



## **Pastoral Care 2016-2017**

**Pastoral Care is central to the school's ethos as we seek to provide a safe, caring and supportive environment in which all pupils are afforded the opportunity to attain their personal and academic potential. The Pastoral Care Policy seeks to assist in achieving the ideals as stated in our school aims.**

### **Aims**

- To develop a community of pupils, parents, teachers and support staff in which all involved share a sense of pride, belonging and loyalty
- To encourage pupils to make their own personal contribution towards enhancing the school as a community
- To assist each pupil in reaching personal fulfilment and happiness through contributing fully to the curricular and extra curricular life of the school
- To develop in all pupils qualities of self-esteem, tolerance, perseverance, adaptability, self-discipline, self-reliance and a sense of moral responsibility
- To provide a regulated and orderly community in which effective learning can take place through the use of well established and understood rules and procedures
- To provide a structure whereby individual pupils feel comfortable and confident in establishing personal relationships with teachers and tutors
- To assist, guide and encourage pupils to attain their full potential academically and thus gain useful and relevant qualifications
- To prepare pupils for the transition to continuing education and adult working life
- To encourage an interest in and development of extra curricular interests and talents
- To develop and maintain close links with parents
- To assist in identification of pupils with Special Educational Needs
- To implement, monitor and review Pastoral related policies

## The Pastoral Team

Each form class is allocated to the care of a teacher. These teachers form a pastoral team under the supervision of a year head and maintain daily contact with their form acting as the first point of contact for pupils and parents. Form teachers are usually allocated to a form class for their period of 5 years in the school, a policy which is designed to ensure the development of positive relationships between pupils and teachers.

### PASTORAL CARE STRUCTURE 2016-2017

**PRINCIPAL – D Livingstone**



**VICE – PRINCIPAL – Mrs K Mulholland**



<b>Head of Year 8</b>	<b>Head of Year 9</b>	<b>Head of Year 10</b>	<b>Head of Year 11</b>	<b>Head of Year 12</b>	<b>Head of Year 13/14</b>	<b>Head of LSC/ASC</b>
Mrs C Reid	Ms A Murdoch	Mr G Veale	Mrs A Smiton	Ms J Hughes	Mr D Livingstone	Mrs C Tomlinson

