



Pastoral Care Policy

Adopted by Governors – 2010, revised-2025

School Ethos and Mission Statement

Pastoral Care in Botanic Primary School is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos reflects the values outlined in our mission statement with emphasis on the development of each child to his or her full potential. 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. It is this respect – at all levels that permeates our school and makes it truly special. All members of the school community are required to acknowledge and promote respect.

Ethos

At Botanic Primary we aim to provide a positive, supportive and stimulating environment for all our children.

We aim to provide an environment where children are:

- Encouraged
- Seen
- Valued

Children are encouraged

Botanic Primary School
Delight in Effort, Acceptance and Achievement

We wholeheartedly encourage children to take pride and put forth their best efforts in everything they do. We believe that when students strive to do their best, they not only achieve success, but also contribute positively to our school community and their wider community in the long term.

Children are seen

We see the children for their strengths, personal qualities and individuality. We notice and celebrate their achievements, not only with learning but also with personal growth (no matter how small something may seem). Every child's accomplishments matter – we ensure that our recognition is diverse and inclusive. By recognising both academic and personal achievements, we inspire our students to reach their full potential and become well-rounded individuals

Children are valued

Botanic PS can be described as 'naturally integrated' with our school community representing a range of cultural and ethnic backgrounds. **We foster a welcoming ethos where everyone is valued. Mutual respect is paramount at all levels of our school community. Botanic Primary is a 'Controlled School.'**

Mission Statement

With our school ethos at heart, it is our aim at Botanic Primary that our children:

- **Delight in effort**
- **Delight in achievement**
- **Delight in respect**

The Board of Governors work hard to ensure / strongly support all stakeholders in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect.

Botanic Primary School
Delight in Effort, Acceptance and Achievement

The positive ethos (as outlined above in our mission statement) of Botanic Primary contributes to the overall promotion of pupil's attendance, good behaviour and discipline and the pastoral care of the pupils. Teachers, as professionals, (assisted by other staff) follow traditional arrangements in regard to the supervision of pupils on a day to day basis. In addition, after consultation with parents and pupils the staff formulated a Positive Behaviour Policy (Formally adopted after consultation with parents in 2010), Child Protection Policy [Revised March 2024], an anti-bullying policy, Reasonable Force Policy [Adopted 2025] and guidelines for lunchtime supervisors. Strategies are included within these policies to promote good behaviour and discipline and thus to cater for the pastoral care of the pupils. They are followed by teaching and non-teaching staff and are clearly understood by the pupils. All staff are responsible for promoting a positive ethos and good behaviour through our positive reward systems and for the pastoral care of our pupils. The Vice-Principal is the teacher in charge of pastoral care and the **Pastoral Care Team is led by the Vice-Principal (Mrs Harper) alongside the Designated Teacher for Child Protection (Mrs Lonyai) and the Principal (Mr Bell).**

Attendance of pupils is monitored by the class teacher on a daily basis. The Principal monitors attendance on a monthly basis and regular contact is maintained with the BELB Education and Welfare Officer. If a child's attendance is cause for concern, contact is made with the parent and appropriate action is taken. Health and Well-being of pupils is addressed through pastoral care arrangements, Health and Safety procedures and specifically through the Health Promoting School's Initiative undertaken by the school.

Attendance and Health and Well-being of the staff are addressed through the school's pastoral care arrangements and the BELB Managing Attendance at Work Policy which has been adopted by the Board of Governors. Advice is given by the BELB Human Resources Department. BELB health and Safety Procedures are followed and the school has recently revised their Health and Safety Policy [May 2010]. BELB Policy is followed in relation to measures to combat bullying and harassment of teaching staff in school.

As noted above, this Policy should be read in conjunction with the;

- Positive Behaviour Policy (revised 2024)
- Child Protection Policy [Revised June 2010]
- Anti-bullying Policy [revised 2025]
- PDMU Policy [revised 2025]
- Reasonable Force Policy [Adopted 2025]
- Health and Safety Policy [Adopted 2023]

If a pastoral issue arises staff will seek to support the pupil/ pupils' concerned through listening, empathy and support. Teachers will do this at classroom level, however may refer to the Vice Principal for support/ guidance.

The Vice Principal works in close partnership with the Designated Teacher as such issues often 'overlap' – decisions regarding the way forward will always be made with the pastoral needs and well-being of the children at heart, in line with our school ethos.

Many issues can be resolved informally, however situations deemed more serious or with potential to remain unresolved will be recorded – VP log of incidents.

On occasion it may be helpful for a support plan to be put in place – an example of which is attached.

Older children will be encouraged to come up with plans and solutions together – increasing their capacity for problem solving and conflict resolution.

Pastoral Support Plan

Date:	
Year Group: Class Teacher:	
Children involved:	
Viewpoints children involved:	
Plan for solution:	
Agreed by: (sign)	

*Incidents Log

