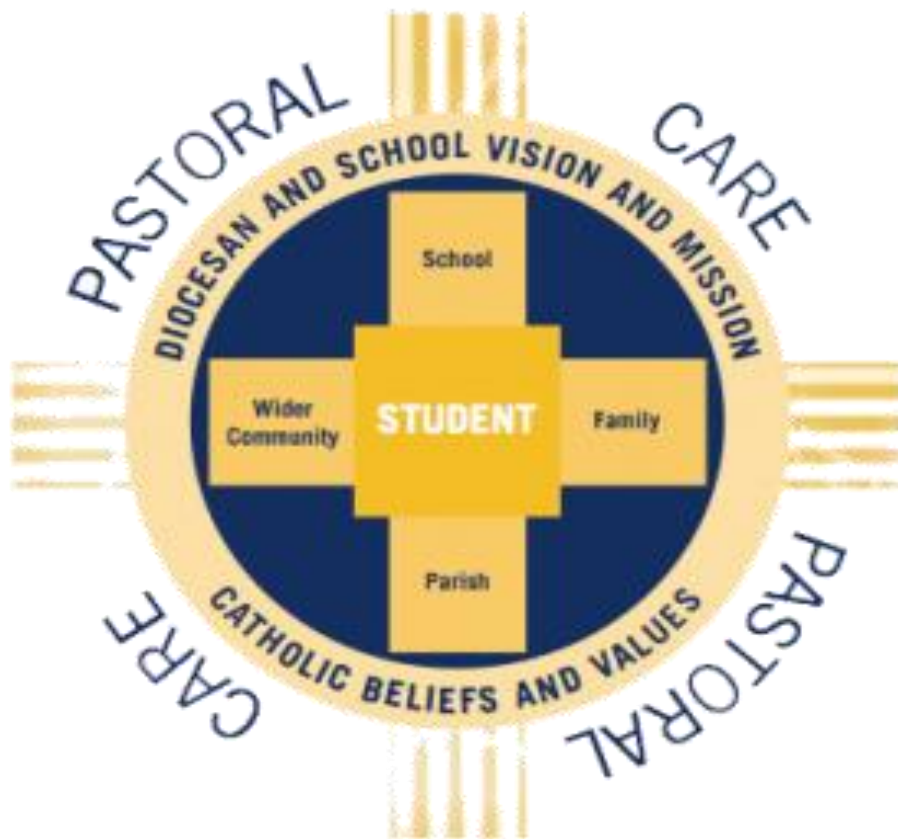


St Louise's

Comprehensive College, Belfast

A Specialist College

Pastoral Care Policy



ST LOUISE'S MISSION STATEMENT

"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in learning and teaching within a Catholic, Vincentian, Comprehensive ethos"

The Pastoral System in St Louise's is rooted in the Mission Statement of the school which stresses partnership with parents in promoting effective learning and teaching. The values of the Pastoral System are informed by the school's Catholic, Comprehensive and Vincentian ethos. These values include commitment to the development of each person's full potential, spiritual, emotional, intellectual, moral and social. It follows that a spirit of mutual respect is fostered within the whole school community, the family, the local community and the wider society. Everyone is valued equally, given equal respect, offered the opportunities and necessary supports to enable them to succeed.

Pastoral Care in St Louise's permeates all aspects of school life and contributes to the creation of a supportive atmosphere for staff and students. This is built upon by the strong ethos and value system led down by our patrons St. Louise de Marillac and St Vincent de Paul. We are a happy, safe and caring community in which each person is valued equally through a culture of respect and in which everyone is given the opportunity to achieve her full potential within a climate which is both challenging and supportive.

An active Induction Programme has been developed for every year group; this highly successful programme allows students to develop their social skills, organisational skills and coping skills and provides an excellent start to a student's post primary career. Throughout the school a high quality Personal Social and Health Education Programme is delivered at tutor time within the context of Learning to Learn, Brain Friendly Learning and the Multiple Intelligences.

Each year group has its own set of highly skilled Form Tutors, led by a Head of Year and/or Leader of Learning. There are Assistant Principals and Vice Principals responsible for Junior, Middle and Senior Schools, as well as Sixth Form. In this way each Year Group functions as a separate unit while remaining

an integral part of the whole school. The tutor groups, which meet twice daily, are small and form tutors provide one to one and group support through the setting of goals and targets linked to learning and providing a listening ear at all times. Year 8 groups have Learning Mentors (Buddies/Guardian Angels) from our Sixth Year Leadership Team.

