

**Lisneal College**

**Pastoral Care**



**Vision, Policy and Procedures**

*'Educating the mind without educating the heart is no education at all' Aristotle*

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### **Introduction and Rationale**

Lisneal College is a co-educational, all ability post-primary school serving pupils between the ages of 11 and 18.

The Department of Education indicates that “Through its pastoral care arrangements and provision a school demonstrates its continuing concern for the personal and social development of all its pupils regardless of their age or ability, as individuals and as secure and fully participating members of the school and its wider community” (Evaluating Pastoral Care, DENI)

We believe that our caring ethos which focuses nurturing each and every pupil through excellent relationships helps us reach this standard we set ourselves.

As highlighted in our ‘Promoting Positive Behaviour Policy’, it is our strong belief that young people achieve success when they are happy and supported. We aim to provide excellent pastoral care to ensure this is the reality for each of our students.

### **Aims**

The Pastoral Care Vision, Policy and Procedures aims to:

- Provide a clear vision for the whole school community as to the importance of Pastoral Care
- Create a clear structure, outlining role and responsibilities, in making that vision a reality.
- Outline whole school procedures in the field of Pastoral Care.
- Support the school’s Promoting Positive Behaviour Policy
- Emphasise the value of partnership between parents, students and the school in achieving the highest standards of behaviour
- Provide opportunity for students to take responsibility for their own actions, supporting their development to well-rounded adult citizens.

## Principles

*'Pupils follow people first, then they follow the rules' Paul Dix*

Our guiding principles in this vision are:

- To create a caring and secure environment for staff and students
- To create an environment where students feel safe to discuss their feelings and concerns.
- To foster an understanding in pupils of choices and consequences, based on clear expectations and boundaries.
- To create and maintain positive learning environments throughout the school.
- To encourage high quality learning and teaching.
- To ensure there is good communication between the school, parents and external agencies.
- To ensure that students and parents are aware of pastoral arrangements.
- To enhance the student's self-worth and self-confidence.
- To recognise and acknowledge pupils' achievements both within and outside of school.
- To encourage positive behaviour.
- To promote restorative approaches.
- To recognise and award high standards of behaviour.

## Vision

*"No significant learning can occur without a significant relationship." James Comer*

Whilst we have laid out our aims and guiding principles, it is important to be clear and explicit about our vision for Pastoral Care at Lisneal College.

Our Vision has been simplified into 2 main areas:

- (1) Vision for the Pupil
- (2) Vision for the School

### Vision for the Pupil

*"When your values are clear to you, making decisions becomes easier." Roy E. Disney*

Pastoral Care must begin with each and every student in mind. As a school community we spent time identifying the goals and desires we had for our students, what do we want to have given them by the time they leave us at 16 or 18. As part of this process parents, students, Board of Governors and staff were consulted.

