



Cookstown High School

Pastoral Care Policy

Reviewed: October 2021

Next Review: October 2024

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POLICY OVERVIEW

DETAILS

TITLE	Pastoral Care Policy
TARGET AUDIENCE	Governors', Staff, Parents/Guardians
REVIEW DATE	October 2021
REVIEW LEAD	Principal
POLICY DEVELOPED BY	Vice Principal (Pastoral)
POLICY RATIFIED BY THE BOARD OF GOVERNORS ON:	October 2021
EFFECTIVE FROM:	October 2021
REVIEW FREQUENCY:	Every three years (minimum)
REVIEW DATE:	October 2024
PRINCIPAL	Miss G J Evans
CHAIR OF BOARD OF GOVERNORS	Mrs L Dripps

This procedure has been reviewed to include reference to the remit of the Northern Ireland Public Services Ombudsman (NIPSO) in investigating complaints from members of the public in relation to maladministration in publicly funded schools.

RECORD OF POLICY AMENDMENTS

The following table outlines any significant changes/amendments made to this procedure since it was ratified by the Board of Governors on:

DATE OF REVIEW OR AMENDMENT	SUMMARY OF CHANGED / AMENDMENTS TO PROCEDURE	AMENDED BY

Ethos and Rationale

Pastoral Care in Cookstown High School is a priority and is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos is based on Christian values with emphasis on the uniqueness of each individual, mutual respect, and individual responsibility. Through its Pastoral Care the school seeks to encourage the intellectual, moral, emotional, and spiritual development of each pupil.

The Pastoral Care Policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect where the pupils feel secure and are free from emotional and physical harm. Their opinions are valued, and their concerns dealt with sympathetically and appropriately. The Pastoral Care Policy is a key feature in the school's mission to provide and promote excellence, opportunity, and support to all members of the school community. Staff should strive to ensure that most of their engagement with pupils is of a positive affirming nature for example by speaking to pupils in the corridor.

In Cookstown High School we recognise that central to the success of this, is the involvement of parents and other outside agencies within the community. We strive to work in partnership with them to achieve our aims and mission.

The general aim of the Pastoral Care Policy is to provide a common framework for good practice in Pastoral Care in Cookstown High School. The Board of Governors, Principal and Vice Principal (Pastoral) have the primary responsibility to ensure the care and wellbeing of pupils, but all staff have responsibility to promote good practice in pastoral care and the aims established in this policy.

Aims of Pastoral Care in Cookstown High School

- To actively support the school's ethos, aims and mission
- To ensure that each pupil is known personally by members of staff and feels valued, cared for, unique, and included as a member of the school community
- To prepare pupils for the challenges of life after school
- To instil a sense of personal worth and dignity through intellectual, moral, and spiritual development
- To empower pupils in building and monitoring good relationships with friends, staff, and others
- To assist individuals to develop their lifestyles, appreciate life and respect the world in which they live
- To encourage a sense of personal accountability for their own learning and actions

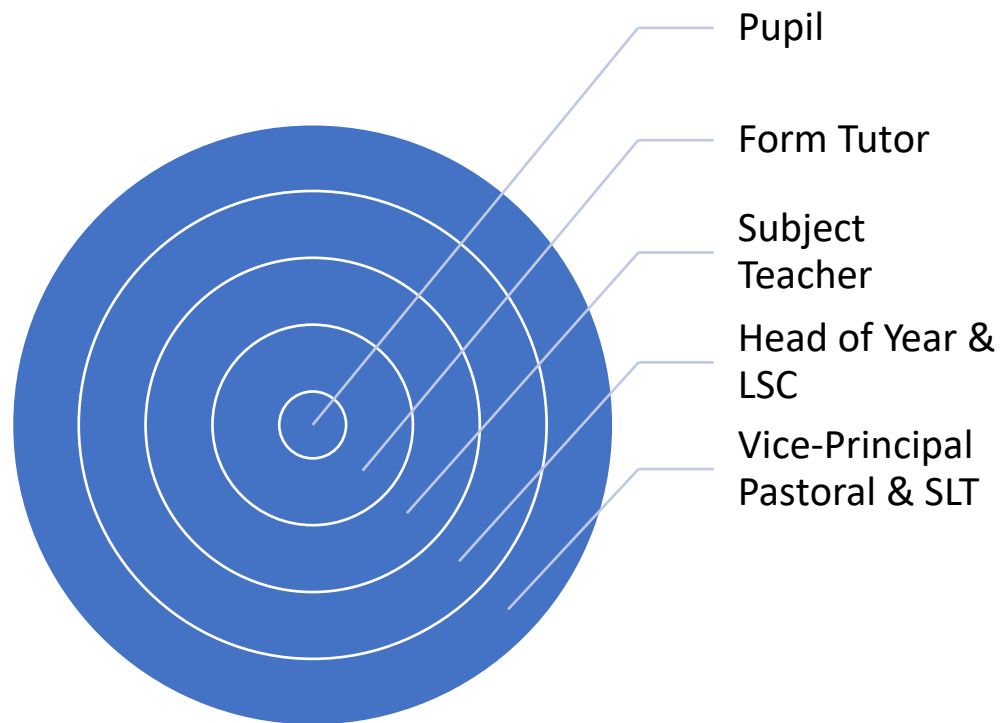
Organisational Structure of the Pastoral Care Provision in Cookstown High School

The pupil centred approach is supported by the home/school partnership and further provision from school SENCO, school mentoring provision, Family Works Counselling provision, EA Behaviour Support (if required), Careers Service and School Nursing Team.

