



Christ the King Catholic Primary School



Christ be our light and our guide

Pastoral Care and Pupil Support

Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

Our Vision: To provide an outstanding Catholic education with Christ as our light and our guide.

Aims

The aims of this Pastoral Care and Pupil Support Policy are to:-

- maintain and improve the child's view of his/her self-worth
- provide opportunities for continuous support
- foster an ethos in which children are supported as life-long learners, as well as during periods of extra need
- provide support for specific needs
- extend the network of care and support to include the parents
- create a network of support systems around the child

Principles

At Christ the King, we recognise the importance of the community in which the child lives, and the transference's of its values and its morals to the child.

The support that we give our children is within this context. The immediate school community of staff (teaching and non-teaching) and children must offer each other mutual care and respect in everyday interactions so that in times of need, the support offered is part of our daily living. At times this support may be for more specific reasons.

Responsibilities and Procedures Children

are supported:-

By Management (Governors, Head Teacher and Senior Staff):-

- in devising the school's aims and Mission Statement
- by devising, implementing, monitoring and reviewing policies and guidelines to support and nurture the child. These include our Behaviour Policy, PHSE policy, Health and Safety Policy, Staffing Policy and S.E.N. Policy
- through demonstrating our Mission Statement in everyday situations
- supporting available training for all staff including Lunch time Supervisors, and Governors e.g. Child Protection and Behavioural issues

By the Head Teacher:-

- in implementing and overseeing this policy
- by maintaining close professional relationships with all external agencies
- acting as Key Worker/Nominated Person (Child Protection, Children Looked After) (see App 1)
- giving time to classes and individuals for reflection and reconciliation periods on-going through the Church Year, but especially at Lent. Advent and the major feasts and through participation in the major feasts and through participation in Children's Forum and School Council.

By teachers:-

- in planning work appropriate to a child's needs and abilities
- in differentiating learning objectives, outcomes and approaches to enable the child to work to full potential, whilst maintaining his/her feeling of self-worth
- by an awareness of difficulties in a child's life, and using prayers, liturgies, story and discussion in a sensitive way to support the child
- through specific topics, e.g. in English or R.E., to support children through traumas such as divorce, bereavement or grief of any kind
- through developing a classroom ethos in which children are surrounded by care and openness
- through using incidents to develop and explain how to deal with difficult situations, e.g. if a child feels threatened by another child or situation
- through consistency of approach by all staff in school, giving children the security of knowing, and being part of deciding, the parameters of acceptable behaviour
- by allowing children to be part of decision-making processes such as in devising classroom rules
- by making explicit to all children the school's rules and expectations
- by positive marking and expectations
- by discussing Minutes, Suggestions, ideas etc, prior to Children's Forum

By other staff members:-

- encouraging positive relationships
- being available for conversation
- through the nominated teacher (Mr Ryan) dealing with Child Protection issues, training is given to all staff in dealing with Child Protection issues

By each other:-

- through caring for and respecting each other and their environment
- through R.E., Sacramental Programmes, prayer and liturgies
- by developing a growing sensitivity to the needs of others
- through friendship
- through working partnerships,
- through Anti-Bullying, Behaviour Policies and (see Community Links Policy)
- through participation of Children's Forum

By Outside Agencies:-

There are times when more specific support is needed. This is achieved through:-

- S.E.N. register and I.E.P.'s, developed in conjunction with class-teacher, parents, child and SENCO.
- invited speakers such as Community Police, 'Say No to Strangers' and the Fire Service
- strong links with Year 7 Pastoral Tutor at Christ the King secondary school
- meetings with class-teacher, Head Teacher and child, if a child appears to be unhappy, behaving inappropriately or showing change in some way. These meetings are often instigated by the parent because of difficulties of child management at home, and may be ongoing for some length of time and involve outside agencies. In these meetings a programme of targets and awards is agreed.

Use of outside agencies for particular need

- Learning Support Service for small group ,and individual help. Also for support and advice to class-teacher and Head Teacher (SENCO).
- Behaviour Support Service for small group support and in counselling for parents.
- Child Psychological Service for assessment and dealing with more severe learning problems. Parents are always included in these discussions.

Parents are supported through:-

- a welcoming and accessible school community
- informal discussions with the class teachers, Head Teacher or parent auxiliary
- curriculum meetings gives opportunities for discussion about other issues related to the child
- the Sacramental Programmes for Baptism, Reconciliation and First Holy Communion, which takes place during Year 3 and involves a series of twilight meetings for parents
- a programme of social events, e.g. Coffee Evening, parish social events
- pastoral links and open access to our Parish Priest
- a statement in our 'Information to Parents' booklet about our Complaints Procedure and addresses and telephone numbers of selected outside agencies.
- Suggestion Box (Nursery and Entrance).
- Questionnaires for parents

Appendix 1

Child Protection procedures

All staff, teaching and non-teaching, must observe the children carefully, in

- appearance
- cleanliness
- attitude
- change of any kind
- physical markings on the child
- reactions (i.e. to story or discussions)
- work and in drawings.

All staff must also listen carefully to children:

- to comments, however casual
- to reports from other children
- in play, especially in the Nursery and Early Years
- in discussions and conversations

If any member of staff has concerns, however trivial, s/he must:-

- clarify with the child what has happened
- report the concern immediately to the Head teacher (or Deputy Head/member of the Leadership Team if not available)
- record the incident disclosure in detail using CPOMs and follow up with decisive action. Designated Protection Officer, to decide if referral is necessary

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:		Date:	September 2018