Good communication skills

Good interpersonal skills

Qualifications which give them a pathway to success

High Aspirations

Sense of Self-Worth and Self-Esteem

Self-Awareness



Resilience

Confidence

Independence

Happy memories

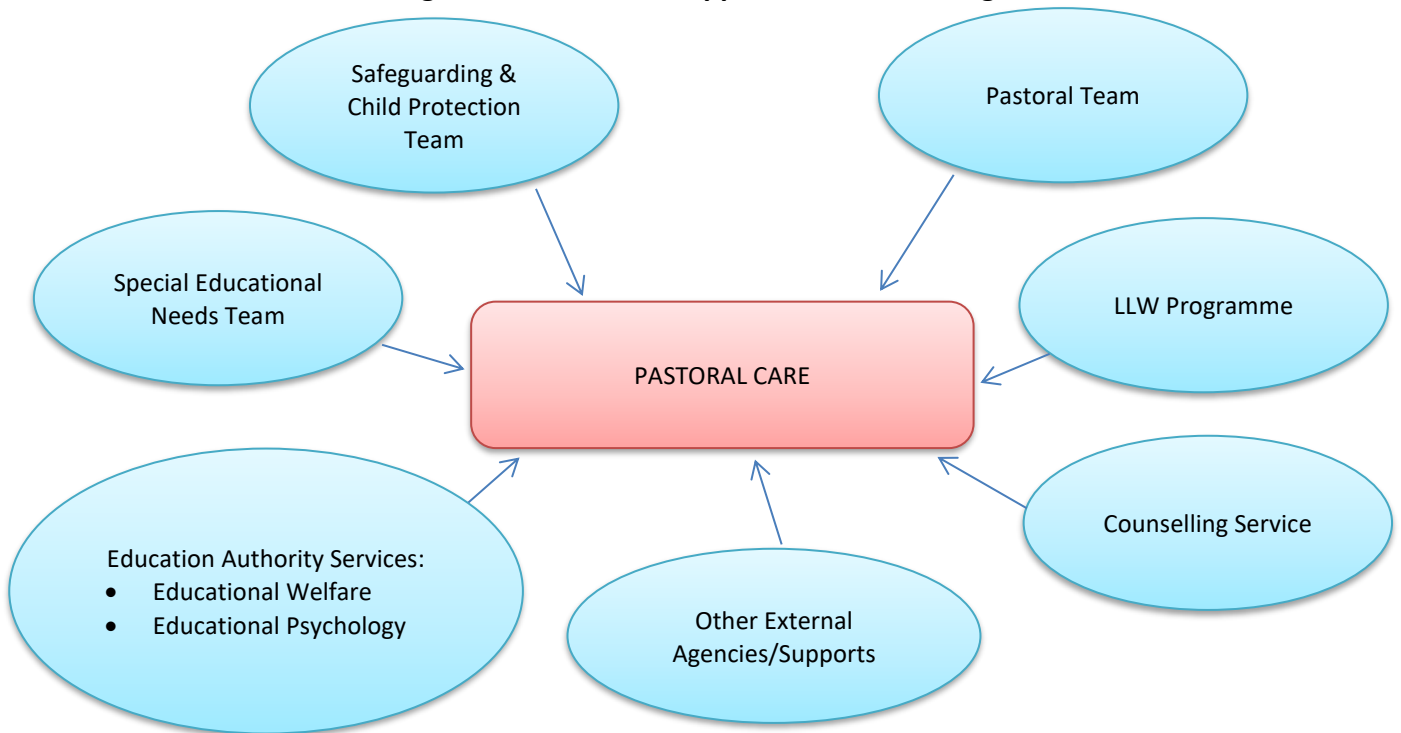
Strong Moral Compass

Vision for the School

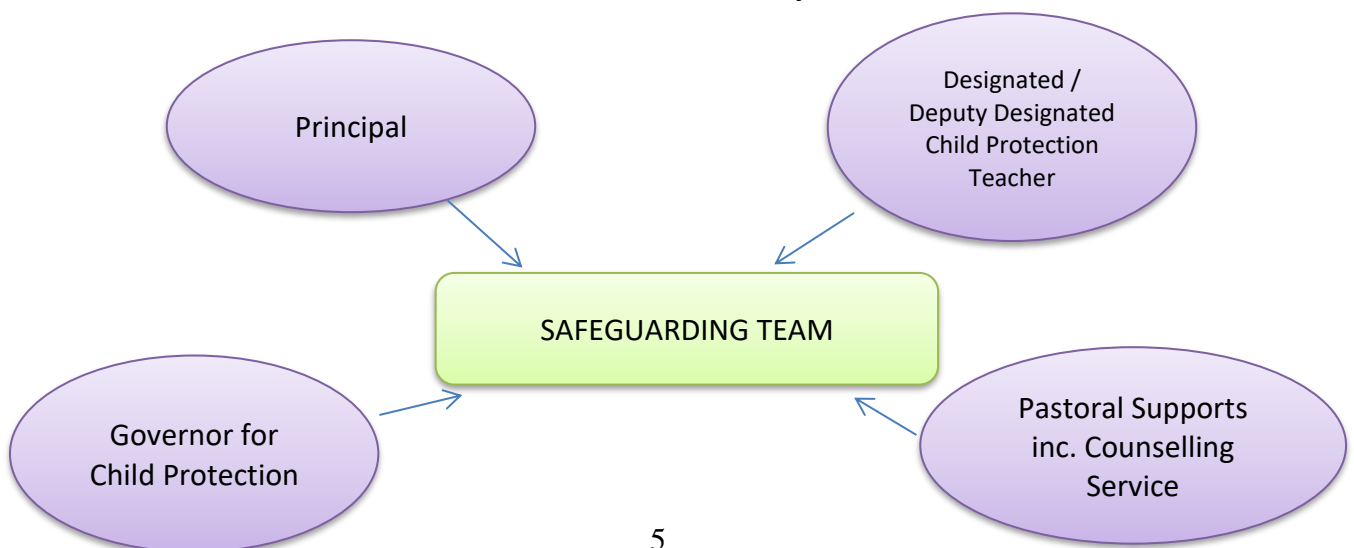
If our vision for our students is to become a reality, it is essential we build a framework to support our efforts. The systems and structures highlighted below help us as we endeavour to fulfil this mission and offer excellent Pastoral Care Support.