**PASTORAL CARE COORDINATOR:**

**Mrs K Mulholland**

**DESIGNATED TEACHER for CHILD PROTECTION:**

**Ms J Hughes**

**DEPUTY DESIGNATED TEACHER for CHILD PROTECTION:**

**Mrs K Mulholland**

**SCHOOL COUNSELLOR:**

**(Familyworks Counselling Service) TBC  
(School)**

**Ms J Hughes**

**HEALTH EDUCATION COORDINATOR:**

**Mrs H Stevenson**

**DRUG EDUCATION COORDINATOR:**

**Mrs A Smiton**

**FIRST AID and MEDICAL NEEDS COORDINATOR:**

**Mrs C Reid**

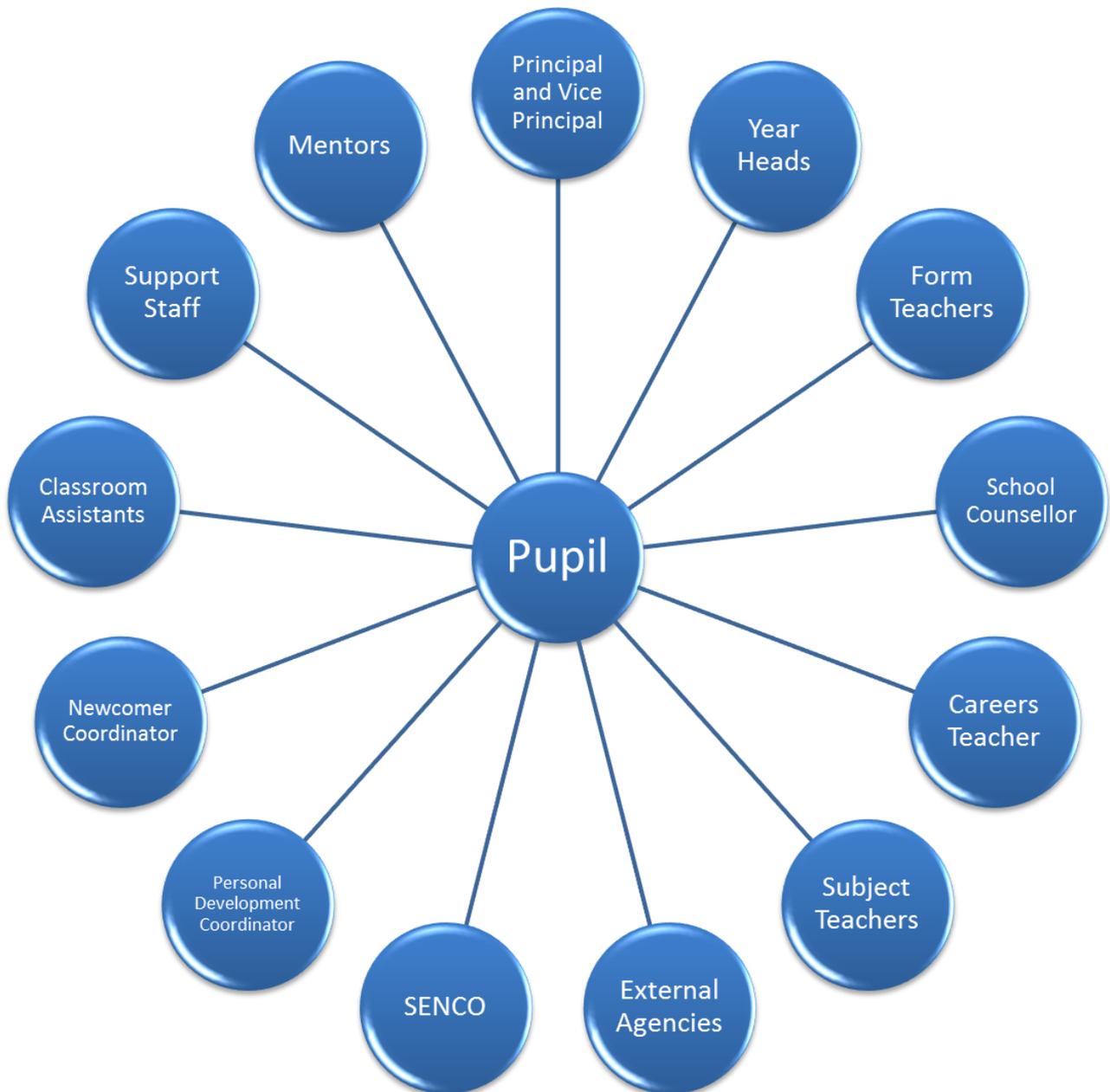
**SPECIAL EDUCATIONAL NEEDS COORDINATORS:**

**Mrs D Woolsey (KS4)  
Ms J Hughes (KS3)**

**NEWCOMER PUPILS COORDINATOR**

**Miss K Shanks**

**A child centred approach to pastoral care:**



### **The roles and responsibilities of the form teacher include the following:**

- Monitor attendance
- Encourage Good Punctuality
- Maintain standards of school uniform and behaviour in line with school rules and procedures
- Monitor pupil progress and achievement
- Liaise and work closely with Year Heads
- Record individual pupil activities and achievements annually
- Provide guidance & support for pupils – Pastoral Role

### **The roles and responsibilities of the Year Head include the following:**

The Year Head will be assigned to a year group and normally remain with that year group throughout their years in school

