

# Pastoral Care Policy

## Mission Statement

Nazareth House Primary School is a Catholic school, committed to upholding the legitimate rights of children, teachers and parents. The staff will aim, at all times, to create a safe climate so that learning and teaching can occur within relationships of mutual valuing and respect. We believe education should provide for and equip children with skills and values necessary to make a positive contribution in a changing world. Nazareth House Primary School wants children to be self-motivated and to be at peace with themselves, others and the world. To achieve these aspirations the school requires the help, commitment and co-operation of children, parents, staff, governors and the wider community.

We, at Nazareth House Primary School, endeavour to model ourselves on the Holy Family of Nazareth. We therefore consider that caring for the children in our school, their families and for each other, to be of paramount importance.

Our care is reflected in the following policies...

- Child Protection
- Behaviour
- Bullying
- Emotional Health & Well-being
- Learning and Teaching
- Health Education
- Health & Safety
- Relationships
- Mobile Phones
- Nutrition
- Computer & Internet
- Smoking
- Special Needs
- Inclusion
- PRSD

## **Aims**

Through our pastoral care policy we aim ...

- To create and maintain an atmosphere where pupils feel they are well known, safe, valued, respected and happy
- To promote the aims of our school
- To implement our code and practice for behaviour which considers the views of all staff.
- To maintain the highest standards of teaching and learning
- To respond in a sympathetic way to the concerns, fears and worries of our pupils.
- To build an atmosphere of trust
- To make children aware of potential dangers through the teaching of Health Education and other subjects e.g. road and water safety - care in the sun.

### **1. Ethos**

The ethos of the school will be reflected in the moral, intellectual, personal and social development of our pupils. It does not come about by chance. It is achieved by the principal, school management team and staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community.

### **2. Relationships**

A good relationship between pupils and staff is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between:

- Staff and pupils
- Pupils and their peers
- Members of staff
- School management team and staff
- School and Parents
- School and Parish
- School and Local Community
- School and Governors
- School and External agencies.

Children will also be encouraged to develop and value a respect for themselves.

## **Values**

The teacher should share his/her values and beliefs with the children and not only his/her knowledge. Life skills are central to the ethos of the school.

## **Self-Esteem**

We believe that self-esteem and respect are central to the development of the whole child and promotes learning.

## **Personal Safety**

We will encourage children to be responsible for their own personal safety and help them to acquire 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 will be aware of the designated teacher who will be responsible for dealing with cases of child protection issues which come to light. They will also be aware of the teacher responsible for first aid and what the procedures are for dealing with children who need first aid. Children will be able to speak to their class teacher if they need help or are concerned.

## **Implementation**

### **1. Roles and Responsibilities**

Our Board of Governors will have overall responsibility for the implementation of the curriculum including monitoring the safety of each child in the school. The school management team will ensure that pastoral care is given a high profile in the school development plan and will monitor and evaluate the implementation of the pastoral care policy. They will work with all staff to ensure teaching resources are kept up to date and that staff are properly trained. They will make sure that the non teaching staff are familiar with the pastoral care policy and give help when needed. Each member of staff will work to build up pupils self esteem and encourage them to be assertive and to resist negative peer pressure. They will help them to celebrate success and develop the ability to make moral decisions and to know the difference between right and wrong.

## **2. Parents**

Parents are always welcome and are encouraged to contact their child's teacher or the Principal if they have any concerns and worries. To do this they will have to use the appropriate interviews procedure. Urgent concerns will be given immediate attention. We will encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any information disclosed will be treated as confidential. Staff will meet regularly to discuss and review the pastoral care policy. The opinions of parents and children will be valued and where appropriate action will be taken.

## **3. Training**

Training of both teaching and non-teaching staff will be led by school management team.

## **4. Resources**

Resources required to maintain and update the pastoral care policy will be updated as necessary.

## **5. Range of Pastoral Activities**

Children will be supervised from 9.00 a.m. Children may chose to come to Breakfast Club which begins at 8.30 a.m. Full supervision also continues during all extra curricular activities such as: football, netball, swimming etc. No child may remain in the classrooms, toilet areas or other areas of the building during playtimes or lunch times without adult supervision. Children may not enter the building at break times or lunch times without the permission of the teachers, supervisory assistants or classroom assistants.

## **Conclusion**

The evaluation of the schools system of pastoral care is effective when the school policy and planning for pastoral care are fully implemented and reflected in the quality of provision within and beyond the classroom and the effectiveness of the support arrangements for individual pupils.

At all levels of the caring process all staff and pupils need to feel valued, safe and secure.