



# **COLÁISTE CLAVIN PASTORAL CARE POLICY (Review of 2007 Policy)**

## **INTRODUCTION**

Coláiste Clavin seeks to provide a supportive and nurturing environment where each individual feels cherished and respected and where the uniqueness and identity of each member of the community is valued. The school is committed to providing a holistic education for its students and acknowledges the link between the student's sense of self worth, emotional, and social well-being and the learning process.

## **SCOPE**

Pastoral Care is the responsibility of each member of the school community.

## **RELATIONSHIP TO MISSION STATEMENT**

The policy has evolved from our mission statement which encourages students to strive for excellence and achieve his/her full potential in a caring and supportive learning environment where mutual respect, truth and compassion are encouraged and fostered.

## **RATIONALE**

This policy is necessary to formalise the schools response to the increasing challenge to provide support for students at every level and to outline the procedures whereby this essential assistance can be provided.

The school also recognises that Pastoral Care fosters self esteem and self discipline and consequently is an integral part of the learning process.

## **AIMS/OBJECTIVES**

- To create an environment where students feel safe and secure.
- To respond in a sympathetic way to the fears, concerns and worries of our students.
- To enhance the teaching and learning provided at the school.
- To develop student confidence and self esteem.
- To provide an environment that meets student needs.
- To provide students with coping strategies that will enable them derive full benefit from their schooling.
- To encourage students to value one another and to respect the views of other members of the school community.
- To provide clarity of roles and responsibilities for each member of the school community.
- To foster good relationships amongst all members of the school community.

## **PASTORAL APPROACH**

The school understands Pastoral Care “**as an approach to education which endeavours to value and develop each member of the school community. It promotes learning at every level of the student**”. ( The Year Head, Monaghan 1998 IAPCE). Each member of the school community has access to the relevant pastoral structures and procedures and each is invited to play his/her part in contributing to the pastoral ethos of this school community.

## **PASTORAL ROLES**

Each member of the school has a role to play in the pastoral framework of the school. However certain personnel play a more significant role than others in the pastoral process.

### ***SENIOR MANAGEMENT***

- To ensure that all members of the school community are familiar with the pastoral procedures of the school.
- To discuss roles and responsibilities with students, staff and parents.
- To provide a link with outside professional agencies and individuals.
- To ensure that the Pastoral Policy is reviewed regularly and updated.
- To provide support help and training for people in key roles within the pastoral framework.

### ***PASTORAL CARE CO-ORDINATOR***

The school has a Pastoral Care coordinator at senior level and an SPHE coordinator at Junior level.

- Co-ordinate the pastoral programme.
- Review students with particular difficulties.
- Support the class tutors in their role.
- Advise relevant groups within the school community on pastoral issues.
- Convene a meeting of the Care Committee on a fortnightly basis.
- Prepare agenda for these meetings in consultation with principal.
- Record the minutes of these meetings.
- Refer students to the guidance counsellor.
- Identify training needs and consult with principal on ways to address these needs.
- Identify organisations/associations that may assist in developing the pastoral programme.
- Oversee the mentoring programme.
- Draft an annual report on pastoral matters in the school

### ***GUIDANCE COUNSELLOR***

- Provides a confidential referral service for students.

- Works with these students individually to provide them with coping skills to overcome personal difficulties.
- Arranges appointments with students who may approach with a concern or difficulty.
- Supports 1<sup>st</sup> years and other new entrants in their transition period.
- Advises students on subject choice.
- Meets with all new entrants during the first half-term
- Administers Differential Aptitude Tests (DATS) to 5<sup>th</sup> year students.
- Organises career talks for senior students.
- Talks to students about further education and career paths.
- Assists students with CAO forms.
- Arranges visits to career conferences and college open days for senior students.
- Presents a report to the principal at the end of the year on Guidance in the school.
- Liaises with NEPS, HSE and other agencies which provide advice and support for students.
- Organises study skill sessions for students.
- Is a member of the Care Committee.

### ***THE CARE TEAM***

The Care Team consists of senior management, Pastoral Coordinator, SPHE Coordinator, Guidance Counsellor, HSCL Coordinator, external counsellor and the SCP co-ordinator.

