

Strathearn School

PASTORAL POLICY

Approved By Board of Governors – April 2017

Signed : _____

(Chair of Governors)

Review Date	Amendment



RATIONALE

The pastoral dimension is an expression of the care for the development, well being and progress of pupils which is a fundamental priority for schools and for teachers. It offers a means to realise the educational aims of the School, to integrate and give coherence to the many different aspects of a pupil's school experience and to enable pupils to gain maximum benefit from their time in school. Styles of teaching and learning, the ethos of the School, relationships, discipline, curricular and extra-curricular opportunities all come under the aegis of the pastoral dimension.

The pastoral dimension is an integral part of the curriculum and involves everyone in the School. As it is all embracing, it is important that all the participants understand their roles, creating a supportive atmosphere within the School for both staff and pupils.

The Pastoral Policy is based firmly on the School's vision for its pupils and is the shared responsibility of all teachers.

AIM

The School aims to establish an inclusive community where all pupils and staff are treated with dignity and respect, regardless of individual differences including culture, race, religion, beliefs, sexual or gender orientation, appearance and personal capability. The aim of the Pastoral Policy is to create a caring, supportive and safe environment, which values individuals for their unique talents and abilities, and in which all pupils can learn and develop to their full potential.

OBJECTIVES

1. To develop a system of pastoral provision which will integrate all aspects of the school experience.
 - 1.1 To engage the active support of all staff.
 - 1.2 To develop an understanding and appreciation of the positive pastoral role of each member of staff.
 - 1.3 To establish a structure which gives confidence to staff and pupils.
 - 1.4 To agree strategies to deal with routine and with unforeseen events.
 - 1.5 To ensure that issues and unforeseen problems are dealt with at an appropriate level.
 - 1.6 To ensure feedback and evaluation of pastoral provision, from pupils, teachers and parents and to modify provision in the light of regular review.

2. To ensure the protection and safeguarding of each pupil at each stage of her development.
 - 2.1 To equip all staff for the primary responsibility for the care, welfare and safety of all pupils in our charge through a robust combination of policy development, staff training, best professional practice and dissemination of information.
 - 2.2 To develop induction procedures which will support pupils' wellbeing as they transfer to Strathearn.
 - 2.3 To develop links with contributory primary schools.
 - 2.4 To develop a system of recording and disseminating necessary information about pupils so that each individual is supported appropriately.
 - 2.5 To create an environment in which pupils with special and additional education needs will receive support and guidance, so that they will be fully integrated members of the School and be enabled to reach their full potential.
 - 2.6 To develop a system for monitoring attendance which will encourage regular attendance.
 - 2.7 To make effective arrangements for first aid, illness and other emergencies.
 - 2.8 To develop links between home and school when a pupil has a long term illness and to ensure, where possible, that academic progress is maintained.
 - 2.9 To support and guide new pupils so as to give them confidence and a sense of security.
3. To recognise and value the potential of each individual pupil, acknowledging improvement and success in their achievements throughout their school career.
 - 3.1 To provide a Learning for Life and Work (LLW) programme (Key Stages 3 & 4) and a Tutorial programme (KS 5), which will enable each pupil to gain maximum benefit from her school experience and prepare her for adult life.
To co-ordinate and integrate the LLW and Tutorial programmes with the academic programme, so that they will be developed and applied by subject departments and be a response to needs emerging through subject departments.
To ensure continuity and progression in the LLW and Tutorial programmes.

