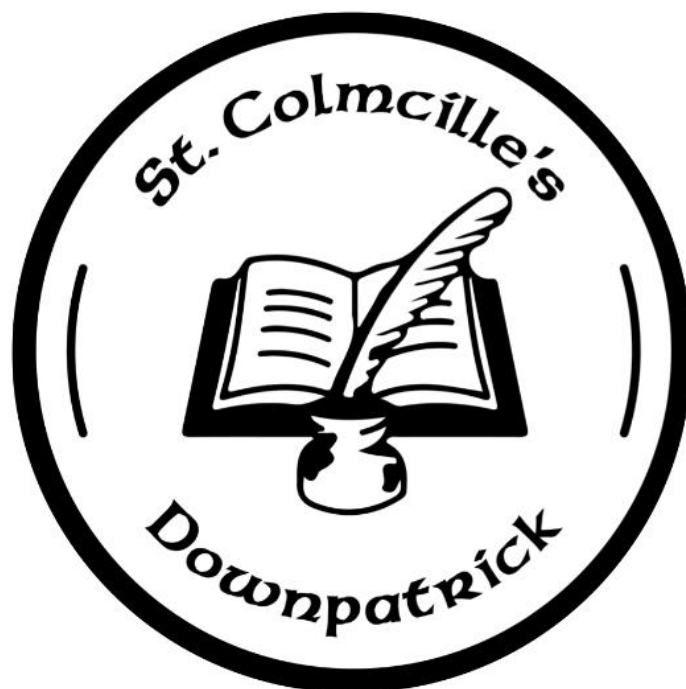




Pastoral Care and Wellbeing Policy

Updated February 2026

1. Introduction

Pastoral Care and Wellbeing at St Colmcille's Primary School is central to our mission to promote each child's moral, intellectual, personal, social, emotional, spiritual, and physical development. Our aim is to create a caring, secure, and nurturing environment where every child is valued, respected, and empowered to reach their full potential.

This policy reflects both our Catholic ethos and our commitment as a UNICEF Rights Respecting School, embedding dignity, equality, respect, participation, and wellbeing into all aspects of school life.

We recognise that wellbeing is fundamental to learning. A child who feels safe, heard, respected, and supported is best placed to thrive academically and personally.

2. Rationale

Contemporary childhood presents significant challenges, including social pressures, emotional vulnerability, digital influences, and societal instability. Children may also experience trauma, familial change, or exposure to harmful environments. The school therefore requires a robust, multi-layered pastoral and wellbeing system.

This system provides:

- A safe, structured environment
- Emotional connection and stability
- Opportunities for pupil voice
- Early identification of needs
- Seamless collaboration between home, school, parish, and agencies

Our goal is to safeguard children from harm and equip them with the personal, emotional, and social skills for lifelong wellbeing.

3. Aims

We aim to:

1. Create a safe, caring, inclusive school community rooted in respect, dignity, compassion, and partnership.
2. Promote the holistic development of each pupil (spiritual, moral, emotional, physical, social, and academic).
3. Foster self-confidence, resilience, problem-solving, self-esteem, and positive self-image.
4. Ensure pupils feel heard, valued, respected, and empowered.
5. Provide early intervention for pastoral, emotional, and behavioural needs.
6. Maintain strong partnerships with parents, parish, and external agencies.
7. Celebrate diversity, promote equality, and uphold children's rights.
8. Identify and remove barriers to learning and wellbeing.
9. Promote a culture of positive behaviour, restorative practice, and mutual respect.

4. Key Principles Underpinning Pastoral Care and Wellbeing

4.1 UNCRC Rights-Based Approach

We embed UNCRC Articles 2, 3, 6, 12, 18, 23 & 29 across school life:

- **Article 3:** Best interests of the child are central to all decisions.
- **Article 12:** Pupil voice is promoted and acted upon.
- **Article 2:** All children are respected and treated equally.
- **Article 29:** Education develops personality, talents, and abilities to fullest potential.

4.2 Whole-School Approach

Wellbeing is not confined to one programme. It is integrated into every classroom, routine, relationship, policy, and interaction.

