CARRICKFERGUS MODEL SCHOOL

PASTORAL CARE & PUPIL WELLBEING POLICY 2025

Date of Rewrite of Policy	**September 2025**
Person (s) Responsible for review and update of Policy	Mrs Miller

1. INTRODUCTION & RATIONALE

The pastoral care of our pupils is at the very heart of all that we do here at Carrickfergus Model Primary School. We aim to treat each and every child as a unique and special individual and do all in our power to bring each one to their fullest potential. We recognise that success for pupils also includes good mental health and emotional resilience.

This policy is set in the context of a society where there is less family stability, an increase in the challenges facing parents / carers in raising children, cost of living and the advances of digital technology, which whilst helpful can also expose our young people to unhealthy influences (emotionally, physically and spiritually). To counter balance the effects of these, we at Carrickfergus Model aim to provide the best pastoral care possible within a safe and secure environment. Our Pastoral Care and Pupil Wellbeing policy aims to assist our pupils in every area of life.

We, as a school, recognise the central role of the pastoral dimension as it maintains a healthy balance between the child as a learner and a person. Clearly the pastoral and academic aspects of school life have a distinctive but interdependent contribution to make. Throughout the year a variety of activities are arranged to enhance the daily on-going work of pastoral care and extend the pupils' personal experiences and social skills.

2. DEFINITION OF PASTORAL CARE

*"**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 an safe environment."*

TJ Shaw, Chief Inspector, Evaluating Pastoral Care. DENI 1999

3. DEFINITION OF MENTAL HEALTH & WELLBEING

Mental health is a psychological state that we all have, which will affect our emotional and behavioural processes and influence how we think, act and feel. **Wellbeing** is how an individual functions and engages on an everyday basis, usually influenced by mental health. As an example, mental health could be anxiety and low mood, wellbeing would be avoidance, disengagement and poor organisation.

4. OUR SCHOOL ETHOS, VALUES & AIMS

All members of Carrickfergus Model Primary School are aware that a positive, nurturing ethos does not come about by chance; it is achieved by the Principal, Senior Leadership Team and all the staff (teaching and non-teaching), promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community.

Where the ethos is right, the pupils take a pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

The ethos, value and aims of Carrickfergus Model Primary School are:

"Aspiring to learn, care and grow together"

CARING   MANNERLY   PREPARED   SAFE
(Referred to with pupils as our "CMPS")

At Carrickfergus Model we aim to create a vibrant and progressive culture and a climate of continuous innovation. Our ethos is one of ambition and achievement, striving for high standards and the maximum for every learner.

We welcome children of all culturals, social and faith backgrounds with a desire to encourage and support all children with regard for their gifts, talents and needs.

Reflecting our school's Christian values, we recognise the worth and value of each child and his / her individual journey through life.

Our desire is to educate the heart as well as the mind and to prepare children for the world they are going to live and work in.

We wish to celebrate 'little moments of brilliance' as our pupils strive to be Caring, Mannerly, Prepared and Safe, both in the short and longer term in every area of school life and beyond.

Our Aims are to:

- Create an atmosphere of mutual respect and nurturing relationships.

- Advance and promote our learning powers.

- Raise happy and engaged learners from all cultures and backgrounds.

- Regard emotional wellbeing, self-worth and self-confidence as cornerstones for learning.

- Instil a warm, welcoming and friendly atmosphere.

- Celebrate and value all success in its different forms.

- Keep our expectations high, providing both challenge and support.

- Match the most relevant pedagogical approaches to the ages and stages of our pupils.

- Organise opportunities for pupil participation and responsibility.

- Demonstrate staff working together for the betterment of each child.

- Explicitly teach kindness and empathy.

- Lead the provision of learning opportunities in various stimulating settings to engage all leaners.

