



# ST GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL

## PASTORAL CARE AND CHILD PROTECTION POLICY

<u>Policy Statements</u>	<u>Monitoring Success Criteria</u>
<p>The Governors are committed to supporting the school in its endeavours and to ensuring that the following are achieved in the light of its Mission Statement "Christ at the Centre of Living and Learning", and in accordance with the principles of Every Child Matters:</p>	<p>The Governors consider that the following criteria are evidence of successful implementation of each of the policy statements:</p>
<p>1. all students experience a sense of belonging to the school community</p>	<ul style="list-style-type: none"> <li>• all students meet as a school community for worship &amp; assemblies</li> <li>• the Student Council provides an effective voice for student views through their AOL Representatives</li> <li>• two representatives from each review group to meet with Pastoral Leader on a regular basis as the AOL Council</li> </ul>
<p>2. all students are supported by a structure which enhances their spiritual, moral and social development</p>	<ul style="list-style-type: none"> <li>• the Chaplaincy team with the RE area provide opportunities for spiritual growth for all students</li> <li>• the Religious Education and General RE programmes provide a framework for students to explore moral issues</li> <li>• the organisation of Review groups promotes the development of good social relationships between students and staff</li> <li>• schemes of work consider spirituality within the curriculum</li> </ul>
<p>3. all children are encouraged to feel safe and secure through the implementation of Child Protection procedures</p>	<ul style="list-style-type: none"> <li>• all aspects of Child Protection legislation are known and adhered to</li> <li>• the school has a designated Child Protection Officer</li> <li>• children are encouraged to speak out and know they will be listened to</li> <li>• access to children and the site is appropriately controlled</li> </ul>
<p>4. all students are educated in strategies to help them enhance their own safety and well-being and that of others in the school</p>	<ul style="list-style-type: none"> <li>• PSHEE, CEAIG &amp; Citizenship programme delivered through thematic days</li> <li>• students learn to take responsibility for their behaviour and to understand the consequences of their actions</li> </ul>



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<p>5. all members of the school community help overcome bullying</p>	<ul style="list-style-type: none"> <li>• respect for all members of the school community is expected</li> <li>• disclosure of bullying is encouraged, e.g with Peer Mentors</li> <li>• positive action follows disclosure</li> <li>• reconciliation is sought</li> </ul>
<p>6. students with medical needs are included in all aspects of school life wherever possible</p>	<ul style="list-style-type: none"> <li>• information is kept up to date and circulated on a confidential basis to all who need to know</li> <li>• appropriate training is provided for staff</li> <li>• parents are encouraged to inform the school of medical needs and to ensure that their child can manage any medication</li> <li>• children with medical needs are respected as equals</li> </ul>
<p>7. all staff are trained in appropriate strategies to create a caring environment in the school</p>	<ul style="list-style-type: none"> <li>• the practice of including all students enhances the quality of experiences offered</li> <li>• students exhibit positive attitudes towards school life and events</li> <li>• the number of permanent exclusions is minimised</li> <li>• Pastoral team share good practice with school staff</li> </ul>
<p>8. links with the wider community are in place</p>	<ul style="list-style-type: none"> <li>• parents/guardians are involved through both written and electronic communication, meetings and consultations</li> <li>• all members of the school community support effective liaison with the local parishes and schools and other external agencies</li> <li>• 'Vulnerable' children are known and supported</li> </ul>

**Reviewed by CCC Committee: Jan 2011**  
**Approved by Full Governing Body: March 2011**