Each staff member contributes to creating a safe and caring environment and sets high expectation for our pupils. However, there are teachers who have specific responsibilities for managing and implementing key aspects of our pastoral care provision, as highlighted in Figure 1 & Figure 2 below.

**Fig 1 – Pastoral Care support in Lisneal College**



**Fig 2 – Key Personnel responsible for implementation of the Safeguarding and Child Protection Policy**



The School's Pastoral Team is responsible for the development and implementation of the pastoral care policy. Each member of the team has specific responsibilities to ensure that the needs of all the children are met.



Communication between all staff is crucial

## Key Roles and Responsibilities

We acknowledge that excellent Pastoral Care requires the input and support of all members of the whole school community, while being led by the school's Pastoral Team.

The roles and responsibilities of each member of our team is laid out below. We acknowledge that the responsibilities listed is summarised and are not exhaustive:

*\* Text in italics is directly cross-referenced with the school's Teaching and Learning Policy*

### Role and Responsibility of Student

Students are at the centre of everything we do in Lisneal College. Effective Pastoral Care encourages all students to develop a range of personal skills and qualities which will serve them well in life. These skills are developed through the formal curriculum in Personal Development and Citizenship, but also through the informal relationships our staff and students share.

Students are made aware of the school's expectations and standard and have a responsibility to:

- Adhere to 'The Lisneal Way'
- Take ownership of their learning and develop the skills of working independently.
- Wear my school uniform appropriately and with pride.
- Arrive to school on time in the morning (8:50am).
- Arrive to school properly equipped and prepared for learning.
- *Be actively engaged in class and group activities.*
- *Follow the Behaviour Management code in the classroom.*
- *Be polite, respectful and considerate to teachers and other learners.*
- *Complete all assigned work as directed to do so.*

### Role and Responsibility of Parent(s)/Carer(s)

Good behaviour and self-discipline begin in the home. Parents and carers will be informed of the school's vision, policies and procedures relating to Pastoral Care and of their responsibility to support them. Parents will be informed of their child's progress and of significant concerns which arise, both academically and pastorally. The school expects parents to respond appropriately to these concerns and to deal with them effectively with their child/children.

Parents will be informed of their legal duty and responsibility to ensure that their children attend college regularly and on time.

Parents have the responsibility to inform the school of any medical information relating to their child/children and measures which need to be implemented accordingly.

### Role and Responsibility of Form Teacher

Each pupil is placed in a form class at the beginning of the Year and allocated a Form Teacher. They meet with their form class twice a day to monitor attendance, offer support and build positive relationships. Form Teachers also provide pastoral care at Key Stage 3 through form periods.

The Form Teacher plays a pivotal role in school's pastoral care structure and supports the personal development and academic achievement of each pupil in their form class. Through regular contact with the pupils the form teachers should reinforce a strong sense of school identity and embed the school's core values and ethos. Strong relationships can be built up which in turn will encourage positive learning.

