

GOOD SHEPHERD P.S.



PASTORAL CARE POLICY

INCORPORATING THE PROMOTION OF POSITIVE BEHAVIOUR
(ASSERTIVE DISCIPLINE)

Approved for use by the Board of Governors of Good Shepherd P.S.

Proposed _____
Seconded _____

Review date March 2018

MISSION STATEMENT

We, the governors and Staff of The Good Shepherd Primary School, believe the school to be a vital part of the Catholic Community living in the Parish of the Nativity.

We are firmly committed to :

- The aims of Catholic Education
- Providing the highest possible standard of education for all our children
- Creating closer links with the home, the parish and wider community
- Developing positive pastoral care systems in our school

The primary aim of the school is to assist parents and the wider community in the task of leading each child into a closer relationship with God. In providing a broad and balanced curriculum within a happy, pleasant, caring and secure environment, each child is given the opportunity to recognise and develop his or her own particular talents and to grow spiritually, academically, physically, morally, socially and aesthetically.

INTRODUCTION

The full development of the potential of all pupils is the main function of the staff of The Good Shepherd Primary School. To achieve this, the establishment of sound standards of pastoral care and discipline within all areas of the school is a pre-requisite.

The ultimate goal will be the development, within each pupil, of a healthy self-discipline which will guide him or her throughout life.

In The Good Shepherd Primary School we hope to support and guide each pupil along this path by total commitment to the practices and procedures of our pastoral care and school discipline policies in an atmosphere of positive reinforcement and encouragement.

To this end, the Board of Governors aim to work with staff and parents for the benefit of all the children in the school.

Pastoral Care Policy

Pastoral Care is concerned with the total welfare of the child. This Pastoral Care Policy informs all belonging to the school community of the ways in which that welfare is delivered. It also seeks to reflect the shared nature of the responsibilities to uphold this policy. It sets out:

- * the broad principles by which it is underpinned**

- * the rights and responsibilities of all concerned with the education and welfare of the pupils**

- * the involvement of support agencies from outside the school**

- * the means by which support is delivered in the school**

- * the rules and routines to support a learning environment**

- * the rewards and sanctions teachers may employ.**

Roles and Responsibilities

Principal : It is the duty of the Principal to determine measures to be taken with a view to instilling the values as outlined above.

Staff : Teachers, Classroom Assistants, Supervisory Assistants and the School's Administrative Staff are considered to be 'in loco parentis' for the pupils in their care. Their professional duties will include maintaining good order and discipline among pupils in accordance with the policies of the employing authority.

The Board of Governors : The Board of Governors will assist the Principal in such manner as is reasonably necessary to enable him to promote the ethos of the school's mission statement and to control the internal management and discipline of the school. They may also offer guidance to the Principal in relation to particular matters.

AIMS OF PASTORAL CARE

1. To ensure that Good Shepherd Primary School functions as a Christian community where all members are called to face the challenge of living lives through the values of the Gospel.
2. To promote the values and attitudes consistent with the Catholic ethos.
3. To ensure that our teaching facilitates the reaching of full potential in curricular and extra-curricular activities for all pupils.
4. To provide children with the social and life skills necessary for a successful and happy future.
5. To develop home-school links in order to establish and maintain parental support and co-operation.
6. To provide support for pupils who are experiencing difficulty functioning as members of the school community.
7. To avail of support from external support agencies for the good of the pupil.
8. To provide a safe and secure learning environment in which each child feels supported and valued.
9. To ensure relevant, professional training for all our staff to meet these demands.
10. To create a working environment where each teacher feels supported and valued.

Responsibilities Of Teachers

The teacher has responsibility for:

- their own behaviour as a role model within school
- the well-being and education of each child within their care
- the management of their class
- the planning and implementation of schemes of work and lessons to ensure effective delivery of the curriculum
- a marking system, in line with school policy, for pupil feedback and encouragement
- each child's individual needs including implementation of Individual Education Plans and directives and advice from outreach services
- providing a safe and secure learning environment in which each child feels supported and valued
- consistently promoting the school rules
- upholding the agreed procedures regarding whole school behaviour management
- developing the values and attitudes necessary for present and future life
- communicating with parents on the progress of their children including behaviour and class work
- being informed regarding school policies
- keeping themselves up-to-date on current educational initiatives
- giving support to their colleagues
- making known their classroom procedures, when availing of substitute cover and providing folders of work for children in the event of teacher absence