- To provide personal contact with students in the year group in order that pupils are known and valued as individuals and as members of a community
- To provide support and guidance to pupils to meet their personal development and achievement needs
- To provide support and guidance to the form teachers in their year
- To assist form teachers in monitoring the progress and achievements of pupils
- Dealing with disciplinary issues as referred by form or subject teachers
- Where necessary to provide teacher colleagues with relevant knowledge of pupils so that their teaching can be adapted for greater success
- To provide a personal point of contact with parents so that parental communication with the school is facilitated and their views known and considered
- Getting to know the members of the year group as individuals as well as possible
- Communicating with members of the year group, facilitating their communication with each other and with others
- Monitoring pupils on daily report
- Monitoring attendance and punctuality
- Providing guidance and support, together with other interventions in the year group
- Communicating specific concerns to pupils, colleagues, parents and others as appropriate
- Liaising with Vice Principal, SENCO and Principal regarding individuals or groups of pupils exemplifying persistent learning, behavioural or emotional problems
- Liaising with outside agencies such as SELB/EWS/Behaviour Management/others
- Responding as appropriate to communications from parents and others in consultation with others involved
- Encouraging the development of positive self-discipline in pupils
- Keeping up-to-date with professional developments in pastoral care
- Keeping professional records on all of the above as necessary
- Attending all related meetings

### **The roles and responsibilities of the Vice Principal include the following:**

- The management of the pastoral structure and system throughout the school ensuring that Year Heads and Form Teachers carry out their roles and responsibilities both efficiently and effectively and in line with school policy
- Facilitating and supporting the activities of individual Year Heads and Form Teachers and using their experience and expertise to build a mutually supportive and complementary team approach designed to meet the pastoral needs of all pupils
- Facilitating Year Heads' and Form Teachers' knowledge and understanding of pupils so that their roles and responsibilities are professionally undertaken
- Encouraging and supporting all members of staff in their corporate responsibility for the implementation of the school's Pastoral Care policy and at the appropriate stage respond to information provided by Year Heads, Form Teachers or other staff
- Ensuring an effective and efficient communication network within the school's Pastoral Care structure
- Articulating the pastoral voice within the school as a whole and within the curriculum so that opportunities exist which facilitate the personal and social development of all pupils
- The development of the 'pastoral' role of the Year Head and Form Teacher, having regard to the School's aims and objectives.
- The development, organisation and evaluation of the day to day operation of the Pastoral Care system.
- Liaising and mobilising outside agencies as required where this is in the interests of pupils in order to meet more effectively the needs of those pupils who are beyond the school's ability to help
- Liaising with and stimulating appropriate involvement with parents in order that the influence of the home and school can act in concert towards the development of pupils

The pastoral structure is supplemented by a PD programme in years 8 to 10 and a CEIAG programme in years 8 to 12. These classes provide opportunities for a wide range of pastoral issues to be addressed.

The school makes use of external agencies to further supplement the pastoral programme, with annual contributions on issues such as Drugs Education, Relationships & Sexuality Education, other Health related topics and Study Skills advice, targeted at specific year groups.

### **School Counselling**

The value of professional counselling should never be underestimated. A counsellor can offer immense support to a young person who needs help and guidance. Our school has enlisted the services of professional counsellors to assist in helping those pupils whose lives are being affected by worries, troubles or concerns. A referral system operates under the supervision of Mrs J Hughes.

### **Code of Conduct**

A copy of the Code of Conduct is issued to each pupil at the beginning of each school year. These rules are designed to provide for an orderly environment in which effective learning can take place and in which there is mutual respect between **all** members of the school community.

## **Recognising and promoting Positive Behaviour** (See Positive Behaviour Policy)

All pupils are encouraged to respond positively to the high standards of behaviour and attitude to work which we in school set ourselves. When such standards are attained and often surpassed, we believe it to be important to recognise such excellence as a means of promoting positive behaviour in all aspects of school life, whether this be a verbal or written comment of praise for work well done in class or at home, or a medal for participation in a sporting event or a prize or a certificate at the school's annual Prize Distribution. These and other accolades form part of the school's policy to recognise and reward achievement.

At City of Armagh High School we believe that good behaviour and discipline are essential if effective teaching and learning are to take place. Students learn best when they are motivated and this is promoted within school by an effective rewards system that engages students and encourages them to do their best.

