

St Moninna's Primary School and Nursery Unit



Pastoral Care Policy

Ag foghlaim agus ag fás le grá
Learning and growing with love

Agreed by Governors	April 2019
Review Date	April 2022
Principal	
Chair of Governors	

MISSION STATEMENT

Vision Statement

“Learning and Growing with Love”

Ag foghlaim agus ag fás le grá

Aims

In St. Moninna’s Primary School:

- **We aim to enable LEARNING so that pupils develop to their full potential in all areas of the curriculum and become motivated, independent, life-long learners.**
- **We aim to enable pupils to GROW socially, emotionally, physically, spiritually and academically and to develop the attributes they need to be valuable, responsible, contributing adults.**
- **We aim to do this in an atmosphere of LOVE so that pupils embrace the virtues of respect, kindness, tolerance, compassion and faith while feeling happy, safe and valued as part of the St. Moninna school family.**

Mission

In St. Moninna’s P.S. we believe we can achieve our aims by ensuring we are committed to

- **Promoting the values of Catholic education within our school family**
- **Having high expectations for all pupils and a desire to see them reach their full potential**
- **Having inclusive, stimulating and supportive classrooms**
- **Working together for a common goal**
- **Valuing continuous improvement for all**
- **Investing in people and resources**
- **Working closely with home and the wider community**

Values

- **Kindness**
- **Respect**
- **Family**
- **Growth**
- **Trust**

The pastoral dimension of St. Moninna's PS Cloughoge involves all pupils and all adults involved with the life of the school and will contribute to the creation of a supportive atmosphere and secure and caring environment in the school for all concerned. Our children require all the skills necessary to deal with the rising pressures of media, family, education and peer pressures that they encounter in their daily lives. We have received the recognition of commitment to establish St. Moninna's as a Rights Respecting School. This will permeate all aspects of school life and it will create a climate for understanding where confidence and self-esteem can grow and where children can reach their full potential.

Aims

We aim to develop:

An educated child, interested in learning and with a keen sense of personal worth.

- A child who is confident in relationships with peers, parents, teachers and other adults.
- A child who is able to cope with success and failure; joy and sorrow; the ups and downs of everyday life.
- A child with a responsible attitude towards self and others.
- A child with a fundamental understanding of social skills necessary for adult life.

We believe that children's greatest needs are:

- To be cared for and to learn how to care for others.
- To feel valued, to be listened to and to belong.
- To receive help with learning.
- To develop the skills and attitudes of dealing with relationships.

Specific Issues

To implement our Pastoral Care Policy, four specific issues have been addressed;

- a) Ethos
- b) Relationships
- c) Values
- d) Self-esteem

Ethos

Our school's ethos contributes effectively to pastoral care by:

Developing and sustaining good relationships among Principal, Board of Governors, staff, teaching and non-teaching, pupils, parents and the wider community (*facilitating an atmosphere of care and respect within the formal and informal life of the school community, DENI Circular 1999/10*).

This means

- O Establishing a clear vision of the school with its pupils, its community and its point of development.
- O Promoting a safe and caring environment where pupils' learning is developed within the context of their individual needs and abilities.
- O Establishing appropriate structures of time and support for those in need.
- O Being aware of the children's individual backgrounds and experiences and individual needs and aspirations.

- O Establishing clear Transition procedures from home and/or pre-school to Nursery, Nursery to Foundation stage, across key stages and to Post Primary school
- O Parents being aware of and having confidence in the pastoral care arrangements.

This means

- O Having confidence in the quality of teaching, learning and training provided by the school.
- O Being partners with the school in working to develop their child(ren)'s spiritually, morally, intellectually, socially, emotionally and physically
- O having a sense of belonging through knowing that they are always welcome to visit the school, that their opinions or concerns do matter and that they can influence school policy and practice
- O Using positive approaches to promote and maintain good standards of discipline.

Relationships

Through our positive relationships in school with parents and the wider community, we aim to foster self-respect, self-discipline, tolerance, equality and fairness to ensure that each individual feels valued and cared for at all times.

