

St Peter's R.C. Primary School

Pastoral Policy



Policy	Pastoral Policy
Date	November 2021
Date of review	November 2023
Signed Chair of Governors	<i>Eugene McCarthy</i>
Signed Headteacher	<i>Clare Scott</i>

We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.

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 spiritual, moral, social, intellectual and personal development of the pupils.

St Peter's Mission Statement well describes the nature of pastoral care in our school.

We, the family of St Peter's, united by our faith in God strive to learn and grow together to be the best we possibly can every day.

Our school prayer also encompasses our core values.

This is our school, where we are all stars in God's eyes, where we should try our hardest in our work and in our play. With Jesus in our hearts, help us to treat each other with respect, even when we find it hard. Help us to follow His example so that at St Peter's we can all live in peace and harmony as part of one big family.

Amen

Perseverance, Respect, Integrity, Compassion, Enthusiasm

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' overall progress, academic, personal and social; through specific pastoral structures and support systems and through extra-curricular activities and the school ethos. Pastoral care accordingly, should help a school achieve success.

AIMS

Pastoral care in St Peter's encompasses and pervades the whole life 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 feel 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 are 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.

The school strives to promote and sustain good and high standards of behaviour and 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 Governing Body, Headteacher and SLT 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, pupils and others.

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:

School Leadership

The significance of the quality and effectiveness of the leadership of the Headteacher 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 talent is fully recognised and acknowledged by the Governing Body of the school.

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 expectation 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 Governing Body, 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.

Child Protection/Safeguarding Procedures

This component of pastoral care refers to school's policies that aim to protect children from physical and emotional harm, neglect and 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 ie PSHE.

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. An interest in and knowledge of the pupils individually and mutual respect. The pupils 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.

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.

Extra-Curricular Activities

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

School Environment

This aspect of pastoral care refers to the action of staff and management in ensuring a safe, clean, comfortable and pleasant environment throughout the school for work and leisure.

SEND

To ensure the appropriate response to all of our children's needs and to comply with the Special Education Needs and Disabilities of the individual child. It is important that all members of staff are informed of a child's specific learning need or possible medical condition.

Bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual members of staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

Strategies and/or resources used to promote the spiritual, moral, social, cultural and intellectual development of our children include:

Groups set up such as circle time – Specifically targeted groups to work with children and their own particular needs with a support network

Celebration/Award Assemblies – Special Achievement Certificates, end of term/year awards. Positive reinforcement. Celebration of individual/team achievements.

Liturgical Assemblies – An assembly on a liturgical theme.

Class Assemblies – Each year group prepares an assembly which is presented/performed to the whole school and their parents.

Phase Assemblies – Teachers in phase groups to take turns leading these assemblies.

School Council – Pupils are voted for by their peers to represent their class at school council meetings. In turn they are the pupil voice for the school and feedback to their class with relevant outcomes.

Pupil Chaplaincy – A group of pupils who help with promoting the Catholic faith throughout the school, both by their actions and work.

ECO Club– Raising awareness and promoting care for the environment.

Playground Buddies – For children experiencing friendship difficulties.

Reading Buddies – Supporting children’s reading development.

Liaison with Parents – Formal and informal meetings, school reading record, newsletters, Annual reports, letters home.

Extra-Curricular Activities – Before and after school clubs, sports, music, breakfast club, booster club (aimed at specific subjects)

Religious Celebrations – Masses, assemblies, festivals, sacraments.

Rainbows Bereavement Support – Offering emotional healing for children suffering a significant and sometimes devastating loss.

Brentwood Children’s Society Counselling – Behavioural support for vulnerable children

This policy will be updated every two years

The above aspects of pastoral care are developed in a wide range of our school policies. This policy should therefore be read in conjunction with the following policies:

Anti-Bullying Policy

Behaviour Policy

Child Protection/Safeguarding Policy

Special Educational Needs Policy

Religious Education and PSHE Policy

Health and Safety Policy

Healthy School Policy

Inclusion Policy

Attendance Policy

Bereavement Policy