The Head of Year and/or Leader of Learning linked to each year group looks after the academic and emotional well-being of each student in the year group. The Head of Year and/or Leader of Learning supports students on a daily basis and is always there for students who may encounter problems with attendance, punctuality, behaviour, relationships or issues in their personal life. The Head of Year works closely with parents to ensure the happiness of all students. Within the Pastoral Support Centre a multi-disciplinary model operates, which provides support in learning, mentoring, behaviour and the provision of independent counselling support for all who wish to avail of these services.

Parent's Responsibilities

- To have their child present, on time every day, in correct uniform with all necessary equipment to allow for teaching and learning.
- To inform the school of the reason for their child's absence by sending in a note of absence.
- To get in touch with the school regarding any matter of concern.
- To inform the school of any circumstances which might impinge on their child's well-being.
- To keep appointments.
- To develop good relationships with staff.
- To inform the school of any change of telephone number or home address.

- To update the school on any medical condition concerning their child.

Student's Responsibilities

- To be in school every day, on time, wearing the correct uniform and with everything needed for that day.
- To bring in a note for the Form Tutor if they have been absent (See Attendance Policy).
- To contact their Form Tutor, Head of Year or any other member of staff if they are unhappy or falling behind with their work.
- To understand the ethos of the school (respect for oneself, for others and for the environment) and to make a positive contribution to relationships.
- To report to a member of staff if they are concerned about another student's welfare.
- To develop and nurture positive relationships within the school community.

School's Responsibilities

Form Tutors, Heads of Year, Leaders of Learning, Assistant Principals, Vice Principals, Subject Teachers will act as a team in order to:-

- have all students present, on time every day, in correct uniform and with all the necessary equipment to allow for effective teaching and learning.
- support all students according to their particular needs through affirmation and guidance; and where necessary by counselling and liaison with their families.
- foster good relationships and responsible behaviour based on mutual respect.
- develop a Pastoral Programme to meet the needs of students which can respond to changing circumstances within school and society.

Role of Form Tutor

As a caring Form Tutor and in the spirit of our Mission Statement underpinned by our strong value system, Form Tutors will:

- support all students in Behaviour for Learning.
- ensure high levels of attendance and punctuality.
- ensure high standards of personal presentation.
- develop and nurture positive relationships and improve community
- develop independence
- encourage high levels of achievement within their tutor groups (see appendix 1).

Role of Head of Year/Leader of Learning

- To foster loyalty, good year spirit and mutually respectful relationships.
- To monitor attendance, punctuality, progress, standards of uniform and behaviour.
- To encourage effective learning both in class and at home.
- To liaise with Assistant Principal/Vice Principal, SENCO and external agencies when necessary.
- To identify students in need of extra support and to take appropriate action in accordance with the school's Pastoral Care Policy.
- To encourage the students to be actively involved in all aspects of school life i.e. fund raising events/membership in a school club or society.

Role of the Assistant Principal/Vice Principal

The Assistant Principal/Vice Principal working closely with the Head of Year, and/or Leader of Learning and Pastoral Team has overall responsibility for the academic and pastoral welfare of the year group.

The Role of the Pastoral Support Centre

The Pastoral Support Centre provides an outstanding opportunity for our own staff and external agencies to work together to provide the best possible service for the students within our care. The overall aim of the centre is:

- to provide additional support for all students in terms of their social, emotional, behavioural and academic well-being;
- to provide access to independent counselling support for all students;
- to provide support for families and to make links with the local community.

Each day within the Pastoral Support Centre students and staff are engaged in:

- Peer Mediation Programmes.
- One to One Counselling.
- Anger Management Programmes.
- Self Esteem/Confidence Building Programmes.
- Group work sessions—Circle Time.
- Organisation and Learning Sessions—Reading Programmes.

ROLE OF THE FORM TUTOR

In order to fulfil the main aims I will:

1.1 Support Students in Behaviour for Learning by:

- modelling good behaviour.
- putting in place a supportive framework for all students.
- adopting a sympathetic child centred approach and encourage mutual respect between teacher/student, student/student reflecting the Catholic, Vincentian, Comprehensive ethos of the school.
- fostering a high degree of trust in relationships with my students so that each one recognises me as a caring and sensitive adult.
- establishing good working relationship with students as individuals, using positive and affirming language and praise frequently.
- assisting students in the formation of friendship groups.
- developing and revisiting consistently the Class Charter.
- establishing a Code of Conduct in partnership with students.
- agreeing ground rules, rewards and sanctions linked to positive behaviour strategies.
- developing within my tutor group a strong sense of loyalty by engaging in team building exercises.
- making Behaviour for Learning an integral part of the Pastoral Curriculum by delivering high quality lessons that link behaviour to learning.
- coaching acceptable standards of behaviour and setting high expectations.
- monitoring behavioural concerns through the setting of targets and monitoring of progress.
- supporting students at Stage 1 of the Code of Practice.

