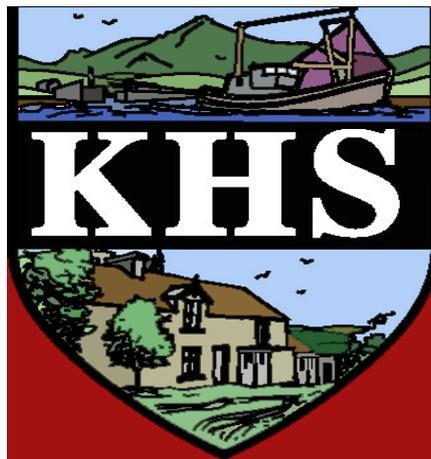


KILKEEL HIGH SCHOOL



PASTORAL CARE POLICY

September 2016

Kilkeel High School

PASTORAL CARE POLICY

Context

Kilkeel High School is a mixed, medium-sized, 11-18, all-ability (comprehensive) school within a small-town and large rural catchment area. Since 1989, when the school introduced Pastoral Care, the emphasis in student management has been on the continued development of a positive ethos, with a view to on-going improvement in the quality of teaching and learning. Pastoral care touches all aspects of the school and, because of this unique quality, is recognised as the accepted medium of creating, maintaining and developing good, appropriate relationships, whether teacher-teacher, teacher-student or student-student.

Rationale

Until now, many aspects of the pastoral Care approach have existed in an unassembled or unwritten state. The purpose of a pastoral care policy, is to bring together the many elements into one document, informing staff directly of appropriate procedures. Our main aim, through the many components of Pastoral Care, is to run a school in which staff and students are secure, contented, informed and capable of doing their best.

Organisation

Pastoral Care in KHS is formally organised on the basis of Form classes and Year groups. Each student is assigned to a form with a Form Tutor, who has primary responsibility for overseeing their care and behaviour, in all aspects. Year Heads are expected to have a close knowledge of all the students in their year and to be available for referral where a Form Tutor considers it necessary. Key Stage Co-ordinators provide support and responsibility for seeing that the system functions properly and, apart from the Principal, is the large stage of referral. At all rungs of the ladder the opportunity exists to offer students counselling and guidance regarding their approach to school, as well as checking inappropriate behaviour.

Aims and Objectives

- to support the school curriculum
- to assist the students to enrich their personal lives and to improve their self-esteem
- to foster the qualities of tolerance, respect and consideration for others
- to encourage a sense of responsibility towards family, school and community
- to promote positive attitudes toward health
- to develop skills necessary for school and adult life
- to maintain an orderly atmosphere in which all this is possible

ROLES AND RESPONSIBILITIES

Role of the Subject Teacher

Primarily, subject teachers must create a learning environment which assists students, to the full, in the learning process.

They must deal with their student's individual educational and pastoral needs in the first place.

It is only when the problem is beyond the scope of the subject that appropriate referral should be used. Depending on the subject teacher's judgement of the seriousness of the problem, referral must be made to Form Tutor, Year Head or SENCO. Where there is an extremely serious case of misbehaviour, referral should be made to Senior Management.

It is in the area of relationships that curriculum and pastoral are most profitably integrated. Pastoral Care is NOT just for the Form Tutorial period – it is an integral part of the student's total school experience. As Douglas Hamblin wrote:

“Pastoral Care is at the heart of teaching”

Role of the Form Tutor

General School Organisation

Oversight of students in Form group with regard to:-

- general welfare
- appearance school rolls, absences
- behaviour
- academic progress
- school reports, including assessment reports
- school fund, charity collections

Relationships

- Establishing a strong rapport with students in Form – respect on both sides
- Building up a Form identity and a sense of caring within the group
- Helping to build a Year Group identity
- Working as a member of the Year Group, led by the Year Head

Pastoral Programme

- implementation of the PD programme

Interviews

- with students
- with parents

Role of the Year Head

General School Organisation

- support for Form Tutors and subject teachers
- important behavioural role; higher rung in referral ladder (may issue Daily Report Card)
- monitor absences and lateness, liaise with parents and apply consequences when necessary
- organise Year Assembly
- organise arrangements for promotions and demotions within Year Group

