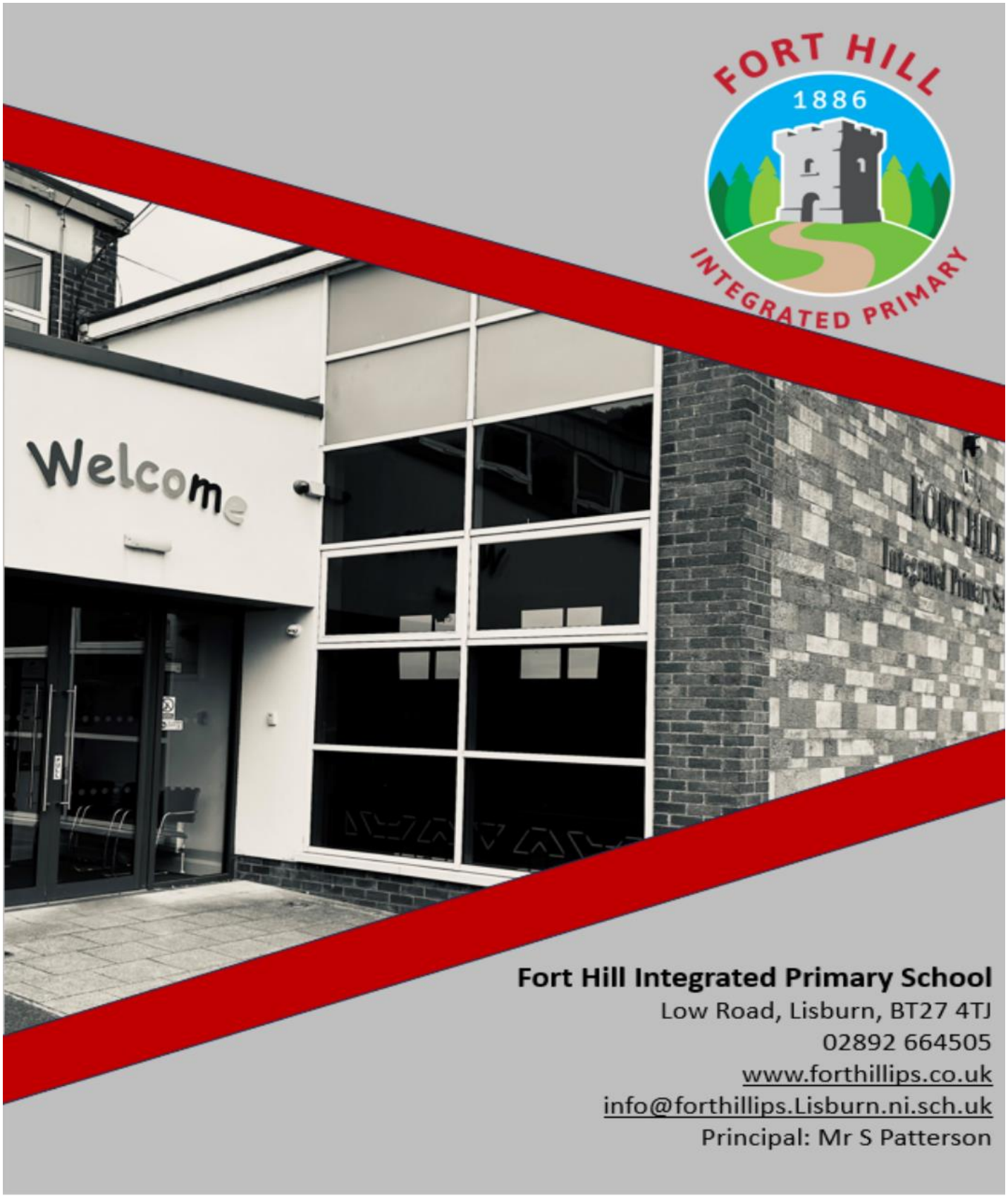
Fort Hill IPS Pastoral Care Policy



Fort Hill Integrated Primary School
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Principal: Mr S Patterson

Fort Hill IPS Pastoral Care Policy

School Ethos and Values

Fort Hill Integrated Primary School is committed to nurturing the whole child within a caring, inclusive and respectful learning community. Our motto, 'Climbing High Together', reflects our belief that children, families and staff work in partnership to support every child to reach their full potential.