Values and attitudes teachers are responsible for promoting in pupils

Teachers are responsible for promoting:

<i>caring</i>	-work and play
<i>sharing</i>	-co-operation and fairness
<i>tolerance</i>	-listening to others
	-respecting others differences, opinions and property
	-being sensitive and thoughtful
	-forgiveness
	-respect towards whole staff and parents and visitors to the school
<i>honesty</i>	- valuing the truth
<i>trustfulness</i>	-owning up for actions
<i>reliability</i>	-sense of responsibility
<i>confidence</i>	-ability to interact with peers and others appropriately
	-social independence
	-build up positive self image/esteem
	-developing leadership qualities
<i>self belief</i>	-showing individuality
	-stand up for beliefs
	-be prepared to take responsibility for themselves.
<i>integrity</i>	-to do one's best at all times
<i>academic</i>	-to question and be inquisitive
<i>independence</i>	-to value learning for itself
	-to value learning as relevant for now and the future
	-to develop a positive work ethos
<i>good habits</i>	-punctuality
	-working as a team
	-knowing the value of friendship

Strategies to develop these values and attitudes

We will show a positive attitude to prayer by...

- making prayer an integral part of the school day
- using the prayer services within the GROW IN LOVE & ALIVE O religious programmes
- children praying together at Mass (Church of the Nativity - P4-P7) and composing and presenting prayers at assemblies

We will show that we are living the faith by...

- our own example of practising what is taught
- by making faith, prayer and attitude central to everyday life
- showing Catholic attitudes and values as a way of life
- engaging with the children in class, key-stage and whole school assemblies and prayer services

We will show respect for ourselves and others by...

- showing an interest in each child as an individual and treating others with respect
- setting example in dress, talk, attitudes and values
- showing kindness and fairness
- being sensitive to children who want or need to confide
- developing an awareness and respect for the world - its races, religions and cultures
- accepting our own strengths and weaknesses.

Rights of the Teacher

Teachers expect:

- an appropriate learning environment adequately resourced
- respect and support from pupils, parents, colleagues, supervisory and ancillary staff, teachers from peripatetic and outreach services, Board of Governors, inspectorate and all involved with the education and care of our pupils
- safety from physical abuse and mental stress
- information about health problems which would exclude children from school
- information about educational needs of intake children
- courses relevant to teachers' and school needs
- an acceptable standard of working conditions.

Teachers' expectations of their pupils.

We expect our pupils to:

- work to the best of their ability at school and at home
- have respect for all teachers, staff, pupils and visitors and all persons in authority within the school
- live what they have been taught
- wear the school uniform with pride
- be punctual and come to school equipped for the school day
- take responsibility for their own personal hygiene
- be responsible for their behaviour in school
- have respect for the school and others' property
- know and keep the school rules

Responsibilities of Pupils

Pupils have a responsibility to:

- show good manners in a variety of situations- for example
 - in class with their peers
 - in the course of competitive games such as football
 - showing appropriate table manners at break and lunchtimes
 - when greeting a visitor to the school
 - on school trips and in church
 - assembled as an audience
 - in corridors and in the playground
- be aware of different modes of conversation for appropriate circumstances
 - listen attentively while others speak
 - converse in an articulate, appropriate and confident manner
 - tolerate the opinions of others
 - take turns to speak
- be aware of other's needs and differences by respecting them, their property and point of view
- present their work and themselves in a neat and tidy way
 - be good ambassadors for Good Shepherd
 - move from one place to another safely and quietly
 - develop independence:
- include others in their work and play
- play by the rules in a socially acceptable manner
- remain calm in difficult situations
- ensure all notes are delivered to parents.

Strategies we will use to develop pupils' responsibilities

- rewarding and reinforcing acceptable behaviour by praise, encouragement , Assertive Discipline Scheme and Pupil of the Week awards
- helping children learn about their own responsibilities through RE and PDMU lessons
- showing by our own example that we value acceptable behaviour by being kind and courteous to all children and by our positive attitude to visitors, all staff, new pupils and parents
- reinforcing social skills such as table manners, saying please, thank-you and excuse me
- having "Promise Pages" and "Class Contracts" as appropriate
- listening to pupils and being seen to give children quality time
- creating a disciplined, controlled and stimulating working environment
- encouraging discussion of what is or is not acceptable
- promoting a culture of inclusion within the school
- promoting these values and attitudes through our delivery of the curriculum and celebrating their successes and achievements at school assemblies

