

Pastoral Care Policy and Practice Roddensvale School

This document is based on Every School a Good School (DE 2009) and sets out our school's policy and practice in relation to the care of pupils and the promotion of an environment where pupils and staff from both Education and Health work collaboratively to develop personal qualities such as self-confidence, independence, resourcefulness and self-discipline and to develop the whole child – socially, intellectually, physically, emotionally and spiritually.

Child centred provision

At Roddensvale School we aim to meet the needs and aspirations of the pupils within the school through a multi-disciplinary approach. Teachers, Classroom Assistants, Allied Health Professionals, Parents, the Board of Governors and other non-teaching staff work together in liaison with external agencies as appropriate to provide excellent learning and teaching where the pupils reach their maximum potential at whatever level this may be. Opportunities for pupils to experience success in a variety of contexts is provided, and hard work, endeavour and progress is praised and celebrated throughout the school.

We promote equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. The school provides and follows:

- UNCRC principles and Articles
- A purpose built building with equipment to meet the needs of all pupils
- Counselling for pupils in the Senior School

We seek to meet the additional education and other needs of pupils and to help them overcome barriers to learning by:

- Promoting good attendance
- Promoting positive behaviour
- Meeting the needs of each pupil as an individual through Individual Education Plans produced in collaboration with Allied Health Professionals
- Promotion of communication for all pupils through Intensive Interaction, verbal, Makaton, PECS and ICT technology such as Big Macks
- Working closely with the Learning Disability Teams from Social Services (Children's and Adult's) to ensure all pupils, including Looked After Children, are given access to education and equipment needed to access this

We believe in and support pupil participation and involvement in decisions about school life.

We do this through:

- UNCRC – Articles 12 and 13
- Circle Time / Class Meetings

- School Council
- Eco Council
- Pupil feedback to teachers about teaching and learning and school (links to AfL) through Pupil Contributions for Annual Review and Pupil Records/School Leavers Yearbook
- Teaching about decision making at a very basic level early on, e.g. making choices at break or play time. This teaches about decision making, allows pupils choice and can be developed throughout school.
- Class rules are set and agreed by pupils
- School Choir and the Sign and Sing Choir
- Peace III
- Work experience

We work closely with pupils, parents, Allied Health Professionals, Social Services and the NEELB Transition Service to assist with:

- Transition to post-19 provision
- Transition Information Mornings for parents of post-14 pupils
- Transition to another school or Learning Support Unit through the provision of starting school booklets, meetings and sharing of information

The school follows child protection guidelines fully.

- Children know about keeping safe through the “Helping Hands Programme”, RSE and citizenship in classes and work in collaboration with the PSNI and Social Services on topics such as Stranger Danger and Road Safety
- Staff training
- Parents all receive a copy of the Child Protection Policy, Use of Digital Images Policy and consent for photographs
- Parents and other volunteers in the school are vetted through Access NI and follow a set of guidelines for volunteers working in the school
- Visitors are required to sign in and out, wear visitor/parent badges and are accompanied by staff when in the school

We support children in making healthy choices and through the provision of a healthy environment. We do this by:

- Having 3 members of staff who are trained in First Aid. All other staff receive annual training on First Aid basics
- Having Health and Safety procedures that are tested regularly. These include weekly testing of the fire alarm, fire drill at least once a term, risk assessments for different activities and areas, all doors and outer playground gates secured with keypads

- Are a healthy eating school – healthy breaks are offered in the Junior School and a healthy tuck shop runs in the Senior School. Pupils are offered water or milk at lunch and all school dinners follow strict nutritional guidelines
- Each class has weekly PE slots and opportunities are offered for aerobics, trampolining, football, tennis and basketball coaching, swimming, Special Olympics games and involvement in competitions such as New Age Kurling, football and Boccia
- Body Awareness and OT programmes are followed in classes
- Offer Activ8 to Key Stage 2 classes
- Play areas have been built and extended
- Tricycles and bicycles for all ages and sizes are provided for use in the enclosed area outside and inside
- Healthy lifestyles are promoted through the School Reading Scheme (KS3) and pupils are encouraged to make healthy choices in cafes and in cookery
- Lessons on Health and Healthy Eating are provided in the Senior School
- Local leisure facilities are used, e.g. Larne Leisure Centre and the Cliff Centre on a weekly basis
- Walking group in School Leavers. This encourages a reduced reliance on school transport and promotes health
- School Counsellor is available for all pupils in the Senior School. Pupils can self-refer or be referred by staff or parents
- Pupils are encouraged and supported to develop hobbies and interests
- Offering Duke of Edinburgh Award Schemes

