

# PASTORAL CARE POLICIES

## Rationale

Members of a Catholic school community will better realise their potential as human beings if they experience a sense of belonging and are supported by a network of pastoral care in the school.

Pastoral care is respectful of the dignity of every person. Pastoral care may be viewed as an attitude of respect, care and empathy, concerned with the promotion of the growth of each person. In a Catholic school we are mindful of Gospel Principles:

- **Freedom**
- **Peace**
- **Justice**
- **Respect**
- **Reconciliation**

Pastoral care embraces these principles across the whole explicit and implicit curriculum.

Pastoral care is for staff, pupils and parents.

## Pupils

As teachers we recognise that each child is an individual with particular and special needs. However, there are some needs that may be generalised for all pupils.

## Needs

### **Religious and moral**

a sense of God and faith, understanding of Gospel values, acceptance of differences in race, religion and ability.

### **Intellectual**

skills in communication, reading, computation; critical thinking and problem solving; stimulation of curiosity.

### **Physical**

clothing, shelter and safety; appropriate physical activity; rest, sleep and leisure; food, comfort; absence from pain.

### **Social**

participation in activity with others; acceptance, belonging.

### **Emotional**

a sense of security and recognition; a feeling of self worth and success; fun and enjoyment; love, affection; self esteem and confidence

## **Aesthetic**

self expression through creativity and development of skills needed to appreciate and differentiate.

As teachers we should be aware of these needs and, through our actions and our interactions, do everything possible to see that these are satisfied. Before school commences for the day a suitable physical environment should be established.

For example, ensure that -

- the room is well ventilated;
- the room is warm/cool according to season;
- the room is well lit - light should fall over left shoulder for left handed students and the right for right handed students;
- children's chairs and desks match children's size;
- children's desks are arranged to maximise learning method being used;
- handwriting - all see blackboard comfortably;
- group work - size of group comfort;
- floor work - ample space, freedom to move etc.;
- children wear suitable clothing;
- sneakers are worn for sport only;
- children wash their hands at the appropriate times;
- noise levels are reasonable and appropriate to the activities being conducted.

## **Safety and Supervision of Children**

### ***REASONABLE CARE***

It is every teacher's duty to display 'reasonable care' for all children in their control whether it is a class of children or half of the school while on playground duty.

'Reasonable Care' carries a legal responsibility and requires proof that all children are being supervised at all times. Teachers at St Anthony's show 'reasonable care' by:

- being punctual for all professional responsibilities and for all playground duties;
- seeing that all children move around the school in a quiet orderly fashion;
- having all children walk on the school's walkways, where they are not permitted to run;
- only allowing ONE child to go to the toilet at any one time;
- marking all rolls at the commencement of the school day;
- leaving the children in another teacher's care if the teacher needs to leave the classroom for any reason;

- keeping dangerous objects and substances such as hot drink, knives, stanley knives, chemicals, sharply pointed scissors, paper guillotines completely away from all children;
- not putting children outside of a classroom for disciplinary reasons in an unsupervised situation (see Pupil Management Policy for correct procedure for removal of a child for disciplinary reasons);
- roving, on a REGULAR basis among groups of children engaged in educational activities in groups, especially in wet areas or outside the classroom;
- gaining parental support for excursions to help with supervision or travel at a ratio of one adult to ten children;
- allowing only children with permission notes to go on excursions;
- ensuring that every child who misses a bus or is under care for sports training leaves the school in total safety;
- not allowing children to enter the car park;
- ensuring that children's school bags are neatly stored and that a clean, safe thoroughfare exists in corridors;
- supervising all use of fixed playground equipment;
- reporting any serious accidents to the Principal or Assistant Principal; and
- entering the accident in the Accident Book kept at the Front Office;
- moving SOLO around the playground while on duty;
- continuously covering the designated area of the playground while on duty;
- leaving the playground with a child during an emergency only after informing the other teacher on duty;
- giving first aid to all children who are injured or who become sick at school;
- taking proper precautions under the health regulations;
- checking rooms, playground areas and buildings for potential dangers,
- reporting these to the Principal or Assistant Principal, and entering the fault in the Maintenance Book;
- not giving ANY early marks to the children;
- following the Pupil Management Policy.

### ***School Rules and Playground Rules***

#### **School Rules**

##### *School Rules:*

1. Be fair, be kind, be safe.
2. Respect others.
3. Respect property.

##### *Playground Rules:*

1. Play sensibly, play safely, play fairly.
2. Play within boundaries.
3. Answer the bell immediately.
4. ALL litter in the bin.
5. WALK on the walkway.

6. No hat, no play (All year round).
7. Canteen manners should be PERFECT.

## **SELF ESTEEM FOR TEACHERS AND CHILDREN**

*Self Esteem* refers to the sense of: self-respect, confidence, identity, and purpose found in an individual.

*Reasoner* says that to have a positive self esteem we need to have:

- a sense of security;
- a sense of belonging;
- a sense of personal competence;
- a sense of identity; and
- a sense of purpose.

To have a sense of security we need to:

- set ourselves realistic limits and goals;
- be consistent;
- trust; and
- be responsible.

To have a sense of identity or self-concept we need to:

- recognise our own strengths;
- accept ourselves as we are but plan to change things we don't like about ourselves and which are within our power to change; and
- give and receive love.

To have a sense of belonging we need to:

- demonstrate that we care about others;
- accept the responsibilities of group membership; and
- accept the inclusion of others.

To have a sense of purpose we need to:

- convey expectations;
- show confidence and faith;
- set ourself goals; and
- make plans to achieve our goals.

To have a sense of personal competence we need to:

- be able to make choices and decisions;
- be able to provide encouragement and support;
- be able to accept encouragement and support;
- be able to self-evaluate; and
- gracefully accept recognition, acknowledgment and rewards.

### **What Are You Going to Do About Your Self Esteem?**

- Accept compliments gracefully.
- Acknowledge your own strengths.
- Pat yourself on the back now and then.
- Sometimes let people know when you did something well.
- Acknowledge good things in others - it often gets a pleasing response - it helps to develop that atmosphere.
- Set yourself realistic goals.
- Be consistent.
- Learn to trust others and have confidence in them.
- Accept the responsibilities of group membership.
- Accept yourself as you are but make small achievable plans to change the things you don't like.
- Let yourself care about someone or something.

### **How Can We Help Children to Improve Their Self Esteem?**

- Let them know they are important and unique as individuals - know them personally and talk to them about their own interests.
- Respect and protect the rights and feelings of each child and ensure that other students do too.
- Acknowledge their strengths and assets to them in specific terms.
- Have confidence in each child.
- Maintain non-judgemental attitudes - guide, lead and coach.
- Help each child to set realistic goals for themselves and plan to achieve them.
- Assist them to acknowledge and accept the responsibilities of group membership.
- Teach them to make choices and decisions weighing up all the available information.
- Model how to gracefully accept recognition, acknowledgment and rewards.