



ST MARY'S HIGH SCHOOL, NEWRY

Pastoral Care Policy

Revised September 2019

MISSION STATEMENT

OPTIMUM SEMPER FACERE 'ALWAYS TO DO ONES BEST'

'We will work in collaboration with other educational institutions and in partnership with parents and pupils to maximise academic and creative potential of pupils, enabling them to achieve the highest educational standards, thereby enriching their lives the community and the economy.'

Rationale:

In St Mary's we provide a high quality education where pupils are encouraged to develop a personal ethos of self-improvement in a safe, secure and supportive environment. As stated in a recent ETI Inspection, *'the Pastoral Care in St Mary's is outstanding'* **ETI Inspection Report Oct 2015**. As a Catholic and Rights Respecting School, we work together to engender in our pupils' positive attitudes and behaviours based on respect for self and others. We acknowledge the importance of our pastoral role in the welfare of all young people and through our mission statement and ethos every pupil is treated as an individual and every effort is made to ensure that each pupil achieves their full potential, creating an atmosphere in which our pupils feel secure, know that they are valued as individuals, and are encouraged in their learning, growth and social development in a healthy and safe learning environment.

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.

Principles:

The general principles, which underpin Pastoral Care in St Mary's, are those set out in the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools", the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995.

- To have in place a pastoral structure which will provide a safe, secure and supportive environment for all pupils to learn effectively;
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously;
- To ensure the child's right to protection from harmful treatment as defined in **'The United Nations Convention on the Rights of the Child'** – *'children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them* (Article 19). Moreover, Article 3 provided that *'when*

adults or organisations make decisions which affect children, they must always think first about what would be best for the child’;

- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved;
- ‘Everyone in education plays a part in keeping children and young people safe from harm and abuse’ **Safeguarding and Child Protection in Schools – A Guide for Schools June 2017**
- To ensure that the child’s welfare is the paramount consideration – ‘**Children (NI) Order 1995**’.

Aims:

- 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;
- To encourage a sense of personal responsibility for their own learning and actions;
- To assist pupils to develop the skills to make healthy lifestyle choices, appreciate life and respect the world in which they live in;
- To help prepare pupils to meet the demands and challenges of adult and working life.

Supportive and Caring Ethos in School:

The Curriculum and Pastoral Care provisions in St Mary’s High School aims to support all pupils and prepare them to cope with the demands of school and adult life thus enabling them to achieve their full potential. These provisions include measures to help meet the physical, emotional and spiritual needs and aspirations of all learners within an inclusive learning environment. We acknowledge the importance of our pastoral role in the welfare of all young people and through our mission statement and ethos, every member of our school community is treated with respect. Through our Pastoral Structures, Counselling Service and use of external support services, we offer a supportive environment to pupils. The Personal Development Programme allows pupils to explore key issues within their personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.

The following structures and procedures operate in St Mary’s:

- Staff promote a caring environment where all pupils feel accepted, valued and respected;
- Staff lead by example in promoting respect for each other and forming positive relationships with pupils acting as moral compasses;
- Staff implement Invitational Leadership strategies;
- Staff promote and reward positive and respectful behaviour;
- Through annual Child Protection Training all staff are fully informed of new and existing Child Protection Guidelines and Procedures;
- Promoting positive emotional health and well-being is an integral part of the school curriculum, Health Education and the Personal Development Programmes;

- As a Catholic School, faith development is an integral part the school ethos and the RE Programmes of Study. The School Chaplain, Fr Tony Corr, is available for advice and counselling;
- The school uses a range of external agencies for professional guidance and to support the Pastoral programme;
- Lunchtime supervision is provided by non-teaching members of staff who are fully trained in Child Protection;
- Staff adopt appropriate school procedures for cases of poor behaviour and investigate each incident impartially;
- Any sanctions imposed are fair and appropriate and agreed by the Student Voice;
- Any pupil identified as demonstrating serious behavioural tendencies will be supported and offered support i.e. Behaviour Management Intervention, Counselling, Mentoring etc

