



Cookstown High School

Pastoral Care Policy

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Ethos & 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 develop 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.

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 in Cookstown High School. The board of governors, Headmaster 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 schools ethos, aims and mission;
- To ensure that each pupil is known personally by members of staff and feels valued, special and unique, and 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

To ensure a structured approach to the caring for all pupils, we have developed the following structure.



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 Headmaster 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;
- Acceptable use of the Internet Policy;
- Relationships and Sexuality Education Policy;
- Community Relations, Equality & Diversity 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 identified 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;
- Text service;
- 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 Headmaster 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 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 to assist 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 and the completion of Progress Files 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.
- 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.
- Service to others is encouraged through the schools varied charitable outreach, which includes the work of the Charity Committee.
- Prefects, Mentors, House Captains and School Councillors have important responsibilities in leading the pupil body.

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.