High quality teaching and learning

We provide a broad and relevant curriculum as is evidenced by:

- Scheme of work for PDMU that meets the needs of our pupils
- Timetabling and other arrangements to deliver an effective PDMU curriculum (including RSE), and other related areas of learning e.g. RE and Physical Development
- Specific programmes relating to health and wellbeing e.g. Cycling Proficiency, Heartstart
- or other examples from your school

We promote positive relationships between teachers, classroom assistants and their pupils and with other school-based staff through:

- Good relationships in class – class rewards and sanctions
- Staff working together to provide integration opportunities between classes for leisure and for work
- Charity activities such as Roddensvale's Got Talent where pupils and staff work together and perform acts in a 'competition'
- Staff Code of Conduct
- 'Open door' policy for pupils to come and discuss any worries with members of staff

Teachers use a range of teaching strategies that respond to the diversity within the classroom such as:

- Circle Time/Class meetings
- Collaborative learning (Targets are set in collaboration with Allied Health Professionals)
- Developing personal capabilities – self management and working with others
- Flexible approach to teaching, i.e. 1-1 work, group work and promoting independent learning
- Play Based and Activity Based Learning opportunities are used alongside visual approaches and multimedia to take account of the different learning styles, e.g. kinaesthetic, visual
- Visual schedules to assist pupils with ASD or challenging behaviour
- TEACCH to help pupils with ASD structure their day and understand their environment, helping them access learning
- Makaton is used to augment verbal communication and PECS is used to help individual pupils communicate their needs and wants.
- Augmentative Communication Devices and adaptive technologies are used to help pupils access the curriculum
- Flexible groups suited to the needs of individual pupils, working at a pace that suits the pupil
- Individual, flexible timetables for pupils with challenging behaviour or sensory needs
- Integration with other classes in-school or with other schools to extend learning
- Opportunities for Sensory Integration and Intensive Interaction are built in throughout the day in response to individual pupil need. This includes the use of Tac Pac, a tactile communication system used to aid sensory needs and develop communication.
- Individual Behaviour Intervention Programmes, taking account of individual need
- Programmes to aid physical development and to assist learning through the reduction of reflexes are used. These include Primary Movement, Body Awareness and MOVE (Mobility Opportunities Via Education)

Teachers reflect on their own work and the outcomes of individual pupils through:

- Use of staff planning/staff meetings/ monitoring arrangements relating to teaching and learning and pupil progress and achievement in relevant areas of the curriculum such as PDMU
- Collaborative meetings with parents, Allied Health Professionals and school staff to discuss progress and development
- Classroom observation and assessment of pupils' personal development and behaviour
- Class teachers consideration of pastoral issues where pupil performance or behaviour has changed

- The use of assessment models such as Quest, Q-Skills and Lines of Progression

Effective leadership

Governors understand their responsibility for the pastoral care of pupils. They do this by:

- Monitoring and evaluating the strategies in place for promoting pastoral care, health, well-being and attendance, contained in the School Development Plan, including consulting with the School Council/ pupils and parents
- Child Protection training and role
- Monitoring the reporting of behaviour, suspension and exclusion
- Attending training on appropriate areas, e.g. Child Protection and CRED

In relation to pastoral care we support the professional development of staff and sharing and learning from best practice by:

- INSETs, Exceptional Closure days for pastoral matters
- Teachers with additional training and/or qualifications e.g. counselling, Helping Hands, Heartstart
- Sharing good practice – visits to other schools, hosting visits by other schools
- Relevant school awards and accreditation e.g. Heartstart, Investors in People

