



ST PAUL'S HIGH SCHOOL, BESSBROOK
HOMEWORK POLICY
Pastoral Care Policy
Revised

Mission Statement

St Paul's High School is a Catholic community, committed to providing high quality education in an atmosphere of mutual respect where each individual is valued as an important member of our school family. We value the personal, moral, social and spiritual development of each student, encouraging respect for self and others including the core values of truth, kindness, integrity and compassion.

Rationale

DE's Policy for School Improvement '***Every School a Good School***' April 2009; states that every school should ensure that '***the highest standards of Pastoral care and Child Protection are in place***'.

The Board of Governors, Principal and all teaching and non teaching staff have responsibility for the care and welfare of all pupils, maintaining a learning environment which is characterised by positive relationships and mutual respect between pupils and all members of staff.

Aims

In line with our ethos and values it is our view that the personal development of our young people is as important as their academic development. We believe that the holistic approach to development on all levels produces well rounded "whole" people equipped with the skills to deal with life. In recognition of this, when delivering the Pastoral Programmes, we focus on the development of skills and values centred firmly on the person.

In addition we recognise that schools are centres of *education* and therefore they must accept the validity of a personal development approach to the delivery of the curriculum rather than a service driven direction.

Objectives

- To ensure every pupil feels unique and a valued member of our school community;
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development;
- To develop pupils' skills in building and maintaining good relationships with their peers, teachers and other members of our school community;
- To encourage pupils to adopt a healthy and safe lifestyle and adopt healthy lifestyle choices;
- To encourage a sense of personal responsibility for their own learning and actions;
- To help prepare pupils to meet the demands and challenges of adult and working life.

The following table summarises the main elements in the roles of key members of the Pastoral Team in St Paul's.

Pastoral Structures:

	ROLE
Form Teacher	The Form Teacher is responsible for the well-being of all the pupils in their Form Class. The Form Teacher ensures attendance, punctuality, academic attainment and behaviour are monitored. They help the pupils develop the necessary skills for effective learning. They are the first point of contact between school and the home.
Year Head	Each Year Group is assigned a Year Head who coordinates the work of their team, liaises with Form Teachers and has an overview of the pastoral and academic progress of the pupils in the Year Group. Year Heads meet with the Head of Pastoral Care on a weekly basis and also work in partnership with our EWO; they carry out monthly attendance audits of their assigned year group. Year Heads organise the Pastoral Programme of their individual year groups and invite in external speakers and co-ordinate relevant workshops. They also celebrate achievements with their Year Group at weekly assemblies and at other opportunities. Year Heads are also involved in Junior, GCSE and A Level Prizegivings on an annual basis.
Head of Safeguarding	The Head of Safeguarding has responsibility for child protection throughout the school. She is the Designated Teacher for Child Protection and manages counseling referrals, oversees the progress of LAC children and liaises with external agencies at all appropriate opportunities.
SenCo	The SenCo is responsible for the meeting the needs of all SEN pupils in the school. She manages the Teaching Support Team and ensures that Individual Education Plans are produced for each child. The SenCo is the lead teacher for working with the families of SEN pupils and organising additional support.
Head of Pastoral Care	The Head of Pastoral Care attends each year group assembly each week. She manages the Pastoral Team and carries out a monthly behaviour analysis across the whole school, with agreed actions then discussed at an end of month Pastoral Team Meeting. The Head of Pastoral Care also liaises with outside agencies in relation to a range of issues and reports to SLT on a regular basis. She also oversees the Pastoral Programme of the whole school and helps celebrate pupil achievements on a whole school basis. The Head of Pastoral Care supports the link between the pastoral and academic needs of each pupil.
Vice Principal(s)	Vice Principals have responsibility for Pastoral Care in school.
Principal	The Principal has overall pastoral responsibility for all pupils in the school.

Role of the Form Teacher

Form Teachers have responsibility for establishing high standards and expectations of their Form Class. There are clear behaviour management procedures and these are followed by all members of the Pastoral Care Team and include the use of the Behaviour Module to record achievements and behaviours.

- Establish a good working relationship with individual pupils and the class as a whole providing encouragement, support and guidance where needed;
- Encourage self discipline in the pupils' attitude to parents, teachers and peers,
- Create opportunities to enable pupils to develop their self-esteem and their feeling of individual worth, along with a standard of moral and social development;
- Transmit Christian values and ethos of the school and an awareness of the needs of others;
- Act as a linking mediator between pupil and other members of staff;
- Manage Stage 1 of the Behaviour Target Plan;
- Liaise and work with parents in supporting their child's progress in school;
- Carry out administrative duties efficiently.