Our Learning Powers are:

- Perseverance
- Independence
- Teamwork
- Participation
- Being Creative
- Being Curious
- Being Positive
- Being your best
- Taking risks individually and together
- Celebrating self and others

At Carrickfergus Model:

Every child is unique and should be known and celebrated
Every parental perspective is different and should be accepted and understood
Every staff member is precious and should be valued and respected

5. WHAT WE WANT FOR OUR PUPILS AT CARRICKFERGUS MODEL IN TERMS OF PASTORAL CARE AND WELLBEING

- **For pupils to know that we're there for them.**

There are different times in everyone's life where we may need a little more help than usual; the whole school family has a role to play in providing that support. We will treat information shared with us with respect and only share it if we feel that children are at risk.

- **For pupils to understand their emotions and feelings.**

We will help children feel comfortable sharing any concerns or worries and make it a normal and expected part of any day.

- **For pupils to build strong relationships.**

We will teach children how to make friendships and fix mistakes when they happen. Older pupils take the lead in the playground to help sort out any problems and develop a sense of trust and 'togetherness.'

- **For pupils to believe in themselves.**

We will build pupils' self-esteem and ensure know that they count. We will encourage children to be confident and 'dare to be different' and help children to develop emotional resilience and to manage setbacks.

6. NURTURE PRINCIPLES
Our Pastoral Care is also written in line with the six principles of Nurture:
- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication

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- Transitions are significant in the lives of children

7. SPECIFIC AIMS OF OUR PASTORAL CARE & PUPIL WELLBEING POLICY

1. To create a safe, caring community within our school where there is respect for oneself and respect for the views and opinions of others.

2. To develop all aspects of a child's well-being and enable children to develop their self-confidence, self-esteem, a positive self-image, self-discipline, tolerance, equality and fairness.

3. To work in partnership with parents and outside agencies to overcome any difficulty a pupil may encounter that creates a barrier to learning or wellbeing.

4. To promote an appreciation of life and respect for the world we live in.

5. To develop a culture of gratitude for self, one another and for our school community.

6. To develop an understanding amongst pupils, staff and parents that our children come from various backgrounds and cultures and that this can often result in needs being culturally different and specific.

7. To promote the school's Positive Behaviour Policy.

8. To have a broad and balanced curriculum filled with interesting and fun learning opportunities to appeal to all learning styles and the development of the whole child.

9. To encourage pupils to have a sense of personal accountability for their own actions and learning.

10. To prepare pupils for the challenges of adult and working life so they develop the personal, social and life skills necessary for a successful fulfilling and happy future.

8. THE PASTORAL DIMENSION
For pupils at Carrickfergus Model, our pastoral dimension takes place in three forms;

a) 'The general focus' which requires all staff in the school to care, guide and advise pupils on personal and educational matters either formally or informally. All staff in school must work together to ensure that each pupil in the school feels cared for.

b) 'The specialised focus' ensures that class teachers have a detailed knowledge of the needs, aspirations, interests and academic progress of each pupil in his / her class.

c) 'The individual focus' requires all staff to put things in place where an individual child requires a little extra personal care due to current circumstances. This may be in the short term or longer term.

9. RELATIONSHIPS
Schools are in a good position to enhance the social and emotional development of children through their daily responses to, and interaction with, pupils. Being an

emotionally and mentally healthy school requires on-going commitment from both staff, pupils and parents.

Relationships between pupils and teachers make a significant contribution to the whole process of pastoral care. In both formal and informal situations, teachers can help foster self-respect, self-discipline, tolerance, equality and fairness through their own example of transacting with individuals.

Within this climate it is hoped that pupils and staff feel free to express their views and their concerns in the knowledge that these concerns will be received sympathetically and that appropriate and reasonable action will be taken to alleviate those concerns.

10. ROLES & RESPONSIBILITIES

The management arrangements within school enable all staff to contribute effectively to establishing and maintaining a climate which is characterised by a commitment to care, open communication, relationships of trust, co-operation and good sense.

Alongside the Principal, there are Heads of Key Stage that make up the Pastoral Team.
Principal: Mrs J Miller
Vice-Principal: Mrs J Kirkland
Head of Key Stage 1: Mrs B McCullough
Head of Foundation Stage: Miss S Manson
Designated Teacher for Child Protection: Mr David Caldwell

The Pastoral Team will identify issues and if appropriate include them on the agenda for whole school review or as targets on the SLT.