The qualities of a great Form Teacher are to be:

- Approachable
- Consistent
- Fair
- Great listener
- Spends time getting to know their pupils.
- Demonstrate the skills we aspire to instil in our pupils.
- Caring
- Kind
- Empathetic
- Organised

Form Teachers have responsibility to:

- Look for every opportunity available to acknowledge and praise achievement, both in and out of school.
- Promote positive behaviour and follow procedures set out in the school's Promoting Positive Behaviour Policy.
- Liaise closely with class teachers and the Head of Year to monitor the progress of each child in their form class through Grade Cycle analysis.
- Establish high standards of work, dress and behaviour in their form class.
- Serve as the initial point of contact with issues for pupils in their form class, including parental liaison.
- Follow up with pupils and parents in relation to pastoral and behavioural concerns for pupils in their form class.
- Record and monitoring attendance accurately.
- Monitor data available on SIMS and act accordingly, including behavioural comments.
- Liaise effectively with pastoral support within the school, including Head of Year, Learning Support Coordinator and Vice-Principal (Pastoral Care)
- *Contribute to and monitor the progression and well-being of individual students in their form group and provide support and advice as required.*
- *Investigate incidents and report accordingly (Non-Child Protection).*



- Supervise pupils on occasion who have been withdrawn from timetabled lessons to ensure they still access the curriculum.
- Monitor 'attitudes to learning', including attendance and homework. Take action to address these issues in line with school policies.

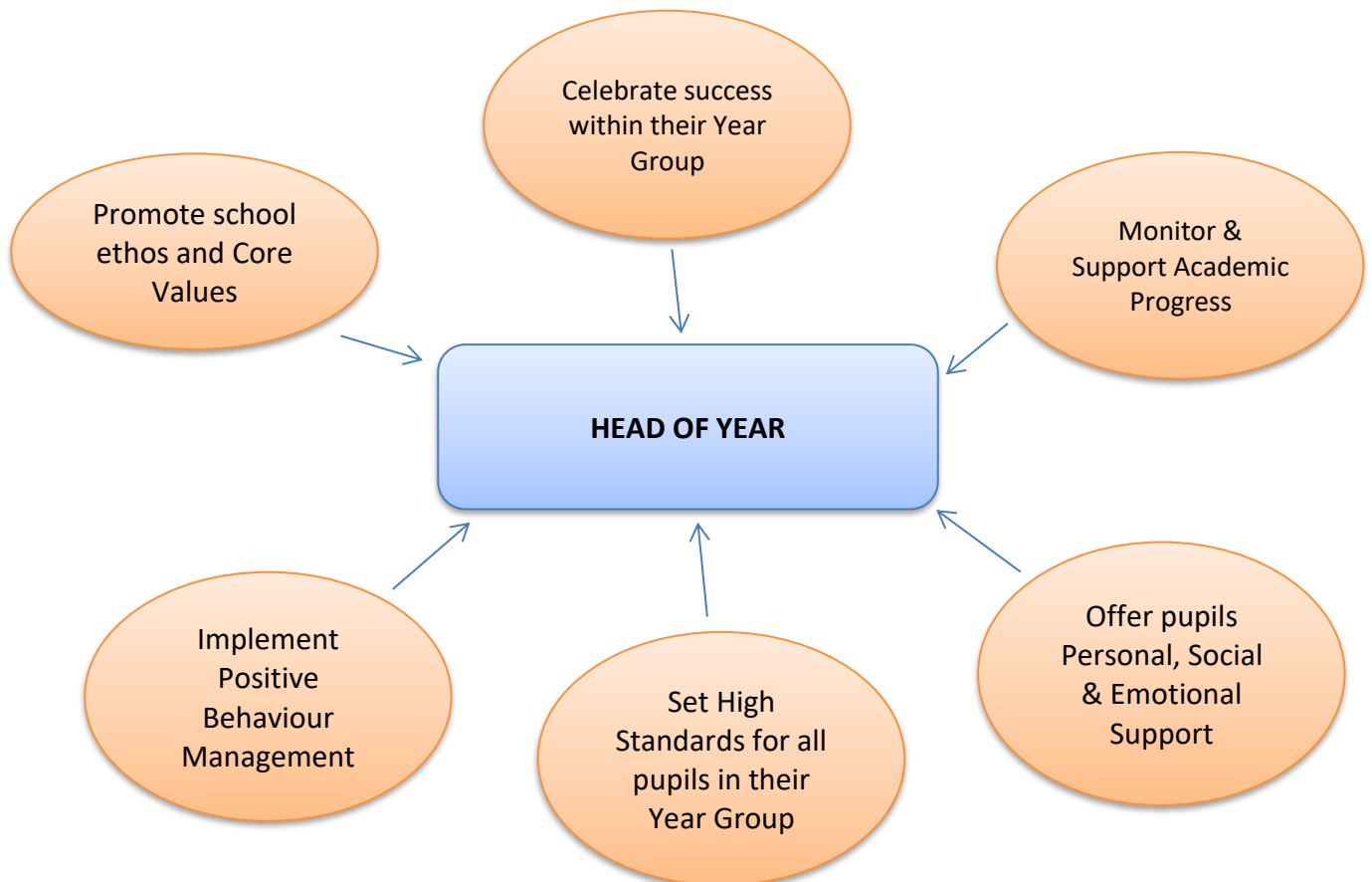
### Role and Responsibility of Head of Year