Together, we strive to create a safe, inclusive, and nurturing environment where every individual feels valued, supported, and inspired to reach their full potential. Through a shared dedication to these core principles, we aim to foster a culture of excellence, mutual understanding, and strong community spirit that benefits all members of our school.

R – Respect

- We value and celebrate the diversity of traditions, cultures, beliefs, and abilities within our school community.
- Every child, staff member, and parent is treated with fairness, dignity, and understanding.

E – Engagement with Learning

- We inspire curiosity, creativity, and a love of learning that lasts a lifetime.
- Children are encouraged to be active participants in their own learning, developing independence and resilience.

A – Achieve Success

- We set high but realistic expectations so that every child can flourish academically, socially, emotionally, and physically.
- Success is recognised and celebrated in many forms, encouraging each child to reach their full potential.

C – Care for Each Other

- We create a safe, supportive, and nurturing environment where kindness, empathy, and cooperation are central.
- Staff, pupils, and families work together in partnership to promote wellbeing and belonging.

H – Heard

- Every child has a voice and is encouraged to express their views with confidence.
- We listen to pupils, parents, and staff to shape our school community together, ensuring inclusion and active participation.

Child Friendly Version

R – Respect

- We are kind and fair to everyone.
- We celebrate our different backgrounds, beliefs, and talents.

E – Engagement with Learning

- We join in, try our best, and enjoy discovering new things.
- We don't give up when learning is tricky.

A – Achieve Success

- We aim high and celebrate our efforts and achievements.
- Everyone can shine in their own way.

C – Care for Each Other

- We look after our friends, teachers, and school.
- We help each other feel safe and happy.

H – Heard

- We listen to others and share our own ideas.
- Everyone's voice matters in Fort Hill Integrated Primary School.



These values underpin all aspects of school life and guide our pastoral approaches, relationships and expectations.

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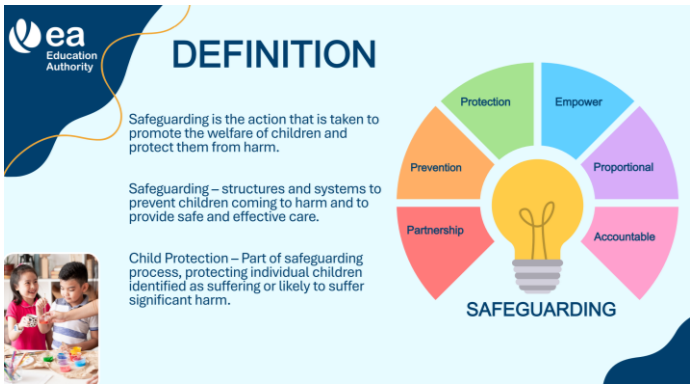
Rationale

In line with the Northern Ireland Curriculum and ETI inspection framework, Fort Hill Integrated Primary School recognises that pupils' emotional health and wellbeing are fundamental to effective learning and development.

Pastoral care is central to safeguarding, promoting positive behaviour, inclusion and ensuring that children are ready and able to learn.

