure teaching resources are kept up to date and that all staff are properly trained in the areas of Child Protection and First Aid.

2. Monitoring and Evaluation

Parents are always welcome and are encouraged to contact their child's teacher, Designated Teachers for Child Protection or the Principal if they have any concerns or worries regarding their child. Appointments can be arranged by contacting the school secretary and urgent concerns will be given immediate attention.

We will encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any information disclosed will be treated as confidential. The opinions of parents and children will be valued and where appropriate action will be taken. The Pastoral Care policy will be reviewed annually prior to the first Governors' meeting in Term One by the Senior Management Team.

3. Range of Pastoral Activities

Children will be supervised from 8.30am and this continues during all extra-curricular activities that take place after school. Adequate supervision will be provided during school trips and where applicable,

vetted staff only will be used. Children will be informed of pastoral issues through the delivery of the revised curriculum, RE, PDMU, Circle Time and related activities in class, as well as through assemblies and visits to the school by the NSPCC, Fire Service, local clergy and other visitors.

Pastoral care is a shared responsibility for all staff and is promoted in all areas of teaching and learning and in all aspects of school life.

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 should feel valued, safe and secure.

MONITORING AND EVALUATION

St. Patrick's and St. Joseph's Primary School will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually prior to the first *Governors'* meeting in Term One by the Senior Management Team.

On-going evaluation will ensure the effectiveness of the Policy.

Date Policy Reviewed: October 23

ST PATRICK'S & ST JOSEPH'S

Positive Behaviour Policy

Our school is invested in promoting positive behaviour of all pupils regardless of ability or need. We have a sensory room on each site to be used by children when required. As a school we have developed a number of strategies to promote positive behaviour and the health and well-being of pupils.

The disciplinary framework of the school exists to achieve and maintain the highest standards of learning and behaviour within the school. The Principal in consultation with the Board of Governors determines the discipline code. It is the responsibility of staff and the management of the school to ensure that the guidelines on discipline are adhered to. Our procedures and strategies for effective discipline are continually under review.

At St. Patrick's and St. Joseph's we expect the highest standards of behaviour from our pupils. Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.

At St. Patrick's and St. Joseph's we aim to create a climate that fosters effective learning, both within the classroom and about the school, as this is the heart of the education process. Such an ethos is best promoted through focusing on the creation and maintenance of good relationships: among the staff; between the staff and children; among children and their peers; between parents and the school; and between the school and the community we serve. Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect, so that

each child may accept his/her appropriate responsibilities and show respect for others.

Our school discipline policy is designed to promote good behaviour, enhance children's confidence and self-esteem, encourage them to value each other and show a strong sense of belonging to the school as a community, and is at the heart of building relationships in school and with the home.

"All young people, from whatever background, have the right to be valued and respected, to be educated in a secure and caring environment and to have their abilities and talents nurtured and developed to their full potential."

Parents and teachers have clearly defined and complementary roles in the education of young people. The following rights are afforded to each group within our school: children, teachers and parents. With these rights come responsibilities for all parties.

PUPILS' RIGHTS AND RESPONSIBILITIES

Pupils have a right to:

- Be educated in a safe, secure environment where their moral, intellectual, personal and social development is promoted.
- To have a say in all matters affecting them and to have their views taken seriously as stated in Article 12 of the UNCRC rights.
- Be valued as members of the school community;
- Get help when they need it, whether with their work or with bullying or other personal matters, and to have a sympathetic audience for their ideas and concerns;
- Make mistakes and learn from them;
- Be treated fairly, consistently and with respect by all the people they meet day to day in the school;

- Work and play within clearly defined and fairly administered codes of conduct;

Pupils have a responsibility to:

- Come to class on time, with homework done and suitably equipped for the lessons in the day ahead;
- Respect the views, rights and property of others and behave safely both in and out of class;
- Co-operate in class with the teacher and other adults and with their peers;
- Work as hard as they can in class;
- Conform to the conventions of good behaviour and abide by the school rules;
- Seek help if they do not understand something or are experiencing difficulties;
- Accept ownership for their own behaviour, learning and immediate environment (desk, classroom, play area) and to develop the skills of self-discipline and working independently.

