



Pastoral Care Policy

This pastoral care policy was created in accordance with the ethos of the Patrician Academy School

The Patrician Academy is a Catholic school and we encourage our students to examine contemporary culture and values in the light of Christian beliefs. We are a centre of education where all stakeholders i.e. management, teachers, pupils and parents co-operate to help each student reach his full potential. We are committed to the development of the students' moral, social and cultural values. We encourage their creativity and seek to develop fully their academic, intellectual and physical potential. We provide an education where what is excellent in traditional educational theory is strengthened by what is best in modern educational developments. We stress the importance of enhancing each student's sense of dignity and self-worth in order to enrich their quality of life. We encourage each pupil to be an influence for good in the society in which he lives.

This policy should be read in conjunction with all other school policies- Child Protection, Substance Use, Guidance, Anti – Bullying, Code of Behaviour, Critical Incident, Admissions Policy, Internet Usage, Learning Support Policy, RSE and SPHE policies.

Rationale

Pastoral Care is a core dimension of life of the school. It is defined as the system of roles, resources, structures, policies, programmes and processes employed to support the development of young adults. Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values. This policy sets a formal structure for pastoral care, setting out clear and defined roles and expectations to ensure that every member of our school community has access to relevant pastoral structures and procedures.

Pastoral Goals

1. To provide a safe, caring and supportive environment for students.
2. To care for and support each member of the school community.

Priority is given to the nurturing of teaching and learning relationships.

Aims of a Pastoral Care Structure

- To clarify roles, responsibilities, tasks and procedures.
- To create links between all areas of the Pastoral Care Programme.
- To promote an environment which meets the needs of each student. ➤ To acknowledge and support each person's role in the school community. ➤ To nurture teaching and learning relationships.
- To recognise talents and abilities.
- To monitor progress at every level for the student.
- To act as an early warning system for the early detection of "at risk" students. ➤ To help the young person to make their own decisions through greater self awareness and independence.
- To promote clear values that animates our school.
- To support an engaging curriculum, through related policies.
- To involve all partners in the life of the school.

Pastoral Care Personnel

We take a collaborative approach to Pastoral Care in the Patrician Academy and therefore, each staff member has a role to play in its implementation. However, there are a number of personnel who have a specific role to play. These include:

- Board of Management
- The Principal
- Deputy Principal
- Year Heads
- Tutors
- Critical Incident Team
- Guidance Counselor
- SPHE Coordinator
- Learning Support Coordinator
- S.E.N.C.O
- Subject Teachers
- Student Council Liaison Teacher
- Pastoral Care Team
- Academic Monitor (Progress Reviews)

Roles and Responsibilities:

Board of Management

The Board of Management supports the principles of inclusivity and equality of access. The Board will have overall responsibility for the development and monitoring of policy. The Board will ensure in so far as it's practicable and in keeping with the Dept. of Education and Science allocation that adequate resources are allocated for the provision of Pastoral Care.

The Principal and Deputy Principal

The Principal will work with the Board of Management, Staff and students in the development of the policy and ensuring that the proper structures and resources are put in place for its effective operation. The Principal / Deputy Principal will oversee the implementation of the policy, provide from available resources the necessary structures to implement the policy, contact and liaise with

parents and with outside agencies as necessary and will remain available to meet students, staff and parents in a supportive environment. In their role as Designated Liaison Person and Deputy Designated Liaison Person, the Principal and Deputy Principal will contact relevant agencies in accordance with Child Protection Procedures.

The Year Heads

Each year group will have one assigned Year Head which, where possible, will remain with the group during their time in school. The Year Heads will have the responsibility for the pastoral, educational and disciplinary care of the year group. They will meet the group on a regular basis and keep them apprised on school policies. The Year Head will attend all relevant meetings of the Year Group and will have access to information on students in that year. The Year Head will have a caring interest in each student of that year and will be aware in so far as is possible of the reality of the students' lives. Where necessary, they will intervene to help students who are encountering difficulty with particular areas of school policy and provide necessary supports for the students. This may involve liaising with parents/guardians and other members of the Care Team.

Tutor

The tutor, through meeting students on a regular basis, will identify any challenging areas for the students in their group and liaise with year heads, management and other members of the care team, as necessary. The tutor will support the work of the Year Heads and teachers in supervising, overseeing and monitoring student journals and attendance and will encourage group activities e.g. sport etc.

Critical Incident Team

Castlerea Community School has developed a Critical Incident Management Plan to cope more effectively in the aftermath of an incident. This enables the school community to reach quickly and effectively and to maintain a sense of control. The school is proactive in creating a coping, supportive and caring ethos in the school.

‘A critical incident is any incident or sequence of events which overwhelms the normal coping mechanisms of the school and disrupts the running of the school.’

Guidance Counsellor

The Guidance Counsellor provides for the needs of the students under 3 integrated areas: personal/social guidance and counselling, educational and career guidance. The Guidance Counsellor is available to meet students in class groups and for individual consultation with students and/or parents on matters related to career advice and possible personal difficulties. She liaises with the Principal, Deputy Principal and other staff members and members of the Pastoral Care team as necessary, in providing this support and guidance.

S.P.H.E Coordinator

“Social, Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships” (SPHE support service). It is the role of the S.P.H.E Coordinator to ensure that all students receive this curriculum in a supportive, non-judgemental and atmosphere. The S.P.H.E Coordinator will organise workshops, guest speakers, activities and

any events which will support the implementation of this programme.

