

SACRED HEART GRAMMAR SCHOOL



PASTORAL CARE

1 Rationale

We define Pastoral Care as the created ethos through which our students develop and learn to their optimum potential. It is an integral part of the curriculum for all students in Sacred Heart Grammar School and all teachers share in the responsibility for Pastoral Care.

2 Vision and Values

We seek to promote the development of the whole person. This in turn will lead to every pupil making good choices which will form the basis for a healthy and positive lifestyle.

Pastoral Care will be the setting where our young people will acquire values and standards on the basis of observing these at work at every level within our school. An appreciation for the needs of others and respect for all students and their differences is a fundamental part of our programme.

3 Ethos

Our objectives are to transmit the spirit of St Francis and St Clare by fostering a friendly and caring atmosphere where each student feels safe and secure.

The Pastoral Care Programme is designed: -

- to develop an atmosphere of mutual respect, caring and self-worth at every level in school;
- to promote positive attitudes to health and healthy lifestyles; including physical, mental, emotional and sexual health;
- to create a sense of belonging amongst all strands of our school community;
- to enable students to achieve their potential and to improve their self-awareness, self-esteem and self-reliance;
- to enable students to acquire skills in decision making, in managing and handling situations of stress, and in being resilient to challenging issues;
- to monitor student progress and performance across the whole school;
- to provide appropriate support to those students with SEN including behavioural, emotional and social difficulties;
- to work with parents for the mutual benefit of all;

- to affirm and positively promote staff to develop positive attitudes towards themselves and the pupils in their care;
- to establish and maintain links with the wider community.

The Personal, Social and Health Education (PSHE) programme is reviewed, evaluated and redrafted annually by the members of the Pastoral Care team.

4 Pastoral Care Team

While all teachers share in the responsibility for Pastoral Care some have accepted specific responsibilities in this area.

The Pastoral Care Programme is co-ordinated by Vice-Principals Mrs B Rankin-Sands (Junior School) and Mrs L Curtis (Senior School). Year Heads Mrs Quinn, Mrs K Dorins and Mrs K McMahon work with Years 8, 9 and 10, while Year Heads Mr J White and Mrs L Fleming with Years 11 and 12, and Mrs MT Brennan and Mrs A Lannon with Years 13 and 14.

The Vice-Principals and Year Heads meet regularly and the Year Heads hold meetings with groups of Form Teachers each month. Year Heads make regular contact with their Year Groups at Year Assemblies and with individual students –as and when necessary. They monitor the pastoral and academic needs of the students and may use the Referral System to do so. The Referral System is described in the Behaviour Management Policy and Student Planner.

The Principal and Vice Principals have overall responsibility for the Pastoral Care of all staff and students.

5 Structure

Each Year Group is cared for by a team of Form Teachers who liaise with the relevant Year Head (for roles of Form Teachers and Year Heads see **Appendix A and B**). This structure is supported by a Prefect system and includes a direct student link for each year group to the Senior Council (**Appendix E**).

Students meet their Form Teachers each morning from 9.00 am – 9.15 am for prayer, registration, announcements and sometimes advice or encouragement. In addition to this, students in Years 8, 9, 10, 11 and 12 attend a Form Class each week. During this they follow a specially designed PSHE Programme, which is augmented by presentations from a variety of approved agencies relevant to the content to be covered. Pastoral support is responsive to the needs of students, addressing local and contemporary issues which affect their lives and is designed to enhance their holistic development.

Parents meet the Form Teacher at Parent/Teacher meetings. Those who cannot attend may contact the school to discuss alternative arrangements. They are also encouraged to contact the school at any time during the year if they are concerned about their daughter's progress or welfare.

6 Relationships

The Head Girl, School Council, Senior Prefects and Class Prefects/Vice-Prefects play an important role in the implementation of the pastoral care programme.

The Prefect System provides a two-way channel of communications between students and staff so that where concerns are expressed, suggestions are offered, advice and support are requested – an appropriate response from Staff or Principal may be made.

By involving students directly in the decision-making process and encouraging active participation in the life of the school through the Prefect/Senior Council system we aim to provide opportunities for students to demonstrate responsibility to act as positive role models for younger students and to develop a caring, concerned approach to the needs of others. (Duties of Prefects can be found in **Appendix E**)

7 Professional Counseling

Two of the key members of the school's student support team are Helen Woods, the school's student counsellor and Ursula O'Hara, Familyworks counsellor. Both offer one-to-one support to those students who wish to access it.