Relationships

- Creating and maintaining a team approach with Form Tutors in Year Group
- Establishing a good relationship with pupils in Year Group
- Building up the Year identity and sense of caring and support within the Year Group
- Liaising with other Year Heads and Senior Management

Pastoral Programme

- Responsible for organising PSHE Programme for Year Group
- Responsible for evaluation and development of PSHE Programme

Interviews

- with students
- with parents
- with EWO and other agencies if necessary

Role of the Key Stage Co-ordinator

General School Organisation

- Support for Year Heads and Department Heads in oversight of all matters pertaining to Key stages 3 and 4
- Important behavioural role; consultation with Year Head; liaising with Vice-Principal (pupils) regarding serious behavioural problems
- Monitoring and following-up detention absences
- Co-ordinator of Year Assemblies
- Consultation with Year Heads regarding promotions and demotions

Relationships

- Helping to promote the professional and pastoral skills of Year Heads and Form Tutors within a Key Stage
- Liaise with Vice-Principal (staff).
- Enhancement of effective school/home links which encourage parental participation in meaningful support

Pastoral Programme

- Providing support for Year Heads as necessary for content, delivery and evaluation of PD programme.

Interviews

- with students regarding progress, or referred by Year Head or Senior Management – with parents
- with EWO in conjunction with Vice-Principal (students)

Contributory Policies

- Discipline Policy – including up-dates & example of Classroom Behaviour Action Plan
- Health and Safety Policy
- Drugs Policy
- Anti-Bullying Policy
- Child Protection Policy
- Policy on Reasonable Force

These policies are to be presented to, and passed by, the Board of Governors.

These are available in the school office for parental scrutiny and extracts are posted to parents regularly.

Resources

Resources adequately meet the PSHE programme requirements including the cost for reproduction of materials as well as the use of a wide range of teaching approaches. Accommodation effectively enables provision of Pastoral Care requirements to be met with regard to implementing the PSHE programme, as well as interviewing, counselling and supporting individual pupils. Great care and consideration is given to the appointment of Form Tutors with a view, not only to their personal skills, but to keeping a balance in the level of pupils with whom they deal from year to year.

PD Programme

A significant element in our Pastoral Care provision is the Personal, Social and Health Education programme offered by the school. In every Year, in Form Class, for 1 period a week, pupils follow a course covering 5 themes in expanding complexity and depth.

These themes are:-

Self-awareness

Study Skills

Health

Social-awareness

Relationships

Students' Experience

Pastoral Care in its many forms, from consideration of the physical environment to furthering inter-personal relationships, exist to promote our students' experience of security, well-being and educational advancement. Where it is felt that these experiences are falling short, whether reported by students, parents or staff, strenuous effort are made by staff to find and remedy the fault.

Communicating with Parents

We feel it is a strong part of our Pastoral Care provision that parents are kept as fully informed as possible of their children's progress. Not only is our reporting system extremely informative but parents are also advised at every stage of our behaviour management procedures, whether related to rewards or sanctions. We feel that this affords parents the fullest opportunity to contribute to their children's school experience. When school and parents act together in partnership it is very much to the benefit of all the pupils in our school.

External Support Agencies

Under the Pastoral Care provision regular contacts are maintained with the following:

- EWO
- School Counselling Service
- Pupil Personal Development Services
- Behavioural Support Team
- Educational Psychology Service
- Social Services, including counselling services
- P.S.N.I.
- Also as part of the PD Programme talks are frequently given by members of the local community as well as individuals from further afield

Staff Development

Both school-based and out-of-school training have been and will continue to be essential features of the schools Pastoral Care provision. As far as possible, staff are provided with the most-up-to-date policy information on the various components of Pastoral Care – including Child Protection, Use of Reasonable Force, Drug Education and Behaviour Management.

Reviewing the Policy

Regular reviews and assessments are undertaken of the component elements of Pastoral Care. These are mainly conducted through staff audits and reporting back, involving developmental improvements.