Aims

The aims of our pastoral care provision are to:



- Promote emotional wellbeing and resilience
- Ensure pupils feel safe, valued and listened to
- Encourage positive behaviour and respectful relationships
- Identify and respond early to emerging concerns
- Provide appropriate interventions and supports
- Work in partnership with parents/carers and external agencies

Guiding Principles (ETI-Aligned)

Our pastoral provision reflects ETI indicators of effective practice through:



- Strong, caring relationships between staff and pupils
- A nurturing and inclusive learning environment
- High expectations for behaviour and engagement
- Consistent routines and clear boundaries
- Pupil voice and participation in school life
- Targeted support for pupils who may be vulnerable

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Roles and Responsibilities

- Board of Governors: will ensure effective pastoral and safeguarding arrangements are in place and regularly reviewed.
- Principal: Mr Patterson has overall responsibility for pastoral care and safeguarding and ensures appropriate systems, staffing and training.
- Designated Teacher for Child Protection (DT): Miss Kirk leads safeguarding procedures and liaises with external agencies.
- SENCo: Mrs Best co-ordinates targeted support and monitors vulnerable pupils.
- Class Teachers: are the primary point of contact for pupils and parents; monitor wellbeing and report concerns.
- Classroom Assistants and Support Staff: will support pupils' social and emotional development and share concerns promptly.
- Pupils: are encouraged to seek help and take responsibility for their behaviour and relationships.

School Member	Responsibilities
PRINCIPAL	▪ Attend all relevant training and disseminate to colleagues. Facilitate staff briefings and in-service training. ▪ Ensure that the pastoral policy is a working document, which is communicated to the school community. ▪ Facilitating regular monitoring and review of Pastoral Care procedures. ▪ Foster effective communication between school and home. ▪ Adhere to the school policy of confidentiality.
GOVERNORS	▪ Be familiar with school policies and procedures. ▪ Ensure that all policies and procedures are implemented and reviewed as appropriate. ▪ Support staff and parents in the implementation of the policy and procedures. ▪ Deal with issues fairly, in accordance with legislation and EA guidelines. ▪ Consult with external agencies (where appropriate), including Educational Welfare and PSNI. ▪ Adhere to the school policy of confidentiality.
School Leadership Team (SLT)	▪ Foster effective communication between school and home. ▪ Raise awareness of and celebrate pupil achievement in school. ▪ Support House System in promoting Positive Behaviour. ▪ Record incidents on CPOMS. ▪ Adhere to the school policy of confidentiality.
TEACHING STAFF	▪ Demonstrate by example the high standards of personal and social behaviour we expect of our pupils. ▪ Develop a good rapport with pupils taught to foster an environment of mutual respect in classroom. ▪ Plan and deliver PDMU lessons using relevant themes and resources as well as other appropriate material. ▪ Help children to achieve their potential by setting appropriate expectations and providing support and encouragement. ▪ Encourage children to accept personal responsibility for their behaviour. ▪ Be alert to signs of distress and encourage pupils to speak to an appropriate adult.

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	▪ Listen to children who come to you with a problem, take what they say seriously and act to support and protect them. ▪ Record incidents on CPOMS. ▪ Maintain good communication with parents through meetings, reports, written comments on homework/notes home and verbal feedback. ▪ Attend in-service training on Pastoral Care and related issues. ▪ Be familiar with the school Pastoral Care Policy and be aware of current educational research and initiatives related to these issues. ▪ Adhere to the school policy of confidentiality.
AUXILIARY STAFF	▪ Demonstrate by example the high standards of personal and social behaviour we expect of our pupils. ▪ Develop a good rapport with pupils and foster an environment of mutual respect in school. ▪ Be alert to signs of distress and encourage pupils to speak to an appropriate adult. ▪ Listen to children who come to you with a problem, take what they say seriously and act to support and protect them. ▪ Record incidents on CPOMS. ▪ Adhere to the school policy of confidentiality.
PARENTS	▪ Demonstrate by example the high standards of personal and social behaviour we expect of our pupils. ▪ Help children to achieve their potential by setting appropriate expectations and providing support and encouragement. ▪ Encourage children to accept personal responsibility for their behaviour. ▪ Be alert to signs of distress and advise their children to report any concerns to a member of staff. ▪ Maintain good communication with school by attending organised meetings and informing school of any home issues which may impact pupil. ▪ Be familiar with the school Pastoral Care Policy and encourage children to behave in accordance with the school's Behaviour Policy. ▪ Work in partnership with the school.
PUPILS	▪ Act in a respectful and supportive manner to fellow pupils and school community. ▪ Speak to a member of staff about any concerns. ▪ Raise issues with pupil council representative. ▪ Accept personal responsibility for behaviour.

