

# OUR LADY QUEEN OF PEACE CATHOLIC PRIMARY SCHOOL



## Pastoral Care Policy

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.

Agreed:

Date:

26.2.2020

Review Date:

Spring 2022

## 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. The School Mission Statement well describes the nature of pastoral care in our school and as a school we aim to provide a high standard of child centred education in a safe supportive learning environment, where respect and Christian values are promoted.

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. Pastoral care accordingly, should support pupils' success.

## Aims

Pastoral care at Our Lady Queen of Peace Catholic Primary encompasses and pervades 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
- 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 Local Governing Committee, Head Teacher and senior management have primary responsibility for the arrangements that promote and ensure the care of pupils, the care of staff is vital to ensure that stress and low morale do not jeopardise the success and prosperity of school life. 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 the responsibility of the Local Governing Committee, Head Teacher and senior management but it is also the mutual responsibility of all colleagues in school. It is also recognised that some sources of stress and low morale may lie outside the influence of the school.

### Safeguarding and 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.

### 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 and an interest in and knowledge of the pupils support this. There is an expectation of mutual respect. Harmonious relationships are 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

The school has arrangements for keeping parents informed and up-to-date about their children's progress and about developments in school.

### Extra Curricular Activities.

The school provides opportunities for learning and social activity outside the formal classroom setting.

### School Environment

The staff ensure that school has a safe, clean, comfortable and pleasant environment throughout the school.

### Special Educational Needs

To ensure the appropriate response to all of our children's needs it is important that all members of staff are supported by the SENDCo to provide appropriate provision for all pupils

Strategies/Resources used to promote the moral, intellectual, personal, social and spiritual development of our children include:

- Circle Time  
Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. With its co-operative activities and discussion, Circle time ensure that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teachers, children and staff to 'walk the talk.' The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is treated in which no participants feel threatened. There should be no 'put-downs' allowed. Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allow s all involved to have fun together. Circle Time takes place as the need arises or as a crosscurricular teaching and learning tool. This forms an integral part of our pastoral support for the children.
- Meditation

Meditation allows a period of calm in the school day and provides an opportunity to reflect

- Award Assemblies, Special Achievement Certificates, end of year awards. positive feedback, special award stickers etc celebrate success and positive contributions to school life.
- School Council  
Pupils are voted onto the School Council. They meet on a regular basis and organise activities throughout the school.
- ECO Council  
Pupils are voted onto the ECO council. They meet on a regular basis and organise ECO friendly activities throughout the school.
- Sports Leaders  
Trained children help organise equipment in the playgrounds and organise games and interact with younger children
- Liaison with Parents  
Formal and informal meetings, newsletters, interim and full reports etc all support parent liaison.
- Extra Curricular Activities  
Football, netball, dance, cookery, choir etc. support pastoral care.
- Friends of OLQoP, Parenting Together Group Fund, coffee mornings, liturgies, assemblies, sacramental preparation etc support parents.
- Fundraising activities  
Across the year the children are encouraged to support others through acts of charity.

#### Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

#### [UNICEF: Rights of the Child](#)

##### [Article 3](#)

The best interests of the child must be top priority in all decisions and actions that affect children.

##### [Article 6](#)

Every child has the right to develop to their full potential.

##### [Article 12](#)

Every child has the right to express their views, feelings and wishes and to have them considered and taken seriously.

##### [Article 13](#)

Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.

##### [Article 14](#)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping others from practising their rights.

##### [Article 19](#)

Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment.

[Article 23](#)

A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community.

[Article 24](#)

Every child has the right to the best possible health.

[Article 28](#)

Every child has the right to an education. Discipline in school must reflect this.

[Article 29](#)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, their own and others' cultures and the environment.

[Article 31](#)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.