The Team has responsibility for supporting class tutors, coordinating the pastoral programme, reviewing students with particular difficulties, advising relevant groups within the school on pastoral issues.

Present an annual report on the pastoral life of the school.

### ***CLASS TUTOR***

- Builds a relationship with each student in his/her tutor group.
- Explains school policies to the group.
- Encourages regular attendance and punctuality in the tutor group.
- Is the first to be contacted by a subject teacher if there is an issue
- Consults privately with students in difficulty and advises them how to behave.
- Consults with the SPHE/Pastoral co-ordinators when the need arises.
- Gets to know as much as possible about students in his/her group and becomes their confidant.
- Contacts parents in relation to positive and negative behaviour of students.
- Checks student journals and signs them.
- Advises students to have books and equipment for classes.
- Monitors student homework record and examination results.
- Keep a watching brief over the academic progress of students and monitor their success or otherwise in coping with their lives while attending the school.
- Meets with class group as required.

### ***SPECIAL EDUCATION NEEDS CO-ORDINATOR***

- Coordinates the Special Educational Needs Programme in the school
- Is involved in identifying students who may have special needs requirements.
- Completes all necessary forms and reports in order to access supports for SEN students.
- Liaises with the Special Educational Needs Assistants in the school.
- Oversees the drafting of Individual Education Plans for SEN students based on recommendations outlined in their psychological reports.
- Identifies students who may be in need of reasonable accommodation in State Examinations and submits all necessary paperwork in this respect.

### ***PARENTS***

- Read the school policies and procedures.
- Monitor homework and check the journal at least once per week.
- Attend parent-teacher meetings and come in to meet with tutor or management staff when invited.
- Become involved in the school by attending Parent Association meetings or otherwise.
- Encourage students to be punctual and frequent in attendance and to achieve full potential while at school.
- Contact the school if there are issues or difficulties at home that might impinge on the student's learning.
- Encourage students to achieve the highest standard of education possible.

### ***HOME SCHOOL COMMUNITY LIAISON CO-ORDINATOR***

- To establish close links between home, school and community which will facilitate the development of a learning environment for the students to promote the development of the whole person.
- To encourage and support the participation of parents in their children's education.
- To set up a local committee to identify school related issues at community level that impinge on learning and to seek to address these issues in conjunction with other interested groups

### ***SCHOOL COMPLETION PROGRAMME CO-ORDINATOR***

- Coordinate the School Completion Programme under the governance of South Meath Local Management Committee.
- Draft and maintain a list of students who could be potential early school leavers
- Work directly with these students to encourage them to engage with the various support systems in the school.
- Establish and maintain strong links with all relevant agencies to tackle early school leaving.
- To help improve the quality of participation and educational attainment of young people in the educational process.

## ***STUDENTS***

Familiarise themselves with the content of the Pastoral Policy and the procedures outlined therein.

- Make appropriate and responsible use of the services provided.
- Inform members of the Care Team in good time about circumstances which might impact on their emotional well being and their academic performance.
- Support fellow students who might be experiencing difficulty.
- Encourage these students to seek help from the Care Team in the school.

## **PASTORAL CARE STRUCTURE**

The school operates a tier approach with regard to pastoral matters.

### **Class Tutor**

Each class group is assigned a class tutor in first year. This tutor remains with that class throughout its time in school. In that way the tutor builds up a profile of each student in the group and a good relationship develops between the tutor and the class.

- The tutor is the first point of contact if a class teacher has concerns about a student or there are emotional or behavioural problems.
- A written report outlining the concern/difficulty is given to the tutor.
- The tutor meets with the student and discusses the content of the report and, in the course of this meeting, will attempt to unearth the root of the difficulty.
- If it is a pastoral issue and the tutor feels confident in dealing with it then s/he will offer advice and support to the student.
- Depending on the seriousness of the matter the tutor may consult with the Pastoral/SPHE co-ordinators and/or senior management.

