

# St Therese of Lisieux Primary School



# Pastoral Care Policy

## **Mission Statement**

As a thriving Catholic school, rooted in Christ's ministry and message, we offer a child-centred, ambitious, inclusive and holistic education; we work in partnership, in a nurturing and supportive atmosphere, building a flourishing and diverse community of care, love and aspiration.

## **Nurture Support Grow**

### **Introduction**

Pastoral Care permeates all aspects of school life. It is concerned with promoting pupils' personal, social and emotional development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, staff, 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. It reflects the values, attitudes, beliefs and practices of our Catholic faith and involves all members of our school community - children, parents and all staff.

Our ethos is underpinned by a code of faith and pastoral care to promote the development of positive behaviour in consultation with pupils, parents, staff and Board of Governors. We seek to achieve this climate and ethos by encouraging and enabling all members of the school's community to promote an atmosphere of care and respect within the formal and informal life of the school community in which both the pupils and the staff feel secure, welcome and valued, and are able to discuss their interests and voice their fears and concerns, confident that they will receive a sympathetic and supportive response.

At St Therese of Lisieux we are concerned with the interests and well-being of each child, and we consider their personal development to be of great importance. We recognise their individuality and strive to help our children meet their needs through a pastoral care system based on nurture, kindness, fairness, compassion, tolerance and forgiveness while at the same time developing high standards of self-discipline, respect, commitment and generosity.

We are a nurturing school and all staff have received Whole School Nurture Training from the EA. A Whole School Nurture Approach helps develop resilience in pupils and the capacity to respond more confidently to challenges presented today and in the future. We aim to embed the six nurture principles throughout our school. They are:-

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. The importance of transition in children's lives.
5. Language is a vital means of communication.
6. All behaviour is a communication.

We recognise the need to meet the attachment and the social and emotional needs of our children, by offering a consistently nurturing and predictable approach from reliable, attuned adults to help build resilience and appropriate coping skills. We teach positive values and skills and encourage pupils' growing self-awareness and self-discipline. As pupils develop and practise positive behaviour and skills they are encouraged and empowered to reflect and learn. We help pupils become increasingly socially skilled and self-disciplined, and to appreciate the consequences of their actions, as they progress through the school.

In St Therese of Lisieux, our Religious Education Policy and programme of work, Personal Development and Mutual Understanding Policy, Promoting Positive Behaviour Policy, Anti Bullying Policy, Health and Safety Policy, Transition Policy, Staff Welfare Policy, Online Safety Policy and our Safeguarding and Child Protection Policy are the main policies designed to ensure we meet the aim of this Pastoral Care Policy Statement.

### **Aims**

- To create an environment where children are safe and contented.
- To ensure the all-round development of each child.
- To help children grow in self-esteem, confidence and independence of thought.
- To communicate to our children, values and beliefs, which are in keeping with our ethos.

- To protect children from physical, social, emotional and intellectual harm and to provide them with the skills to cope with possible threats to their personal safety.
- To encourage tolerance, understanding and sensitivity to the needs of others.
- To promote warm and positive relationships between children, staff and parents.

### **Roles and Responsibilities**

Our Board of Governors has overall responsibility for the implementation of the curriculum including monitoring the safety of each child in the school. The Principal, School Leadership Team and the Pastoral Care Coordinator will ensure that Pastoral Care is given a high profile in the School Development Plan.

### **Responsibilities of staff members**

Every member of staff in the school has responsibility for ensuring the health, safety and wellbeing of pupils. Class teachers hold primary responsibility for the pastoral care of the pupils in their classes. This responsibility is shared with the Special Needs Teachers, Foundation Support Teacher, the classroom assistant team and supervisory assistants. All staff will seek to develop relationships of trust, empathy and understanding to create the ethos within which pastoral care can be exercised. Staff understand that we always take pastoral approach to any behaviour incidents and treat all children with respect and dignity, remembering that we ourselves are always role models.

Additional responsibilities are held by the Designated Teacher and the Deputy Designated Teacher for Child Protection.

