

**Bord Oideachais agus Oiliúna Dhún na nGall
Donegal Education and Training Board**

***Coláiste Cranncha
Crana College***



Pastoral Care Policy

'Learning for Life'

School Vision

'We inspire every student to learn, to think, to care and to achieve'

Mission Statement

It is our mission to create a calm, caring and creative environment where all pupils are given the best opportunities to develop their potential to the full, to acquire knowledge and to adopt a positive attitude towards work, life and their community

Rationale

Our mission statement is clearly rooted in a pastoral care type philosophy of education. It fosters the holistic development of each individual student and teacher within an atmosphere of care, concern and respect.

To value and develop each member of the school community and promote learning at every level for the student.

Goals for this Policy

- (i) To foster a happy school community and to foster a positive school spirit.
- (ii) To care for and affirm each individual student
- (iii) To develop the full potential of each student
- (iv) To help students with decision making
- (v) To prepare students for educational choices
- (vi) To develop mutually supportive staff relationships.
- (vii) To encourage a sense of social justice within the school community
- (viii) To establish and maintain a good rapport between school, community and home
- (ix) Through Restorative Practice to resolve issues without confrontation.
- (x) Promote the wellbeing of all students.

Roles and Responsibilities

1. **BOM**

- (a) To ensure that the policy is enacted within Crana College in consultation with teachers/pupils/parents/community
- (b) To ensure that the policy is effective and implemented, practised, made explicit and reviewed where appropriate.

2. **Principal/Deputy Principal**

- (a) Make provision for Pastoral Care input in to the timetable
- (b) Leadership in building community, i.e. using interpersonal skills to bond BOM/Staff/Students/Ancillary Staff
- (c) Encouragement of all activities, social, academic, sporting, musical etc.
- (d) Acknowledgement (and where appropriate reward) of all efforts and achievements in all different areas
- (e) Awareness (and where possible, provision for) inclusion, books, materials, uniforms, in consultation with the HSCL, Counsellors, Student Support Team & Wellbeing Team.

3 **Year Head**

- (a) Liaises on an ongoing basis with Class Tutors/Tutors/Deputy Principal/Principal/other Staff/Parents concerning the overall development of students in his/her Year group.
- (b) Creates a positive atmosphere within year group thus promoting the wellbeing, welfare and development of students
- (c) Organises the induction of new students and dissemination of information to tutors and pupils.
- (d) Meets regularly with class tutors
- (e) Recognises and acknowledges excellence, effort and participation at weekly assembly
- (f) Inform the Student Support Team when students are experiencing difficulties, and if necessary help organise programmes and events to support these students.
- (g) Promotes the use of Restorative practices throughout the school.
- (h) Liases with HSCL to maintain positive communication between home and school.

4. **Class Tutor**

- (a) The class tutor undertakes the role of caring for a class group in order to promote learning and the overall pastoral development of each individual student. The relationship between the Tutor

and his/her class is fundamental to the maintenance of good order within the College as it encourages a positive attitude towards life within the College

- (b) The class tutor meets his/her class group every morning at Registration where he/she records attendance, checks absences and monitors behaviour and uniform. The Class Tutor deals with minor breaches of the Code of Discipline and discusses any concerns regarding individual pupils with the Year Head.
- (c) Meets with the Year Head regularly both formally & informally.
- (d) The class tutor delivers the SPHE programme, where possible.
- (e) Has access to the relevant information on the students in their class group.
- (f) In conjunction with the Year Head, organises class events and outings to build strong tutor / class relationships.
- (g) Uses the cork notice boards to recognise achievement and display photographs.
- (h) Liases with HSCL to maintain positive communication between home and school.
- (i) Selects a "student of the month" from their class group at the end of each month.

5. **Subject Teachers**

- (a) Every teacher is familiar with and supports the Pastoral Care Policy and reports concerns to Class Tutor, Year Head, Guidance Counsellors, Deputy Principal or Principal.
- (b) The subject teacher is in a position to monitor students' academic progress and is often the first person to notice when a pupil is experiencing difficulties.
- (c) The subject teacher informs & advises 3rd year students on the subject content at Leaving Certificate so that students can make an informed choice.
- (d) Link with SNA and SEN co-ordinator if they notice a child with special needs having a particular issue/difficulty.

6. **Teachers of Religious Education**

- (a) The teacher of religious education plays a pastoral role in the life

of the students. The Religion class plays an important part in the spiritual and moral development of each individual pupil.

- (b) Religion is a timetabled subject.
- (c) Whole school Religious and Interdenominational Services are organised for all pupils.
- (d) Promotes awareness of cultural diversity and social justice through participation in fundraising and awareness campaigns.

7. The School Guidance Counsellor

- (a) The school guidance counsellor supports students especially when experiencing difficulties caused by personal and domestic circumstances.
- (b) The guidance counsellor makes information re careers available and offers advice to students and their parents on possible career options.
- (c) Organises information evenings for parents on subject choice, CAO and UCAS.
- (d) Provides students with opportunities for mock interviews, aptitude tests, and attendance at open- days and careers fairs.
- (e) Guides students in choices of subjects for life beyond school.

8 The Special Needs Co-ordinator.

- (a) The SEN Co-ordinator links with Primary schools, parents and staff to assess the learning needs of all pupils.
- (b) She advises the Pastoral Care team on learning needs that affect pupil behaviour and progress.
- (c) She acts as liaison between support agencies and the Pastoral team.

