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| **Catholic Ethos : A Framework for Self-Reflection**  *Reviewed and Revised October 2020* | | | | |
| **MISSION**  We are called to be followers of Christ | | |
| **Down and Connor Catholic Schools’ Support Service**  120 Cliftonville Road  BELFAST BT14 6LA  T: 028 9049 1886  E: dctrusteeservice@downandconnor.org | | | | |

**Mission**

*We are called to be followers of Christ*

| **INDICATORS** | | Evidence showing how this is **EMBEDDED**  in school life | Evidence showing how this is **DEVELOPING**  in school life | This area needs to be **DEVELOPED/REVIEWED**  *(See Planning Format)* |
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| 1. | The school actively promotes the personal relationship with God who is Love. |  |  |  |
| 2. | The school has a Mission Statement clearly rooted in the Gospel values of Love, Respect, Justice and Forgiveness. |  |  |  |
| 3. | All school planning and policy development are clearly linked to and inspired by the school’s Mission Statement. |  |  |  |
| 4. | The Mission is visible in the everyday life of the school as a ‘living faith’ community. |  |  |  |
| 5. | All in the school community have knowledge and ownership of the school’s Vision and Mission Statement. |  |  |  |
| 6. | Opportunities to foster the spiritual development of pupils within the Christian tradition can be found across the curriculum. |  |  |  |
| 7. | Gospel values are explicitly and consistently reflected in all curricular and extra-curricular activities. |  |  |  |
| 8. | All members of the school community are cherished and valued as children of God. |  |  |  |
| 9. | Staff actively support and contribute to the expression of the Catholic faith within the school. |  |  |  |
| 10. | There is a place of prayer/sacred space in classrooms or in a suitable place which is open to all in the school community. |  |  |  |
| 11. | At regular school assemblies there is a religious focus and opportunities for prayer, reflection and celebration. |  |  |  |
| 12. | At the beginning and end of each school day, at the beginning of each class and at other specified times during the day, there is time devoted to personal and collective worship/prayer. |  |  |  |
| 13. | Pupils are encouraged to show respect for and take pride in their school. |  |  |  |
| 14. | The Pastoral Care in the school is a manifestation of its Catholic ethos and is visible and tangible to all who enter the school. |  |  |  |
| 15. | Regular celebration of achievement promotes the self-confidence and self-esteem of pupils, reinforcing the dignity of the person. |  |  |  |
| 16. | Pupils are confident in taking a leading role in activities which promote the Catholic ethos of the school, both within school and in the wider community. |  |  |  |
| 17. | Members of staff are provided with opportunities to develop their understanding of the mission and vocation of the Catholic teacher. |  |  |  |
| 18. | Pupils are introduced to and experience a variety of ways of praying including guided reflections, periods of silence and participation in the liturgical and sacramental life of the school. |  |  |  |
| 19. | The RSE programme reflects Catholic values and teachings and is consistent with Diocesan and Trustee policy. |  |  |  |
| 20. | There are quality PSHE programmes to support pupils in their human and moral development, consistent with Diocesan and Trustee policy. |  |  |  |
| 21. | The seasons of the Christian Year including Holy Days, are highlighted by appropriate and relevant spiritual celebrations in which all in the school community are invited to participate. |  |  |  |
| 22. | There are annual spiritual retreats, ethos days and times for reflection for staff, governors, pupils and parents/carers. |  |  |  |
| 23. | The school's Catholic mission is visible in the displaying of a crucifix in every classroom and in high quality, stimulating displays in the foyer, corridors and classrooms. |  |  |  |
| 24. | Sacred music is actively promoted and taught throughout the school. |  |  |  |
| 25. | The school chaplain, religious or layperson, actively supports the faith formation of staff, governors, pupils and parents/carers and is actively involved in the school. |  |  |  |
| 26. | The school regularly reviews its vision, values, aims and practice in planning for improvement, in light of the Gospel message. |  |  |  |
| 27. | The school prospectus clearly articulates the mission and values of the Catholic school. |  |  |  |
| 28. | Staff, pupils and parents are asked to sign up to the school's Ethos Charter. |  |  |  |

**Mission : The Way Forward**

*Suggested Planning Proforma after completion of Audit*

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| **Date Audit**  **completed** |  | | **Who was involved in the Audit**  **discussion and completion?** | |  | |
| **Area(s) highlighted for**  **further development:** | |  | | | | |
| **Action(s)** | | **Timeline** | | **Person(s) responsible** | | **Resources required** |
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| **Monitoring and Evaluation on Completion** | | | | | | |
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**Section 1 : Mission**