The Head of Year is responsible for the general welfare and academic progress of an entire year group.

To carry out the role with excellence our Heads of Year need to demonstrate:

- An excellent work ethic
- Strategic leadership skills
- Approachability
- Confident communication skills
- Organisation skills
- Fairness
- Flexibility

The following diagram shows the key roles of the Head of Year.



Other responsibilities include:

- Motivate and support their Form Team for the benefit of all pupils in their Year Group.
- Report issues concerning Child Protection to the designated teacher.
- Communicate effectively with parents.
- Keep clear and accurate records of meetings and phone conversations where required.
- Oversee Pastoral Care in Year Group.
- Mediate where necessary to restore relationships.
- Effectively investigate incidents.
- Deal effectively with reported incidents.
- Liaise with Learning Support Coordinator
- Liaise with Learning Support Assistants to support students with Special Education Needs within their Year Group.
- Ensure schools policies and procedures are upheld and adhered to.
- Promoting a team ethos within the year group.
- Monitoring student behaviour and attendance across the year group.
- Raise aspiration and expectation
- Liaise with Vice-Principal (Pastoral)
- Work alongside Medical Officer, parents and pupils with medical needs.
- Where required work alongside other agencies to support pupils in their year group. This may include Education Welfare Services, Educational Psychology, Social Services personnel and the School Nursing Team.
- Organising assemblies
- Organising Parents' meeting for Year Group
- *Promote in consultation with HoDs high academic standards within the year group.*
- *Monitor the progression (using Sims tracking data) and well-being of all students in their year group.*
- *Meet regularly with Form Teachers to plan, review, evaluate and share good practice.*
- *Ensure that all students within the year group are interviewed by their form teacher following each grade cycle and that realistic targets are set for and reviewed with each student.*
- *Monitor Pastoral Trends in a Year group and intervene accordingly.*
- *Agree targets, assess and monitor progress, identify underachievement and in consultation with HoDs put support strategies in place to raise student attainment.*
- *Effective use of Internal and external data to monitor and support pupils across all subjects.*
- *Supervise pupils who have been withdrawn from timetabled lessons to ensure they still access the curriculum.*

### Role and Responsibility of Head of School

The Head of School is responsible for assisting the Vice-Principal (Pastoral Care) in leading and managing effective practice in their Key Stage(s).

To carry out the role with excellence our Heads of Year need to demonstrate:

- An excellent work ethic.
- Strategic leadership skills.
- Approachability.
- Confident communication skills.
- Organisation skills.
- Fairness.
- Flexibility.
- Clear headedness.