Whilst the Form Tutor is identified as the key person in impacting on the care of the pupils in his/her class on a daily basis, it is important that they work in co-operation with the Head of Year who will provide support and leadership in the pastoral domain.

In the event of additional support being required, the Vice Principal (Pastoral & Inclusion) and

Principal are available to support individuals.



Related policies

Whilst all policies and procedures within the school take cognisance of the school ethos and promote the pastoral care of pupils and staff, some support it in very specific ways. Cross referencing the following policies is essential in delivering the Pastoral Care Policy.

These policies include:

- Health and Safety Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Misuse of Substances Policy
- Safeguarding & Child Protection Policy
- Online Safety Policy
- Relationships and Sexuality Education Policy
- Use of reasonable force

Inclusivity

Cookstown High School supports the fundamental principle that every pupil is entitled to be educated and to feel cared for and supported in school. We therefore work to ensure that pupils' individual needs are met and barriers to learning overcome so that they feel part of the school community.

Liaison 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
- Prospectus, News Sheets, Letters
- Reports
- Information on the school website and social media
- Sporting events
- School magazine
- SIMS Parent App
- Extra-curricular activities
- Drama Productions
- Parental meeting with Heads of Year when appropriate concerning an individual pupil's welfare
- Parental Advice Evenings
- Parent Teacher & Friends' Association activities

Staff development and training

Elements of Pastoral Care remain permanent features of our School Development Plan and subsequently staff development and training are considered essential to support this. Our on-going development programme helps teachers identify the attitudes, values, skills, and knowledge which will enable them to understand and carry out their pastoral roles effectively.

CPD training is provided through:

- Activities at Baker and School Development Days
- Attendance at courses organised by the Education Authority
- Training provided by external agencies

Resourcing

To enable the implementation of the policy, the Principal will ensure that adequate resources including time are made available to develop the programme throughout the school.

Liaison with External Agencies

Cookstown High School is committed to developing good working relationships with relevant, compatible, external support agencies to enhance, protect and support the social and emotional welfare of pupils and staff.

Development Needs of Pupils

Cognisance is taken of the needs of individual pupils as they develop and change during their time at school.

Good Practice in Pastoral Care

- Incoming Year 8 pupils complete a 'New Pupil Profile' to assist with the transition process and help the Form Tutor to get to know them.

- All pupils meet with their Form Tutors daily and have 'open access' to Heads of Year, the Vice Principal (Pastoral) and other appropriate staff throughout the school day.
- Form tutors write a summative comment on all pupil reports.
- Form Class time is specifically for the development of pastoral relationships; the completion of enrichment activities and tracking interventions are central to that.
- Pastoral notice boards are located throughout the buildings and each Form Room has a pastoral noticeboard.
- In their classroom practice teachers seek to foster self-esteem and promote the aims of the Pastoral Care policy.
- In their daily conduct all staff should model positive pastoral care in how they relate to each other and to pupils and parents.
- There are dedicated Form Tutors and Heads of Year for pupils in Year 8 and Sixth Form.
- There is continuity of care with pastoral staff for pupils in Year 9 to Year 12.
- The extra-curricular life of school is designed to promote the aims of the Pastoral Care Policy.
- Assemblies are specifically intended to promote and develop the school ethos and positively contribute to Pastoral Care in School.
- The achievements of pupils within and outwith School are given due regard e.g. on school social media
- Service to others is encouraged through the schools varied charitable outreach.
- Prefects, Mentors, House Captains, and School Councillors have important responsibilities in leading the pupil body. Pupil Leadership roles are fundamental to building positive growth mindset attitudes amongst the pupil body and preparing young people for the world of work.

Preventative and Taught Curriculum

The Learning for Life and Work (LLW) curriculum is delivered across all classes in Key Stage Three and Key Stage Four. It aims to provide young people with the knowledge, values/attitudes and skills required to make good and sustainable choices throughout their lives. Active learning strategies are employed to enhance the delivery of the programme.

In addition to the LLW curriculum a substantial engagement with external agencies across the year helps to support the aims of the Pastoral Care in the High School.

Monitoring and evaluation

Monitoring

On-going monitoring is an integral part of our policy. Meetings of the Senior Leadership Team have items of 'Pupil Related Matters' and 'Staff Wellbeing' as standing items on the agenda.

Checklists are drawn up as appropriate and procedures are discussed at regular meetings to ensure that the policy is implemented in a dynamic and meaningful way. Support is given to those teachers who require assistance in carrying out any aspect of their pastoral role.

A Form Tutor Handbook specifically supports the crucial work of Form Tutors while 'What if...?' documents provide guidance to all staff in various pastoral scenarios.

The Head of Year Team, led by the VP (Pastoral) meets most Thursday mornings to discuss matters of mutual interest, to identify, discuss and disseminate good practice and to monitor the development of Pastoral Care in School.

Evaluation

Evaluation procedures are in place to determine ways of improving the quality of provision in School for the benefit of all pupils and teachers. All aspects of the policy are evaluated on an on-going basis with pupils and staff views being requested through questionnaires, informal interviews and through the work of the School Council.

Whilst the Vice Principal (Pastoral) has overall responsibility for evaluation, self-evaluation is a feature of every teacher's role. This feedback forms the basis of our staff development programme for the year.