### **Reward System**

#### **Aim**

To reward students in a variety of ways so that they are motivated to succeed and do their best

#### **Objectives**

- To create an environment which encourages and reinforces good behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure pupils are fully aware of the criteria they must fulfil to succeed.

#### **House System**

The school's well-established "House system" has procedures for rewarding, achievement, attendance and sporting activities. This system is constantly under review in order that we can continually recognise and promote in tangible and systematic form the positive contributions which the vast majority of our pupils make to the life of the school.

#### **Pupil of the Month**

This reward is aimed at pupils in Years 8 -12 who have best upheld the standards of the school during that particular month. Students are nominated for this award by their form teacher and the remaining staff within the school have the opportunity to vote. Teachers base their decision using set criteria. All classes will be made aware of these criteria at the beginning of each month via form teachers, the merit award notice board, school assembly and web site. Once the voting process has been completed, one pupil from each year group is presented with a certificate and a prize at a special assembly. Parents will be notified of their child's achievement and the pupils will have their photos displayed on the school notice board, on the school website and in the local press.

#### **Pupil of the year**

Pupil of the Month awards, in conjunction with teachers, are used to select a "Pupil of the Year" from each of Years 8, 9 and 10. These awards are presented at our annual Prize Distribution.

### Merit awards

This reward system is currently aimed at Years 8 - 12. Any member of staff can award stamps for any aspect of improved work, behaviour and effort. Good attendance is considered central to academic success. In support of this and to promote teamwork a target (93% or above) is set for class attendance each term. If the class reaches this target then 5 merit stamps are awarded to each member of the class. These stamps are recorded in the students' diaries.

Each stamp is worth a number of points and the accumulation of these leads to an opportunity to "trade" stamps for prizes. As they are carried forward from week to week, students can "cash in" merit stamps on designated days, in exchange for small items or they can "bank" them to earn a higher ranking award.

### SANCTIONS

Whilst the emphasis of the school's Pastoral Care Policy is on the promotion of good behaviour and the enhancement of self-discipline and acceptance of responsibility for our own actions, some simple procedures are required for those pupils for whom preventative measures have not been successful.

- The pupil is reprimanded orally by the teacher
- The teacher will issue appropriate punishment when the offence is serious or persistent
- The teacher may use department detention at lunchtime or after school
- The pupil is referred to his/her Year Head. This will involve either further sanctions, daily report or after school detention. For serious or persistent offences the Year Head may write home to parents or arrange for a meeting with parents in school
- If the Year Head is not satisfied with the response from the pupil, he/she will be referred to the Vice Principal or Principal and a further meeting may be arranged with the parent
- A pupil may be given supervised support from normal classes for a period of time in line with school policy. Parents will be informed.
- Where suspension and/or expulsion is deemed necessary, the school will follow the procedures set out in the SELB scheme and Department of Education circulars
- Serious breaches of school rules may result in the pupil being referred directly to the Vice Principal or Principal.

### Detention

Should a pupil be placed in after school detention by a class teacher or Year Head the reason and length will be noted in their homework diary at least 24 hours in advance. It is the child's responsibility to inform the parent/guardian, who is expected to discuss this matter with their child and sign the diary. Failure to do so will not affect the child's obligation to do the detention on the specified day.

### Work in school detention

- The punishment is the time after school. **It will be the pupil's responsibility** to bring some useful work with them to do (e.g. Homework, revision, study, controlled assessment)
- The teacher who requests the detention may put work in a box in the office at any time before the detention, **which will take precedence** over any work the pupil may bring themselves
- If a pupil does not bring work, they will be expected to complete some standard work which will be provided in the detention room e.g. 5Ws, code of conduct etc

## **Supervised Support for Pupils from Normal Classes**

### **Aims**

1. To provide the opportunity to separate disruptive pupils from others, thus protecting the education of others.
2. To provide the opportunity to supervise pupils who present as contrary to school rules and procedures or are unwilling to co-operate within normal school structures or routines.
3. To provide for serious “one off” incidents.
4. To provide a facility for periods of “time out” for pupils in cases where remaining in a normal classroom is not in their best interests or in the interest of others.
5. To ensure that a common procedure is used for the withdrawal of pupils with the provision of suitable work during their period of Supervised Support from normal classes.
6. To minimise suspensions from school.

