



Pastoral Care

for

**Cedar Integrated Primary School
and Nursery Unit**



Version	Ratified by BoG	Summary of Changes
1.0	June 2017	
2.0	January 2022	
3.0	June 2025	Updated Designated Teachers and reflect Changes in SEN-Graduated Response Framework
	Policy review date : June 2028	

Mission Statement

At Cedar Integrated Primary School our purpose is learning together for life and celebrating diversity. We aim to provide child-centred education in an integrated environment, where our core focus is **together** we are **learning** and **caring** for each other. As an integrated school we seek to learn together, about and from one another, irrespective of creed, race, gender or ability.

Our children will be

- C** Confident individuals
- E** Effective contributors
- D** Diverse learners
- A** Aspirational thinkers
- R** Respectful citizens

We value our strong links with

- I** Individuals
- P** Parents
- S** Society

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1. Rationale for a Pastoral Care Policy

"Pastoral care has been defined as concerning the personal relationships which influence the ethos and tone of the whole school. It is of crucial importance in creating an atmosphere in which young people feel secure, knowing they are valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment." **Evaluating Pastoral Care, DENI, 1999.**

In Cedar Integrated Primary School and Nursery Unit pastoral care is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos is based upon the values and aims inherent in our Mission Statement and Aims.

Central to the educational philosophy of Cedar Integrated Primary School and Nursery Unit is the belief that each pupil should become a successful learner, in a stimulating and caring atmosphere. As well as high pupil achievement, emphasis is also laid on the development of character, on high standards of personal conduct, on consideration for others and on the acquisition of skills needed to lead an active and varied life.

In looking to the education of the whole child, so that each of their needs may be met and their full potential developed, we seek to encourage the involvement of parents in their children's educational journey.

We subscribe to the Nolan Principles on which public life and integrated education have been modelled and the NICIE core principles of integrated education. Our Integrated ethos was validated when we were re-awarded the Excellence in Integration Award in May 2025.

- EQUALITY
- FAITH AND VALUES
- PARENTAL INVOLVEMENT
- SOCIAL RESPONSIBILITY

Our Integrated School and Nursery Unit provide a learning environment where children and young people from Catholic and Protestant backgrounds, as well as those of other faiths and none, can learn with, from and about each other. The promotion of equality and good relations extends to everyone in the school and to their families, regardless of their religious, cultural or social background.

Integrated education is value driven and child centred. It is delivered through a holistic approach with an emphasis on developing every aspect of a child's potential.

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

Aims

The Pastoral Care Policy aims:

- To ensure that each pupil feels they are a special unique and above all, valued.
- To create a secure and caring environment for all members of the school community.
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development.
- To promote positive and supportive relationships throughout the school, so that effective teaching and learning can take place.
- To offer guidance and support to every pupil.
- To facilitate the support that outside agencies provide.
- 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.

Objectives

The pastoral dimension of the school includes all pupils and all adults involved in the life of the school.

Pupils

For **pupils** this means encouraging them:

- To set and achieve personal, social, moral, physical and academic goals through a planned and developmental programme.
- To help them gain maximum benefit from their time in school.
- To develop independence of mind and to take responsibility for their own actions.
- To develop self-discipline and self-respect.
- To develop an understanding of themselves as individuals, recognizing their strengths and challenges, their personal qualities, their attitudes and values.
- To develop a respect for the opinions and rights of others and demonstrate this respect in their words and actions.
- To develop an understanding of the world in which we live.
- To foster relationships where they feel happy and secure.

Teachers

For **teachers** this means:

- Developing whole school policies which establish principles for action throughout the school.
- Promoting a caring and nurturing environment where pupils' learning is developed within the context of their individual needs and abilities.
- Motivating the individual to achieve his/her maximum potential through his/her own efforts.
- Establishing appropriate structures of time and support for those in need.
- Adopting a range of learning and teaching strategies to help children grow in self-confidence and to foster self-expression.
- Fostering relationships where children feel happy and secure and can come to the class teacher for any reason.

Pastoral responsibilities will be carried out more effectively when appropriate and continuing staff development is provided for teachers to feel that they are valued and that help, support and training are available to them. In particular, they need to have:

- Opportunities for training and professional development.
- Appropriate leadership, coordination and motivation.
- Clear job descriptions, sensitive appraisal and feedback.
- Appropriate resources and facilities.
- Opportunities to feel valued as members of the team.

Other Adults in School/Nursery

For **other adults** associated with the school/nursery this means:

- Having an understanding of and empathy with, the general ethos and aims of, the school.
- Guidance for Visitors to Cedar IPS.
- Being partners with the teachers in providing a caring approach.
- Helping the pupils achieve their personal goals.
- Developing a team approach where each member has a particular role to play.

2. Organisational Structure

At Cedar Integrated Primary School and Nursery Unit all members of staff have responsibility for the welfare of pupils. Teachers are primarily responsible for the pastoral care of their own classes but recognise the responsibility for all children in the school. The Principal plays an overseeing role with regards to the well-being of all pupils.