Rights Respecting School

As a Rights Respecting School (Level 2), which creates and celebrates being a Welcoming School, the core purpose is an inclusive learning environment where all students and staff members feel safe, supported and valued. This environment is based on respect for self and others where diversity is cherished and promoted. As a Rights Respecting School we aim to educate and support students to help them recognise prejudice, to overcome it and to respond in a positive way to negative influences. Through a range of learning experiences students develop the skills and resilience to deal with prejudice such as sectarian attitudes and behaviour, homophobia, racism or negative attitudes to people with disabilities.

Pastoral Care Support:

KS2/KS3 Transition Programme

Year 8

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

Pastoral

- Year Head for Year 8 liaises with all the feeder Primary Schools
- Open Night – January
- Visits to Main Feeder Primary Schools
- Transition Mornings for Pupils - June
- Pupils meet their Form Teacher and other pupils in their class - June
- Parents meet their daughter's Year Head and Form Teachers at an Induction Meeting - June
- Year 8 Summer Drama Workshop - August
- Registration – Form Teacher and Form Class - August
- Whole School Briefing (Staff Meeting – August)
- Senior Prefects assigned to each Form Class - September
- Learning Partners Programme
- Parent Teacher Meeting – opportunity for parents and pupils to meet each subject teacher – October and January
- Ongoing: Pastoral support and Newcomer, LAC and SEN Support

Curriculum

- Transition Mornings (Baseline Numeracy and Literacy Assessments) - June
- Maths Interact Roadshow (P6)
- Learning Partners Programme
- KS5 Maths Mentors (In school)
- Count Read Succeed Numeracy Programme
- Year 13 Maths Mentors (Primary Schools)
- 'World Around Us' Programme (HOD - CEIAG)
- Technology Insight Day (3 Primary Schools – P6/7 Pupils)
- World Book Day Quiz (P6 Pupils)
- Magic of Science Morning (P6 Pupils)
- Dyslexia Friendly Partnership
- CPD Project
- ICT Workshops in local Primary Schools

KS3/KS4 Transition Programme

Year 10/11

There is a comprehensive transition programme for all Year 11 pupils. These include:

- January: Options Interviews – individual guidance with Principal and Vice Principal
- February: KS3/KS4 Seminar - information given to pupils and their parents regarding KS4 subjects
- February: During Options Week, all subject teachers talk to their Year 10 class about the GCSE Curriculum
- February: Parent GCSE Information Seminar: Parents are invited to attend an information seminar on GCSE subjects that are additional to the KS3 curriculum;
- February: Year 10 Parent Teacher Meeting
- Barclays Lifeskills Programme
- March: Year 10 pupils choose their GCSE Option Subjects
- August: Year 11 Transition Seminar for parents and pupils – information about the transition from KS3 to KS4 (GCSE Level)

KS4/Post 16 Transition Programme

Year 12/13

There is a comprehensive transition programme for all students progressing to Post 16 study. These include:

- Key Stage 4 CEIAG programme – Post 16 choices for students
- February: Post 16 Seminar - information given to pupils and their parents regarding Post 16 subjects
- Post 16 Prospectus
- 'Moving on' interview with Mrs Michelle Grant – DEL Careers Advisor
- Individual interview with Post 16 Studies Director

- August: Year 13 Transition Seminar for parents and pupils – information about the transition from KS4 to Post 16
- Collaboration students – tour of collaborating school (St Mark’s High School, St Colman’s College), Collaboration guide given to students
- PTM – November

Post 18 Transition Programme

Year 14/Higher Studies/ Employment

- CEIAG Programme – Year 13/14
- Open Days – QUB, Ulster University
- Careers talks:
 - ✚ Southern Regional College
 - ✚ Belfast Metropolitan College
 - ✚ Dundalk Institute of Technology
 - ✚ EA Finance talk
 - ✚ Barclays Lifeskills Programme
- Year 13 Enrichment Programme
 - ✚ Health living
 - ✚ Dealing with stress
 - ✚ Independent living
 - ✚ Budgeting – financial capabilities
 - ✚ PSNI – independent living, personal safety
- Talk from current university student – demands of third level study
- ‘Moving on’ interview with Mrs Michelle Grant – DEL Careers Advisor
- ‘Moving on’ interview with careers teacher

