

Sligo Grammar School

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PASTORAL CARE POLICY

The Pastoral Care Policy is inclusive and supportive of the whole school community.

MISSION STATEMENT

Sligo Grammar School aims to promote excellence in an inclusive and supportive community that reflects Christian values, where each member is enabled to achieve his/her full potential in life and in learning

RELATIONSHIP TO SCHOOL ETHOS / MISSION STATEMENT

Pastoral Care should permeate all aspects of school life. The policy should support and strengthen the implementation of the school Mission Statement and be a physical enactment of its Christian values.

PREAMBLE

The personal development of pupils is a core value of Sligo Grammar School. We believe that teachers care for their pupils and that education takes place in a genuinely caring atmosphere. This policy applies to the whole school community and the set of relationships that exist within that community and management, pupils, teachers, ancillary staff and parents. We also have become involved with those other social and health service agencies which engage with families in the welfare interests of young people.

RATIONALE FOR PASTORAL CARE POLICY

Pastoral Care is an integral part of the mission and ethos of Sligo Grammar School. This policy creates a formal structure to ensure its effectiveness within the community that is Sligo Grammar School on a daily basis and at times of individual and corporate need.

THE AIMS OF THE PASTORAL CARE POLICY

1. To create and maintain an atmosphere where all members of the school community feel they are well known, safe, valued, respected and happy.
2. To promote the aims and Christian ethos of our school.
3. To implement our code and practice of behaviour considering the views of all members of the school community.
4. To nurture teaching and learning relationships that are based on mutual respect.
5. To respond in a supportive way to the concerns, fears and worries of our pupils.
6. To support pupils in times of special needs e.g. Bereavement, personal difficulty, family illness etc.
7. To promote the holistic well-being of each pupil through Guidance, CSPE, PE, SPHE, RSE, RE and whole school faith forming activities.
8. To clarify the roles and responsibilities of all partners of the education process creating strong and collaborative leadership.
9. To inform parents, pupils and staff of the supports available to them.
10. To show that the school will not tolerate bullying.
11. To positively encourage the inclusive and democratic nature of our school.

THE PASTORAL CARE PROGRAMME INCLUDES THE FOLLOWING SUPPORTS, EVENTS AND OPPORTUNITIES:

- Our Code of Behaviour
- Special days to provide specific pastoral support for Form 1 - Open Day; Induction Day and Study Skills
- Study Skills for 2nd, 3rd, 5th and 6th Years.
- Information Meetings for TY,
- Training for:
 - Student Council - Leadership Training
 - Transition Year –training as mentors so they can act as role models and provide support for incoming 1st years
- Anti-Bullying workshops
- Meetings with School Counsellor
- Focus weeks as deemed appropriate. Eg diversity/positive mental health week
- Wellbeing to be timetabled for students, through subjects such as CSPE, SPHE, PE and RE.
- Meetings with outside Mental Health agencies (Headstrong, Moodswing etc.) and with the Home-School Liaison Officer
- Pastoral Care time on timetable.
- Assemblies
- Internet safety talks/workshops.
- All Staff wellbeing workshop.
- Weekly School Co-ordinators meeting.

APART FROM THIS POLICY THE SCHOOL HAS A NUMBER OF POLICIES WHICH SUPPORT THE PASTORAL CARE OF THE PUPILS

- Mission Statement
- Admissions Policy
- Anti-Bullying Policy
- SPHE & RSE Policy
- Critical Incidents Policy
- Code of Behaviour
- SEN Policy
- Homework Policy
- Guidelines for Protection of Children
- Substance Abuse Policy
- Acceptable Usage Policy -Internet
- Constitution - Student Council
- Constitution - Parent Association
- Counselling Policy
- The Guidance Plan
- Attendance Policies
- *Awards Ceremony Policy*
- *CPD Support*
- Pastoral Care Policy
- *Extracurricular Policy*
- *Student Expectations*
- Health and Safety Policy
- Administration of Medication Policy
- Management of Infectious Diseases Policy
- Dignity in the Workplace Policy

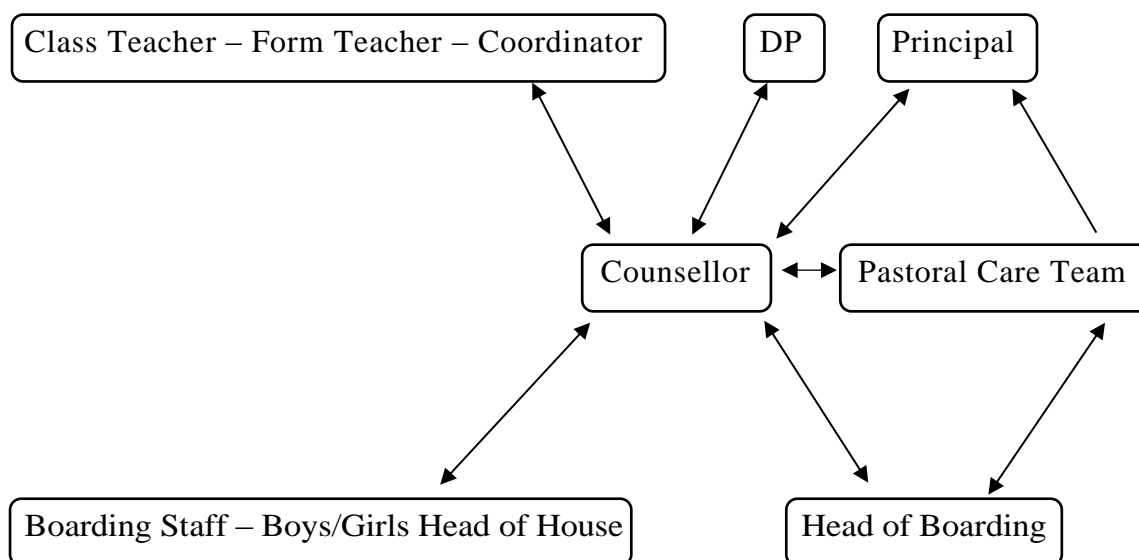
PASTORAL CARE

The full Pastoral care team will meet once a year to formulate Policy
Weekly updates, usually on a Monday Morning.