STAFF
All staff should;
- Promote the nurturing ethos and values of the school.
- Value each pupil and treat every child as an individual.
- Promote 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 school's Positive Behaviour Policy.
- Show respect for other people, cultures and their way of life.
- Have tolerance and an understanding of differences.
- Build up a working knowledge of pupils, both as individuals and collectively.
- Encourage pupils to become increasingly responsible for their own behaviour.
- Display a positive and caring attitude to children.
- Display an understanding of the world in which we live.
- Maintain pastoral care records to ensure effective communication between staff as a pupil progresses throughout the school.
- As appropriate, liaise with other key staff members.
- Be aware that mental health needs such as anxiety might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity.
- Ensure they work as part of a team with good communication.

THE CLASS TEACHER

Class teachers should:

- Become aware of situations early, and where appropriate, intervene positively with appropriate strategies.
- Have detailed knowledge of the needs, aspirations, interests and academic progress of each pupil in the class. With this knowledge, the teacher can integrate the work of the school, parent / carer and others to support the learning and development of each child.
- Aim to ensure that learning takes place in a happy atmosphere within the classroom.
- Encourage pupil motivation and commitment to tasks in hand.
- Employ a range of teaching strategies in response to pupils' perceived needs.
- Give pupils responsibilities for some of their own learning.
- Provide pupils with appropriate tasks which challenge and stretch them.
- Through praise, recognition and displays of pupils' work, promote a sense of achievement.
- Accept responsibility for standards of behaviour in their own classroom through the effective implementation of the school's Positive Behaviour Policy.
- Ensure that knowledge of particular home circumstances and other relevant information is passed on to Heads of Key Stage and other relevant adults who work daily with that pupil (this includes non-teaching staff).
- Ensure that attitudes, expectations and actions are influenced by knowledge of particular family situations and / or home circumstances so that adjustments can be made if necessary.
- Be responsible for standards of attainment, dress, punctuality and attendance within their own class.

PUPILS

We encourage pupils to develop:

- Independence of mind and to take responsibility for their own actions
- Self-respect and self-discipline
- An understanding of their own strengths and limitations, their personal qualities, values and attitudes
- A respect for other people and their way of life
- Tolerance and an understanding of differences
- An understanding of the world in which we live

PARENTS / CARERS

Parents / carers should:

- Be involved in their child's education by supporting and encouraging the child's learning at school and at home.
- Ensure that their child attends school regularly and punctually.
- Ensure that their child is prepared for school both physically and emotionally.
- Inform the school of any factors which may affect their child's progress and wellbeing.
- Support school policies in relation to pastoral care.
- Play their part in implementing agreements made with the school in respect of their child.
- Accept that their child may behave, react differently at home or at school.

GOVERNORS

Governors will:

- Be kept informed about proposed changes to the Pastoral Care Policy.
- Be invited to participate in relevant training as appropriate.
- Monitor the implementation of the school's Pastoral Care Policy.

11. LIAISON WITH PARENTS/CARERS

As a school is an extension of the home, and parents / carers are the primary educators of children, we should see parental/carer involvement as essential. Communication with, and co-operation of parents/carers is necessary for the successful education of children socially. Emotionally, physically and intellectually. We seek to communicate with the parents/carers in a variety of ways:

- Letters home / Seesaw Messages
- Newsletters
- Written reports – distributed in June
- Parental Interviews – 2 sets per year
- Contact through EWO
- PTA
- Verbal / written contact with parents / carers initiated by school staff
- Parents / carers welcome to make an appointment with the class teacher, Head of Key Stage, Vice- Principal and Principal
- Curriculum Involvement including homework
- Curriculum Information at the start of the year
- Talks, discussions, events
- Social Media
- Drop-in day each August
- Staff visible at the school gates