Key responsibilities are as follows:

- To implement school policies and procedures relevant to pastoral care of pupils in school.
- Assisting the Vice-Principal's in the day to day running of the school during school time or in connection with other functions or events.
- Assisting the Vice-Principal (Pastoral Care) in leading and managing the promotion of positive behaviour.
- Assist the Vice-Principal (Pastoral Care) with monitoring, evaluating and reviewing of a range of relevant policies with particular reference to Child Protection, Promoting Positive Behaviour, Discipline and Anti-Bullying.
- Assist the Senior Teacher (Using Data to Raise Achievement and Standards) to analyse data and coordinate intervention and support strategies.
- Lead and manage Heads of Year, offering support as and when required.
- Lead and manage policies and procedures relating to attendance across the whole-school, consulting with Education Welfare Services where required (Head of Junior School).
- Lead and manage the 'PSC' Pastoral Reporting across the whole-school (Head of Senior School).
- Lead and manage the Junior Leadership Team, ensuring duties are carried out with diligence.
- Lead and Manage the Senior Leadership and Prefect Team, ensuring duties are carried out with diligence.

### Role and Responsibility of Vice-Principal (Pastoral Care)

The Vice Principal (Pastoral Care) has responsibility for developing and implementing the Pastoral Care Vision, Policy and Procedures. He/she is also responsible for leading the Pastoral Team and devising strategies for monitoring, evaluating and reviewing the provision of pastoral care.

To carry out the role with excellence the Vice Principal needs to demonstrate:

- A clear vision for Pastoral Care in the school.
- A strong sense of purpose.
- The ability to inspire and motivate others into action.
- Humility.
- Good relationships with staff.
- An excellent work ethic.
- Strategic leadership skills.
- Excellent communication skills.
- Organisation skills.
- Fairness.
- Flexibility.
- Clear headedness.

Key responsibilities are as follows:

- The overall Pastoral Care of pupils.
- Implementing and reviewing the Pastoral Care Vision, Policy and Procedures.
- Promotion of positive behaviour and behaviour management including anti-bullying.
- Monitoring Attendance.
- Liaising closely with Principal, Senior Leadership Team, Learning Support Coordinators, Head of Years, Teachers and outside agencies to provide support for pupils experiencing difficulties.
- Liaising with Head of Years in developing strategies to support pupils who are underachieving.
- Developing and reviewing the Child Protection Policy.
- Carry out all duties as Designated Teacher for Child Protection.
- Attending MAST meetings in consultation with Learning Support Coordinator.
- Work alongside other agencies and community support groups to support pupils and families where appropriate. These may include:
  - Social Services
  - Family Hubs
  - School Counselling Services
  - Education Welfare Services
  - Educational Psychology
  - Other support which would be appropriate and of benefit, such as Therapeutic Services, Action for Children, NSPCC, Barnardo's etc.

## **Other Key Roles and Responsibilities**

### Role and Responsibility of Awards Coordinator

- Take a lead in the awarding and accreditation process in school.
- Liaise with all staff, including Vice Principals, Heads of Year, Heads of Department and Form Teachers to organise opportunities for pupils to achieve all year round in a full range of school activities.
- Liaise with relevant staff to determine criteria for awarding and accreditation purposes.
- Organise and administer the AWARD SCHEME including the presentations of awards and certificates.
- Identify and draw up a list of potential speakers for award presentations and initiate contact with them.
- Create and maintain an Awards board to advertise the Awards Scheme and other opportunities for accreditation.
- Monitor, evaluate and review the implementation of the school policy for awards and accreditation and report when relevant to the Vice Principal (Pastoral).