Personal Development Programme

Personal Development is the process that involves the entire world of the young person, of which school is a significant part. It involves knowledge, attitudes, skills, relationships and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values and relationships along with a range of life skills that assist young people in coping with the challenges of everyday living. This is inclusive of their present needs and helps them in their development towards adulthood, encouraging the development and promotion of emotional intelligence in young people.

“Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivation ourselves, for managing emotions well in ourselves and in our relationships.”

(Goleman, 1998)

The Personal Development Programme supports the promotion of positive relationships within the school community enabling young people to:

- work towards achieving their individual potential;
- become confident, interdependent and participative citizens;

- make informed and responsible choices and decisions throughout their lives.

Personal Development is fundamentally about the holistic development of individuals, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge.

Aims of Personal Development:

The Personal Development Programme is consistent with the central aims and objectives of the Northern Ireland Curriculum, that is, the development of the whole person which is central to being a Rights Respecting School. This entails the acquisition of key concepts and skills and the promotion of values and dispositions.

The aim of the programme within St. Mary's is to develop a set of interrelated concepts, skills, attitudes and values which will promote the all-round development of the pupil.

The Personal Development Programme is delivered through one timetabled period per week by the pupils' Form Teacher and additional complimentary workshops and talks are facilitated by outside agencies.

The overall responsibility for planning, monitoring and evaluating the Personal Development provisions within the school is Mr Fitzpatrick (Vice Principal).

Child Protection

In St Mary'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 Teacher is Mr M Fitzpatrick (Vice Principal) and the Deputy Designated Teacher is Mrs J Hughes (Senior Teacher).

CRED

The aims of our CRED Policy fulfil the relevant equality legislation and are reflected in our Mission Statement. Our CRED, Shared Education and PD Programmes help pupils gain an understanding of their own tradition, a respect for others and an appreciation for the importance of equality by enabling them to look for and celebrate their similarities as well as understanding and respecting diversity. As a Rights Respecting and Welcoming School, St Mary's promotes good community relations, equality and diversity helping all pupils to be at ease with difference in all its forms, promoting their own personal development and enriching the communities to which they belong.

SEN Provision

St Mary's High School endeavours to ensure that all pupils have equal access to all areas of the curriculum. The SENCO, Mrs F McCloy, 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;
- SEN Transition Coordinator and Careers Adviser attends annual review at transition stage to guide and support school, parents and pupils.

Newcomer Pupil Provision

The Newcomer Coordinator, Mrs S Haddad, ensures all Newcomer Pupils are given all the necessary support and guidance to integrate smoothly into their new school. The Newcomer Coordinator ensures:

- A transition meeting is organised between Parents, Pupil, Translator, Vice Principal and Newcomer Coordinator to establish a clear understanding of the procedures and policies in St Mary's;
- Pupils are given appropriate Classroom Assistant Language provision;
- All staff are involved in the completing and reviewing the CEFR for Newcomer Pupils;
- Parents are informed about the progress of their daughter 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 Behaviour Policy we operate an Achievement/Behaviour Point system to encourage pupils to behave in a positive and respectful manner. The Behaviour Policy outlines roles and responsibilities and the procedures in place to celebrate positive behaviour and issue sanctions if pupils display poor behaviour. The Behaviour Management Coordinator, Mrs J Hughes, coordinates the Behaviour Management Programme in consultation with the Pastoral Team supported by outside agencies when required.