12. THE AIMS OF THE POLICY WILL BE ACHIEVED THROUGH THE FOLOWING:

- Effective relationships amongst staff, pupils and parents.
- Rewarding good behaviour, our CMPS and Learning Powers.
- Rewarding endeavour and pupil achievement in all curricular areas.
- The effective delivery of the NI Curriculum especially our preventative curriculum, PDMU and PATHS lessons.
- The promotion of each pupil's awareness of their responsibility for their own safety.
- Pupil achievement, whether inside or outside the classroom, being recognised, valued and celebrated by the school through display boards, photographs and presentations.
- Clear safeguarding and child protection procedures and regular staff training.
- Pupils having the opportunity to share in a variety of activities through extra-curricular and social events with both pupils from their own school and young people from other schools.
- Split break and lunch times to ensure children have plenty of space to play at interact.
- Engaging lunch times with Play Equipment, Adventure Playground, Trim Trail and Forest Schools Area.
- Quiet areas in classrooms and around school.
- Sensory Room, sensory circuit and sensory gym.

- 'Buffer' arrangements for those struggling between home and school transition.
- Nando, our therapy dog.
- Classroom Assistants in each year group.
- The existence of P7 prefects, Anti-Bullying & Wellbeing Ambassadors, school council, Digital Leaders and P7 responsibilities.
- Well thought out and carefully planned arrangements for P7 pupils whether they are sitting the SEAG test or not.
- School visits, outdoor education, involvement in the community, membership of school clubs and activities, playing for a school team and being involved in social and fundraising events help all to develop a sense of responsibility and worthwhile participation.
- Records of Achievement in Primary 7 to develop a sense of pride in their Primary 7 journey, including a highly popular Leavers Assembly.
- Christian Assemblies during the week and a whole school celebration assembly inclusive of all.
- PTA Events.
- Afternoon classes which focus on wider areas of learning such as Art, Music, World Around Us etc.
- Brain Breaks
- Reflection Time
- Music / something to watch during wet lunch times / eating times
- Board Games etc during wet play times in some classrooms
- Careful timetabling based on the needs of pupils and the best use of staff.
- Involvement in charities and helping others.
- Whole school productions that give pupils a chance to develop their self-esteem on stage.
- Cash4kids support for struggling families, also Foodbank referrals.
- Dress-up days to bring topics to life.
- Pupil of the Day.
- The Daily Mile.
- Anti-Bullying Week
- Children's Mental Health Week
- Worry Boxes
- Circle Time
- Working towards our Autism Award and our British Dyslexia Quality Mark.
- School Residential Trips.
- A whole school understanding of "A learner's hierarchy of needs" (www.sunshine-support.org)

13. OUR PATHS CURRICULUM
Over the last few years, PATHS, which is a curriculum from Barnardo's has been implemented in our school. PATHS is a programme that aims to empower all children to develop the fundamental and social and emotional learning skills which will enable them to make positive choices throughout life.

14. SAFEGUARDING & CHILD PROTECTION PROCEDURES
This component of pastoral care refers to the school's Child Protection Policy. This policy puts in place procedures to ensure that pupils are protected from physical and emotional harm, from neglect and sexual abuse.

We encourage pupils to be responsible for their own personal safety and help them to acquire the skills to be able to do this so that they will be able to make the correct decisions and know where to get help if or when they are confronted with danger. The whole school community is informed of who are the Designated and Deputy Teachers for Safeguarding and Child Protection.

Pupils are also made aware of what to do if they need first aid or feel unwell and what the procedures are.

Pupils are encouraged to speak to staff if they need help or are concerned about anything. This is a regular reminder in Assembly.

15. ATTENDANCE & EMOTIONAL SCHOOL-BASED AVOIDANCE (ESBA)
As a school we understand that some children experience school based anxiety from time to time. It is estimated that 1 in 3 children will experience some sort of mental health difficulty at some point. Anxiety is the most common. This can lead children to go into a flight, flight or freeze state.

'Avoid' means 'keep away from or stop yourself from doing something' whereas **'Refuse'** means you are unable to give or accept something offered or requested. It is different from truancy, as the young person is not just deciding not to go to school, but feel unable due to this physical response.

PULL Factors are those factors which decrease a child' motivation to attend school.