STAFF RIGHTS AND RESPONSIBILITIES

Staff have a right to:

- Work in an environment where common courtesies and social conventions are respected by all parties;
- Be valued as members of the school community;
- Express their views and to contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources;
- Make mistakes and learn from them.

Staff have a responsibility to:

- Behave in a professional manner at all times;
- Show interest and enthusiasm in the work at hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind;

- Expect high standards in behaviour and work, and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development.

Teachers have a responsibility to:

- Ensure that lessons are well prepared, making good use of available resources and that all work is appropriately set and constructively marked;
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- Share with parents any concerns, as soon as is practical, they have about their child's progress, behaviour or development;

PARENTS' RIGHTS AND RESPONSIBILITIES

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education;
- Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently;
- Be informed promptly if their child is ill enough to require taking home or has had an accident, or if the school has concerns that need to be shared about the child;
- Be well informed about their child's progress and prospects;
- Be well informed about the standards expected for behaviour, school rules and procedures for administering sanctions;
- Be involved in key decisions about their child's education;
- A suitably resourced school with adequate and well-maintained accommodation.

We ask our parents to support their children and the school by:

- Ensuring their child attends school regularly and arrives in good time, with homework done and suitably equipped for the lessons in the day ahead;
- Being aware of the school's expectations with regards to standards of behaviour, of school rules and procedures and encourage their child to abide by them;
- Showing interest in their child's class work and homework and where possible provide an area suitable for doing homework;

- Acting as positive role models for their child in their relationship with the school;
- Attending planned meetings with teachers where appropriate;
- Providing the school with all the necessary background information about their child; inform them of any significant change in their child's medical needs or home circumstances;
- Ensuring the school has at least two telephone contact numbers.

DESIRABLE AND UNDESIRABLE BEHAVIOUR

It is worthwhile to outline the type of behaviour, which, in our opinion, is conducive to creating an environment where all our children can learn effectively and safely.

Desirable behaviour in pupils:

- Telling the truth;
- Demonstrating a positive self-image and the confidence to engage successfully in activities both independently and when requested;
- Showing respect for the views, ideas and property of others;
- Recognising that all children have a right to share in and contribute to the lesson;
- Co-operating fully with the teacher, support staff and with their peers on shared activities;
- Applying themselves to given tasks and working to the best of their ability;
- Adhering to the accepted conventions of courtesy and good manners;
- Responding positively to opportunities to act independently of the teacher and to show initiative.

Undesirable behaviour affects everyone, staff and pupils, and impacts negatively on the education of the children who do behave in a positive way. Therefore it is our responsibility to outline clearly the negative behaviour that we are not prepared to accept.

Undesirable behaviour in pupils:

- Not telling the truth;
- Being unkind to their peers;
- Engaging in any form of bullying;
- Calling out in class, interrupting others and being actively inattentive when others are contributing to the lesson;
- Preventing the learning of other pupils by actively engaging in disruptive activities and displaying negative attitude to learning generally;
- Being unable or unwilling to abide by the accepted conventions of courtesy and good manners;
- Defacing, destroying or taking other pupils' belongings or school property;
- Directing any abusive language at other pupils or staff;
- Acting aggressively, (this includes biting, slapping, kicking and nipping intentionally) or with violence towards any pupil or member of staff.

OUR SCHOOL RULES

School rules are important for promoting the type of environment we wish to create for all our pupils and staff. Establishing clear codes of conduct greatly enhances the learning environment and gives the children clear boundaries.

Our Code of Conduct expects all pupils to:

- Obey instructions and requests given to them by all staff;
- Show respect for the views, ideas and property of others;
- Treat their environment and school resources with respect. There will be times when they will be asked to clear tables and pick up litter;
- Observe the school rules on uniform, use of computers and the ban on mobile phones or similar electronic devices (See E Safety Policy);
- Speak courteously to all and display good manners at all times;
- Walk along corridors and through classrooms; Sit and wear their seat belts, when provided, whilst being transported;
- Be appropriately equipped for class work;
- Not chew gum in the school.