### Role and Responsibility of Medical Officer

- Collate all medical information, publish, monitor and update the school medical register.
- Liaise with parents and external agencies to ensure the medical information held in school is accurate and that protocols are in place
- Ensure that medicines/devices to support each child's health are held in a safe and secure place in the school office
- Liaise with parents and medical professionals to complete care plans
- Ensure the implementation of care plans
- Attend training on the administering of medicines or use of medical apparatus/equipment
- Liaise with the WHSCT to plan and organise vaccinations
- Support the school pastoral team to ensure each child is provided with appropriate support
- Carry out any other duties which the relevant Head of Year, Vice-Principal (Pastoral) or Principal may reasonably assign.

## **PASTORAL CARE PROVISION THROUGH THE CURRICULUM**

### Role and Responsibility of Class Teacher

Under Statutory Rule 1987/267 Schedule 3(3.7) a teacher's professional duties include 'maintaining good order and discipline among students'.

The Class Teacher is obliged to know and act in accordance with the policies laid down by the Principal regarding Pastoral Care, behaviour and discipline within the school.

Staff awareness of their legal responsibilities will be raised through participation in formulating, implementing and reviewing the Positive Behaviour Policy. Pastoral Meetings, in-service training and communications from the Principal, Vice-Principal, Heads of Year, Education Authority and/or DENI will also be used to ensure class teachers are aware of their responsibilities.

*Subject Teachers are responsible for effective learning and teaching in their classroom.*

Subject Teacher should:

- Use a range of learning and teaching strategies to positively engage pupils in the learning process.
- Promote high standards of behaviour within their classrooms at all times.
- Create and share resources that are adapted and differentiated so that they meet the needs of all students, including those with SEN and more able students.
- *Agree targets, assess and monitor progress, identify underachievement and put support strategies in place to raise student attainment.*
- *Promote high quality interactions to enhance learning experiences.*
- *Engage in the self-evaluation process to inform and guide subsequent planning, learning and teaching.*
- *Organise out of classroom experiences where appropriate to enhance learning (eg: trips, guest speakers). The value these experiences offer to building positive relationships with students is immeasurable.*
- *Promote Learning and Teaching Styles which will encourage students to become independent learners.*
- *Ensure the provision of differentiated materials and teaching, where appropriate, to meet the needs of all students.*

### Role and Responsibility of LLW Coordinators (Key Stage 3 and 4)

The provision of pastoral care is supported by the school curriculum. In line with Statutory Guidance, each pupil attends Learning for Life and work lessons in Years 8-12. These lessons cover the areas of Employability, Citizenship and Personal Development, which forms a large part of the school's preventative curriculum. At Key Stage 3 pupils also attend a Form Period each week. This gives opportunity for form teachers to undertake work promoting the school's core values as well as deliver lessons which aim to give pupils the knowledge to encourage them to make healthy life choices

The Key Stage 3 and Key Stage 4 LLW Coordinators have responsibility to:

- Establish a well-structured Preventative curriculum which pro-actively covers a wide range of pastoral issues in a timely and progressive manner.
- To develop, monitor and review school practice in relation to Learning for Life and Work
- Lead and co-ordinate pastoral programmes within school that contribute to pupils Personal Development (Core Values)
- To be accountable for the development and delivery of Key Stage 3 LLW and to provide regular reports as required.
- To work with the Vice-Principal (Pastoral) to ensure that that identified needs are met through appropriate programmes in appropriate Year Groups.

The table below highlights the content covered as part of our Personal Development Curriculum at Key Stage 3:

<b>Year</b>	<b>Content</b>
8	Induction Work Core values: Respect and Teamwork Friendships Bullying and peer-pressure Self-esteem Grief and bereavement Puberty
9	Core values: Kindness, Responsibility and Integrity Romance and relationships Mental health Domestic violence Cyber safety and grooming inc. sharing indecent images
10	Core values: Hardworking and Resilience Bullying or banter Toxic friendships Sexting Consent Pornography and revenge pornography 'If I were Jack' QUB programme – teen pregnancy and contraception

## **Conclusion**

Extra-curricular activities are offered to all pupils who help to develop strong relationships between the staff and students. It is our belief that positive experiences in school will lead to positive outcome for all our pupils.

Pastoral Care Policy is supported by the following school policies.