Role of the Year Head

Year Heads have overall responsibility for establishing high standards and expectations of their Year Group, both within and outside of lessons. There are clear behaviour management procedures and these are followed by all members of the Pastoral Team and include the use of the SIMs to record achievements and behaviours.

- Chair meetings with the Form Teachers and write up the minutes of same;
- Coordinate all information received from subject teachers, form teachers and take action where necessary;
- Establish a good working relationship with the pupils in the Year Group providing encouragement, support and guidance where needed. If necessary arrange meetings with external agencies;
- Monitor the academic progress of pupils
- Be involved in the target setting process at the end of Term 1, arranging Target Setting meetings at the start of Term 2;
- Monitor the behaviour of pupils;
- Manage Stage 1 of the Behaviour Target Plan;
- Communicate when necessary with parents on matters regarding their child's progress;
- Take responsibility for Year Assembly and other year group activities;

Role of the Head of Safeguarding

In St Paul's we have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for her unique talents and abilities, and in which all our young people can learn and develop to their full potential. The Child Protection Policy clarifies the responsibilities of teaching and non teaching staff in the school in relation to child protection and to identify the action that should be taken to enable cases of suspected abuse to be reported and appropriate action taken.

The Designated Teachers are the Head of Safeguarding and SenCo, with each member of the Pastoral Team also designated teachers. Child Protection updates are provided on an annual basis by the Head of Safeguarding, who also co-ordinates CP Training for all staff.

Role of the SenCo

St Paul's endeavours to ensure that all pupils have equal access to all areas of the curriculum. The SENCO coordinates the provision for pupils with Special Educational Needs and ensures any concerns expressed by a pupil, parent or member of staff are followed through. The SENCO ensures:

- Pupils with Special Educational Needs are supported in class and on a one-to-one basis as appropriate;
- Pupils are allocated the assigned Classroom Assistant provision;
- All staff are involved in the drawing up of Individual Education Plans for pupils on Stage 2 – Stage 5 on the SEN Code of Practice. Review and setting new targets bi-annually;
- Parents are consulted regularly through annual review meetings and other means of communication when necessary;
- Pupils get appropriate access arrangements for all in-house and external examinations;
- Outside agencies are appropriately used to ensure pupils with SEN are fully supported;

Role of Head of Pastoral Care

The Head of Pastoral Care has responsibility for pastoral and behavioural issues across the school. She works very closely with the Principal, Vice Principals, Senior Leadership Team, Pastoral Care Team and other external agencies including Behaviour Support Team, Pupil Personal Development Services and others.

- Chairing weekly Pastoral Team meetings and reporting to SLT;
- Leading the strategic development of the Pastoral Programme across all key stages;
- Liaising with outside support agencies to support the delivery of the Personal Development Programme;
- Monitoring, evaluating and reviewing the Pastoral Programme;

- Managing Stage 3 of the Behaviour Target Plan (SenCo does this if the pupil is SEN)

Role of Vice Principal/Principal

The Vice Principals and Principal have overall responsibility for the Pastoral Care arrangements in school and report to the Board of Governors. Child Protection is a standing item and any concerns at every Board of Governor meeting. All Governors and members of staff are fully trained in Child Protection every two years.

Pastoral Care Support:

KS2/KS3 Transition Programme

Year 8

There is a comprehensive induction programme for all Year 8 pupils. These include:

Pastoral

- Principal visits all main feeder Primary Schools in November of each year
- Head of Pastoral Care and SenCo visit with all feeder Primary Schools to gain a profile of each in pupil in June of each year
- Transition Tuesday for Pupils - June
- Transition Evening for Parents - June
- Pupils meet their Form Teacher and other pupils in their class - June
- Summer Sports Camps – July and August
- Whole School Briefing (Staff Meeting – August)
- Year 8 Induction - September
- Mentors assigned to each Form Class – September
- Parent Teacher Meeting
- Ongoing: Pastoral support and Newcomer and SEN Support

Curriculum

There are a wide range of departments involved in supporting the curricular transition from KS2 to KS3 and close work is done with Primary Schools.