**Examples of Good Practice**

*We are called to be followers of Christ*

**Mission Statement/Ethos**

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| There is a welcoming atmosphere which is tangibly  felt by visitors and all within the school community. | The school Mission Statement is clearly displayed  in public areas for all pupils, visitors and staff. |
| A review and/or redrafting of the school Mission Statement is planned and carried out every 3 years and is clearly communicated to all members of the school community and lived out in daily school life. | The school’s Mission Statement is reflected  in the School Development Plan. |
| The language of the school’s Mission Statement and  Catholic Vision infuses school planning and policy documents. | All staff are aware of the school’s values and  actively promote them in all their duties. |
| Affirmative statements demonstrating the school as a place  of prayer, love, service and mission are displayed in prominent  positions around the school, on the school’s social media  platforms and in the school prospectus. | Visual displays around the school clearly show the school community  as welcoming everyone regardless of belief or culture.  ***(Also relevant to Section 5 : Inclusion and Diversity)*** |
| An Ethos Day is planned annually for all school staff. | With the support of the Catholic Schools’ Support Service,  school staff take time to reflect upon key gospel and  scripture references and discuss how they can make these visible  and tangible in the daily life and policies of the school. |

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| Catholic ethos, values and mission are standing items for discussion  on the agenda at each full meeting of the Board of Governors. | The School Charters for staff, pupils and parents are discussed,  agreed, completed and adopted within the school community. |
| All school policies and Schemes of Work are fully inclusive.  ***(Also relevant to Section 4 : Learning and Teaching)*** | Respect for others and self, inclusion, compassion and forgiveness  and peace and joy are promoted at all times through the school  Code of Conduct/Charters and pervade life of the school  in all its dealings with people.  ***(Also relevant to Section 5 : Inclusion and Diversity)*** |
| The school appoints a Safeguarding Team which receives  regular updates regarding training. The names (and photographs)  of the team members are clearly visible around the school  and on the school’s social media platforms.  ***(Also relevant to Section 3 : Catholic Leadership)*** | The school’s Ethos/Mission Statement/Vision/  Policies and Procedures are clearly explained to all  new members of staff e.g. Staff Handbook. |
| The Principal confidently and respectfully articulates the  Catholic Ethos and takes his/her responsibility seriously  as a role model for the staff.  ***(Also relevant to Section 3 : Catholic Leadership)*** | The Pupil Charters are used in schools by the Student Council.  Members of the Student Council lead assemblies on  the values and ethos of their school. |
| The Board of Governors have assigned the roles of Ethos Link Governor and RE Link Governor.  ***(Also relevant to Section 2 : Religious Education)*** | |

**Sacred Space**

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| There is a sacred space/table within each classroom and a Prayer Box  for pupils to submit their own individual prayers and petitions. | Pupils are given opportunities to engage in meditation,  silent reflection and Christian mindfulness. |
| Each classroom is provided with cloths/material/runners  for their sacred space area in the liturgical colours. | Children’s bibles and crucifixes  (purchased by parents’ group/parish/fund raising)  are given to each class after presentation at  School Mass/Class Mass/Parish Mass. |

**Prayer**

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| Pupils and staff compose a school/class prayer reflecting their thoughts, intentions, petitions and/or thanksgiving which is prayed daily.  **(*Also relevant to Section 2 : Religious Education)*** | The development of a Prayer Box which is shared  with parents to promote prayer in the home.  ***(Also relevant to Section 2 : Religious Education)*** |
| A Prayer of the Month initiative, based on the Liturgical Year  is shared with parents e.g. October-The Rosary;  November-Holy Souls; May-Mary; June-Sacred Heart). | The development of a Prayer Garden in the school grounds/  designated prayer room/area in the school for the children to access. |
| The school encourages pupils and parents to attend local parish events and the celebration of the Sacraments.  ***(Also relevant to Section 2 : Religious Education and Section 7 : Partnership and Community Outreach)*** | |

**Discipleship**

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| Playground Friends/Friend Buddy/Peace Tree are promoted  where children have opportunities to develop friendship,  forgiveness, understanding and reconciliation. | Pupils are encouraged to see themselves as missionary disciples,  to see others as their brothers and sisters and to act accordingly. |
| Posters proclaiming that ‘All of Us are Called to be Missionary Disciples’ and other similar quotations from Pope Francis are displayed in the reception area and other prominent places in the school.  ***(Also relevant to Section 5 : Inclusion and Diversity)*** | The whole school community participates in chosen  charity events and pupils are encouraged to become  involved in community initiatives e.g. SVP. |