Although not exclusive this can be because:
- Workload does not match ability
- A perceived social threat eg bullying, social isolation, embarrassment
- Difficult interactions with adults in school
- Sensory Overload
- Finding rules / boundaries difficult
- Difficulty sitting still / concentration
- Concerned about getting in trouble if something has happened the day before or over a weekend / holiday period
- Fear of getting sick
- Exhaustion
- Repeated transitions
- Difficulties at home eg social service involvement / divorce / domestic violence / parent or sibling illness
- Attachment Difficulties
- Unmet needs in relations to disability, illness etc
- Threat to self-esteem
- PTSD
- Bereavement
- Hypervigilance
- OCD
- Sleep Difficulties
- Transfer Test Anxiety
- Issues with social media

- Hormonal changes in girls
- Gender confusion / body image
- A particular school subject such as PE, swimming or something they find hard
- Self-harm
- Also avoiding things outside of school
- Too many transitions in a day
- Automatic Negative Thoughts (ANTS)

Anxiety can impact individuals in many ways. In children it can be refusing to come into school in the morning, shaking, crying, increased heart rate, clingy with caregivers, poor behaviour choices, headaches, sore tummy, anger etc. There is a research identified link between perfectionism and school based anxiety.

PUSH Factors are those factors which increase a child's motivation to attend school.
- Good relationships with school staff
- Friendship Group
- Enjoying lessons
- Enjoyment from extra curriculum activities
- Sense of acceptance and belonging
- Work within their capacity
- Parent working – so cannot stay at home
- Good routines and boundaries
- Adequate sleep
- Motivated by future (want to do well at school)

Parents of children with ESBA may be feeling:
- Worried that people think it is there fault
- Concerned for child's emotional wellbeing
- Concerned for child's social wellbeing
- Concerned for child's education and future outcomes
- Feel torn between home and school
- Concerned re legal responsibilities
- Impacting their work as need to source childcare
- Emotionally exhausted as it can affect every area of home life

Ways that school will aim to support families within the constraints of meeting many needs at once and financial implications:
- Listen
- Work in partnership to develop an action plan
- Coping strategies and things have worked before with other young people and parents
- Encouragement to keep trying
- Acceptance that it could be trial and error
- Importance of sleep, diet and role modelling for the child
- Short-term reasonable adjustments

On occasions, a child-centred action plan with the views of the young person included may be necessary.

Action Plans may include:

- Morning buffers eg a space to come to before class
- EFT – Emotional Freedom Tapping
- Co-regulation
- Supporting transitions in an age appropriate way
- Teaching controlled breathing eg belly breathing
- Promote breath work through the use of bubbles, ping pong ball, straw and milk, harmonica, balloon, whistle, recorder
- Mindfulness
- Extra responsibilities trust for older pupils
- Time outside
- Animals
- Extra listening time
- Adjustment to the school day in the short term
- Buddy
- Time out of class with friends to reestablish friendship group
- Break time / lunch time support
- Giving a child a key adult that they are happy with
- Identification, and monitoring, of vulnerable pupils – effective internal communication between academic and pastoral staff; clear channels of communication with parents via pastoral staff; highly responsive pastoral intervention when necessary to safeguard the wellbeing of the pupil.
- While it is not the responsibility of the School to replace, or act for, mental health experts, if a pupil has mental or emotional health problems which are being treated, the School will seek to play a valuable role in supporting the pupil. Part of this may be as simple as keeping school as a constant of 'normal' life.

The above strategies are not reserved for pupils with EBSA; they can be used at any time to help our young people.

16. BRIEF OVERVIEW OF SOME MENTAL HEALTH DISORDERS THAT CAN AFFECT YOUNG PEOPLE

1. Self-harm
Self-harm can be an expression of personal distress. There are many reasons for a person to hurt themselves. Actions of self harm can include cutting, overdosing on medications or other deliberate poisoning, asphyxiation, burning, punching oneself, pulling out hair/eyelashes, picking at skin or any other self-inflicted injuries. The vast majority of children and young people who self-harm are not trying to kill themselves; it is a method of distraction from painful feelings. They are trying to cope with these feelings by engaging in behaviour which temporarily relieves stress and anxiety, but it is behaviour which can become very addictive. However, many people who die by suicide have self-harmed in the past, and for that reason each episode needs to be taken seriously. If staff or parents discover a pupil is self-harming, it is important to try not to appear shocked or to show other negative feelings. Acknowledge their distress and express genuine concern for their wellbeing. Self-harm usually takes place in secret and it is important to be aware of the difficulties a pupil may have in discussing issues surrounding self-harm.

