



Regent House School  
Preparatory Department

## **Pastoral Policy**

*'Achieving excellence together'*

Policy created: November 2018  
Ratified by Governors: June 2019  
Review date: November 2020

## Rationale

Pastoral Care in Regent House School Preparatory Department is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos is based on equality and inclusion with emphasis on the intellectual, social and emotional development of each pupil.

The Pastoral Care Policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect.

This policy should inform and reassure parents that their children are being educated in a safe and caring environment. Pastoral Care in Regent House School Preparatory Department is based on the principles of good relationships and mutual respect. The staff is acutely aware of the challenges and influences children may encounter.

In Regent House School Preparatory Department, we recognise that central to the success of this policy is the involvement of parents and other outside agencies within the community. We strive to work in partnership with them to achieve our aims.

## Aims

- To ensure each pupil feels valued, special and unique and a member of the school community
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development
- To empower pupils in building and monitoring good relationships with pupils, teachers and others
- To assist individuals to develop their lifestyles, appreciate life and respect the world in which they live
- To encourage a sense of personal accountability for their own learning and actions

## Supporting Policies

Whilst all policies and procedures within the school take cognisance of the pastoral care of pupils and staff, some specifically support it in very specific areas.

Cross referencing the following policies is essential in delivering the pastoral care policy.

These policies include:

- **Health and Safety** (First Aid and the Administration of Medicines)
- **Child Protection**
- **Anti – Bullying**
- **Drugs**

- **E – Safety**
- **Intimate Care**
- **Complaints**
- **Positive Behaviour**
- **Special Educational Needs**

### **Inclusivity**

Regent House School Preparatory Department supports the fundamental principle that every pupil is entitled to be educated. In doing this, we ensure pupils' individual needs are identified and supported by both internal resources and staff, as well as external agencies, to ensure they continue to feel part of the school community.

### **Liaison with parents**

We see ourselves as partners with parents in the education of pupils. Mutual support and co-operation is an essential element in achieving our objectives. On-going activities to ensure communication and parental involvement include:

- School website & Facebook Page
- Parent/teacher meetings (twice annually)
- Prospectus
- Annual Progress Reports
- School Policies
- Induction Days
- Verbal Communication (Telephone Calls/Messages/Notes from Teacher)
- Verbal Communication (Initiated by Parents)
- Parent Volunteers (Trips etc,)
- Contact through external agencies including Education Welfare Officer (EWO), School Nurse, Educational Psychologist etc.
- School Assemblies, Carol Service
- FORH (Parent/Teacher Association)
- Extra-curricular activities
- Shows & events

### **Staff development and training**

Pastoral care remains a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this. Our ongoing development programme helps us identify the attitudes, values, skills and knowledge which will enable us carry out our pastoral roles.

Training will be provided through:

- School based courses/ dissemination of good practice

- External courses organised by the Education Authority South Eastern Region
- Other outside agencies where necessary e.g. Nurse, EWO, Psychologist etc.
- NACAP (Principals' Group / Cluster Meetings)

**As the need arises training will be provided.**

## **Resourcing**

To ensure the implementation of this policy, the HOD ensures adequate resources are available and that time will be made available to develop the programme throughout the school.

Most issues will be addressed within the classroom environment however, on occasions when time is required to follow up an issue, this will be provided for the purpose of interviewing, meeting, consulting etc.

Materials on Circle Time, Anti-Bullying, Promoting Positive Behaviour are available and can be requested from the HOD/Designated Teacher.

## **Liaison with external agencies**

We are committed to developing good working relationships with relevant external support agencies to enhance, protect and support individual pupils' and teachers' social and emotional welfare.

These may include:

DENI  
 EA- South Eastern Region  
 Child Protection Support service  
 Curriculum Advisory Support Services  
 Educational Psychologist  
 Education Welfare Officer  
 Peripatetic Teachers/Outreach Teachers  
 Road Safety  
 Behaviour Support Team  
 School Nurse  
 Social Worker/s  
 Speech and Language Therapists  
 PSNI  
 School Counselling Service  
 Board of Governors  
 Local Playgroups & Post Primary Schools  
 NACAP (Principals Cluster Group)

## **Developmental needs of pupils**

Cognisance is taken of the needs of pupils as they develop and change during their time at school. See SEN & Inclusion Policy.