8 Outside agencies

Teachers will endeavour to build effective, empathetic relationships with our students in order to provide advice and support whenever necessary. However, we retain awareness of the need for other avenues of support: educational welfare officers, nurses, CAMHS, etc.

9 Managing External Agencies (Ref Appendix C and D)

We acknowledge the importance of ensuring that any external agencies used to support our work with young people adheres to the values and ethos particular to our school. Procedures are in place to ensure that this happens.

10 Training and Support

In order to support staff our school recognizes the importance of training as a priority area in the establishment of a caring and pastoral environment.

11 Related School Policies

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

- Relationships and Sexuality Education Policy
- Personal Development Curriculum policy
- Safeguarding and Child Protection policy
- Misuse of Drugs/Substances Policy
- Positive Behaviour Policy
- First Aid Policy
- Storage and Administration of Medication policy

12 Evaluation and Monitoring

This school recognizes and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we follow the procedures for self evaluation as outlined in the DE document 'Together Towards improvement' and the ETI document 'Effective Practice and Self-Evaluation Questions for Post-primary'.

THE ROLE OF THE FORM TEACHER

The Form Teacher takes a personal interest in the welfare of each student in the form class. The responsibilities of the Form Teacher include:

- daily registration of the form class; dealing with matters arising from this such as attendance, punctuality, uniform, distributing circulars, collecting reply slips when relevant.
- the implementation of the Pastoral Care Programme during the timetabled Form Period (Years 8-12 only).
- training students in good manners and acceptable behaviour.
- reminding students of the requirements set down by the school rules.
- supervising the election of the class prefect and vice-prefect.
- selecting a Senior Prefect (where this applies).
- liaising with the members of the school council on issues relating to the form class.
- accompanying students to, and ensuring their good behaviour at General and Year Group Assemblies and at School Masses when available.
- anticipating difficulties and taking appropriate action when students show signs of distress or changes in behaviour.
- taking appropriate action when students in the form class are referred to them by colleagues.
- where possible, carrying out one-to-one interviews with each student in the form class to examine a variety of academic and pastoral issues.
- informing the relevant Year Head of any issues which may be a cause for concern.
- participating in the annual registration of students.
- reviewing and signing student reports before distribution to parents.
- helping the class to prepare for General Assembly when appropriate.

If the nature of a student's individual educational or pastoral needs is beyond the scope of the Form Teacher, the appropriate referral route should be employed.

Form Teachers are expected to familiarise themselves with the relevant Departmental circulars on issues such as child abuse and misuse of drugs.

THE ROLE OF THE YEAR HEAD

A. PLANNING, DEVELOPMENT AND ADMINISTRATION

- Lead and support a team of Form Teachers
- Monitor the quality of Pastoral support by establishing effective systems to identify and meet the needs of students
- Keep abreast of current developments in the area of Pastoral Care and Personal Development and share information with Form Teachers
- Review, update and monitor the PSHE scheme of work for the relevant year group
- Liaise with the Health Education Co-ordinator to promote good health awareness among the students
- Ensure that resources are sufficient and appropriately allocated
- Hold regular team meetings with Form Teachers and present brief, typed minutes to the Principal (Vice Principal)
- Attend Year Head meetings
- Hold regular Year Group assemblies to the agreed timetable
- Keep comprehensive records related to students in the Year Group
- Check the end of term reports of the year group for omissions and errors
- Monitor the attendance of the students in the year group and take appropriate action where necessary
- Ensure that students causing concern are dealt with using the referral procedure

B. TEACHING AND LEARNING

- Monitor student progress throughout the year to identify those students who may require interventions and in consultation with subject teachers arrange same
- Ensure the effective delivery of the PSHE programme for the relevant year group
- Review, develop and implement strategies for sustaining high standards of teaching, learning and achievement across the full spectrum of ability
- Raise awareness about the risks associated with using social media, internet and other technologies and empower students with the knowledge and skills to manage these risks and be safer in their online environment
- Develop strategies to encourage student self review and independent learning

C. STAFF ISSUES

- Keep staff informed about the procedures that exist to respond to concerns about students
- Make staff aware of difficulties experienced by students in their Year group
- Liaise with and support staff where necessary to ensure that students' needs are met
- Promote and support the professional development of the team of Form Teachers
- Undertake appropriate professional development to further personal effectiveness as Year Head

- Operate a consultative and collegiate approach within the team which allows members of staff an opportunity to take part in planning and evaluation and to share responsibilities
- Plan for change and ensure that all team members have the skills necessary to meet change with confidence