Learning Support Coordinator

The Learning Support Coordinator will be responsible and accountable for developing and coordinating a system of learning supports that enables all students to have an equal opportunity for success at school and to manage their respective curricula. This may be done by addressing barriers to learning, enhancing engagement, student advocacy, and reengaging disconnected students. She will liaise with class teachers and others in support of the development of the student. The role includes liaising and communicating with management, class teachers, support staff, parents and outside agencies.

Special Needs Assistants

Special Needs Assistants assist in the care of pupils with disabilities or Special Educational Needs in an educational context. The SNA liaises with all members of the Pastoral Care team in supporting the development of the student(s) in their care.

Subject Teachers

The Subject Teachers will have regular contact with the class and will deal with simple issues as they arise. They will normally be the first to be approached by pupils. Relevant information and issues that require further attention will be passed to any member of the Care Team, depending upon the nature of the concern. The teacher will create a positive learning environment in the classroom which encompasses the development of the whole person.

The Pastoral Care Team

The Care Team is a visible representation of the school's understanding and valuing of each student as an individual. Students who experience severe difficulties in life will find it difficult to have cognitive space for learning. Therefore, the rationale of the care team is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning. Members of the care team work hard to identify and assist students who may be in need of extra support. The Care Team meeting is held once a week. They meet on both a formal basis, twice weekly and informally as issues arise. Each case is treated confidentially on an individual basis, depending on the needs of the student. The core Care Team is made up of staff that have direct involvement in the care issues of students:

- Principal
- Deputy Principal
- Guidance Counsellor
- SENCO
- 1st Year Head

Aims

1. To share information in a confidential setting
2. To coordinate a single transparent response to the care needs of a student
3. To be action focussed.
4. To review and monitor the students with care needs

Care Team Issues

- o Attendance and Retention
- o Behaviour
- o Academic Achievement
- o Pastoral Care
- o Supports
- o Health and Welfare
- o Family Issues
- o Mental Health
- o Child Protection
- o Critical Incident supports
- o Staff Support / Development

Confidentiality

An essential element of the Care Team is maintaining clarity around the boundaries of confidentiality. It is essential for all members of the team, as well as all staff and students, to understand the concept of confidentiality in regard to child protection guidelines.

Communication

Clear communication is essential. Any member of staff can refer a student to any member of the Care Team, however, it is important that there is an understanding that a person who refers a student does not need to know the details of what has been discussed in relation to the student, but they need to be assured that the student is being cared for.

Essential Elements of the Care Team

1. Child centred/ advocate for the student
2. Professionalism and Confidentiality
3. Non-judgmental
4. Solution focused as opposed to problem focused.
5. Supported by staff, senior management and Board Of Management
6. Optimistic and hopeful
7. Effective use of time and resources
8. Information sharing with wider staff
9. Accountable through record keeping

Evaluation

The team needs to be reminded that they need to take care of themselves as well as the students. Reflection and evaluation are necessary. Evaluation will take place for this purpose at the end of each academic year.

Structures which Support the Pastoral Care System

Wellbeing programme

The Pastoral Care system in the school will be complimented and supported by the Wellbeing programme which will be implemented in the school from September 2017.

Code of Behaviour

The Code of Behaviour is in place to facilitate learning and teaching in a positive, safe and

secure atmosphere. The Code has been developed in partnership with the staff, students, parents and management.

Refer to Code of Behaviour

Recognition of Positive Behaviour – Awards Ceremony

At Castlerea Community School, we acknowledge the value of recognising positive behaviour in motivating and encouraging our students. Every member of staff may give a student a comment in the homework journal or on VSWare to recognise good organisation, participation, performance, effort in school activities etc.

An Awards Ceremony is organised by at the end of each academic year to award students in the following areas:

1st Year – Student of the Year, Sports Awards

2nd Year – Subject based, Sports Awards

3rd Year – Student of the Year, Sports Awards

5th Year – Subject based, Sports Awards, Contribution to school life, Citizenship Award

6th Year – Student of the Year Awards, Nominees

Best Junior Cert Male & Female

Sixth Year Male and Female Student of the Year Award is awarded at the Graduation Ceremony in addition to Certificates of nomination to top 3 male and 3 female nominees. Transition Year Student of the Year Award is awarded at the Transition Year Graduation Ceremony.

Induction Programme

A comprehensive induction programme is in operation for:

- First Year Students
- Parents of First Year Students
- Students joining any other year group
- Transition Year students
- PLC students
- New Staff

Responsible Personnel:

Group Staff member responsible

Incoming First Year Students:

Principal, Deputy Principal, Year Head, Tutors

Career Guidance Counsellor,

Parents of First Year Students:

Principal, Deputy Principal, Year Head, Tutors

Career Guidance Counsellor,

Students joining any other year groups:

Principal, Deputy Principal, Career Guidance Counsellor, Year Head, Tutors,
Student Council class rep.

Transition Year Students: Year Head, TY Coordinator, Tutors, Career Guidance Counsellor,
Principal, Department Teachers

8. Pastoral Care School Self Evaluation:

Review and Evaluation:

This policy will be evaluated at the end of the academic year 2020-2021 and will be reviewed if necessary.

Performance Criteria

The Pastoral Care Programmes are being implemented effectively.

The Pastoral Care procedures are effective.

The Aims of the policy are being met.

This policy was ratified by the Board of Management of Patrician Academy