



St Margaret Mary's RC Primary School

Pastoral Care Policy 2018-20

Our Mission:

We try to follow Jesus in everything we do.

We help everybody in our school family and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.
We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

Introduction

Pastoral Care is an all-embracing term which describes the whole atmosphere, ethos and tone of our school in its mission to promote the moral, intellectual, personal and social development of the pupils. Pastoral Care reflects the values, attitudes, beliefs and practices of our Catholic Faith. It involves all members of the school community - children, parents and all adults, in contributing to the well-being of each child and permeates all aspects of school life.

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers, parents and others; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and support systems and through extra-curricular activities and the school ethos.

At St Margaret Mary's RC Primary School, we hope to create an atmosphere where all aspects of school life are firmly rooted in Christian principles, where each member of the community feels valued and pupils are provided with a secure and stimulating learning environment where they can reach their full potential.

Teachers, non-teaching staff and other adults are all part of our team. This team wants to ensure pupils are happy and secure in whatever activity they are taking part in, whether social, spiritual, mental, emotional or physical. We have a caring commitment to guide and advise our pupils, equipping them with the skills needed to

face the outside world. Teachers and nonteaching staff are encouraged to approach the care of our children in a positive way.

Aims

Pastoral care in St Margaret Mary's RC Primary School encompasses and permeates the whole life and work of the school in which:

- all the pupils and all the staff feel valued as individuals, feel safe and secure and are encouraged to develop their gifts and talents.
- the staff work well together, as an effective team keeping the pupils' interests and welfare as their main focus.
- there are good relationships between teachers and pupils and among pupils within and outside the classroom.
- the pupils are secure and are protected from emotional and physical harm.
- the pupils' opinions are valued and their worries and concerns are dealt with sympathetically and appropriately.
- the self-esteem of the pupils are promoted and they have opportunities to develop independence of thought and expression.
- the pupils are taught to work with their peers and to value and respect the opinions of others.
- our parents are closely involved in and knowledgeable about the life and work of the school.
- the school has clear lines of communication and good, flexible relationships with relevant external advice and support agencies, e.g. CAMHs, School Medical services, social services, police, etc.
- the school strives to promote and sustain good and high standards of behaviour a discipline which reflect an appropriate balance between rewards and sanctions. Disciplinary procedures are implemented consistently by all staff in a fair and positive manner.

Responsibility

While the Board of Governors, Headteacher and senior management have primary responsibility for the arrangements that promote and ensure the care and welfare of pupils and staff, it is obvious that pastoral care in the school is also a shared responsibility, involving the whole staff in co-operation with parents and pupils and others.

All members of staff have the support of the principal in matters of pastoral care and also have access to external support agencies.

Main Components of Pastoral Care in the School

Some of the principal features and components of pastoral care provision and practice in the school are set out under the following headings.

1. School Leadership.

The significance of the quality and effectiveness of the leadership of the head teacher and senior management in striving to create a caring, happy and secure environment, where every individual is treated with dignity and respect, whilst being given the opportunity to develop their gifts and talents is fully recognised and acknowledged by the Board of Governors of the school.

2. Staff Welfare and Development.

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 schools, high pupil morale and expectations are difficult to establish and sustain without high 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, Headteacher and senior management but it is also the mutual responsibility of all colleagues in school.

It is also recognised that some of the sources of stress and low morale in schools (as in other organisations) often lie outside the influence of the schools themselves.

3. Child Protection Procedures

This component of pastoral care refers to school's policies that aim to protect the children from physical and emotional harm, from neglect and from any form of abuse.

It also deals with the need for the school to ensure that the curriculum includes a programme for pupils on self-protection.

4. The Teaching and Learning Environment

Teachers strive to create and maintain a positive classroom climate: A quiet, calm relaxed attitude combined with fairness and a sense of purpose: a demonstration interest in and knowledge of the pupils individually and mutual respect, the pupil recognising the personal qualities, knowledge and skills of the teachers and the teachers being sensitive to the needs of the pupils and respecting their contributions.

This feature of pastoral care refers to the harmonious relations which are striven for nurtured and developed in the school between teachers and pupils and among the pupils within and outside the classroom. It encompasses mutual respect, tolerance, the approachability of teachers, the growth of pupils, and the expectations that each bring to the school situation. Pupils have a sense of security and are free from emotional and physical harm. Teachers are fair, consistent and compassionate in their approaches to discipline.

5. 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 role of the designated teacher. They will also be aware of the staff members 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, designated teachers or any member of staff if they need help or are concerned about anything.

6. Partnership and Consultation with Parents

This aspect of pastoral care refers to the school's arrangements for keeping parents informed and up-to-date about their children's progress and about developments in school.

7. Extra-Curricular Activities.

This feature of pastoral care refers to the opportunities the school provides for learn and social activity outside the formal classroom setting.

Conclusion

The evaluation of the school's 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 should feel valued, safe and secure.