Rights of the Pupil

Pupils have a right to

- be made aware of Catholic beliefs and values
- feel secure, valued and happy in school
- have their opinions heard
- reach their full potential in all areas of the curriculum
- develop the skills which will allow them to work as a team
- develop the necessary range of attitudes and values for life
- acquire skills and interests for the future
- develop a positive attitude to learning
- achieve acceptable social and interpersonal skills
- have a sense of being cared for and belonging to Good Shepherd
- be helped to acknowledge and deal with their disappointments

Strategies we will use to develop pupils' rights

Teachers will develop these rights by

- recognising each child as an individual
- continuous recognition of achievement in all areas of curriculum and outside interests
- ensuring pupils get full range of educational and social opportunities
- helping children learn about their own rights and the rights of others through RE and PDMU lessons
- encouraging each child to always do their best and praising consistently
- promoting our school as a centre for excellence
- using the Assertive Discipline System and Pupil of the Week Awards
- based on personal and academic achievements
- promoting self-discipline and organisational skills
- promoting each pupil's strengths and encouraging development of these
- being sensitive to the circumstances leading to negative behaviour and not labelling the child- rather label the behaviour as unacceptable
- promoting a sense of responsibility for his/her own actions and those of the class
- using Circle Time and Bubble Box Time as forums for discussion - encouraging children to talk to appropriate adults about difficulties or problems
- providing appropriate mentoring and counselling services
- making children aware of positive role models.

WHAT OUR PUPILS EXPECT OF US

They expect:

- to be treated with kindness, understanding, sympathy, respect, fairness and consistency
- to feel safe, secure and happy
- to be taught effectively
- to experience consistent discipline
- teachers to set a good example
- teachers to apologise if they have made a mistake
- appropriate and adequate resources
- to voice an opinion, state ideas and to be listened to
- support in improving work and behaviour.

- **Responsibilities of Parents**

Parents' responsibilities are to:

- help to pass on the Catholic Faith
- respect the teacher
- follow agreed procedures when wishing to speak to the teacher
- provide support to the teacher through their children's work
- ensure their children attend school regularly, punctually, in uniform, with all the requirements for the day
- ensure reasons for absences are valid and genuine
- be honest when giving information
- co-operate with staff - have realistic expectations of their child's potential
- respond to communications from school- read notes sent home and return reply slips promptly
- attend meetings related to the education of their child
- ensure their child knows the school rules and routines and keeps them
- reinforce social skills at home
- trust in the teachers' professionalism

Rights of the Parent

Parents expect:

- a Catholic ethos throughout the school
- to be listened to
- to be valued and respected as a partner in their child's education
- a caring attitude towards their child
- teachers' lessons prepared and adapted to the ability of their child
- confidentiality
- communication on their child's progress
- to be communicated with regarding any area of concern about their child
- information to be made available regarding School Policies, Rules and Routines, School Prospectus and in the future, the school website

ASSERTIVE DISCIPLINE AND POSITIVE BEHAVIOUR POLICY

DISCIPLINE AND POSITIVE BEHAVIOUR POLICY WITHIN PASTORAL CARE

Discipline and a Positive Behaviour Policy are important elements of Pastoral Care. Without an orderly atmosphere in school it is impossible to ensure the safety of children and creation of conditions necessary for good work to take place.

From the time children start school through their time in Primaries 1-7, we feel it is important they learn how their behaviour affects others.

Discipline and a Positive Behaviour Policy means an agreed course of action which encourages the child to take responsibility for his/her own behaviour. Our role is to lead, guide and direct by giving recognition to good behaviour when it occurs.

The Discipline and Positive Behaviour Policy aims to:

- create an acceptable level of order and behaviour so that effective learning can take place
- strike a healthy balance between rewards and sanctions with a strong bias in favour of positive incentives
- commend pupils for both academic and non- academic achievements
- enable teachers, pupils and support staff to communicate with each other calmly and in a quiet manner
- provide opportunities for the development of children's self esteem
- encourage each child to take responsibility for his/her own behaviour
- promote self respect and responsibility for others.

All teachers promote 'Assertive Discipline' encouraging good behaviour and work practice.

Assertive Discipline is an agreed approach throughout the school which the children are introduced to in Primary 1 and guided through to the end of their final year in Primary 7. The teachers and support staff work hard at keeping a consistent approach at all times. The staff training for the Assertive Discipline approach was offered by SEELB (now EASER) Behaviour Support Team. This policy contains the stages of the process below.