- 3.2 To help each pupil develop the management of her learning.
 - 3.3 To enable each pupil to acquire the skills necessary for learning.
 - 3.4 To encourage positive achievement and to recognise talent and reward achievement in all aspects of school life.
 - 3.5 To encourage self-motivation and address any pupil disengagement.
 - 3.6 To develop systems which will ensure feedback for pupils and parents and encourage communication between teachers, pupils and parents.
 - 3.7 To offer effective careers education, information, advice and guidance (CEIAG).
 - 3.8 To establish a means whereby any pupil with anxieties or problems may approach a sympathetic adult for guidance or help.
4. To create an atmosphere and environment in which the growth of individual values, attitudes and beliefs is fostered, together with an awareness of personal responsibility and standards of acceptable behaviour. This ethos is reinforced by teaching methodology and the relationships between pupils and staff.
 - 4.1 To develop and promote positive behaviour.
 - 4.2 To ensure consistency and fairness in the implementation of the School Positive Behaviour Policy.
 - 4.3 To ensure that agreed rewards and sanctions encourage positive behaviour.
 - 4.4 To provide the best possible conditions and facilities for learning and recreation.
5. To provide the widest possible range of extra-curricular activities which offer opportunities for each pupil to develop her individual talents and personal qualities.
 - 5.1 To develop to the full each pupil's sporting, aesthetic and creative talents.
 - 5.2 To encourage team spirit and co-operation amongst girls involved in activities of common interest.
 - 5.3 To foster in each pupil a sense of responsibility, initiative and a willingness to undertake tasks voluntarily and to carry them out to the best of her ability.
 - 5.4 To promote a caring and concerned attitude towards other pupils and towards the community at large.

- 5.5 To enable each pupil to understand better the society in which she lives.
 - 5.6 To help each pupil reach a realistic appreciation of her own strengths and weaknesses.
 - 5.7 To develop leisure interests and to broaden each pupil's interests and experience.
 - 5.8 To foster mature working relationships outside the classroom.
6. To promote staff development, offering support and training opportunities to all staff to enable them to meet pastoral responsibilities with confidence and competence.
- 6.1 To develop teaching methods and delivery styles which give opportunity for the aims of the pastoral programme to be realised.
 - 6.2 To develop teachers' knowledge of the processes through which children learn and can be and are supported.
 - 6.3 To reach consensus among the staff on acceptable standards of positive pupil behaviour.
 - 6.4 To provide positive support for colleagues who are experiencing difficulty with a class or with individual pupils.

ORGANISATION

(a) Responsibilities and Roles

Board of Governors:

The Governors of Strathearn School have overall responsibility for the curricular provision (including pastoral aspects) and safeguarding arrangements for pupils in the School.

Designated Governor for Child Protection:

Mrs R Bailie works closely with the Designated teacher for Child Protection (Mrs L Myers) on the management of Child Protection and Safeguarding issues in Strathearn.

Principal:

The Principal has overall responsibility for the implementation of pastoral policies agreed with the Board of Governors and for the wellbeing of all pupils and staff in the School.

Vice Principal (Pastoral):

Mrs L Myers is the designated teacher for both Child Protection and Drugs in Strathearn School and has specific responsibility for the day to day implementation of relevant policies, supported by a team of five Deputy Designated Teachers. Mrs Myers supports the wellbeing of all pupils through the work of a Pastoral Team, comprising five Heads of Year / Key Stage, two Special Educational Needs Co-ordinators and two School Health Nurses. Pastoral care in Strathearn School is further supported by a Familyworks counsellor through the School Counselling Service.

Deputy Designated Teachers for Child Protection:

Mrs N Connery	Mrs K Quinn	Mrs A McCracken
Mr A Anderson	Miss J Stewart	

Heads of Year

Key Stage 3:

Form 1 – Miss J Stewart
Form 2 – Mrs L Staples / Mrs L Cozzo
Form 3 – Mr A Anderson

Key Stage 4:

Head of Forms 4 & 5: Miss J Gibson

Key Stage 5:

Head of Sixth Form: Mrs A McCracken

Special Educational Needs Co-Ordinators Mrs R Browne & Mrs J Atkinson

School Health Nurses Mrs C Boyd & Mrs E Flynn

School Counsellor (Familyworks) Mrs C Acheson

Teaching Staff

The pastoral dimension is the concern of all teachers, and the pastoral structures in school aim to support them in this overall responsibility. Form Tutors are key figures in the pastoral system and they should have a detailed knowledge of the needs, emotional development, progress and academic attainments of each pupil in their form. Form Tutors are also responsible for the delivery of the Learning for Life and Work / Tutorial Programmes which incorporate Personal Development, Employability and Citizenship strands.