2. Eating disorders

"Eating disorders are not a diet gone wrong or a fad or fashion. They are a way of coping with difficult thoughts, emotions or experiences." (from 'b-eat', or beating eating disorders) The three most common types of eating disorder are:

• Anorexia Nervosa: people with anorexia limit the amount of food they eat by skipping meals and rigidly controlling what they will and will not eat. Their concern about food, weight and calories can start to control them, isolating them from their social group.

• Bulimia Nervosa: people with bulimia will also constantly think about food, but they become caught in a cycle of eating large amounts of food and then making themselves sick ("purging"), in order to try tolose the calories they have eaten.

• Binge Eating Disorder: People with binge eating disorder will eat large amounts of food in a short period of time and tend to put on weight. A mixture of the disorders above is also common. Any pupil who is stressed, unhappy or lacking in confidence may be at risk of developing an eating disorder. In some cases, an eating disorder may be triggered in a vulnerable personality by a period of illness which is accompanied by loss of appetite. Eating disorders are very secretive and usually associated with a high level of denial, which can make diagnosis very difficult. It is often a bringing together of clues reported from different sources that build up the bigger picture that results in diagnosis of, or strong suspicion of an eating disorder.

3. Depression

Childhood and adolescent depression can impact on cognitive development, socialisation, family relationships and behaviour. Children who are depressed often present with non-specific symptoms which may include refusal or reluctance to attend school, irritability, poor sleep pattern, abdominal pain and headaches. There is often loss of concentration and loss of interest in previously-enjoyed activities with a marked decline in educational performance and a persistent feeling of low mood and unhappiness. Depression is a disorder that must be distinguished from the understandable melancholy arising from common life experiences. Depression may develop over days or weeks. The duration of each episode can last weeks or months and most cases will self resolve. 20-30% of people diagnosed with depression will have a residual low-level depressive state continuing for months or years. 5-10% of people diagnosed with depression will have full symptoms lasting 2 years or more. Treatment considerably shortens the duration of the depressive phase which means that diagnosis is essential. The School's role is to foster a balanced, supportive, non-judgemental, helpful, confidential, safe environment for the pupil. This involves acceptance of the situation the pupil is in, and pathways of support offered within the school environment – this may include agreed adjustments to the academic and co-curricular programme of the pupil to prioritise health and wellbeing. Professional help may be needed externally, such as therapy or medication. The School will expect to work closely with these professionals to ensure that School can play a positive role in the pupil's overall care package.

4. Obsessive Compulsive Disorder (OCD)

Obsessive compulsive disorder in children can be described as, 'troublesome and distressing rituals and ruminations outside the criteria of 'normal' childhood rituals. OCD rituals are those that interfere with, rather than enhance, socialisation and the growth of independence'. It is a very under-diagnosed condition. Pupils who show

poor adherence to timetables, lateness or inability to deal with change may suffer from OCD. Other clues can be frequent/prolonged visits to the toilet, excessive questioning in class and messy work due to constant erasing and re-writing. Normal childhood 'habits' start to decline from around 10 years of age and it is after this that persistent rituals would start to raise concern.

5. Suicidal Ideation
Suicidal ideation is also referred to as suicidal thoughts and describes thoughts, fantasies and ideas that an individual has about suicide. Thoughts can range from fleeting thoughts to making actual plans to end their life. Suicidal ideation becomes active when an individual begins to make plans to end their life. It is important to be aware of some of the signs of suicidal ideation in young people and how to intervene. A few factors can contribute to suicidal ideation, including low mood, depression, drug misuse, extreme social and academic difficulties, lack of support and bullying. Warning signs will vary according to the young person, so it is important to look out for any significant changes in their typical mood and behaviour.