This means

- o Developing a team approach with good communication between staff/parents and outside
- Fostering relationships where children feel happy and secure and can come to the class teacher for any reason.

Values

Through the daily experiences, in addition to curriculum activities, all staff aim to communicate positive values and beliefs. These values include for example, sharing, taking your turn, listening, being grateful, good manners, honesty, forgiveness, reconciliation and healing.

Self Esteem

To promote our children's positive self-esteem we will encourage our children to think positively about themselves and to accept their own uniqueness. Our school will provide opportunities for the children to feel valued and important by creating an awareness of the positive contribution they can make towards school and the community. Our Student Council and Eco team have an invaluable role to play in all aspects of school life

This means

- o Providing them with opportunities for their own personal development.

Personal Safety

Through our pastoral care policy we aim to develop our children's responsibility for his/her safety in a variety of situations within and outside the school environment. They will also be aware of the staff members responsible for First Aid. We will develop this through the curriculum and highlight in appropriate policies, i.e. Child Protection, Discipline, Anti-Bullying, Drugs, PDMU, Health Education, First Aid, Road Safety.

Implementation of Pastoral Care Policy

Roles and Responsibilities

The Board of Governors hold overall responsibility for the development and implementation of the Pastoral Care Policy. The Principal and Vice-principal are responsible for ensuring that Pastoral Care is forefront in the School Development Plan and will monitor and evaluate its effectiveness. They are responsible for informing and liaising with other relevant policy co-ordinators, outside agencies, providing resources and being available to the inspectorate. In addition they will have the responsibility of initiating appropriate staff training.

How each adult can contribute to pastoral care.

All staff will contribute by helping children to make informed decisions, about issues in terms of 'right' and 'wrong' remaining sensitive to the beliefs of others. They will build up pupils' self-esteem, encourage them to be assertive and to resist peer pressure. They will assist all pupils to achieve success.

Parents and carers will be aware of and contribute to our policy and practice

Staff Training

Inset training will be given to teaching and support staff when required. Board of Governors and all staff will be encouraged to attend appropriate external courses and in-service training days. Through the Pastoral Care team, all staff will be informed of all DE recommended changes.

The maintenance of the school environment and the provision of a safe accommodation will ultimately be with the Board of Governors and the Principal.

Range of Pastoral Activities

We encourage extra-curricular and after school activities. The primary aim of supervision is to ensure safety at all times for all of the children between 8.45 am and 3pm each day and during extra-curricular activities. Adequate supervision will be provided during educational and non-educational trips and where applicable and vetted staff only will be used. New pupils to our school are welcomed by the Principal and all the staff during events occurring at the time they arrive. We have procedures in place to welcome pupils with English as an additional language. (Newcomers)

Children will be informed of pastoral issues through the delivery of the NI curriculum, PDMU, circle time and related activities in class, as well as through assemblies and visits to the school by the NSPCC, Fire Service, local clergy and other visitors. Pastoral care is a shared responsibility for all staff and is promoted in all areas of teaching and learning and in all aspects of school life.

The following is a list of other related Pastoral Care policies which are also available from the school.

- Child Protection Policy and the Code of Conduct for Adults, Intimate Care, Positive Behaviour and Anti-Bullying policies
- E-Safety .including Use of Mobile Phones/Cameras, ICT and Access to the internet
- Special Educational Needs
- Health and Safety Policy including First Aid, the Administration of Medicines and
- Educational Visits
- Handling Complaints

Monitoring and Evaluating

To ensure the Pastoral Care is working effectively in our school we intend to continually monitor and evaluate and review the procedures and practice. We value the contribution that can be made by our teachers, parents and pupils to affect appropriate change when necessary. This will be achieved through:

- teacher / parent interviews
- SEN reviews
- open nights / curriculum evenings
- staff meetings, Board of Governors
- Student council audits
- questionnaires / audits/ correspondence to parents

Monitoring, Review and Evaluation of this Policy

This policy will be reviewed in line with our 3 year cycle of policy reviews / when changes in policy are required. Any changes in provision or policy will be relayed appropriately. The review process will be assisted by feedback from teachers, parents, governors, outside agencies and pupils.