### **Procedures**

1. Pupils in Supervised Support will be supervised by staff following the timetable. The Vice Principal has overall responsibility for ensuring that they are supervised at all times.
2. Pupils will only be given Supervised Support from class by the Principal or Vice Principal. Staff will be informed that a pupil is in Supervised Support by email and a note on the staff noticeboard.
3. Staff who teach the pupils in Supervised Support are required to send relevant work during the period of Supervised Support.
4. Parents/guardians will be informed when their child is in Supervised Support from class. The Vice Principal/Year Head will liaise with parents as required. Parents may be invited to attend school to discuss progress.
5. Pupils may be counselled during the Supervised Support period. The pupil’s Form Teacher and Year Head may also speak to the child during that time.
6. Pupils can be placed on report when they return to normal class after a period of Supervised Support. The Year Head, will monitor the behaviour of pupils on their return to class. In cases where they are not satisfied a further period of Supervised Support may be considered.
7. Where the behaviour of a pupil is unacceptable when in Supervised Support the possibility of suspension will be considered.
8. Pupils who are in Supervised Support from class will normally be kept apart from their peers throughout the day.
9. Pupils in Supervised Support will not normally participate in extra-curricular activities.
10. A report will be completed by staff for each period that a pupil is in Supervised Support. The report will be kept in the supervised support room on the teacher’s desk.

### **Extra Curricular Activities and Non-Essential School Trips**

City of Armagh HS is committed to providing a wide range of extra-curricular activities and non-essential school trips, as we believe this is an important part of a pupil’s personal development.

However we strongly believe that pupils hoping to take part in these activities must be able to represent the school and conduct themselves in a responsible manner at all times.

We wish to emphasise that the vast majority of our pupils behave in a responsible manner at all times and we hope that the small minority of pupils who do not always operate within school rules and procedures will be encouraged to improve their behaviour in order to benefit fully from all the opportunities available to them. For these pupils participation in the above will require authorisation from their Head of Year and/or Vice Principal.

**Any non-essential trip is one that is not central to the taught curriculum**

## **Pupil Voice**

- Pupil questionnaires – whole school, pastoral, reward system, subject specific, etc.
- Student council – Regular meetings, training, events
- Pupil Voice day/staff development – opinions sought and disseminated to staff during staff development day
- Mentoring

## **Links with parents**

We see ourselves as partners with parents in the education of pupils. Mutual support and co-operation is an essential element in achieving our objectives.

On-going activities to ensure communication and parental involvement include:

- Regular Parent/Teacher meetings
- Use of Homework diary
- Prospectus, Letters, Emails and Text messages
- Reports
- Information on the school website
- Sporting events
- Extra-curricular activities
- Drama Productions
- Open Night
- Parent/Year Head meetings when necessary concerning an individual pupil's welfare
- Mentoring

## **Links with the Community**

- Parent Association
  - Craft Fair
  - Car boot sale
- Use of Facilities by community and sporting organisations
  - Badminton
  - Hockey
  - Summer scheme
  - Motor Caravanning club

### **Related Policies**

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Internet and E-safety Policy
- Critical Incident and Emergency Guidelines
- Relationships and Sexuality Education Policy
- SEN Policy
- Drug Education Policy
- Health and Safety Policy
- Supporting Pupils with Medication Needs & Pupils Requiring First Aid Policy

### **Monitoring and Reviewing the Pastoral Care Policy**

The implementation of this policy will be monitored by the Pastoral Care team. It will then be evaluated at the end of each school year by the Pastoral Care Team and the Principal. A review of this policy will take place annually.

June 2016