

2010

Coláiste Abbáin



[PASTORAL CARE POLICY]

This document contains Coláiste Abbáin's Pastoral Care Policy.



Coláiste Abbain

Pastoral Care Policy

Statement of Core Values

Coláiste Abbain seeks to provide an environment of care for each member of its school community. We demonstrate our valuing of each person through respect, truth, compassion and challenge. We foster excellence through the highest standards in our teaching, learning and pastoral structures and programmes.

Pastoral Care in our School

Pastoral Care is 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.

Each member of the school community has access to the relevant pastoral structures and procedures. We seek to nurture positive relationships as the core resource in developing a pastoral approach.

This policy endeavours to put in place the framework necessary to underpin and support this approach.

Roles

Board of management

The Board of Management supports the principles of:

- Equality of access and participation in the school
- Inclusiveness, particularly in relation to students with Special Needs and Disadvantage, subject to adequate resources being made available by the Department of Education & Science
- Respect for diversity of traditions, values, beliefs, languages and ways of life in society.

Principal/Deputy Principal

- Promote Awareness of Pastoral Care
- Implement policy
- Liaise with parents/guardians where necessary
- Liaise with appropriate outside agencies

Guidance Counsellor and School Counsellor

- Collaborate with Class teachers
- Collaborate with SPHE teachers
- Liaise with Principal, Deputy Principal, Class Teachers and Subject teacher and any other agencies concerned with student support
- Advocate the students needs
- Develop the students self esteem
- Monitor student progress
- Liaise with the NEPS psychologist
- Communicate with parents
- Liaise with the Learning Support Co-ordinator

Class Teacher

- The Class Teacher is usually also a subject teacher for a particular group, either a subject group or a whole class, and so is constantly in touch the group
- Takes up and signs the Student Diaries once a week
- Plays a major part in the induction programme
- Written reports of breaches of the school rules – Purple Slips - are forwarded to the Class Teacher who keeps a record of each student's behaviour and may administer sanctions
- No major sanction will be imposed on a student without consultation with the relevant class tutor

Subject Teachers

- Personal oral feedback and encouragement both in the class and outside
- Closely monitor class atmosphere and the demeanour of individuals and discuss with class teacher if concerned about a particular student or the class as a whole.
- Use of homework journal as a medium for positive motivation and communication with parents.
- Teachers employ a wide range of techniques and methodologies to reach out to the different learning styles of students.
- Foster and encouraging good manners and respect for others during class by insisting that the pupils raise their hands in class, listen quietly while others are speaking etc.
- Actively encourage the development of values such as empathy, kindness, generosity, sincerity and integrity etc., within the context of the classroom.
- Teachers regularly communicate with Principal to ensure that we are attending to the needs of all students.

SPHE Teacher

- Plays a supportive role, working closely with other staff members in supporting students.
- Collaborates with Principal, Deputy Principal and Guidance Counsellor.
- May make recommendations in relation to particular students.

Learning Support Co-Ordinator

- Plays a supportive role working closely with the subject teachers.
- Provides supplementary teaching to students with learning support needs.
- Administers diagnostic tests to students referred to him/her.
- Develops suitable programmes for relevant students.
- Communicates information to parents and meet when necessary.
- Liaises with Principal, Deputy Principal, Subject Teachers and Guidance Counsellor.

Chaplain

- Develops and implement a programme of worship.
- Liaise with Principal, Deputy Principal, Subject Teachers.

Parents

- Co-operate with Pastoral Care Programme.
- Communicate students' difficulties to the school.
- Participate in activities organised by the school that are designed to increase the involvement of the parents in their child's development.

Students

- Co-operate with the Pastoral Care Programme
- Develop ownership of the skills and strategies that are set for them during SPHE and Guidance classes and to apply these skills to improve their own life skills, progress, behaviour and learning.

Student Council

- Can help in heightening awareness of student needs.
- A line of communication between the student body and the Principal.