17. SUPPORTING PEERS
Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other. We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:
• Strategies they can use to support their friends
• Things they should avoid doing/saying
• Warning signs to look out for
• Signposting to sources of external support

18. SIGNPOSTING
Sources of support are displayed around our school so that pupils are aware of how they can get help.

19. PUPILS WITH SPECIAL EDUCATIONAL NEEDS
At Carrickfergus Model Primary School we teach pupils to embrace and value difference. We recognise that pupils with Special Educational Needs can be particularly vulnerable when it comes to happiness and wellbeing. Reasonable adjustments can be cited on a child's PLP but there is recognition that needs can change as a child grows and matures.

20. CULTURAL IDENTITY
Cultural identity is a big part of who children are. It can affect mental health and influence what support needed.

Our cultural identity is made up of a unique combination of things like:
- where we grew up

- where we live now

- where our parents come from

- our religion

- the language we speak

- our race or ethnicity

And our cultural identity can influence and shape things like:
- our values

- where we spend our time

- who we spend time with

- what we eat and drink

- our habits and practices

- our views on health and wellbeing

We teach pupils to remember that discrimination of any kind is never okay. No culture is better or worse than another, and children deserve to feel proud of who they are.

20. RESOURCES
Although most situations will be addressed in the classroom we continue to invest in a host of resources / materials useful in the context of the pastoral dimension. These can be found outside Mrs Miller's office. The staff folder also has a vast array of pastoral care and wellbeing resources that can be used with classes, groups and individual children. Much investment has been made in this area.

21. STAFF DEVELOPMENT & TRAINING
Pastoral Care is often a feature in training days, staff meetings and informal discussions with colleagues. As needs are recognised and communicated they will be addressed in the appropriate manner.

22. STAFF WELFARE
It is widely recognised in the world of work that care of staff is vital to ensure that stress and low morale do not jeopardise the success and prosperity of school life.

In school, high pupil morale and expectations are difficult to establish and sustain without good teacher morale and expectations.

At school level the promotion and development of staff welfare and development is an obvious responsibility of the Board of Governors, Principal, Senior Leadership Team but it is also the mutual responsibility of all colleagues in school.

23. MONITORING & EVALUATING OF PUPILS' PASTORAL WELFARE
The teaching staff will monitor the progress academically and pastorally of children in their class. Where a pastoral concern is identified about the well-being of any child, records will be kept of incidents or concerns and appropriate action taken if necessary. As a pupil progresses through the school, records of pastoral concerns or issues will be passed onto the child's next teacher. If appropriate, SLT will also be informed.

24. LINKS WITH OTHER AGENCIES
- Education Authority
- Education Psychologists
- RISE NI
- Paediatric ASD services

- Outreach Professionals
- NSPCC / Barnardos
- Charitable Associations
- Education Welfare Office
- Social Services
- Board of Governors
- After-school providers
- Local Special Schools and Post-Primary Schools
- PSNI
- School Nurse
- Community Groups

25. LINKS WITH OTHER POLICIES
- Positive Behaviour
- Anti-Bullying
- Attendance
- E-safety
- Intimate Care
- RSE
- Safeguarding & Child Protection
- SEN
- Staff Code of Conduct & Handbook

26. REVIEW OF POLICY
This policy will be reviewed every three years, or in light of new information / recommendations. The views of the pupils, staff, parents/carers and the Board of Governors should be taken into consideration during any review of this policy.

27. HELPFUL LINKS

https://www.youngminds.org.uk/

https://www.mentalhealth.org.uk/our-work/programmes/families-children-and-young-people/resources

https://www.mentallyhealthyschools.org.uk/

https://www.place2be.org.uk/our-services/services-in-schools/mental-health-resources-for-schools/

https://www.childline.org.uk/

https://www.endbullying.org.uk/about-us/

https://www.worthit.org.uk/

https://www.nspcc.org.uk/

https://www.cruse.org.uk/get-support/supporting-children-and-young-people/