

Belfast Model School for Girls

Achievement for All



Pastoral Care Policy

Agreed by Board of Governors: May 2010

To be reviewed: May 2017

Rationale

The Belfast Model School for Girls aims to provide a safe and secure environment where pupils are prepared for adult life through the development of personal, social, aesthetic and intellectual skills. We aim to provide experiences which promote independence and a sense of responsibility within a secure moral framework, where pupils can acquire the values which form the basis of a civilised society. Our pastoral care policy actively encourages parental involvement in the care and welfare of pupils.

Purposes

Pastoral care is the responsibility of the whole school community – staff, pupils and parents. The purposes of pastoral care are to:

- provide a safe and secure environment for all members of the school community;
- equip pupils with inter-personal skills to enable them to have successful relationships;
- provide opportunities for developing self-awareness, self-discipline and self-esteem;
- enable pupils to question and argue rationally and develop skills in decision making, problem solving and personal organisation;
- ensure that pupils and parents have information about appropriate sources of advice
- make pupils aware of their rights in law
- help pupils develop knowledge and good habits for a healthy lifestyle;
- develop skills and attitudes which will enhance the individual's contribution to local and global citizenship and to have respect for the environment.

Guidelines

While the pastoral care of pupils is a whole-staff responsibility, primary responsibility rests with the Pastoral Vice Principal, Mrs Logan, the Year Leaders, Assistant Year Leaders, Form Tutors and the Counsellor. The Pastoral Team meets regularly to discuss on-going issues and plan future strategies and policies.

Pastoral Coordinator

Mrs Logan, Vice Principal, has overall responsibility for the pastoral care of pupils throughout the school. She has primary responsibility for liaising with parents, the school counsellor, other staff and outside agencies in promoting and safeguarding the welfare of pupils.

Year Leaders (and Assistant Year Leaders)

Year Leaders play a crucial role in supporting and guiding Form Tutors in all aspects of pastoral care and in consulting with the Vice Principal about more serious matters relating to pupils. Year Leaders and Curriculum Leaders work together to ensure that pupils have the support required to enable them to make progress in all areas of school life. Year Leaders

collaborate with the LLW/ PD Area Leaders in order to review and update the guidance programme for their year group. The PD programme makes a significant contribution to the development of those skills and attitudes that pupils need to enjoy success and fulfilment in adult life and to fostering positive relationships between all members of the school community. Year Leaders meet with their Tutors regularly to disseminate information from Pastoral Team meetings, discuss on-going issues and plan future strategies. Year Leaders communicate regularly with parents regarding pupils' behaviour, progress and general welfare.

Form Tutors

The relationship between Form Tutors and their Form is of fundamental importance in the pastoral care system in school. The Form Tutor has initial responsibility for the well-being of the pupils in their Form. Form Tutors liaise with Year Heads on issues relating to the welfare of pupils in their Form. Form Tutors make every effort to build good relationships with all pupils and to nurture a positive atmosphere within the Form based on mutual respect. The Form Tutor is responsible for teaching the appropriate P.D. programme to their Form. Form tutors communicate regularly with parents regarding pupils' behaviour, progress and general welfare.

Classroom Teachers

Staff are aware of their responsibility as positive role models for pupils. Good inter-personal relationships are established and fostered by staff. Every effort is made to encourage pupils to have respect for themselves and others. Opportunities for promoting decision making and problem solving skills are included where relevant in lessons. During lessons teachers ensure that issues relating to healthy eating, the environment and citizenship are examined as appropriate. Teachers communicate regularly with parents regarding pupils' behaviour and progress in class.

Counselling Support

The school has a part-time trained School Counsellor and also provides counselling through a range of outside agencies. This support is co-ordinated by Mrs J Clarke the F.S.E.S. Co-ordinator. Pupils may be referred for counselling either through the Vice Principal, a Year Leader or by self-referral. All referrals are passed on to Mrs Clarke who assigns an allocation of counselling sessions and support liaising with the Vice Principal about pupil welfare and with parents as necessary.

Multi-disciplinary Team

The school hosts a multi-disciplinary meeting of all agencies and relevant school staff who play key roles in supporting the pastoral care of pupils each month. The Vice Principal and the SENCO attend these meetings along with representatives from the E.A. Psychology Service, the Link Centre, the EWO and the FSES Co-ordinator.

Extended/Full Service School Support

A range of support services are available to pupils under the auspices of these initiatives. The FSS Co-ordinator liaises with the VP and other pastoral staff to organise visits, speakers, support services e.g. to promote health and healthy living, for counselling, for academic progress, for mentoring. In addition she liaises with LLW. Area Leaders in order to integrate support activities into the KS3 and KS4 P.D. programmes.

Rewards System

Positive behaviours and achievement are rewarded through the rewards system. Pupils receive small tokens of recognition throughout the year. Pupil achievements are celebrated in school on a number of occasions e.g. Prize Day, Attendance Ceremony. The Rewards System is detailed in the School Rewards Policy.

These Policy Guidelines are translated into action through other policies and procedures, including:

Behaviour Management Policy *Citizenship Policy*

Relationships and Sexuality Policy

Health Education Policy

Rewards System

Anti-Bullying Policy

Drugs and Substance Abuse Policy

FSES Policy