Principal and Deputy Principal	Overall responsibility for the management of the school
Guidance Counsellor	Guidance and Counselling Counsellor is key member of Pastoral Care Team. Oversee Pastoral Care within school.
Senior Coordinator	Responsible for the management of discipline and welfare in 5 th & 6 th years
TY Coordinator	Responsible for the management of discipline and welfare of 4 th year
Junior Coordinator	Responsibility for the management of discipline and welfare in 1 st , 2 nd & 3 rd years
<i>SENCO</i>	Responsible for the Special Educational Needs of the pupils
School Chaplain	Responsible for the spiritual and pastoral care and development of the school's pupils.
School Matron / Assistant Matron	Responsible for the care, welfare & medical needs of the pupils.
Housemaster & Housemistress	Responsible for the care of the Boarders & the Boarding Houses

SEQUENCE OF REFERRAL

The following is a possible sequence of referral regarding Pastoral Care



Children, however, will be able to speak to their Form Teacher, Guidance Counsellor, Chaplain, Matron Coordinator or any member of staff if they need help or are concerned.

APPENDIX 1 : SPECIFIC ROLES

THE HEADMASTER & DP

Act as the Liaison and Deputy Liaison Officers under the Child Protection Policy.

ROLE OF THE GUIDANCE COUNSELLOR

- Advocates the needs of the pupil within school, assure them of continuous support and counselling and to facilitate all pupil's career needs. The Guidance Counsellor works with the staff, students and parents to that end.
- The Counsellor is the key member of the Pastoral Care Team. It is the responsibility of the Counsellor to:
 - Receive issues of concern regarding individual students from the coordinators, deputy principal or headmaster.
 - Arrange appointment with student prioritized using information received.
 - Access additional supports, internal and external.
 - Liaise with parents/guardians.
 - Provide feedback to coordinators, Deputy Principal, Headmaster, Pastoral Care Team.
 - Coordinate transfer of information to teaching staff, boarding staff, and ancillary staff.
 - Provide review of Guidance to the Pastoral Care Team such as:
 - Names of Students
 - Details of issues
 - Action Taken
 - Future needs and guidance plan for students.

THE CO-COORDINATORS: JUNIOR, TY & SENIOR

The Co-coordinator's pastoral role includes taking a personal interest in each pupil and taking care of pupil's needs on a continual basis

- Implement early intervention as far as possible.
- Encourage good behaviour in school.
- Provide a point of contact for families & liaise with parents re concerns, complaints, progress, effort etc.
- Liaise with House Parents, School Guidance Officer, Youth Liaison Officer, SEN Co-ordinator, Social Services and NEPS as necessary.

THE FORM TEACHER

The Form Teacher's pastoral role includes taking a personal interest in each pupil and taking care of pupil's needs on a continual basis. Specifically they will also attempt to:

1. Promote in each pupil a good class spirit & a sense of collective responsibility.
2. Encourage participation in school activities.
3. Review academic and other progress of students.
4. Provide a point of contact for families.
5. Liaise with staff
6. Meet with the Form where there are designated Form Teacher Time, four times per week 11:05 – 11:15am.

ROLE OF THE CHAPLAINCY

The school Chaplain is a person of faith, who, on behalf of the school and church community accompanies and supports each person on their journey through life. The Chaplain promotes the moral, spiritual and personal needs of the community. (Education Act 1998)

ROLE OF THE SPECIAL NEEDS COORDINATOR (SENCO)

The Senco provides educational support to children with special educational needs through individual education plans (IEP) which are prepared for pupils by learning support teacher in collaboration with the principal, class teachers, parents and students themselves. In order that all pupils fully participate in and achieve the best possible outcome from their schooling the Senco;

- Assumes an overall responsibility for co-ordinating the school's provision for the inclusion of students with special educational needs.
- Liaises with support personal and external professionals and agencies including NEPs psychologists, NCSE, SESS, HSE.
- Liaises with the parents and student themselves
- Applies for and organises psychological assessments where applicable
- Applies for resource hours through the Special education needs organise
- Manages a tracking system for all students with SEN who are receiving additional educational support.

ROLE OF THE STUDENT COUNCIL AND THE BOARDERS COUNCIL

These councils are support networks for the pupils where they can contribute their ideas on ways to enhance student life. They provide an intermediate body between staff and pupils. They give pupils a voice in the development of policy.

All aspects of work within the Pastoral Care Policy takes cognizance of the school Data Protection Policy.

Policy Reviewed and updated by Board of Management: 24 October 2016

Policy Reviewed and updated by Board of Management: 04 March 2019

Policy Reviewed and updated by Board of Management: _____

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

Due for next review: _____ 2021 _____