ASSERTIVE DISCIPLINE

Our Class Rules

1. FOLLOW
directions.

2. Walk,
don't run.

3. NO
swearing or
teasing.

4. No
shouting or
yelling.

5. Keep hands,
feet and
objects to
yourself.

Rule breakers
choose....

1. a verbal
reminder.

2. 10
minutes

working
alone.

3. 20
minutes
working
alone;

record made
in
misbehaviour
book.

4. to have your
parents

informed
about your
rule breaking.

5. to be sent to

Mr O'NEILL
OR
Mr McGOWAN.

Rule keepers
choose....

to receive
praise.

to be given
special
rewards.

to be given a
positive note

to bring home.

to receive

Special
Awards and
Certificates.

Golden Time

to bring a
positive note to
Mr O'Neill or
Mr McGowan.

If you severely
misbehave you

choose to be
sent to Mr
O'NEÍLL or Mr
McGOWAN
immediately.

It is our policy that...

- teachers will record breaches of discipline and action taken
- pupils are made aware that such incidents are recorded by teachers.
- a record of pupils on detention be kept by the teacher and reported to the Vice-Principal.

It is appreciated that while most incidents of misbehaviour can be dealt with by the class teacher, some children continue to break rules frequently. At this stage the following procedures will be implemented.

- After **three detentions for behavioural issues**, the class teacher initiates an interview with parents and the child is put on daily report. **The Vice-Principal will be notified.**
- If the behaviour continues to **persist for two weeks**, the class teacher will inform the **Vice-Principal who will speak to the child's parents. The child will remain on report.**
- Behaviour will be **monitored for an additional two weeks** and signed daily by the Vice-Principal. **The Principal will be informed.**
- If there is **no improvement** in the child's behaviour, the Principal may contact the **Board of Governors** who may begin **suspension proceedings.**

Behaviours which require immediate attention of the Principal/Vice-Principal

1. Any act of vandalism or damage to school / teacher's property.
2. Swearing abusively or using threatening or abusive language to any other person, including other children, teaching and non-teaching staff members or visitors to the school including coaches, parents or other facilitators.
3. Using threatening or abusive physical behaviour towards anyone on the grounds of the school.
4. Involved in any actions which are a danger to other children.
5. Truancy from school or leaving school premises without permission.
6. Tampering with fire fighting equipment.
7. Other serious incidents such as fighting or bullying.

Such incidents may involve parents being called for a formal interview to the school and restitution sought where property has been damaged.

When the school has deemed there to have been every effort made to calm the behaviours of an individual child without success, it may be prudent for that child to be collected by a parent or carer to ensure the health, safety and well-being of all concerned.

It may be requested that the child is brought to and collected from school by parents or removed from the school at lunch time.

If such behaviours indicate a specific behavioural problem the child may be referred to the Educational Psychologist for assessment.

FORMAL SUSPENSION-PROCEDURES TO BE FOLLOWED

- A. A pupil may be suspended from the school only by the Principal.
- B. An initial period of suspension may not exceed **5 school days**.
- C. Where a pupil is suspended from a school, whether initially or by way of extension to an existing suspension, the Principal must immediately:-
 - **give written notification of the reasons for and the duration of the suspension to the parent/guardian of the pupil, to the chairman of the Board of Governors, to the local Diocesan Office of the CCMS, and to the Belfast Education and Library Board**
 - **inform the parent/guardian that their child shall be regarded by the school as being in their care from the end of the school day in which suspension takes place**
 - **invite the parent/guardian to visit the school to discuss the pupil's behaviour.**
- D. A pupil may be suspended for **up to a maximum of 45 school days in any school year**, rather than 15 school days in any school term.
- E. The Principal shall ensure that all reasonable steps are taken to inform parents/guardians, in writing, of the suspension before the period of suspension commences, or at the time of the suspension.

- F. The Principal must not exceed an agreed period of suspension except with the prior approval of the chairman of the Board of Governors and must in every case give written notification of the reason for the extension and the period of the extension to the parent/guardian, to the local Diocesan Office of the CCMS and to the relevant Education and Library Board.

Further Details about Suspensions & Expulsions can be found on the CCMS website <http://onlineccms.com>

‘Scheme for the suspension and expulsion of pupils’