Motivational Mentoring Programme

Pupil progress is tracked through Assessment Manager and pupils who are not achieving their full potential are identified and in consultation with parents are put on a six-week Motivational Mentoring Programme. This programme is facilitated by a Mentor who meets the pupils in Years 11 and 12 once a week to provide support and guidance with an aim to ensuring the pupil gets 'back on track'. If the pupil makes sufficient progress at the end of the six week programme she no longer attends formal mentoring meetings and her progress is managed by subject teachers and

another pupil attends the programme. The Raising Standards Leader, Mrs J Hughes, coordinates the Mentoring Programme in consultation with the Raising Standards Team. Pupils' progress is tracked throughout the year.

Assertive Mentoring Programme

Progress Report (Years 9 and 10)

Focus: Identify and tackle underachievement

- The Programme is led by Form Teachers and Year Tutor
- Form Teachers in consultation with Class Teachers identify two pupils from their Form Class who are not working to their full potential
- A letter is sent to parents explaining the reason why a pupil is put on Progress Report
- There are two cycles of Assertive Mentoring: Term 1 and Term 2
- The pupils identified are put on Progress Report for four weeks
- Feedback is sent to parents at end of programme

Progress Report: This report is for those pupils who may be underachieving in some subjects it is **not** for behavioural concerns

Progress Report (Years 11 and 12)

Focus: Identify and tackle underachievement

- The Programme is led by Senior Leadership Team, Year Tutor and Form Teachers
- Class Teachers identify pupils who are not working to their full potential
- A letter is sent to parents explaining the reason why a pupil is put on Progress Report
- There are two cycles of Assertive Mentoring: Term 1 and Term 2
- The pupils identified are put on Progress Report for four weeks
- Feedback is sent to parents at end of programme

Progress Report: This report is for those pupils who may be underachieving in some subjects it is **not** for behavioural concerns

Learning Partners Programme

Year 8 pupil progress is monitored during the first two weeks in September. Pupils who are experiencing transitional and organisational difficulties are identified and in consultation with parents are put on a Learning Partners Programme. Each Year 8 pupil who is put on the programme meets their Year 14 Learning Partner twice per week to identify targets for the following week. The programme runs from September until February.

Counselling Service

The Counselling Service offers pupils the opportunity to talk to qualified counsellor in confidence. The Counsellor will consult with the Designated Teacher to ascertain if there are any Child Protection concerns. There is one School Counsellor, Mrs N Woods, who attends one day per week and provide support to those pupils who seek help in finding the best solutions to their problems. Pupils may be referred to the Counsellor through:

- A member of staff;
- A parent;
- Self-Referral

Extra-Curricular Activities

Pupil participation in extra-curricular activities such as sport, music, drama, art, public speaking 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. In St Mary's, we believe parents play a crucial role in ensuring their daughter achieves her full potential in school. We encourage a strong working partnership between home and school through:

- Parent Teacher Meetings
- Transition Seminars
- Other meetings when necessary
- Communication through letters, website, Bi-annual Reports, Truancy Call, Newsletter, Prospectus;
- School App
- Social Media – Facebook, Twitter, Instagram
- Celebratory Events;
- PTFA organised 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.

The following table summarises the main elements in the roles of key members of the Pastoral Team in St Mary'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 and are responsible for the delivery of the Personal Development Programme. There are four Form Classes in each Year Group.
Year Tutor	Each Year Group is assigned a Year Tutor 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. They also celebrate achievements with their Year Group.
Leader of Learning	The Leader of Learning has responsibility for planning, monitoring and evaluating the Personal Development provisions within the school in consultation with staff and outside agencies.
Behaviour Management Coordinator	The Behaviour Management Coordinator liaises closely with Year Tutors and outside agencies in relation to behavioural concerns and reports to the Vice Principal or Principal.
Vice Principal	The Vice Principal has overall responsibility for Pastoral Care in school and is the Designated Teacher for Child Protection.
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;
- Exhibit 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;
- Gain the confidence and respect of pupils;
- Complete the Personal Development Programme with their Form Class;

- Monitor, evaluate and review the Personal Development Programme;
- Liaise and work with parents in supporting their daughter's progress in school;
- Carry out administrative duties efficiently.