- engaging students in self-reflection and assisting students in changing their behaviour. Developing in them strategies to cope with conflict when it arises.
- communicating with subject teachers/Heads of Department/Heads of Year and making referrals for support when required.
- talking to students about the importance of healthy lifestyles – diet and exercise.
- providing a listening ear for all students and intervening when necessary to make positive resolutions.
- delivering the pastoral programme linked to the development of personal and interpersonal learners.

1.2 Ensure high levels of attendance and punctuality by:

- ensuring that I am meeting and greeting my students at 8.55 every morning and creating a positive attitude to the day ahead.
- building effective relationships within my tutor group in order to develop a pleasant welcoming atmosphere so that students will want to come to school.
- tracking attendance and punctuality through the use of support cards.
- providing a forum for my students to discuss reasons for poor attendance/punctuality, 'drilling down' and communicating this with others.
- analysing patterns and trends through the use of attendance data.
- communicating with Heads of Year and ensuring parents are notified so early intervention can take place in order to rectify the situation.
- setting and monitoring individual and group targets against the whole school targets.
- rewarding good attendance consistently through the establishment of a well-developed merit system at whole school level.

- ensuring rigorous follow up to absence notes.
- communicating with Heads of Year in terms of attendance and punctuality to class.
- emphasising the importance of good attendance and punctuality in the preparation for the World of Work.
- ensuring that students maintain a personal log of their own attendance in Home Learning Planners.
- making attendance and punctuality an integral part of the Pastoral Programme.

1.3 Ensure high standards of personal presentation by:

- reinforcing the expected standards of appearance on a regular basis.
- modelling high standards of personal presentation.
- checking uniform daily including the wearing of house buttons.
- creating in students a great sense of self-worth and instilling in them the desire never to settle for second best.
- checking books for standards of presentation.
- carrying out regular graffiti checks on books, bags and equipment.
- ensuring that the school rules regarding jewellery and make up are adhered to and that I am consistent in the confiscation of excess jewellery.
- ensuring that students do not chew gum.
- ensuring that hair styles and accessories are moderate.
- insisting on appropriate school bag size.
- setting targets for students who require support in this area.
- communicating with the Head of Year and ensuring parents are notified so early intervention can take place.
- praising students at all times for high standards of personal presentation.

- discussing the importance of high standards in relation to the Mission Statement and perceptions of the local community and other outside agencies – the importance of loyalty.
- making health, personal hygiene an integral part of the Pastoral Programme.
- consistent zero tolerance at all times.

1.4 Develop positive relationships and improve community by:

- showing respect to my class at all times.
- creating a safe and enjoyable learning environment for all students every morning and afternoon during registration.
- treating students as young adults and encouraging mutual respect.
- encouraging good manners and developing high expectations at all times.
- praising examples of good manners, respect, caring attitude towards others.
- providing opportunities for encouragement and praise.
- making team building an integral part of the pastoral programme.
- providing one to one support for all my students on a regular basis.
- communicating with Heads of Year and ensuring that parents are an integral part of the process.
- making sure that issues surrounding Child Protection are referred to the relevant people.
- providing opportunities for Form Tutor activities within and outside school.
- being interested in their lives and connecting daily to what is happening to them.
- leading by example – being calm, respectful and pleasant.

- encouraging students to help each other – Buddy System/Peer Mentoring.
- providing a listening ear for all students.
- reinforcing standards and providing rewards.
- encouraging students to fund raise by focusing on the collection of Mission Money/adoption of a key charity etc.
- developing in students a sense of ownership.
- developing students as active citizens within and outside school.
- ensuring high levels of good behaviour through the coaching of positive behaviour strategies.
- encouraging individuals and tutor groups to become involved in what the school can offer.

1.5 Develop independence and high levels of achievement within my tutor group by:

- having high expectations of all students and engage in regular learning conversations focusing on performance through target setting
- being flexible in my approach, enable students to learn from their mistakes, to reset targets/goals and to regain confidence.
- tracking results on an on-going basis and using data to bring about improvement.
- creating a buddy system/mentoring system within the Tutor Group.
- communicating with parents through our reporting system.
- assisting students in the maintenance of their Learning Logs and ensuring on-going Home Learning.
- ensuring the completion of high quality home learning tasks by checking Home Learning daily.
- communicating with subject teachers and Heads of Year and ensuring communication with parents.
- supporting and monitoring students at Stage 1 in terms of learning needs.

- providing emotional support for students in the completion of coursework and examinations.
- working with students on examination technique and time management.
- checking Home Learning Planners regularly.
- implementing learning to learn strategies as an integral part of the Pastoral Programme.
- coaching tutor groups about 'how to learn'.



'We touch lives, we teach'