Whole-School Pastoral Provision

Wellbeing is promoted through:

- Preventative curriculum
- PDMU across all key stages
- Positive behaviour policy and restorative approaches
- Anti-bullying strategies and peer support
- Circle time and social skills programmes
- Celebration of achievement and effort
- Opportunities for pupil voice and leadership

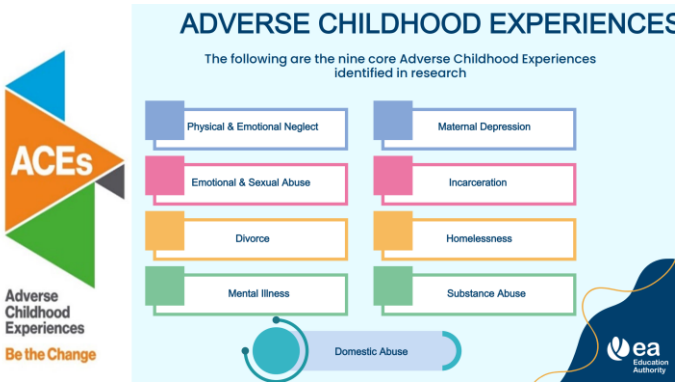


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Identification of Additional Needs

Pupils who may require additional support are identified through:

- Changes in behaviour, mood or engagement
- Attendance and punctuality concerns
- Learning or communication difficulties
- Friendship or social challenges
- Family circumstances or parental concerns
- Disclosures by pupils



All concerns are recorded and shared in line with safeguarding procedures – incidents are recorded on CPOMS.

Intervention and Support

Support may include:

- One-to-one or small group pastoral support
- Emotional literacy and resilience programmes
- Behaviour support strategies and plans
- Classroom adjustments and nurture approaches
- Referral to external agencies where appropriate
- Support plans are monitored and reviewed regularly.

Partnership with Parents and Carers

We recognise the vital role of families in supporting children's wellbeing.

The school is committed to:

- Open and respectful communication
- Early sharing of concerns
- Collaborative planning of support
- Signposting families to appropriate services

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Safeguarding and Child Protection

Pastoral care is intrinsically linked to safeguarding.

All staff receive regular safeguarding training and follow agreed child protection procedures.

Concerns are reported immediately to the Designated Teacher.

This policy should be read alongside the Safeguarding and Child Protection Policy.

Confidentiality and Information Sharing

Information is shared on a need-to-know basis in line with safeguarding and data protection requirements.

Pupils are supported to understand that confidentiality cannot be guaranteed if safety is at risk.



Monitoring and Evaluation

The effectiveness of pastoral provision is evaluated through:

- Behaviour and attendance data
- Pupil voice
- Staff feedback
- Parent feedback
- Review of intervention outcomes

Findings inform school self-evaluation and development planning in line with ETI expectations.

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Policy Links

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEN Policy
- PDMU Policy
- Attendance Policy

Review

This policy will be reviewed every two years or sooner if required by changes in legislation or guidance.

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Pastoral Care at Fort Hill Integrated Primary School
A Guide for Parents and Carers

At Fort Hill Integrated Primary School, we care deeply about your child's happiness, safety and wellbeing. Children learn best when they feel secure, valued and supported.

Our pastoral care means that:

- Your child is known, listened to and supported by caring staff
- We promote kindness, respect and positive behaviour
- We teach children how to understand and manage their feelings
- We act quickly if we notice a child is struggling
- We work closely with families to support children's needs

If you ever have concerns about your child's wellbeing, please contact your child's class teacher or the school office. We are committed to working in partnership with you so that every child can thrive.

Climbing High Together.