9. The Student Support Team (SST)

The Care team consists of Guidance Counsellor, SEN co-ordinator, HSCL, Behaviour Support Teacher, JCSP co-ordinator along with the Deputy Principal and Principal. The SST team meet regularly to identify students having difficulties in coping with school life to review ongoing interventions and where necessary involve outside agencies. The Student Support Team will convene meetings to review students with particular difficulties and review programmes to assist relevant groups within the school community on pastoral issues. NEPS, EWO and CAMHS will be consulted when necessary.

The team will access C.P.D. for themselves and members of staff. Review and organise programmes and events to up skill staff and students in dealing with issues such as exam stress, relationship

building, alcohol abuse and restorative practices.
The SST will take responsibility for the implementation of the critical incident policy.

10. Wellbeing Team

The wellbeing Team consists of the Principal, Deputy Principal, Guidance Counsellor, HSCL & Behaviour Support Teacher. They meet regularly to identify students with social and emotional, wellbeing, and family issues. they will liaise with TUSLA, EWO, CAMHS etc as necessary.

11. Parents

Support the Pastoral Care Policy of the school, attend school related meetings and liaise with the school if they have any concerns about family members attending the school.

12. Home School Community Liaison Co-ordinator

- (a) The H.S.C.L.P. is the supportive link between the school, home and community.
- (b) Works with parents to promote their educational development and involvement with their children's education.
- (c) Organises and provides family support courses, homework support courses and leisure based courses.
- (d) Facilitates Adult education classes for parents at Junior Cert, Leaving Cert, and FETAC level.
- (e) Monitors pupils' attendance and liaises with parents/guardians to optimise their attendance.
- (f) Liaises with statutory, community & voluntary organisations to support families.

Policy Content

1. Delivery

There will be a roll call with the form tutor each morning. The purpose of this is to (a) call the roll (b) check notes re absenteeism etc., (c) check uniforms (d) provide a conduit for information flow i.e. teacher – student, student – teacher (e) listen to each other and provide encouragement and where appropriate provide a quiet moment of reflection.

There will be weekly assemblies for all year groups in order to recognise and acknowledge excellence, effort and participation.

2. Building Community

All new students will be welcomed and an induction session provided. Many of the following activities will be provided for students. These will vary from year to year but there will always be a number of such

activities in any given year, eg. lunchtime activities, opening Mass end of term inter-denominational services, group projects, outings/tours, peer-tutoring, mentoring of first years, homework club, after school study, sports, drama, concerts, carol service, graduation service, choirs, sponsored walks, newspaper in the classroom, participation in charitable events e.g. Concern fast, Student Council, Girls Active, Gaisce awards, Friends for Life, Bronze for Fourth Years and Silver for Fifth Years.

3. Care for the Individual

- (a) Contact system through Subject teacher/Tutor/SNA /RE/SPHE/ Home School Community Liaison Coordinator/Career Guidance Counsellor/Principal and Deputy Principal.
- (b) Learning needs and difficulties are met through provision of learning support and resource hours, special consideration for State exams and the necessary equipment to ensure maximum participation in the curriculum and school activities. A system of Academic Mentoring will assist targeted 6th Year Students.
The interests of all students will be broadened through class outings, foreign trips, debates, public speaking, study skills programme. Awards system including President's Awards and Good Effort Cards operate within the school.

4. Nurturing of Staff

Crana College acknowledges the centrality and importance of its entire staff. It is our aim at all times to support staff, particularly in times of need. Our staff will be encouraged and assisted to engage in ongoing professional development. Staff outings, school tours, social committee activities are organised to mark retirements, special birthdays births etc. The staff welfare co-ordinator will contribute to activities aimed at improving the wellbeing of staff in Crana College. A staff wellbeing committee will be established every year.

5. Mentoring of new Staff

Crana College is a Droichead School.
All new & temporary teaching staff will be given a welcome pack outlining how the school operates, the Code of behaviour, copies of the pastoral, discipline and other relevant policies. They will also have access to an experienced teacher / mentor who will meet with them when they first arrive and will continue to assist them as they settle into the school. All new SNA's will receive information on the care needs of the student they are assigned to.

6. Home/School Links/Community

Contact with parents is promoted and maintained through

- (a) Home/School/Community/Liaison/ Coordinator, Attendance Tracker, Subject teachers, Tutors, Year Heads, Deputy Principal and Principal.
- (b) Notices to parents through the Student Journal and academic progress reports, Webtexts, and by allowing parents access to VsWare to view student timetables and examination reports.
- (c) Parents Association.
- (d) Close links with feeder primary schools e.g. visits and liaising with former teachers where necessary/appropriate.
- (e) Work Experience/Business Schools Partnership/Visiting speakers/Project Work and Voluntary charity work within the community.
- (f) Crana College news and photographs in local newspapers.
- (g) Parent/teacher meetings.
- (h) Information evenings and events for parents.
- (i) Prizegiving Ceremony.
- (j) Social Media - Twitter & Facebook.

Contact with wider community is promoted and maintained through (d), (e), (f) and (i)

Performance Criteria

- (1) Goals are attained
- (2) Good relationships are achieved and maintained
- (3) Mutual respect evident between all members of school community

Monitoring the Implementation

- (1) Principal/Deputy Principal
- (2) Members of Pastoral Care team, Year Heads and Class Tutors

Reporting

- (1) Co-ordinator of Pastoral Care reports to Principal
- (2) Principal reports to BOM once per year

Policy review: 4th December 2017
Ratified by the Board of Management: