

BALLYCLARE SECONDARY SCHOOL

PASTORAL CARE POLICY



Introduction

Ballyclare Secondary School considers all the elements of its pastoral care structure to be extremely important in that they are in place to guide and support each individual pupil. The pastoral care structure views the pupil as being central to its function and all parts exist to ensure the school provides the best possible environment for everyone.

Each element of the pastoral care policy should therefore be mutually supportive in that one area is not isolated from another. The Pastoral Team meets regularly to consider all areas of support and guidance. The Pastoral Team is chaired by the Head of Pastoral Care and made up of Year Teachers, Boys and Girls Tutors, SENCO and School Nurse and Development Officer for Health Promotion. The wider School Based Care Team includes EWO, Educational Psychologist and Behaviour Support Staff from Newtownabbey Guidance Centre.

It is the school's aim to ensure that each pupil will be aware of what is in place to support him/her and that they are the core around which this pastoral system is built.

Rationale

In Ballyclare Secondary School, the school ethos is based on the belief that every child, regardless of intellectual ability or social background, should have a rewarding educational experience.

It is our aim that all pupils will have the opportunity to:-

- acquire knowledge, skills, practical abilities and the will to use them
- develop qualities of mind, body, spirit and imagination
- appreciate human achievement in art, music, science, technology and literature
- be prepared for adult life at home, work and leisure and as consumers and citizens
- develop above all a sense of self-respect, the capacity to live as independent, self motivated adults and the ability to function as contributing and caring members of co-operative groups.

The effect of growing up in the 21st Century and the changing home backgrounds of our pupils emphasises the need for effective pastoral care. Changing messages and influences from society towards issues such as sexual relationships and drug abuse impact upon young people's lives. Young people are also much more exposed to the dangers and risks from abuse and violence in the community or home.

It is the school's belief that a climate, which fosters effective learning, both in and out of the classroom, is at the heart of the education process. Such a climate or ethos is evident in effective

relationships among staff; staff and pupils; pupils and their peers; between parents and the school and the school and the community. This is central to any policy of pastoral care.

In keeping with the aims of the school we believe that effective pastoral care maximises learning and that this can best take place within a safe and ordered environment. Therefore, all young people, from whatever background or ability, have a right to be valued and respected, in a secure environment and to have their abilities and talents nurtured and developed to their full potential.

It is therefore our intention to create a calm, tolerant and caring environment within which teacher, pupils and support staff can work to the best of their ability, and enjoy a sense of belonging and self-worth. We believe that pastoral care encompasses all of our pupils' experiences, activities, relationships and challenges.

Ethos

Ballyclare Secondary School provides a context within which children feel secure, free from emotional and physical harm and able to discuss their fears and concerns, confident that they will have a sympathetic and supportive response. To build and maintain such a positive ethos requires all staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school.

Definitions

Pastoral Care is a term generally applied to the practice of looking after the personal and social wellbeing of children under the care of the school. In keeping with our school aims pastoral care may be defined as a set of relationships, systems and programmes within school which attempts to meet the social, spiritual, mental, emotional and physical needs of its pupils so that every pupil has the opportunity in a safe, inclusive environment to reach their potential in every area of life and is equipped to cope with the environment in which they live.

Aims

The specific aims relating to this policy are that all members of our school community can:

- Learn in a safe environment
- Feel valued in a happy and caring environment
- Develop positive attitudes to living, working, communicating and cooperating
- Develop greater self concept and self esteem through the recognition of their worth
- Foster the growth and recognition of the potential of each individual
- Foster self-respect, self-discipline, tolerance, equality and fairness
- Generate a positive and inclusive climate within the school where each individual feels valued and cared for at all times
- Support and extend the work of the home and the community in promoting the spiritual and moral development of pupils.

These aims will be encouraged through:

- The organisation of the school pastoral system where designated teachers have roles and responsibilities for the welfare of the pupils
- Effective relationships among staff, pupils and parents

- A taught programme of Personal Development - as part of Learning for Life and Work, including Health Education/Careers/Anti-Bullying/Drug and Alcohol Abuse/Relationships and Sexuality Education
- Year 8 Induction Programme and Senior Prefect Scheme
- Clear Child Protection procedures and regular Staff Training
- Access to the School Nurse
- Liaison with appropriate services e.g. EWO/New Life Counselling Service/CAMHS/Social Services
- Rewarding good behaviour and endeavour and recognising pupil achievement

These aims are further achieved through clear policies on the following issues:

- Anti-Bullying
- Attendance
- Child Protection
- Drugs Education
- Food Policy
- Internet Safety
- Promoting Positive Behaviour
- Relationships and Sexuality
- Smoke Free Policy
- Special Educational Needs

Provision and Implementation

- Each child will be placed in a Form Class with a designated Class Teacher. This teacher will remain with the same class from Years 8-12 and will be available for support throughout the pupil's time at school. The Class Teacher is supported by the Year Teacher and the Boys/Girls Tutor and the Head of Pastoral Care. Further details on the role and responsibilities of the Class Teacher/Year Teacher/Tutors can be found in the Staff Handbook.
- Complementary to this system, the school provides taught elements of Personal Development as part of Learning for Life and Work. This programme provides information on a range of topics including drug and alcohol abuse, bullying and keeping safe, relationships and other pertinent issues. Subjects such as Home Economics/Child Development and RE also provide a taught element of pastoral issues. In this way the school is helping to manage existing challenges and help prepare young people for adult life.
- Further details of this taught element may be found in the relevant schemes of work.