### **Liaison with Parents**

In St Therese of Lisieux we value and appreciate the support we receive from the parents of our children in all aspects of school life. We are aware that our children require a positive and sympathetic relationship between home and school to develop fully and help them to overcome problems as they grow and mature.

The school recognises the rights and expectations of parents and acknowledges that we cannot achieve our aims if we do not work together with parents, helping parents to

support the work of the school. Should problems or misunderstandings arise we seek to listen to the concerns of parents and work positively with them to reach an amicable solution.

### **Liaison with External Support Agencies**

We recognise that occasionally we require expertise from external agencies. The school will seek the help and support of various external agencies when appropriate including the Child Protection Support Service, Education Welfare Service, Social Services, Behaviour Support Team, Educational Psychologist, RISE NI, School Health Team, Family Support Hub etc

### **Promoting a Positive Ethos for the Children of St Therese of Lisieux**

There are many ways in which the school and community seek to promote a positive ethos including:

- Whole School Nurture Approach
- Being Well Doing Well
- Assemblies
- Class of The Week P1-P7
- Pupil of the Week P1-P7
- Principal's Gold awards
- The Little Way Award
- Exceptional Effort Recognition Award
- Take Ten
- Weekly attendance at Mass Y4-Y7
- School Counsellor
- School Council
- Eco Team
- Digital Leaders/Ambassadors
- Playground Buddies
- Range of Lunchtime activities
- Wide range of afterschool activities
- Breakfast club
- Opportunities to represent the school in competitions and events
- Shared Education Programme
- School Librarians
- Faith friends
- Visits by school chaplain
- Sacramental Programmes
- Golden Rules
- Class Rules
- Jokes, Worries and Concerns Boxes
- Sensory Room
- Designated and Deputy Designated Teacher for Child Protection known to all children
- Supervision Arrangements
- Circle Time
- PDMU Programme
- TREK
- Positive Marking Policy
- Star Charts, Stickers
- Culture of Praise
- Work Displays- Corridors and Classrooms
- Buddy System for new pupils
- Lunchtime Play Activities
- Healthy Break
- QUB Medics Programme P6/P7
- Visiting Productions
- Local/Global Links
- Extra Curricular Activities
- Membership of Orchestra
- Parents Monthly Newsletter
- Annual Reports
- Curriculum Talks
- Parent Interviews

- Sports Day(s)
- Educational Visits
- Class Pastoral Log
- Monitoring Punctuality and Attendance
- Visits by School Health Teams
- Seasonal celebrations and musicals
- PTA- Fund raising and social events
- Families Connect Programme
- Parent Workshops eg RISE NI
- Growth Mindset approach
- Marking Policy
- SEN provision
- Foundation Support Teacher
- Literacy and Numeracy Support
- Better Reading Partnership
- Social Emotional Support CA

### **Links to other policies**

This policy should not be seen in isolation and should be cross referenced with other school policies, in particular the RE Policy, Promoting Positive Behaviour Policy, Safeguarding and Child Protection Policy, Personal Development and Mutual Understanding Policy, Special Educational Needs Policy, Staff Code of Conduct, Intimate Care Policy, Online Safety Policy, Anti Bullying Policy, Reasonable Force and Safe Handling Policy, Drugs Policy and the Risk Assessment Policy.

### **Monitoring**

On-going monitoring is an integral part of school life. The Pastoral Care and other policies are discussed at regular staff meetings to ensure that the policies are implemented as planned. Support is given to staff members, (including substitute teachers and classroom assistants) who require assistance in carrying out any aspect of their pastoral role.

### **Evaluation and Review**

The effectiveness of the school's pastoral care system is measured by how well the policy is implemented and reflected in the quality of care provided both within and beyond the classroom, as well as the success of support arrangements for individual pupils. Robust evaluation procedures are in place to identify opportunities for enhancing provision for the benefit of all pupils and staff. The policy is reviewed on an ongoing basis and at scheduled intervals, incorporating feedback from parents, pupils, and staff through questionnaires, informal discussions, and focus groups. Guidance and updates from DE, EA, CCMS, and CCEA are also considered to ensure the policy remains current and aligned with best practice.