- Child Protection
- Promoting Positive Behaviour
- Anti-Bullying
- RSE
- Learning Support
- Attendance
- Drugs Education Policy
- Behaviour Management Policy
- Mobile Phone policy

**This policy has been adopted by Board of Governors**

Signed \_\_\_\_\_  
**Chairman of Board of Governors**

**Review Date: 06/2023**





# The Lisneal Staff Way...

1. I will have a 'Hi' and 'Bye' in each lesson.
2. I will take every opportunity available to be Positive.
3. I will take time to get to know you.
4. I will make you feel valued and that you belong.
5. I will show you respect and treat you fairly.
6. I will focus my attention on your effort, not only your achievement.
7. I will always address behaviour and choices and not make generalisations about you as a person.
8. I will ask questions (be curious) and not make accusations (judgemental).

***"No significant learning can occur without a significant relationship."  
James Comer***



# The Lisneal Way...

1. I will be in form class for 8:50am each morning and will be punctual to every lesson throughout the day.
2. I will treat other members of the school community, both staff and pupils, with respect and kindness.
3. I understand that any mistreatment, either verbally or physically, of a pupil or member of staff will not be tolerated.
4. I will respect the schools' property and facilities at all times and treat it with pride as a member of the Lisneal College community.
5. I will wear my school uniform with pride and present myself well at all times. In doing so I understand that only Lisneal College Jumpers and Hoodies are permitted to be worn within the school.
6. The only piercings I will wear are studs in my ears and nose.
7. I will take pride in the presentation of my hair and ensure colours are natural and in keeping with the school's ethos.
8. I will behave in an orderly manner in the school at all times, including in corridors and outdoor spaces.
9. I will do my best to always promote a positive image of Lisneal College in the community.
10. I understand that smoking a cigarette or electronic cigarette is not permitted in the school grounds or whilst wearing my school uniform.

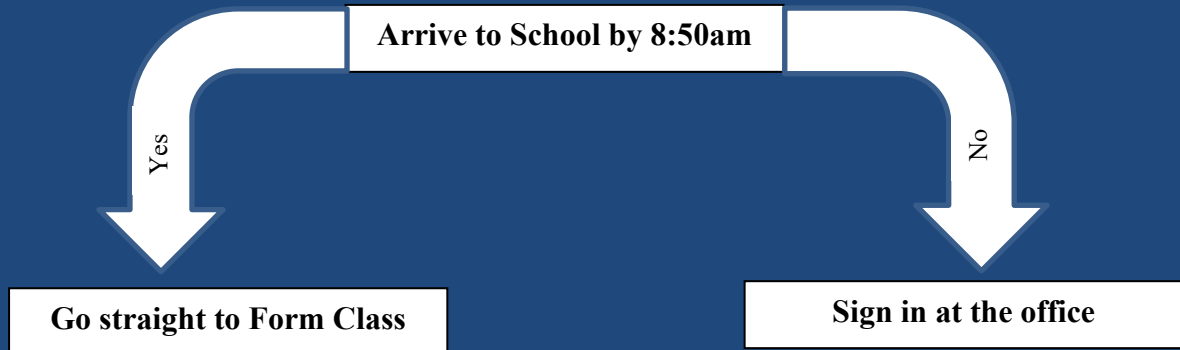
***"When your values are clear to you, making decisions becomes easier"***

***Roy E. Disney***



# School Procedures

## LATENESS



## APPOINTMENTS / SIGNING OUT DURING THE SCHOOL DAY

- If a pupil must leave the school during the school day, such as for an appointment, they **MUST** provide their form teacher with a note from a parent/carer stating the time and reason for leaving.
- Their Form Teacher will record on SIMs if a note has been received and permission granted.
- If a note is not provided the pupil will only be given permission to leave school if collection by a parent/carer from the main office.
- The pupil must sign out at the school office when they are leaving school.

## ABSENCE

- Reasons for absence must be provided to form teachers on the first day upon returning to school.
- Form teachers will update SIMs to record reasons for absence for pupils in their form classes.