

**HOLY FAMILY PRIMARY SCHOOL
MAGHERAFELT**



PASTORAL CARE

POLICY STATEMENT

A Policy for Pastoral Care

The primary purpose of all the educational processes offered at our school is the promotion of the spiritual, intellectual, social and physical development of each pupil in our care.

- We at Holy Family believe in the value and dignity of each individual pupil and therefore we aim to provide opportunities for each to develop his/her full potential.
- We encourage pupils to set and achieve personal, social and academic goals.
- The pastoral dimension of education offered at our school assumes a caring commitment by all teachers to guide and advise pupils on personal and educational matters. The pastoral dimension permeates all activities of the school and all aspects of school life.
- Each class teacher aspires to have a knowledge of the needs, aspirations, interests and academic progress of each pupil in the class.
- With this knowledge, he/she can integrate the work of other teachers, parents and others to support the learning and development of each pupil, to motivate pupils to respond to their individual needs/problems, to approach discipline issues positively and to help each pupil to benefit from the opportunities the school has to offer.
- Our school stresses an educational process of the highest quality in an atmosphere where the presence of God is consistently acknowledged. Pupils are provided with an all round education for living out their present life to the full.
- We provide teachers with opportunities for professional development. The pastoral dimension contributes to the creation of a supportive positive atmosphere in our school for both pupils and teachers.

Aims

- As a Catholic school we aim to complement the Catholic home; to create the atmosphere of a believing community committed to living out in its daily operation, the Christian way of life and to be characterised by concern for the individual.
- To implement a system of pastoral care which exemplifies justice, compassion and tolerance while at the same time setting and maintaining high standards of regard for others, discipline, industry and self-respect.
- To devise and implement an admission policy/procedure which is fair and equitable to all.
- To develop links with all parents and the local community.
- To ease transition from pre-school to primary an induction programme will be

provided.

- To ease transition from primary to secondary there will be good communication and co-operation with colleagues at secondary level.

Personal and Social Development

Aims

- We aim to enable pupils to adapt a positive attitude to life and to encourage pupils to feel good about themselves.
- To develop in our pupils the ability to think and act responsibly.
- To recognise individual strengths and weaknesses and to draw on strengths.
- To create and maintain a healthy environment that is safe and clean.

Objectives

Pupils will:

- develop a positive self image and self confidence.
- be encouraged to develop attitudes of honesty, tolerance, consideration, commitment, co-operation, reliability and integrity.
- be helped to understand the stages and factors involved in physical and emotional growth.
- be enabled to make a positive contribution to family; to manage relationships with peers in a variety of situations and to cope with relationships with others in the community.
- be enabled to maintain a healthy, safe environment and to improve it where possible.

For this policy to be effective we have to keep the needs of our pupils constantly in mind. We have outlined the physical, emotional and social needs of our pupils at each KS. (See Appendix 1)

In our attempt to nurture and develop the whole person we shall try to promote self-discipline among pupils. Through many of the pastoral and academic opportunities provided pupils will be helped to become more aware of their rights and responsibilities, options and limitations. In this way it is hoped that their ability to make informed decisions will expand their capacity for self-discipline.

Pupils will be enabled to understand school and classroom rules and why they exist. They will participate in creating these rules.

We encourage communication and liaison with the home in order to ensure that discipline is used in a constructive and balanced manner.

Formal and informal awards are used to motivate and modify behaviour.

Teachers adopt a positive attitude. They show concern and respect for all pupils and value their opinions. They try to resolve grievances fairly. They criticise the wrongdoing, not the person. They suggest ways to improve behaviour. They make a genuine effort to listen to all 'stories' and resolve conflict. They seek to create a supportive environment within the classroom. They create opportunities to enable pupils to improve peer group relationships. The class teacher has a central role to play in the pastoral dimension. All concerns regarding pupil welfare will be brought to the attention of the Principal and/or Senior Management.

Liaison with Parents

We welcome parents to our school. We see their involvement as essential to the all round education of our pupils.

We communicate and co-operate with parents as follows:-

- Letters
- Parent Evenings
- Parent Interviews
- Home visits where appropriate
- Contact through EWO, Nurse, Ed. Psychologist
- Verbal contact - messages/phone calls
- Verbal contact initiated by parent
- Curriculum involvement
- Project work
- Parents as helpers
- Pupil success/difficulties discussed
- Talks/discussions
- Social events - concerts, sports, assemblies
- Termly News Letters
- End of Year Reports

We Liaise with external agencies

- Board Advisers and Field Officers
- Ed. Psychologists, E.W.O, Social Worker, School Nurse, School Doctor, Health and Social Services and the NSPCC

Resources, Staff Development and Training

A range of resources are being collected - text books, reference books, support and guidance materials.

Communication will continue to be given the highest priority.

Staff will be kept informed on training available. As needs are recognised and communicated they will be addressed in the appropriate manner. Outside Agencies will be used for development and training.

Monitoring and Evaluation

Class teachers will monitor the progress both academically and pastorally, of pupils in their classes.

Senior Management, Class Teachers and Ancillary Staff will monitor the effectiveness of our Pastoral Care Policy through observation, discussion with pupils and with each other.

Year Group, Key Stage ,Whole Staff and Senior Management meetings will be used to discuss and review the self awareness of our policy.

Opportunities to monitor progress and development will also arise through a range of activities including Assemblies, Educational/Residential Visits, EMU and Sporting Activities.

APPENDIX 1

KS1 -

Physical needs development of large muscle control, protection from hazards, basic health habits, an opportunity to develop social games, to have plenty of sleep, rest, regular health checks, hearing checks and dental attention.

Emotional needs

- To build a sense of identity
- To receive encouragement, recognition and praise
- To express inner feelings and anxieties
- To feel secure, loved and protected
- To develop self-confidence
- To develop realistic expectations of self

Social needs

- To enjoy peer relationships
- To receive group approval
- To learn to share, plan, play and work together

KS2 –

Physical needs

- To develop and improve co-ordination; to enjoy activity and games which develop body control, strength and skills.
- To play games appropriate to strength and development under supervision and using protective equipment. To have competitive activity with pupils of comparable size.
- To have adequate sleep, rest and a well balanced diet
- To have health checks; sight and hearing checks and dental attention.

Emotional needs

- To gain a realistic image of self and appreciate uniqueness of personality.
- To be recognised for individual worth.
- To receive encouragement, appreciation and affection.
- To exercise self-control.
- To talk out problems and to receive reasonable explanations and answers.

Social needs

- To be accepted by peers.
- To have relationships with adults which give feelings of acceptance and security.
- To have opportunities to make decisions and act independently.
- To develop appreciation for others and their rights.
- To understand the meaning and need for rules.