D. PASTORAL/WIDER SCHOOL ROLE

- Support and promote the school's aims, policies and school development plan
- Take responsibility for the general welfare and personal development (religious, moral, emotional, intellectual, social, physical) of students
- Participate in appropriate meetings with colleagues, parents and outside agencies relative to duties
- Contribute to whole school development planning
- Contribute to the wider life of the school
- Take a leading role in supporting students in their year group who are dealing with difficult issues (illness, bereavement, family problems, behavioural problems)
- Collaborate with parents/guardians to ensure the needs of the students are being met

Service Level Agreement for Use with External Agencies Working in Schools

I/We have read the school ethos and policies of _____
and agree to formally adhere to their ethos and policies:

- in working with young people and
- in the delivery of the programmes outlined below:

I/We am/are, willing to provide *full* details of material content to:

Senior Management, Teachers, Parents, Governors and other Appropriate Bodies

and agree to fully implement any changes deemed necessary by the above
representatives.

I accept the right of the school to withdraw the invitation issued to support the school
in the education of the young people.

I/We formally accept the above terms of reference and in so doing I/We will
acknowledge the agreement made.

Signed _____ **(External Agency)**

Dated _____

Countersigned: _____ **(Principal/Board of Governors)**

Dated _____

Checklist for use of School's Designated Child Protection Officer to vet External Agencies working in schools

- Accredited Body
- Copy of Mission Statement
- Personnel to be used: Police Check
 - Official Qualification
 - Key Person
- All statutory requirements fulfilled: i.e. Health and Safety Policy, etc.
- Sufficient Insurance
- Principal Informed and Approval Granted
- School Ethos read and understood
- Service Agreement completed and signed
- Evidence of current legislation
- Established format for feedback
- Evaluation process in place



PREFECTS/VICE PREFECTS

To be selected prefect or vice prefect is both a privilege and a responsibility. You are expected to be honest, conscientious, punctual, enthusiastic and concerned for others. You are expected to lead by example in all matters including punctuality, uniform and behaviour.

The responsibilities include

- Drawing the attention of the class to notices, messages and instructions
- Helping the Form Teacher with administrative duties, for example leaving the roll book back after morning assembly, drawing up a rota for class assembly
- Collecting and distributing worksheets etc as requested by subject teachers
- Reporting to the office if the class is without a teacher
- Keeping the Form Teacher informed about problems and concerns experienced by class members, eg death of a relative, illness of a family member etc
- Being a representative of the class and bringing their concerns to the attention of the Form Teacher
- Supporting school functions, teams, concerts
- Taking the initiative in matters relating to Charity Fund Raising, thinking of ideas, researching, encouraging and supporting other members of the class
- Promoting school spirit and a sense of fairness and harmony in the class
- Liaising with the link member of the Senior Council to represent the views and communicate ideas from the form class



SENIOR PREFECTS

Senior Prefects should set a good example in all matters relating to punctuality, uniform and behaviour.

They should

- Get to know the pupils in their Junior Class by spending time with them in the morning before 9.00 if possible.
- Greet them in the corridor and take an interest in their achievements, concerns and worries offering support and advice.
- Support the efforts of the class in relation to Charity Fund Raising (advice, ideas)
- Help the Form Teacher with administrative duties especially concerning Charity Fund Raising (distribution of forms, collection and counting of money)
- Help with the organisation and presentation of the class “act” for the Christmas Concert.
- Accompany the class on outings and day trips as appropriate
- Liaise on behalf of the class as required



SENIOR COUNCIL MEMBER

The School Council consists of Head Girl, Deputy Head Girl, Sports Captain and 7 members. To be a member of the Senior School Council is to be one of ten individuals and one team. Membership of the School Council is a privilege.

Role

- Provide leadership
- Act as role models through appropriate individual and collective conduct
- Be a link between the students, Principal and staff
- Encourage participation in school-related events among students
- Hold regular meetings to discuss ideas, plans and events
- Represent the school population
- Attend events outside school time or term-time e.g. funerals
- Meet with the Principal and Year Head throughout the year
- Present Council Assemblies to Junior and Senior School (9.00-9.15 am) at the beginning of the School Year and at the end of the School Year

Attend and assist in school functions

- Open Night
- Presentation of Prizes
- School Show
- Parent/Teacher Meetings
- Spring Concert

Assist in the organisation of

- School Formal
- Christmas Concert
- Last day for Year 14
- Sports day
- Other events which may arise

Membership of the council is based on consultation with students, staff and Principal.