KS3 Pastoral Programme

- AM/PM registration class with form teachers
- Weekly assemblies with Year Heads
- Counselling referrals
- NI Anti Bullying Forum Workshops
- PIPS Programmes
- PSNI Esafety Talks
- PSNI Health & Safety Talks

KS4 Pastoral Programme

- PIPS Programme
- Aware Workshops
- Cycle Against Suicide Seminar

KS5 Pastoral Programme

- PSNI Safety Talks
- Love for Life Programme
- Cycle Against Suicide Seminar
- PIPS Programme
- Enrichment Programme

Newcomer Pupil Provision

The EAL Co-ordinator ensures all Newcomer Pupils are given all the necessary support and guidance to integrate smoothly into their new school. The EAL Coordinator ensures:

- A transition meeting is organised between Parents, Pupil, Translator, Head of Pastoral Care for Year 8 Newcomer pupils to facilitate a smooth transition;
- Pupils are given appropriate Classroom Assistant Language provision;
- Parents are informed about the progress of their child through bi-annual reports and regular contact by Form Teacher, Year Tutor and Classroom Assistant;
- Outside agencies are appropriately used to ensure Newcomer Pupils are fully supported.

Behaviour Management Programme

The school encourages high standards of behaviour in order to maintain a positive working environment which is prerequisite to effective learning and teaching. As part of our Promoting Positive Behaviour Policy, we operate a merit system to encourage pupils to behave in a positive and respectful manner. The Policy outlines roles and responsibilities and the procedures in place to celebrate positive behaviour and issue sanctions if pupils display challenging behaviour. The Head of Pastoral Care coordinates the Behaviour Management Programme in consultation with the Pastoral Team, supported by outside agencies when required.

Extra Curricular Activities

Pupil participation in extra-curricular activities such as sport, music, drama, art and curriculum clubs encourages the development of skills, self discipline and self worth. These opportunities are a valuable way for pupils to integrate into the life of the school and build friendships both within and between Year Groups.

Parents

Parents are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the adult person. We believe parents play a crucial role in ensuring their child achieves their full potential in school. We encourage a strong working partnership between home and school through:

- Parent Teacher Meetings
- Other meetings when necessary
- Communication through letters, website, social media, Prospectus;
- Celebratory Events;
- Extra Curricular Activities;
- Open Door Policy.

Roles and Responsibilities

All teachers have the responsibility for promoting and implementing the aims of the Pastoral Care Policy. This means that all teachers need to have a caring commitment to guide and advise pupils, either formally or informally, on personal, educational and career choice matters. If this process is carried out, then the pastoral dimension should permeate all activities and aspects of school life.

Essentially the role of the Year Head and Form Teacher is to convey to children, through his/her attitude and example, the Christian ethos and educational purpose of the school which aims to:

- develop each child intellectually, spiritually, socially, physically and emotionally;
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- provide a caring, supportive environment in which each pupil feels valued;
- enhance the opportunity for learning for each pupil.

Use of External/Support Agencies

We acknowledge the importance of a range of external support agencies in supporting pastoral care within the school, but also the importance of ensuring that such agencies adhere to the values and ethos of our school.

Current external / support agencies include:

- NI Anti Bullying Forum
- Sail NI
- Child Protection Support Services for Schools (CPSSS)
- Pupil Personal Development Service (PPDS)
- Social Services
- School Counsellors
- Child & Adolescent Mental Health Services (CAMHS)
- PSNI
- Education Welfare Service (EWS)

- Kinnego
- Educated Other Than At School (EOTAS)
- Behaviour Support Team (BST)
- Child and Parent Support (CAPS)
- Princes Trust
- STEPS Programme
- Aware
- PIPS
- Love for Life
- Religious Retreat Programmes

Related School Policies

This policy is set within the broader school context of Pastoral Care and, as such, should be implemented in conjunction with the following school policies:

- ✚ Safeguarding Policy
- ✚ Promoting Positive Behaviour Policy
- ✚ Inclusion Policy
- ✚ SEN Policy
- ✚ Empowering and Effective Use Policy
- ✚ RSE Policy
- ✚ Anti Bullying Policy
- ✚ Critical Incidents Policy

Approved by SLT: (Date)

Ratified by BOG: (Date)

Signed: (Chair of Board of Governors)

To be reviewed: (Date)