

BROOKFIELD SPECIAL SCHOOL

'Caring, Sharing and Learning Together'



Pastoral Care Policy

- **Safeguarding Policy**
- **Anti – Bullying Policy**
- **Attendance Policy**
- **Staff Code Of Conduct**
- **E-Safety Policy**

Other related references and school policies include:

- Human Rights Act 1998 (Art:3;12;19;23;27;28)
- UN Convention for Rights of Child
- Education (NI) Order (1998)
- Female Genital Mutilation (FGM) Act 2003
- Whistle blowing policy
- Risk assessment policy
- PDMU (inc. RSE) policy
- Positive Intervention policy
- Healthy Eating policy
- Administration of Medication/Drugs policy
- SEN policy
- Health and Safety policy
- DENI circulars

Pastoral Care

Rationale

The ethos of Brookfield Special School reflects the extent to which the school promotes the moral, intellectual, personal, and social development of our pupils and staff.

Our approach to Pastoral care is encapsulated in our mission statement:

“Pupils, staff and parents will create together a happy, caring and productive learning environment, within which children will be encouraged to develop their abilities and talents to their fullest extent.”

We recognise our duty of care for each child and take all reasonable steps to ensure their welfare is safeguarded and their safety preserved. We aim to ensure that the concept of pastoral care runs through all strands of the community which is Brookfield Special School.

Equal Opportunities and Inclusion

It is every child's right to be heard, listened to and taken seriously and to be consulted.

Staff, Parents, Pupils, Governors and other agencies are an integral part of the Pastoral system at Brookfield Special School.

Partnerships

Brookfield Special School seeks to maintain and uphold positive working relationships with a range of people and agencies in order to best support the needs of pupils in our care.

Pupils

- Opportunities for pupils to discuss, with their class teacher, issues that are concerning them are provided through Circle Time activities and PDMU/RSE.
- Pupils are also aware of who they can talk to if they are worried or concerned about anything. This is illustrated on our Child Protection Policy.
- Pupils are aware that they can request a meeting with the VP/Designated Teacher at any time. This is illustrated on our Child Protection Policy.

Parents

- All parents are asked to inform staff of any changes in family circumstances or events that may affect their children. Staff can then respond appropriately to change in the pupil's behaviour or emotional state.
- Teachers should inform the VP/DT/DDT/SLT if a pupil is exhibiting behaviours which are concerning (eg. distress). They will contact the parents.
- Where any issues of a pastoral nature are identified, parents are offered an appointment at school at which teacher's observations and parents' concerns can be shared.

Education Welfare Service

Regular updates are given and sought from EWS. Please refer to Attendance policy for further information.

Social Services

- Contact with Social Workers is maintained regularly and staff attending case conferences provide all in attendance with a written report.

School Transport

- Pupils are transported to school either by bus or taxi. Escorts are provided to ensure pupils safety on journeys to and from school. Escorts provide an important link in communication between parents and school.
- All issues, including behaviour and safety on transport, are monitored and reported. Brookfield Special School staff are available to assist and advise on issues arising on transport, e.g. behaviour strategies.
- Taxi companies are requested to provide a regular driver for each route.
- A member of SLT coordinates School Transport and is available to advise and refer on any issues

School Meals

- A healthy lifestyle is promoted throughout school.
- Our Foundation classes have access to a healthy snack and milk is provided for all pupils. The school meals service offers a choice of meal at lunchtime and a dessert which includes fruit or yoghurt.
- Individual dietary requirements are addressed and alternatives are provided. Quality and satisfaction levels are monitored through discussions with the Senior Leadership Team who regularly ask for feedback from staff.

Hygiene

- Brookfield Special School regularly upskills their classroom assistants
- Selected staff are trained in Food Hygiene, Manual Handling and First Aid
- Parents give consent for their child to receive help/attention when necessary
- Any issues or concerns with this is reported to a member of the Safeguarding Team

Medical

- In Brookfield we value the contribution made by both the school doctor and nurses and the school dental practitioners to the wellbeing of our pupils.
- Full medicals are carried out on pupils on entry to the school. Throughout our pupils time in school they may receive hearing and vision tests and will be offered vaccinations

Allied Health Professionals (AHP)

- At Brookfield we work closely with AHPs.
- Occupational Therapy staff and Speech and Language staff are based in the school.
- Physiotherapy can be accessed on request, eg. when included on a child's statement.
- Collaborative practice between teaching staff and therapists is well-embedded.
- Our LSC Mrs A. Cochrane liaises with AHP staff.