(b) **Organisational Structures and Lines of Referral**

It is essential that teachers are aware of the structures and lines of referral and communication set up within the School to enable them to fulfil their roles with confidence. An agreed Code of Conduct for Staff and Volunteers has been established and agreed procedures are in place for a variety of specific areas: attendance monitoring, professional records, positive behaviour, safeguarding & child protection, control of drugs, anti-bullying, supporting under-achievement, special educational needs and inclusion, suicide, critical incidents, health issues, use of reasonable force, medication administration and accessing counselling services.

(c) **Activities**

Every teacher is involved in the pastoral dimension both inside and outside the classroom. The relationship between pupil and teacher lies at the heart of all effective learning; indeed the best pastoral provision is evidenced in the good lesson well taught. In addition, however, so that pupils may widen their experience and find opportunities for personal and social development, the School provides certain specific activities clearly designed to achieve these ends.

These may be summarised as follows:

- The Form structure through which each form tutor has oversight of each pupil's progress and well-being.
- The Learning for Life and Work / Tutorial programme.
- School Council
- Individual interviews between pupil and Form Tutor / Head of Year or Key Stage
- Form activities (e.g. charity efforts, assemblies)
- The House system
- Extra-curricular activities.
- Community service
- Careers education, information, advice and guidance.
- Posts of responsibility (e.g. office bearers, leadership committees, form captains).
- Educational visits (e.g. field trips, gallery and theatre visits, residential visits, school trips abroad).
- Public performances in music and drama.
- Sports competitions.
- Liaison with parents through individual interviews and parent consultations.

LIAISON WITH PARENTS

The School is committed to building partnerships with parents in order to promote the welfare of the pupils.

Individual contact can be arranged when necessary; parents should feel they can get in touch with School through their daughter's form tutor, Head of Year or Mrs Myers directly should a pastoral problem arise, and School should be able to do the same with parents.

The Parent Forum provides a formal opportunity for parents to engage in consultation with pastoral managers in school on issues related to policy and procedures. The Forum is convened by the Vice Principal at least once in every term. Participation in the Forum is voluntary and open to all parents.

ParentMail is an e-mail and text messaging service which allows convenient and timely communication of information to parents on a range of pastoral issues as well as calendar details.

Parent information sessions and consultations provide more formal and structured occasions for discussion. These have been devised with the special needs of each year group in mind, and their form and frequency are under constant review.

The current arrangements are:

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| Form I | Consultation by appointment in December, for parents with Subject Teachers and Form Tutors on academic progress and personal / social development. |
| Form II | Consultation by appointment in June, for parents with Subject Teachers and Form Tutors on academic progress and personal / social development. |
| Form III | Consultation by appointment in March, for parents with Subject Teachers, Form Tutors and CEAIG staff to discuss academic progress and subject choices for GCSE. |
| Form IV | An information evening for parents during September.
Consultation, by appointment in June, for parents with Subject Teachers and Form Tutors on academic progress and personal / social development. |
| Form V | Consultation by appointment in March for parents with Subject Teachers, Form Tutors and CEAIG staff to discuss academic progress and subject choices for 'A'Level. |
| Form LVI | An information evening for parents during September.
Consultation by appointment in March for parents with Subject Teachers on academic progress. |
| Form UVI | A UCAS information evening for parents during late August/September.
Consultation by appointment in March for parents with Subject Teachers on academic progress. |

LIAISON WITH EXTERNAL AGENCIES

The School does not operate in isolation and has many contacts with outside agencies such as those listed below. School reserves the right to liaise with appropriate agencies when necessary in support of our pupils.

Education Authority (Child Protection, Education and Welfare Officer; Special Educational Needs; Statementing; Educational Psychology; Peripatetic Services)

Feeder Primary Schools

East Belfast Area Learning Community (EBALC)

NI Careers Services

Health Trusts (including GPs, Child and Adolescent Mental Health Services, Family Intervention Teams)

Voluntary Agencies supporting special educational needs (e.g. PEAT, Disability Action)

Gateway Services

Young People's Centre

Eating Disorders Unit

Familyworks School Counselling Service

MACS (Mental Health Support Charity)

PSNI

Young Enterprise

Sentinus

Opportunity Youth

Steps to Cope

Local Nursing Home (pupil volunteering opportunities)