Relationships

- Relationships between pupils and teachers make a significant contribution to the whole process of pastoral care. In both formal and informal situations, teachers can help foster self-respect, self discipline, tolerance, equality and fairness through their own example of transacting with individuals. Within this climate it is hoped that pupils and staff feel free to express their views and their concerns in the knowledge that these concerns will be received

sympathetically and that appropriate and reasonable action will be taken to alleviate those concerns.

- The school also encourages frequent and effective liaison with parents and appropriate external support agencies. Indiscipline and other related problems are tackled by the school in partnership with parents and representatives of these agencies.
- Pupil achievement, whether inside or outside the classroom, is recognised, valued and celebrated by the school through display boards, photographs and presentations.
- Pupils share in a variety of activities through extra-curricular and social events with both pupils from their own school and young people from other schools, thus experiencing a variety of different cultures.
- Residential, including Year 8 Induction Residential, school trips and visits give pupils the opportunity to meet and mix with others.
- Student Forum provides an opportunity for pupils to raise and discuss issues which can be forwarded to SLT.

Monitoring and Evaluation

- The taught element in Personal Development (LLW) is evaluated by staff/pupils at the end of each module by a questionnaire. These evaluations form the basis of any changes made to the programme.
- Clear lines of communication exist among Class/Year teachers and the VP for Pastoral Care. Time is designated for formal pastoral meetings; often informal liaisons take place to evaluate pupil progress or deal with problems as they arise.
- Assessment booklets/school reports provide an overview of not only academic progress but also as indicators of how a pupil is settling in school.
- Attendance may also act as an indicator that there may be difficulties at home or in school. Any concerns will be monitored by Class/Year Teacher and referred to EWO by the Vice Principal.

Resources and Staff Training

- The school will endeavour to deploy staff with appropriate strengths, expertise and interests in the taught element of the pastoral system.
- Training will be provided for staff when appropriate, through external courses or school based training, e.g. child protection.
- Staff will be kept up to date with relevant information.

The very nature of this and its associated policies is that it will, in practice, be constantly reviewed and updated as procedures are tried and tested. It is a responsive policy, changing as new demands are placed on the school and the relationships within it.

PASTORAL CARE

CHECKLIST

1. PASTORAL CARE POLICY

- Evaluating pastoral care – 1999 DENI

2. CHILD PROTECTION POLICY AND PROCEDURES

- Designated teacher and deputy
- Training of staff and support staff to maintain a working awareness of issues and procedures
- Record keeping
- Criminal Record checks on volunteers
- Informing parents
- Child protection 1999/10
- Child protection video
- Inter-agency folder

3. RELATED POLICIES

- Code of practice policy
- Positive behaviour/discipline policy
- Anti Bullying policy
- Drugs policy
- Health Education policy and programme
- Health and safety policy
- RSE policy
- Use of internet policy

4. RELATED ISSUES

- Personal safety programmes in the curriculum. (Integrating personal safety programmes)
- Pastoral displays
- Pupil awareness of procedures
- Parental involvement
- Parental information regarding policies/activities. (prospectus, letters and school newsletters)
- Roles and responsibilities of all
- Community activities
- Raising pupil self-esteem and self-confidence
- Recognising achievement
- Critical incident flowchart/checklist procedures

PASTORAL STRUCTURE

Principal:	Mrs K Bell
Head of Pastoral Care:	Mr A Nicholl
Girls Tutor:	Mrs S Flanagan
Boys Tutor:	Mr D Beggs

YEAR TEACHERS 2016/2017

Year 8:	Mrs F Campbell Mr s McGuigan
Year 9:	Miss E Bothwell Mr A Cowden
Year 10:	Mrs L Dunwoody Mr A Blain
Year 11:	Miss J Wilson Miss a Graham
Year 12:	Miss L Dundas Miss N Quinn
Year 13/14:	Miss L Collins
School Nurse:	Mrs J McShane
SENCO:	Miss J Miniss

Class Teachers

Development Officer for Health Promotion:	Miss L Collins
Designated Teacher for Child Protection:	Mr A Nicholl, Head of Pastoral Care
Deputy Designated Teacher Child Protection:	Miss S Flanagan, Girls' Tutor
Designated Governor for Child Protection:	Mr R J Thompson