We provide the resources needed to support pastoral care through:

- Effective staff deployment – specialist roles (see Appendix 1)
- Classroom resources
- Play resources and facilities
- Specialist rooms/areas for nurture, small group etc
- Access/signposting to external resources e.g. pupil counselling
- Home-school diaries
- Adults trained to meet pupils' needs
- An "open door" policy

We monitor and evaluate our pastoral care practices in a number of ways:

- Through reviewing the school's performance regularly in the preparation of the School Development Plan
- Specific monitoring/evaluative duties of individual staff with responsibilities e.g. the curriculum leader for PDMU, Pastoral Care Coordinator (Appendix 1 for details)
- How you use school data – SIMS modules for attendance, incidents, numbers taking free school meals, number of pupils who are Looked After
- Plenary sessions and pupil feedback to teachers about teaching and learning (links to AfL) or other areas of school life e.g. play, Bushmills Outdoor Education trip

- How the School Council is involved
- Parent questionnaires or other information gathering activities
- Feedback from pupils on Annual Review Pupil Contribution Forms

A school connected to its local community

Good relationships and communication between the school and its parents and the wider community are crucial to our pupils' health and wellbeing, learning and achievement. These are developed by:

- Parents being made welcome in school e.g. reception area, celebrations of work and achievement, to discuss problems, etc
- Information sent home to parents: class timetable, photo books, letters, homework, upcoming trips and events
- Telephone calls, emails and home visits
- Christmas concerts, Prize Day, Sports Day and Summer Fete events for parents and members of the school community
- Parents encouraged to be volunteers, visitors
- Training sessions for parents on areas related to their child's learning and development, e.g. behaviour, sensory integration
- The work of the Parents and Friends Association
- A wide range of school documents on the school website e.g. policies, class curriculum information/guides, meeting individual need information and information on Allied Health Professionals
- School newsletters and information sheets sent home and via Parentmail
- Daily home/school diaries and/or Big Macks
- Class coffee mornings
- Reporting to parents about their children's personal development through formal and informal means
- The school's approach to dealing with the parents of pupils with problems e.g. behaviour and attendance
- Complaints Procedure
- Integration within school and integration with other schools, e.g. Moyle Primary School, St. Anthony's PS, Larne High School, Larne Grammar School
- Work experience opportunities, both in-school and in the local community, e.g. Co-Op, Little Robins Nursery, Carnegie Library, Mums & Tots, Centrepont (AEL), Ballygalley Community Hall
- Collaboration and sharing of expertise with staff of other schools, e.g. Moyle Primary School
- Sharing of resources and experiences, e.g. Moyle LSU use the CAVE each week, pupils attend events in other schools

- Peace III workshops and events throughout the year
- Dramability plays held in the local Carnegie Museum
- World Book Day
- Visitors to Assembly throughout the year
- Use of local facilities , e.g. Larne Leisure Centre, library, Cliff Centre, local shops
- Pupils fundraising for charity through a range of events
- Articles and photographs in the local press of events in-school

We have good relationships and communication between the school and the education agencies that support pupils' health and wellbeing, learning and achievement, namely:

- ELB Services e.g. Autism, CASS , Educational Psychology, EWO, etc
- Children's Challenging Behaviour Service
- Clinical Psychology

We have good links with other relevant statutory and voluntary agencies that support pupils' health and wellbeing, learning and achievement. These are:

- School Counsellor (Counselling 4 Youth)
- Allied Health Professionals
- Social Services (Children's Learning Disability Team, Adult's Services)
- Dental services, School Nurse, Medical staff
- Psychiatry
- Social Services and PSNI/Child Protection
- NSPCC, Surestart
- Action for Children's Larne Parental Support Project

The school is involved in specific programmes that meet the needs of the community and nearby schools. These are:

- Entitlement Framework – Larne Learning Community
- Transition (starting school, school to school, post-19)
- Early Years Project
- Early Intervention Programme (Baby Makaton, Paediatric Physiotherapy)
- Toy House

[September 2013]

[Pastoral Care Policy review date]