

CARRICKFERGUS COLLEGE
PASTORAL CARE POLICY June 2010

In recognising their duty of care towards all young people attending Carrickfergus College, the Governors and staff will endeavour to provide a safe and secure environment where pupils can flourish in their preparation for adult life through spiritual, emotional, academic, physical and social development. The Pastoral Care structures will support pupils in their whole range of educational and developmental experiences enabling them to deal effectively with situations which they may encounter both in and beyond school. The provision of quality pastoral care is of critical importance in helping staff effectively realise the school vision of

'Developing and Empowering Young People for Life'

Aims of Pastoral care:

- To support high standards of learning and teaching within the college.
- To ensure pupils have readily available access to staff to share concerns and seek immediate support.
- To develop a sense of self worth and self-esteem in pupils.
- To ensure pupils are getting the best opportunities to achieve their potential.
- To promote and sustain responsible behaviour and attitudes.
- To implement rules, guidelines and rewards consistently and fairly.
- To support good relationships between teachers, pupils, parents, outside agencies and the wider community.
- To foster a sense of belonging to, and pride in our school.
- To support all members of staff in creating an environment of care and trust.

The following school policies support and contribute to the effective leadership and management of pastoral care in the school:

1. Anti-Bullying Policy
2. Child Protection Policy
3. Curriculum Policy
4. Drugs Education Policy
5. Every School a Good school document
6. Food Policy
7. Health and Safety Policy
8. Learning and Teaching Policy
9. Positive Behaviour Policy
10. Progression in the Code of Practice
11. Relationships and Sexuality Policy
12. Special Educational Needs Policy

As pastoral care permeates the whole fabric of school life it is further promoted through:

- The PSHE programme in Years 8-10
- The Careers programme in Years 11 -12
- Form Teachers and Heads of Year
- Form Class time and Year Assemblies
- All teachers in all classrooms
- Academic support organised by SENCO
- School Council/Mentors
- Extra Curricular activities
- Parent/Teacher consultations
- School House system

- 'Thinkuknow' presentations to year 8
- Liaison with External agencies, i.e. Action for Children, EWO, Educational Psychologist, Medical personnel, Newtownabbey Guidance Centre, New Life Counsellor, NEELB Youth Service, NEELB support, Social Services, as necessary.

Board of Governors

The Board of Governors shall ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at school. They assist the Principal in enabling him to control the internal organisation, management and discipline of the school. The Board of Governors will be regularly informed of important issues and developments in pastoral matters.

Pastoral Care Structures

A well-organised management structure for pastoral care is in place in which all staff have clearly defined roles and responsibilities. This line management structure ensures a well co-ordinated approach to the implementation of effective pastoral care. Oversight of the system is the responsibility of the Senior Leadership Team who ensure that staff are effectively supported in their pastoral roles and that all pupils have access to quality support.

Each pupil, in years 8-12, is a member of a Form Class, with a Form Teacher, which is in turn part of a Year group with a male and female Head of Year. The Form Teacher has an important pastoral role and is the initial link between home and school. Pupils stay in the same Form Classes throughout their first five years. In general the pupil has the same Form Teacher and Heads of Year from Years 8 to Year 12. There is one Head of Year for sixth form.

The Heads of Year liaise with:

- a) The Head of Pastoral Care about whole school issues and the welfare of the year group, on a weekly basis.
- b) Principal and SLT as necessary
- c) The Teacher i/c School Counselling and Attendance
- d) The Designated and Deputy Designated Teachers for Child Protection, when issues of concern arise.
- e) Outside agencies, as required.
- f) Parents
- g) Form Teachers
- h) Subject Teachers
- i) Pupils

All Staff

All staff will build an atmosphere of care and respect with positive pupil relationships. This generates a positive climate within the school community where every individual feels valued and cared for at all times. While all teaching and non-teaching staff have a responsibility for the care and welfare of pupils, Form teachers and Heads of Year will endeavour to know the pupil's strengths, weaknesses, aspirations and needs.

Parents

Home school links are very important and parental support of all school activities is highly valued. We positively encourage contact with parents concerning all aspects of their young person's life.

Pupils

Pupils are encouraged in the skills of self-discipline, acceptable standards of behaviour and proper regard for authority.

Support

The early identification of pupils experiencing emotional or behavioural difficulties which impact on their, or others' learning is very important. When staff identify such concerns and following consultation with other staff and parents the pupil will be placed on the Code of Practice Register and will have an agreed Individual Action Plan with short term targets to help the pupil manage his/her difficulties more effectively. The Head of Year will meet with these pupils and their parents to review targets set. Outside agencies will be brought on board as required. Pupils in year 8 have the support of the 'Buddy' and Prefect systems.

Staff Development/Training

Staff needs relating to Pastoral Care will be identified in the Staff Audit carried out by the Staff Development Co-ordinator. Training needs will be collated and accessed in line with the School Development plan through:

Timetabled meetings

In-service training

School based professional development

Mentoring

Attendance at external courses.

Training on Child Protection will take place for all staff, in a 2 yearly cycle.

Monitoring and Evaluating

Regular team meetings are scheduled to discuss the ongoing pastoral work and its effectiveness. Additionally we recognise the value of consulting with parents and pupils on whole school issues and appropriate opportunities will be taken to do this. The contents of this policy will be reviewed as necessary and as a minimum requirement, every three years.

June 2010