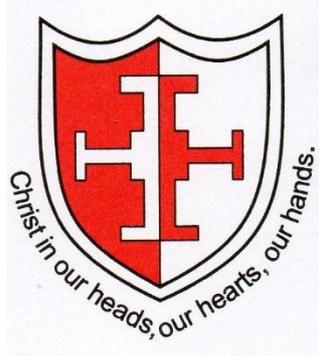


# ST. CHAD'S CATHOLIC PRIMARY SCHOOL



## PASTORAL CARE POLICY

October 2019

## **Pastoral Care Policy**

*The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.*

At St. Chad's we define Pastoral Care as the created ethos through which our pupils develop and learn to their full potential. We provide the opportunity for every pupil to develop into responsible, confident, self-aware and capable young people equipped to cope with the challenges ahead. Our school accepts that Pastoral Care must form the basis of and permeate all aspects of the curriculum.

### **Aims**

- To create a caring, safe and secure learning environment for staff and pupils.
- To create an environment where pupils feel able to discuss their feelings and concerns.
- To enhance the pupils' self-worth and self-confidence.
- To help pupils value and respect the views of others.
- To support pupil progress across the curriculum.
- To support pupils in developing healthy lifestyles.
- To promote a Positive Behaviour Policy which respects the rights and responsibilities of staff, pupils and parents.
- To encourage pupils to show respect and understanding of those whose culture, beliefs or lifestyle may be different from their own.
- To ensure there is good communication between the school, parent/guardians and external agencies.

### **Objectives**

#### **For the pupils**

- To encourage them to set and achieve personal, social and academic goals through a planned and developmental programme.
- To take responsibility for their own actions.
- To develop self-discipline and self-respect.
- To develop an understanding of themselves as individuals.
- To develop a respect and understanding of other people and their way of life.
- To develop an understanding of the world in which they live.
- To prepare pupils to make a positive contribution to the local and wider community through living out our school's and British values.

### **For the teachers**

- To develop whole school curriculum policies which establish principles for action throughout the school.
- To promote a caring environment where pupils' learning is developed within the context of their individual needs and abilities.
- To regularly monitor, evaluate and review all aspects of personal provision.
- To facilitate the development of pupils self-confidence, social and emotional development, particularly empathy and how to positively contribute to the school and the wider community.

### **For the Pastoral Team**

To help children by:

- Listening to their views.
- Helping them to manage difficulties in their life.
- Helping them to understand about being a good friend and co-operating with others
- Raising their self-esteem.
- Motivating them to be successful and achieve.
- Encouraging them to be more self-sufficient and independent.
- Producing a plan of work towards agreed goals.
- Supporting them to organise their time and work in school and at home.
- Helping them overcome barriers to learning.
- Provide age appropriate therapies and interventions.
- Develop and implement bespoke support programmes
- Encourage and support restorative practices.

These may be:

Negative emotions

Low self-confidence

Difficult family circumstances

Problems with friendships and relationships

Worries and concerns about transferring from one key stage to another particularly primary to secondary school

Worries about changes in their lives

Difficulties with organisation

- A member of the Pastoral Team will support children through one to one sessions, group work/time limited interventions and in class support. The team

facilitate a playtime drop in which the children can access as and when they need to.

Examples of interventions includes:

Anger Management, Friendship, Bereavement, Drawing and Talking Therapy, Social Speaking, Time To Talk, Circle Time, Transition, Self-Esteem.

### **Structures and Responsibilities**

All members of staff have responsibility for the welfare of our pupils.

The Designated Teacher with specific responsibility for Pastoral Care is **Mrs Clews**, who liaises with parents, outside professional agencies, pastoral team and school staff.

**Mrs Bowen** (SENCO) will communicate with support teachers and Educational Psychologists.

Staff members are kept updated about issues regarding families within the community which may affect the attitude/behaviour of the children.

Class teachers are best placed to have detailed knowledge and understanding of the children in their care and to be supportive of their pastoral needs. The role of the class teacher will include ensuring that learning is carried out in a happy atmosphere, appropriate to the range of ability within their class, which encourages pupil motivation and builds confidence. Children are encouraged to talk to teachers and share any concerns or write down any concerns and post them in the 'Worry Box' within their classroom (KS2). All classrooms have classroom rules agreed by the pupils each September. The class teacher will be responsible for liaising with parents, headteacher, Pastoral Care Co-ordinator and SENCO as appropriate.

### **Parents/Carers**

Parent meetings are held twice a year and a written report is sent home in July. Parents or teachers may initiate a meeting at any time to discuss their child's progress or well-being. An appointment to talk to a child's teacher, pastoral co-ordinator or the Head may be made by contacting the school. Throughout each year a number of external support agencies support the work in school and if arranged can meet with parents.

### **Outside Agencies**

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos of our school. The school works in partnership with various outside agencies including the Education Welfare Service and Health and Social Services. Teachers with any

concerns about a child's welfare should refer their concerns to Mrs Mason - Designated Safeguarding Lead.

### **PHSE Curriculum**

The PHSE curriculum and the school's PHSE policy encourages self-awareness and enhances self-esteem, respect and tolerance for others and develops a variety of social skills.

Teachers are encouraged to use Circle Time as an opportunity to discuss any issues with their class and promote self-esteem and positive behaviour.