REWARDS AND CONSEQUENCES

A healthy balance needs to be struck between rewards and consequences. Our system of rewards and consequences are applied fairly and consistently by all staff and helps to maintain and enhance the positive environment where our children learn what constitutes acceptable behaviour and positive attitudes. Behaviour and attitudes of this nature are regularly celebrated within our school and in turn reinforces our ethos. All pupils have a need for positive affirmation though poor behaviour will always be corrected.

Positive behaviour will be encouraged in many ways:

- Through verbal and non-verbal communication;
- The inclusion of please and thank you when a request is given;
- Praise;
- Written comments, photos and videos on Dojo;
- Dojo points;
- Comments on books;
- In younger children more tangible rewards are appropriate, such as stickers, smiley faces, stamps making appropriate comments, stars on the star chart and on books, a material reward such as a pencil etc.;
- Children being given positions of responsibility within the class, about the school or within extra-curricular activities.
- Positive notes home to parents.
- Pupil of the week
- Artist of the Month
- Writer of the Month
- Mental Maths Champion

Consequences should:

- Be fully understood by all staff, pupils and parents;
- Be applied by the staff in a fair and consistent manner;
- Be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- Be appropriate to the offence;
- Defuse, rather than escalate the situation;
- Focus always on the misdemeanour, rather than on the pupil;
- Allow the pupil to save face, and encourage a more positive attitude in future;
- Take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances;
- Not be applied to a whole class;
- Reflect the fact that the child has told the truth and understands what harm they have caused.

Consequences that we endorse are as follows:

- Class teacher will reprimand in minor incidents;
- The referral of a pupil to a senior member of staff for reprimand;
- Missing morning or lunch break to perform a number or literacy task; (From this consequence onward a short summary of the

incident shall be recorded in the principal's private folder under 'Pupil Issues')

- The missing of a school trip/competition or extra curricular activity. (This action can only be sanctioned by either the Principal or Senior Teacher.)
- The involvement of parents by the SMT; A reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a period of time;
- In extreme situations a child can be suspended.
A pupil may be suspended immediately.
Safe delivery of suspended pupil to home must be ensured.
Notification must be given to parents, Chairman of the Board of Governors and the Education Authority.
- Or as a last resort, expulsion following a period of suspension.

PROCEDURES FOR DEALING WITH BREACHES OF DISCIPLINE

All staff dealing with breaches of discipline must record these in the Significant Events Folder and send an email to the principal.

Staff should identify, where possible, the and address the underlying cause of behaviour

All staff will be expected to deal with minor incidents of breaches in discipline, e.g. drawing on board, running on corridor, two children arguing by;

1. Reacting calmly and asking the pupils/pupil to desist. (Classroom Assistants, Supervisory Assistants, secretary and caretakers etc. are not to scold or reprimand any child, as it is not within their remit to do so

except when a pupil's safety is seriously threatened). All staff should do this by physically moving beside the pupil and speaking quietly to them.

2. Any persistent misbehaviour must be brought to the attention of the class teacher after break times. Any serious misbehaviour will be brought to a teacher's attention immediately. **Teaching Staff:**

Similarly, teachers should be able to deal with minor breaches of discipline and for persistent misbehaviour teachers may use some of these strategies:

- (a) Short sharp reprimand, focussing on the behaviour NOT the child;
- (b) An explanation from the teacher as to how such misbehaviour can affect others;
- (c) No child should **EVER** be deprived of a part of their curricular entitlement.

For more serious breaches of discipline, e.g. cheek to **ANY** member of staff/vandalism/outright disobedience/ theft/ assault (verbal or physical) or any situation where any pupil's safety is jeopardised all members of staff should always inform:

1. The Principal/ Senior Teacher as soon as possible;
2. Enter brief details and send to the school secretary via email, within 24 hours of the incident happening.

Policy Review:

Parents, pupils and staff views are welcome on this policy which is reviewed annually by the SMT and Board of Governors to ensure it is fit for purpose.

Reviewed: October 22

Next review: August 23

Signed: Principal

Signed:..... Chair, Board of Governors

Date:.....