4.3 Prevention and Early Intervention

We focus on proactive strategies—resilience building, emotional literacy, social skill development—while also responding quickly to concerns.

4.4 Inclusive, Nurturing Environment

Every child is welcomed, understood, and supported regardless of background, ability, or need.

5. Roles and Responsibilities

5.1 Board of Governors, Principal, and Senior Leadership Team

Responsible for providing leadership, oversight, resourcing, monitoring, and policy review.

5.2 Pastoral Care Team

Coordinates pastoral planning, meets regarding individual cases, records actions, advises staff, and liaises with parents and agencies.

5.3 Nurture Group Staff

Provide targeted, structured, relationship-based interventions for pupils needing emotional support.

5.4 Class Teachers and Support Staff

Build relationships, monitor wellbeing indicators, implement strategies, notice changes in behaviour, and communicate with parents.

5.5 Parents and Carers

Encouraged to engage in open communication, share concerns early, and work collaboratively with staff.

6. Liaison with External Agencies

We work closely with a wide range of agencies including:

EA, CCMS, Educational Psychology, School Nurse, Health Agencies, CAMHS, Barnardo's Counselling, PSNI, NSPCC, Social Services, Parish Priest, and charitable groups.

These partnerships provide assessment, specialist intervention, guidance, safeguarding support, and therapeutic input.

7. Components of Pastoral Care and Wellbeing

7.1 School Leadership

Leadership models consistency, compassion, fairness, and high expectations.

7.2 Teaching and Learning Environment

Staff create calm, respectful, secure, nurturing classroom climates with:

- Predictable routines
- Fair behaviour strategies
- Emotional safety
- Opportunities for success
- Respectful communication

7.3 Child Protection

Safeguarding remains the highest priority. All staff follow the Safeguarding and Child Protection Policy and attend annual training.

7.4 Pupil Voice

Promoted through:

- School Council
- Rights Respecting School Reps

- Eco Council
- Pupil feedback systems
- Class discussions, Circle Time

7.5 Curriculum for Wellbeing

Wellbeing is embedded throughout:

- **PDMU** (emotions, friendships, decision-making)
- **PE** + Daily Mile + outdoor play
- **Art, Music, Drama** for expression
- **Play-based learning** in early years
- Collaborative learning and enquiry

7.6 Extracurricular Opportunities

Sports, dance, ICT, chess, breakfast club, homework club, leadership roles, nurture activities.

7.7 School Environment

Includes sensory garden, outdoor classroom, fairy garden, benches, fitness murals, nature zones.

7.8 Rewards and Positive Behaviour

Weekly assemblies, Star of the Week, Rights Respecting Pupil awards, Pupil of the Month, and class reward systems promote self-esteem and engagement.

7.9 Bullying Prevention and Response

Clear procedures for reporting, recording, investigating, and supporting pupils involved. Zero tolerance of bullying; early reporting encouraged.

8. Support Systems

Our extensive supports include:

- Nurture Group
- Literacy & Numeracy interventions
- SENCo support
- Individual Education Plans / Wellbeing Plans
- Speech & Language Therapy
- Barnardo's Counselling
- Sensory Room + Sensory Circuits
- Attention Autism
- Play Therapy / Art Therapy / Lego Therapy
- Canine Therapy
- Equine Assisted Learning

9. Catholic Ethos and Spiritual Wellbeing

We foster spiritual development through:

- Grow in Love programme
- Class and whole-school liturgies
- Sacramental preparation
- Partnership with families and parish
- Inclusion of children of all faiths and none

10. Identification, Referral, and Monitoring

10.1 Identification

Concerns may arise through:

- Daily observation
- Changes in behaviour
- Parental communication
- Academic underperformance
- Peer interactions
- Attendance patterns

10.2 Referral Process

1. Class teacher provides initial support.
2. Concerns shared with parents.
3. Referral to SENCo / Pastoral Team / Nurture Group if needed.
4. External agencies involved when appropriate.

10.3 Monitoring

We monitor annually via:

- Safeguarding logs
- Behaviour records
- Attendance data
- Pupil & parent surveys
- Staff reflection and professional dialogue

11. Review

This policy will be reviewed annually to ensure it remains effective, compliant, and reflective of the school's evolving needs.