Meitheal Leaders

Every year four sixth year students are chosen by their peers to act as Meitheal Leaders. They are trained to act as a support to 1st Year students to provide a line of communication between the

teaching staff and the new students. It creates an atmosphere of friendship and trust. The co-ordinator is Ms. Wall

Key Personnel

Pastoral Care Team

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| • Principal | Mr Senan Lillis |
| • Deputy Principal | Ms Brigid Cadogan |
| • 1st year class teachers | Mr Edmund Crean and Ms Patricia O'Connor |
| • 2nd year class teachers | Mr Noel Haddigan and Ms Nessa Murphy |
| • 3rd year class teachers | Mr Martin Conneely and Mr Anne Sutton |
| • 5th year class teachers | Mr Paul Glynn and Mr Mary Hughes |
| • 6th year class teachers | Ms Wall |
| • Guidance Counsellor | Mr Edmund Crean |
| • Home School Liaison Officer | Ms Annette Wall |
| • School Counsellor | Ms Annette Wall |
| • RE Department | Ms Brigid Cadogan and Ms Patricia O'Connor |
| • SPHE Department | Ms Anne Sutton |
| • School Completion Programme | Ms Jackie Russell and Ms. Helena Hore |
| • Chaplain | Fr Robert Nolan |

Pastoral programmes

Social, Personal and Health Education (SPHE) and Religious Education are integrally linked to our pastoral care programme, creating a context for discussion of issues, and availability of support, and an ability for students to approach other teachers.

The School Completion Programme

The South West Wexford School Completion Programme (SWWSCP) in supporting the retention of targeted young people in participating schools who are at risk of educational disadvantage, has as its main objectives agreed to focus on:

1. Attendance Tracking and Monitoring,
2. Learning Support,
3. Social, Personal and Health Education,
4. Home, School, Community Liaison, and
5. Senior Cycle Retention.

Specifically in relation to Social, Personal and Health Education, SWWSCP supports the following work:

1. Transfer of young people from primary to post-primary.
2. With financial assistance from the Family Support Agency, SWWSCP offers individual and small group counselling and therapeutic supports to targeted young people.

3. Supplementing the provision of NEPS assessments to participating schools where necessary.
4. Participating in and providing the administrative support for Interagency Attendance Care Teams in participating schools.
5. Supporting in-school activities and educational trips, and
6. Organising holiday time supports.

Home School Liaison

Our policy commitment in this area is to constantly work in partnership with parents to achieve the optimum quality of relationship – this will require respect, listening, patience, and willingness to reach consensus, creativity, cooperation, and generosity.

Other Pastoral Care Programmes

- Open nights
- Induction/ orienteering days for 1st years
- Induction for 6th Years
- Counselling for students and parents
 - Drop in
 - By appointment
- Personal development/ life skills
- Study skills
- Achievements Day
- Evening study
- Breakfast club
- Student Council
- Wednesday Activities
- Meitheal Programme

Pastoral procedures

Information

This school has a number of procedures with pastoral implications. In the area of information we are committed to respectfully and sensitively dealing with how information is received, shared, stored and accessed. These procedures include Student Record Policy and Counselling Procedures

Resources and professional development

The school is committed to providing the necessary resources to underpin this pastoral policy. In particular we are committed to providing where possible tailored professional development programmes for class tutors and year heads. There will also be annual opportunities for the full staff to review the effectiveness of these roles and other pastoral issues.

Implementation.

The Board of Management will have overall responsibility for the implementation of the curriculum, including monitoring the safety of each person in the school. The senior management team will ensure that pastoral care is given a high profile in the school development plan. The Principal will monitor and evaluate the implementation of the pastoral care policy. He will work with all staff and ensure that all staff are properly trained. He will make sure that the non-teaching staff are familiar with the pastoral care policy and give help when needed. Each member of staff will work to build up pupils/students self esteem and encourage them to be assertive and to resist negative peer pressure. They will help the students to celebrate success and develop the ability to make moral decisions and to know the difference between right and wrong.

Pastoral Policies

1. Mission Statement
2. Admissions Policy
3. Anti-Bullying Policy and Bullying Charter
4. Crisis Response Policy
5. Code of Discipline and Behaviour
6. Special Needs
7. Homework Policy
8. Attendance and Participation Policy
9. Substance Abuse Policy
10. Student Computer User Policy
11. Student Council Constitution
12. Student Record Keeping
13. Pastoral Care Policy
14. Extra-curricular activities (Draft)
15. Suspension and Expulsion
16. Counselling Procedure
17. Child Abuse Allegations
18. Learning Support and Educational Needs Policy
19. Bereavement Policy
20. SPHE Policy
21. Uniform Policy
22. Student Lockers Policy

Monitoring and evaluation

At the end of every academic year, the Student Support team will lead an evaluation of the policy by surveying staff, students as to its effectiveness. The results will influence future phases of the policy.

The policy will be reviewed in 2010/2011