## **The Curriculum**

A Personal Development & Mutual Understanding programme is delivered to all classes. It aims to empower young people with the knowledge, values/attitudes and skills required to make good choices in their lives. Active learning strategies are employed to ensure the delivery of the programme.

## **Role of the co-ordinator**

The Headmaster/HOD has overall responsibility for Pastoral Care in Regent House School Preparatory Department. The HOD is also the co-ordinator. When necessary, she advises staff on curriculum content and relevant issues relating to Pastoral Care. **Pastoral care is a shared responsibility.**

## **Role of the class teacher**

- Having a clear understanding of the vision of the school in respect of its children, its community and its point of development
- Contributing to the development of policies which establish principles for action throughout the school
- Promoting a caring environment where children's learning is developed within the context of their individual needs and abilities
- Availing of opportunities for professional development
- Establishing appropriate structures of time and support for those in need
- Being aware of the children's individual backgrounds and experiences and individual needs and aspirations
- Fostering relationships which enable children to feel happy and secure

## **Encouraging and motivating pupils at class level**

Each class teacher is responsible for knowing the children he/she teaches and for delivering the Northern Ireland Curriculum. Teachers will provide a listening ear and provide reassurance.

It is the classroom teacher who will create a climate in which the children feel safe and secure and the teacher will encourage pupil motivation and commitment.

The personal and social development of pupils will grow from the close relationship between the teacher and the pupils, e.g. recognising personal achievement.

Through daily classroom practice, the self-esteem of children will be developed, positive attitudes will be promoted and teachers will raise pupils' social awareness, e.g. Circle Time, greeting time, stickers, stampers and marbles etc. There will be an opportunity to explore personal attitudes and the attitudes of others.

The class teacher will endeavour to provide time for the children to reflect on what they have learned and provide opportunities for children to evaluate their own learning so they may appreciate their own development and adopt a positive attitude to learning.

Together, teacher and children will discuss and develop class rules and these, together with the school rules, will be reinforced each academic year. (see Positive Behaviour Policy)

## **Encouraging and motivating pupils at a whole-school level**

Children will also be encouraged on a wider whole school level by:

- Acknowledging personal achievement at assembly – activities inside/outside school and communicating this via RHS Prep Facebook
- Work/ photo on school website
- HOD's awards / marbles
- Promoting good behaviour
- Giving children praise for their efforts e.g. keeping school tidy, saving energy etc.
- Acknowledging participation in extra-curricular activities and events
- Celebrating success
- Participation in Sports Day
- Inviting guest speakers into school, e.g. NSPCC, Fire Service, PSNI
- Involving the children in community events e.g. Sporting Tournaments etc.
- Re-enforcing the opportunity for children to talk to someone when they are worried or concerned
- Hosting internal activities e.g. European Languages Day & World Book Day etc.

This list is not exhaustive.

## **Monitoring, recording and evaluating**

Class teachers will monitor the progress of each child in his/her care, both academically and pastorally. Any concerns will be reported to the Designated Teacher for Child Protection/HOD.

## **Role of classroom assistant/ volunteers/ students**

- Understanding and having empathy with the general ethos of the school
- Being a partner with the teacher in providing a caring approach
- Helping each child achieve personal goals
- Developing a team approach in which each member has a particular role to play
- Being aware of the children's individual backgrounds and experiences and individual needs and aspirations.

## **Role of the Board of Governors**

The Board of Governors play a very active role in the management of the school and the pastoral care of all of the children is at the centre of all their decisions. The HOD's report outlines the activities and programmes undertaken by the school and governors are informed about all Child Protection issues annual or as necessary.

## **Partnership with Parents**

The school as a community should be seen as an extended family where everyone works for the common good. Parents will always be made welcome and encouraged to feel their role is important and appreciated. Parents, teachers and all staff will share duties as part of a mutual team. This partnership with, good communication and cooperation, will be necessary for the all round development of each child.

## **Review and Monitoring**

The Board of Governors reviews this policy every two years. The school staff regularly reviews the policy with regard to its implementation. The HOD ensures the policy is implemented on a day-to-day basis and that all staff are aware of the details of the policy as it applies to them.