

# ***St. Nathy's School Policies - Effective: September 2010***

## ***PASTORAL CARE:***



### **Statement of core values and aims -**

*The Catholic School on the Threshold of the third millennium* described teaching as having... 'an extraordinary moral depth...for the teacher does not write on inanimate material, but on the very spirits of human beings'.

The pastoral care policy of St Nathy's is mindful of that reality and in particular the school's mission statement which is .... 'to act as a centre of learning within a fostered Christian environment which equally provides for the faith and personal development of each student'. In effect, the spiritual, emotional and psychological well being of every student is paramount so that their academic and social potential is fully realised.

### ***Key policies that are instrumental in achieving this are:***

- ✓ The School's Code of Behaviour.
- ✓ Policy Statement on Bullying.
- ✓ The Pastoral Care Policy as outlined in this document.
- ✓ Health and Safety Policy/Statement.

We foster the total well being of each student through processes and procedures that ensure these policies are implemented in letter and spirit. Only in so doing can students, staff and management demonstrate our valuing of each person within St Nathy's School Community.

### ***Pastoral Approach in St Nathy's***

We strive to give effect to the words of John Baptist De La Salle, patron saint of teachers, who encouraged teachers 'to look upon their students as individuals rather than a group'. He talked of teachers needing to 'touch hearts'. Touching hearts is about acknowledging and relating with people as individuals, helping each person to feel that they are noticed, that they matter, that someone is 'bothered enough' to care.

St Nathy's realises its pastoral care aims and values through the individual contribution of each staff member and through the co-ordinating and implementation function of the pastoral care team. This policy endeavours to put in place the framework necessary to underpin and support this approach. The policy addresses the following areas: Roles, Programme, Process/Procedures, Resources and Development, Implementation plan and Crisis Response.

## ***Pastoral Roles:***

Definitions and responsibilities At the centre of our pastoral framework are the pastoral roles – we recognise that each contributes to the pastoral nature of the school community – of Class Tutor, Year Head, Chaplain, Home-school Liaison, Guidance Counsellor and Management. Student Council and Student mentors. These roles are already defined by the school management.

We also recognise that other key roles in the school carry significant pastoral dimensions and responsibilities – such as the principal, deputy principal, learning support, resource teachers, special needs assistants, and are taken into account in relation to each role:

- The present Pastoral Care Team is made up of the Principal and Deputy Principal, Guidance Counsellor, one Year Head, the Learning Support teacher, the Home- School Liaison and the Chaplain. Other members may be co-opted at any time. It is recommended that at least one member at every meeting be a class tutor.
- The Pastoral Care Co-ordinator is appointed by and from the Pastoral care team.
- A quorum of three is needed for a meeting to proceed. It should meet at least monthly.
- The Pastoral Care Team can be a support to the Class Tutors and Year Heads, coordinating the pastoral programme, reviewing progress for students with particular difficulties and advising relevant groups within the school community on pastoral issues.
- Providing information on a need to know basis to relevant tutors and teachers.
- The Pastoral Care Team will present an annual report on the pastoral life of the school to the staff and the Board of Management.

### ***Pastoral Programme:***

Faith formation and Social, Personal and Health Education (SPHE), and Civic, Social and Personal Education (CSPE), are core areas of school life and their link to pastoral care is clear. This school has a commitment to both, as is demonstrated by the provision of Religious Education/Catechesis and SPHE in the curriculum in accordance with official Department guidelines as well as being in keeping with the Catholic and Christian Ethos of the school. CSPE is important in that it helps foster a sense of civic responsibility among the students.

In addition to the role of Faith formation, SPHE and CSPE, this school has its own pastoral programme that is facilitated by the Pastoral Team in conjunction with the Class Tutors and Year Heads. It is the responsibility of the Pastoral Team to review the interrelationship and provide for the optimum experience for the student.

This school's pastoral programme deals with such areas as: induction to the school and its ethos; student mentor system, class and year group spirit; faith, moral and spiritual development, (Retreats, Talks, Sacrament of Reconciliation, Class Masses and adoration), study skills and approaches, stress management, social justice and volunteerism and sport and extra curricular activities, (Basketball, Football, Handball, Badminton, Music, Quizzes, etc)

The programme is reviewed annually, teachers have an opportunity to prepare for the following year in terms of gathering resources and undergoing relevant training when and if opportunities arise.