Principal/Pastoral Care Co-ordinator

Mrs Crichton is responsible for coordinating the system of pastoral care throughout the school. Members of the safeguarding team will support class teachers in their efforts to achieve the aims of the Pastoral Care Policy.

Senior Leadership Team

Members of the Senior Leadership Team will:

- Support all staff in their efforts to achieve the aims of the Pastoral Care Policy.
- Assist the Principal/Pastoral Care coordinator in the monitoring, evaluation and review of the effectiveness of the Pastoral Care Policy.

All Staff

All staff should:

- Value each pupil and treat every child as an individual.
- Provide friendly support and reassurance to build pupils' confidence.
- Make every reasonable effort to ensure the safety of pupils.
- Place an emphasis on the reinforcement of positive behaviour, while carrying out consistently and fairly the schools' Positive Behaviour Policy.
- Build up a working knowledge of the pupils, both as individuals and collectively inside and outside the classroom.
- Encourage pupils to become increasingly responsible for their own behaviour.
- Display a positive caring and nurturing attitude to children.
- Listen to parental worries about children displaying bullying behaviours as detailed in the Address Bullying Policy.
- As appropriate, liaise with other staff e.g. teachers, non-teaching staff.
- Follow the staff Code of conduct.

Class teachers

Class teachers are best placed to have a detailed knowledge and understanding of the children in their care and to be supportive of their pastoral needs. The role of the class teacher will include working to:

- Ensure that learning is carried out in a safe and happy atmosphere in the classroom where each child is treated as an individual.
- Employ a range of teaching strategies in response to pupils' needs.
- Promote pupils general well-being by modelling age-appropriate skills e.g. breathing exercises, mindfulness, brain gym etc.
- Give pupils a sense of responsibility for their learning.
- Integrate pupils with additional needs as far as possible.
- Provide reassurance and build confidence.
- Encourage pupil motivation and commitment.
- Promote a sense of achievement through praise, recognition and display of work.

- Ensure that their knowledge of particular home circumstances, where possible, influences their attitudes, expectations and actions and be responsible for passing this on to the next teacher as far as possible.
- Liaise with parents, colleagues and outside agencies as appropriate.

Lunchtime supervisors

Lunchtime supervisors should display a positive, caring attitude to the children.

They should:

- Ensure that children spend lunchtime in a happy atmosphere in which each child is treated individually and respectfully at all times.
- Ensure that every reasonable effort is made to ensure the safety of the children at all times.
- Keep children under **close observation**, being vigilant for physical or emotional intimidation and children who appear unhappy and /or isolated
- Carry out the Positive Behaviour Policy consistently and fairly with the emphasis placed on the reinforcement of positive behaviour.
- Encourage children to become increasingly responsible for their own behaviour e.g. become increasingly independent in dealing with minor problems, sometimes giving advice rather than directly taking control.
- Liaise with class teacher, designated teacher, Key stage coordinators, and principal where appropriate.

Parents/Carers

Parents/carers should:

- Be involved in their child's education by offering support and encouragement of the child's learning at school and at home.
- Ensure their child attends regularly and punctually.
- Inform the school of any factors which may affect their child's progress and well-being.
- Support school policies in relation to pastoral care.
- Play their part in implementing agreements made with the school in respect of their child.

Governors

Governors will:

- Be kept informed about proposed changes to the Pastoral Care Policy.
- Monitor the implementation of the school's Pastoral Care Policy.

3. Supporting Policies

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

Cross-referencing is essential in delivering the Pastoral Care Policy.

These policies include:

- Inclusion, Integration and Cultural Policy
- Child Protection
- E-Safety, Acceptable Use of ICT and Digital Media Policy
- Positive Behaviour
- Addressing Bullying
- Curriculum Policy
- Learning and Teaching
- Special Educational Needs
- Additional Adult Assistance Handbook
- Marking for Improvement
- Transition Policy for Children with Special Educational Needs
- Pupil attendance
- RSE
- Code of Conduct for Staff and Volunteers
- Health and Safety
- Fire Safety Policy Statement
- CCTV Policy
- Drugs Education
- Administration of Medicines
- First aid
- Anaphylaxis Policy
- Intimate Care
- Changing and Toileting
- Food in School Policy
- Period Dignity Policy
- Accessibility Policy
- Scheme for the Suspension and Expulsion of Pupils
- First Aid Policy
- Administering Medication Policy
- Drugs Policy
- Confidentiality Policy
- Health and Safety Statement and Policy
- Critical Incident Management Plan
- Managing Staff Attendance Policy
- Equal Opportunities Policy
- Whistleblowing Policy
- Menopause Policy

Nursery Unit Policies:

- Record Keeping
- Partnership with Parents
- Collection of Nursery Pupils
- Settling in Policy
- Transition to Primary School

4. Pastoral Care Procedures and Structures

The School as a Community

The school as a community should be seen as an extended family where everyone works for the common good.

- Parents will be made welcome in the school and encouraged to feel that their role is important and appreciated: Open Days, Welcome Meetings, Sports Day, Christmas Celebrations, assistance with class activities and clubs, supporting learning through Parental Volunteer Reading and Numeracy programmes. New Primary 1 parents attend an open day in June prior to the start of the school year. They also attend in September for curriculum advice.
- Parents will be encouraged to show their support in a variety of ways: e.g. Fund Raising, attendance at Christmas Celebrations, Parents' Council events.