During tutor time meetings the following are dealt with:

- a) Journals are checked and signed.
- b) School policies are explained.
- c) Events taking place in the school are highlighted.
- d) Minor pastoral issues are taken care of.
- e) Issues on discipline, attendance, punctuality, books, materials for classes, uniform, rewards, trips, bullying, Health and Safety etc. may be discussed during this period.
- f) Informational material may be distributed.
- g) Issues may also be raised by the group during this period.

## **PASTORAL CO-ORDINATORS**

The pastoral care coordinators are the next tier above the class tutor in the pastoral structure.

- Accept referrals from the class tutors of a complex or ongoing nature.
- The pastoral care coordinators may meet with the student referred and take whatever action s/he deems appropriate.

- The coordinator may ask the student to meet with the guidance counsellor.
- S/he may also liaise with the school management for advice and support as well as the guidance counsellor.
- Following consultation with senior management parents/guardians may be contacted by the co-ordinator and may be requested to come into the school for a meeting.
- The coordinators keep records of all cases and of meetings with parents.
- These records will be stored in a secure place.
- A report on all referrals and outcomes will be presented to the care team by the coordinators at the subsequent meeting.

## **THE CARE TEAM**

The team is responsible for overseeing the pastoral programme in the school. The team is at the pinnacle of the pastoral structure in the school. The team adjudicates on acute individual cases and decides on what response is most appropriate.

The team may consider that the guidance counsellor or external counsellor deals with a particular case or whether external agencies should be consulted.

## **PASTORAL PROGRAMME**

Social, Personal and Health Education (SPHE) is a core area of school life and along with CSPE, PE and Guidance-related learning forms the main pillars of the school's Wellbeing programme. All junior cycle classes have one period per week of SPHE as part of Wellbeing.

In addition to and in concert with the SPHE curricular programme, the school offers a pastoral programme for senior students. Each senior class is assigned one pastoral class during the week where this pastoral programme is delivered.

## **JIGSAW MEATH SCHOOLS' PROJECT/JIGSAW HEALTH TEAM**

The school is part of the Jigsaw Meath Schools' Project. A nominated Teacher from the staff of the school attends cluster meetings with other schools also involved in the Jigsaw School's Project. A Jigsaw Health Team (JHT) was set up in the school to respond to the need to actively promote positive mental health and wellbeing in our school. The JHT is made up of parent, student and teacher representatives. The JHT meets termly and discusses issues around mental health and how best to support and promote positive mental health in the school. The school also has a Student JHT consisting of students from each year group. The student JHT meets frequently and two students from it attend the school's JHT meetings. The work of the JHT is actively supported by the Coordinator of the Jigsaw Meath Schools' Project.

## **RESOURCES AND PROFESSIONAL DEVELOPMENT**

The school is committed to providing the necessary resources to underpin this pastoral policy. We will identify and source whatever resources that are required to successfully implement this programme. Members engaged in the pastoral programme will be provided with ongoing professional development.

## **MONITORING/EVALUATION**

The Care Team will monitor the implementation of the policy and carry out evaluation on an annual basis. At the meetings of the Care Team any concerns, considerations and suggestions will be discussed and amendments made to the programme, if required. Surveys of staff, students, parents and the wider school community may be carried out in the course of this evaluation.

## **REVIEW**

A major review of the policy will take place every 5 years.

Policy drafted in 2006

Presented to staff:

1<sup>st</sup> December 2006

Parents consulted on:

8<sup>th</sup> March 2007

Students consulted on:

20<sup>th</sup> March 2007

Ratified by B.O.M. on:

26<sup>th</sup> March 2007

Ratified by VEC on:

This becomes official school policy on:

30<sup>th</sup> August 2007

**First major review undertaken in 2016-2017 by The Steering Committee**

**Ratified by staff: 22<sup>nd</sup> March 2017**

**Ratified by Parents Association: 2<sup>nd</sup> May 2017**

Ratified by BOM: 26<sup>th</sup> June 2017

Ratified by LMETB\_\_\_\_\_



**PRIVATE AND CONFIDENTIAL  
PASTORAL CARE REFERRAL FORM**

**Student Name:** \_\_\_\_\_

**Year:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

**Reason for referral:**

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**Tutor informed:**

**Yes          No**

**Member of care committee informed:**

**Yes          No**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_