The Curriculum

Personal Development

Personal Safety, bullying and respect for diversity are addressed through the two strands of the Personal Development Mutual and Understanding area of the curriculum .

Personal Safety

Our aim is to provide pupils with enough information to enable them to respond effectively to potentially abusive situations. Our Personal Safety Programme/RSE will enable pupils to stay safe by being able to:

- Respect their body and the bodies of others.
- Identify potentially unsafe situations and take steps to remain safe.

- Avoid and report older children and adults who introduce inappropriate talk, photographs, magazines, videos/DVDs or computer/online materials as these commonly precede severe forms of abuse.
- Recognise and reject secrets, tricks, bribes, blackmail and threats involving sexual misbehaviour.
- Recognise, evade and report sexual misbehaviour irrespective of the relationship of the perpetrator to the child.
- Seek help in an emergency, tell reliable adults and keep on telling until safety is restored.

For safety behaviours to become automatic they need to be constantly reinforced. Parental support and involvement is essential if pupils are to benefit from participation in the school's programme.

E Safety

Please see our E Safety Policy

Safety In The Environment

- The aim of safety programmes is to educate pupils about the potential dangers that exist in different situations and to appreciate the need for safety precautions, emergency procedures and how to seek help.
- Essential environmental safety issues are taught within topic work in the classroom and enhanced through participation in safety competitions and visits/support from other agencies, eg. PSNI, Fire Service, Road Safety.
- Topics such as Road Safety, Health and Wellbeing, Changes, Stranger Danger and E-safety are addressed throughout the school, at a developmentally appropriate level.

Respect for Diversity

Pupils are encouraged to establish good relationships through learning to tolerate others and respect their contributions in all aspects of school life. We foster this across and beyond school through:

- PDMU
- Shared Education – Brookfield School is committed to fostering respect and understanding between cultures as such we have signed up to the Shared Education Project this year.

Wellbeing

At Brookfield Special School we seek to support the Emotional Wellbeing of our pupils and our staff. We have appointed a Wellbeing Coordinator and as such Wellbeing is included in our school action plan. Wellbeing is maintained for all through three main areas:

1. Positive Ethos
2. Pupils Wellbeing
3. Staff Wellbeing

Positive Ethos

Our mission statement encapsulates having a positive ethos.

"Pupils, staff and parents will create together a happy, caring and productive learning environment, within which children will be encouraged to develop their abilities and talents to their fullest extent."

This is maintained through:

- Parent links
- Home/school communication
- Emphasis on teaching and caring for our pupils
- Warm, welcoming environment
- Open lines of communication

- Well-resourced
- Pastoral care
- Safeguarding and e-safety
- Feedback
- Attendance
- Reviewing health and safety procedures/risk assessments
- Monitoring and evaluating our practice, policy and procedures
- Shared Education Project
- Forest Schools
- Parent Workshops
- Getting Ready to Learn Project
- Support of Board of Governors
- Fundraising

Pupils Wellbeing

We seek to add to and develop our “clubs” provision to support our pupils in KS1/2 Emotional Wellbeing

We seek to promote Pupils Wellbeing through:

Teaching and Learning -

- TSPC
- PDMU/RSE
- Zones of Regulation
- Circle time
- Attention Autism
- TACPAC
- Sensory Stories
- Drawing and Talking
- Holistic approach to teaching and caring for pupils
- Activity based learning
- Play
- Joint work with AHP s

Skills infused through curriculum –

- Topic based learning
- Planning
- Focus on cross curricular skills
- Focus on attitudes and dispositions
- TSPC
- PDMU/RSE
- Activity –based learning

Staff Wellbeing

We seek to support our Staff Wellbeing in a range of ways. Below are some the examples for further information please see our Staff Wellbeing Policy.

Communication

- Clear open lines of communication
- Staff meetings at a whole school and key stage level
- Morning Communication by SLT

Relationships

- Staff Social Committee
- Flexible options re directed time
- Strong staff teams with a shared focus

Mental Health

- Communication through EA Health and Wellbeing Support Hub
- Signposting Inspire to staff

Relevant Policy in place in relation to Pastoral Care:

- Safeguarding Policy
- Intimate Care Policy
- Anti – Bullying Policy
- Attendance Policy
- Staff Code Of Conduct
- E-Safety Policy

Monitoring, Evaluation and Review

Pastoral Care is monitored, evaluated and reviewed on an ongoing basis through consultation with pupils, staff, parents and governors. School policy is reviewed on a three-year cycle.