The school is also part of a wider community

- The assistance of outside agencies will be sought to extend pupils' experiences: e.g. Young Enterprise programme.
- Links have been established with neighbouring schools e.g. Taster Days at Blackwater and Shimna Integrated Colleges.
- There will be links with statutory agencies involved in the health and welfare of children e.g. Local Impact Team and RISENI staff.

The School in the Community

- The school has close associations with local bodies e.g. the churches, community organisations e.g. Crossgar Area Community Association.
- The school is involved in the community through aspects of the hidden curriculum e.g. promotion of Crossgar Youth League

Activities

Some specific activities which show how the pastoral dimension permeates all aspects of school life include:

- Parents/carers complete an information form detailing emergency contact numbers and the health requirements that pupils may have.
- Breakfast and Activity Clubs in the primary school.
- Stay and Play in the Nursery Unit.
- We have four qualified "First Aiders" on our staff.
- Fire drills and emergency evacuation procedures are carried out each term.
- We have a Safeguarding/Child Protection team in addition to the school's Pastoral Care structure.

- All members of staff who work with pupils are police checked through Access NI and are instructed to abide by a code of conduct.
- Golden ICT Rules
- "Pride in Ourselves" jigsaws reward system
- Weekly School Assemblies with presentation of Star Awards.
- The reconnection of pupils' achievements in and out of school.
- Nurturing practice- daily meet & greet (noticing little things), weekly wellness sessions.
- Worry boxes
- Primary 7 Awards - Endeavour Award, Sports Award, ICT Award and Cross-Country Award.
- Playground Buddy System.
- Dinner Monitors.
- Eco-Warriors
- Anti- Bullying Ambassadors
- Student Council.
- P7 Digital Team
- P7 P.E. Team
- P7 Librarians
- Junior Road Safety Team
- E-Safety Team (comprising of P7 pupils, a classroom assistant, a teacher and a Governor.)
- Primary 7 Mini-Enterprise Project.
- Educational Visits.
- P7 Residential.
- Shared School Rules.
- Shared school celebrations e.g. Harvest Service, Christmas events, First Confession, Holy Communion and Confirmation.
- Wide range of extra-curricular clubs e.g. Football, Hurley/Camogie, Rugby, Tennis, Cross Country, Athletics, ECO, Art, Drama, Netball, Technology.
- The involvement of all pupils in presentations and school productions.
- Newsletters - Cedar News.
- Cedar's Facebook page
- Welcome Meetings.
- Use of P7 Diary to communicate with parents and inform them on aspects of learning in Key Stage 2.
- Parent Teacher Meetings.
- Formulation of Individual Educational Plans/ Personal Learning Plan.
- Sharing class and pupil targets.
- Open Door Policy.
- Open Mornings/ Evenings.
- Charitable Donations e.g. Cancer for Children
- Taught curriculum e.g. PDMU, RE, World Around Us, Well-being, Growth Mindset.

- Roots of Empathy Programme.
- Promoting global dimensions.
- Whole school audits/surveys.
- PASS and pupil/staff/parent questionnaires.

Links with other agencies

The school works in partnership with various outside agencies including the Education Welfare Service and Health and Social Services (see Child Protection Policy). Teachers and other staff who have any concerns about a child's welfare in the primary school should refer their concerns to Mrs Tricia Mailey (Designated Teacher) or Mr Daniel Watson (Deputy Designated Teacher). Those with a concern about a child in the Nursery Unit should speak to Mrs Tricia Mailey (Designated Teacher) or Mrs Alice Woods (Deputy Designated Teacher).

Outside agencies include but are not exclusively:

- Local Impact Team
- School Educational Psychology Service
- RISENI
- Education Welfare Service
- School Nurse
- Health services
- Family Support
- Action for Children
- Social Services

5. Staff Development and Training

Aspects of pastoral care remain a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this.

Training has included:

- Child Protection.
- Anti-Bullying Procedures and Strategies.
- The Calm Plan- pigeons
- Mindfulness
- Growth Mindset.
- Restoration Practices
- Nurture in 5
- Take Ten

Personal, Social and Health Education

Our PDMU programme helps equip pupils with a variety of social skills which:

- Encourage self-awareness and enhances self esteem
- Encourage respect and tolerance for others
- Encourage self-protection.

This is enhanced by other areas of curriculum using:

- Growth Mindset
- Mindfulness
- The Calm Plan- Pigeons
- SCARF
- Take Ten

6. Monitoring and Review

This policy should facilitate good relationships and a happy caring atmosphere. The school will carry out, at regular intervals, an evaluation of the pastoral care system to enable us to further improve the quality of provision for the benefit of all pupils and staff.

It is important to remember that staff, pupils and parents/carers have an active part to play in the implementation and maintenance of this policy.

This Policy will be reviewed every three years or earlier in light of new guidelines or recommendations or issues/concerns as identified by the school community.