Role of the Year Tutor

Year Tutors 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 Year Tutor 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 taking action where necessary;
- Communicate when necessary with parents on matters regarding their daughter's progress;
- Arrange meetings with parents when necessary to discuss welfare issues;
- Meet with other Year Heads bi-annually to monitor and review the Personal Development Programme;
- Take responsibility for Year Assembly, Parents' Evenings and other year group activities;
- Celebrate achievements and successes

Role of Leader of Learning

The Vice Principal (Mr M Fitzpatrick) has responsibility for planning, monitoring and evaluating the Personal Development provisions within the school, this role involves:

- Leading the strategic development of Personal Development across all key stages;
- Facilitating the training of Form Teachers and Year Heads to aid the effective delivery of the Personal Development Programme;
- Completion of Schemes of Work for Personal Development;
- Provision of resources to Form Teachers to enable the effective delivery of Personal Development lessons;
- Liaising with outside support agencies to support the delivery of the Personal Development Programme;
- Monitoring, evaluating and reviewing the Personal Development Programme.

Role of Behaviour Management Coordinator

The Behaviour Management Coordinator (Mrs J Hughes) has responsibility for pastoral and behavioural issues across the school. The Coordinator works very closely with the Vice Principal, Senior Leadership Team, Pastoral Care Team and other external agencies including Behaviour Support Team, Pupil Personal Development Services, Newry Adolescent Partnership, CAMHS and Just Ask.

Role of Vice Principal

The Vice Principal (Mr M Fitzpatrick) has overall responsibility for the Pastoral Care arrangements in school. As Designated Teacher for Child Protection the Vice Principal chairs regular meetings with the Safeguarding Team and reports annually to the Board of Governors. Child Protection is a standing item on the Board of Governors agenda and the Vice Principal reports at every Board of Governors' meeting. All Governors and members of staff are fully trained in Child Protection every two years.

Use of External/Support Agencies:

We acknowledge the importance of a range of external support agencies in promoting and 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:

- Social Services and LAC Team
- School Counsellor
- CAMHS
- CAPS and YPP
- PPDS
- NSPCC
- Start 360
- School Age Mums (SAM)
- xL Princes Trust
- Work 4 U
- Women's Aid
- Life Conference
- Related Theatre groups/productions
- Religious Retreat Teams/Programmes
- PSNI
- STEPS Programme
- EWO Service
- Behaviour Support Team
- Youth Service
- MENSANA – Mental Health Team

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:

-  Child Protection Policy
-  Drugs Education Policy
-  Anti-Bullying Policy
-  Use of Reasonable Force Policy

- # Relationships and Sexuality Policy
- # Behaviour Policy
- # e Safety and Internet Acceptable Use Policy
- # Personal Development Policy
- # CRED Policy
- # SEN Policy
- # First Aid Policy
- # Health and Safety Policy

Dissemination of the Policy:

Pastoral Policies are shared annually with Year 8 parents and are available on the school's website. A Pastoral Policies overview is sent to all parents at the start of each academic year.

Monitoring, Evaluation and Review:

Mr Fitzpatrick, Vice Principal is responsible for monitoring, evaluating and reviewing the implementation of the Pastoral Policy. He will:

- # Advise on training and professional development for all members of staff;
- # Attend relevant Pastoral Care training;
- # Liaise with other staff, external agencies to enhance and support the Pastoral Care programmes in school;
- # Review the implementation of the policy and advise the Principal and SLT on a regular basis;
- # Ensure the content of the Personal Development Programme meets the requirements of the Northern Ireland Curriculum;
- # Liaise with Form Teachers, Year Heads and other staff to evaluate and change provision as necessary;
- # Liaise with key Coordinators including Behaviour Management, Raising Standards, SENCO, Newcomer and CRED;
- # Evaluate teacher and pupil attitude towards pastoral issues through use of questionnaires and other forms of surveys and Student Voice Groups