



SAINTFIELD HIGH SCHOOL Pastoral Care Policy

'We hold firmly the belief that children learn when they are happy and feel safe. It is this belief that underpins the educational experience at Saintfield High School.'

June 2017

Pastoral Care Policy

In Saintfield High School, what do we mean by Pastoral Care?

‘WE HOLD FIRMLY THE BELIEF THAT CHILDREN LEARN WHEN THEY ARE HAPPY AND FEEL SAFE. IT IS THIS BELIEF THAT UNDERPINS THE EDUCATIONAL EXPERIENCE AT SAINTFIELD HIGH SCHOOL.’

Pastoral Care at Saintfield High School is the practice of looking after the well-being of all pupils placed in our care. This practice embraces in its broadest sense the development the child within the many facets of his/her school life – moral, intellectual, personal, physical, social, relational and emotional.

Our Pastoral Care System provides the context in which our pupils feel secure, free from emotional and physical harm, and are able to voice any concerns they might have. Our pupils learn in a supportive atmosphere of mutual care and respect.

Ours is a school, where sincerely, every child does matter. We aim to demonstrate this belief through our policies and procedures, our social interactions and dialogue and in our aim to establish a friendly school environment where children feel safe and secure, and a place where they want to be educated. Saintfield High School’s ethos provides the basis for this policy. The promotion of our agreed values and beliefs means a pupil centred approach.

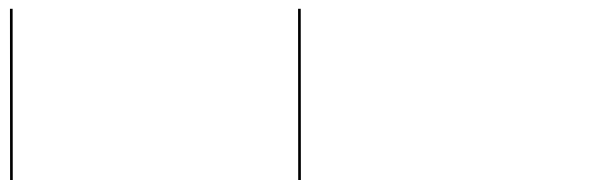
Definition

Teachers, non-teaching staff, welfare-staff and other adults all are part of an effective team. This team wants to ensure pupils are happy and secure in whatever activity they are taking part in, whether social, relational, emotional or physical. We have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face today’s society. Teachers and non-teaching staff are encouraged to approach the care of our children in a positive way.

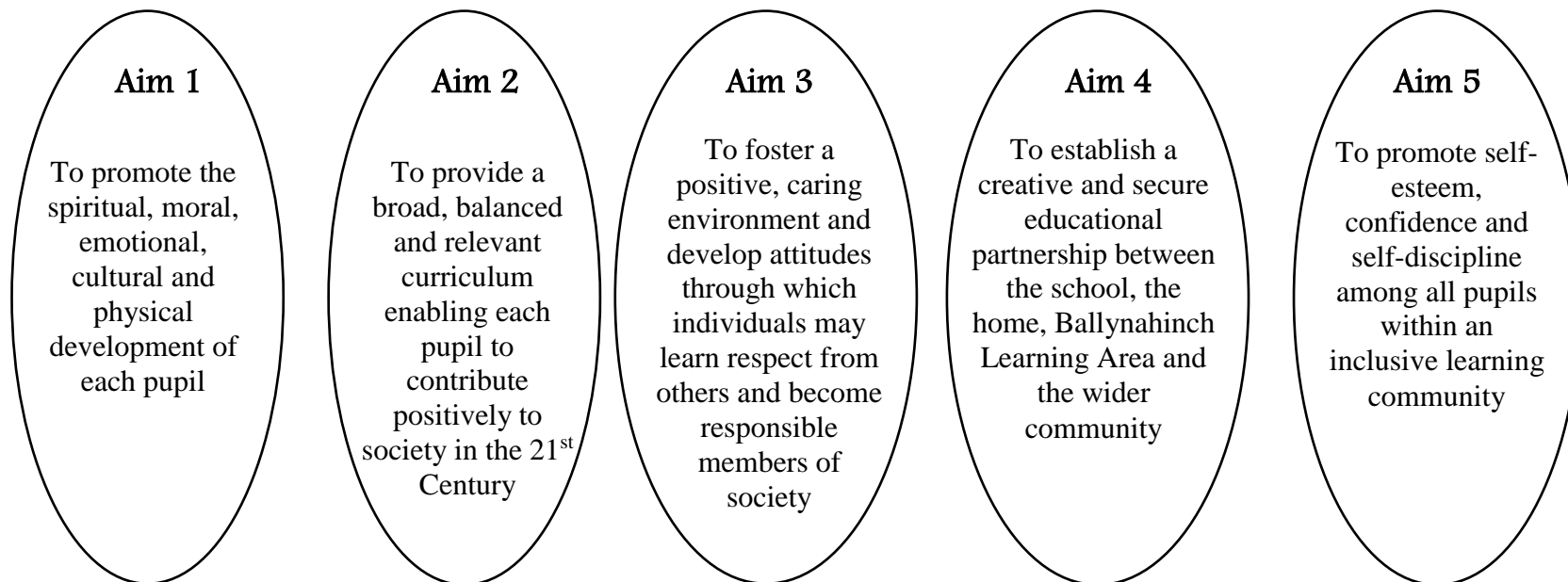
Mission Statement ~ “All that can be expected from the most perfect institutions is that they should make it possible for individual excellence to develop itself, not that they should produce the perfect individual.” Henri-Frederic Amiel

The Primary Aim of the School is:

To develop a safe, harmonious and well structured school community, in which staff and pupils work together with mutual respect in the pursuit of “individual excellence” for all pupils.



To achieve this primary aim, we have five subsidiary aims



THE OBJECTIVES WITHIN THESE AIMS ARE:

Aim 1

To promote the spiritual, moral, cultural and physical development of each pupil.

Objectives

- (a) To ensure that each pupil is introduced to broad Christian principles, through a non-denominational approach in the classroom and in morning assembly.

To provide the opportunity for further development through extra curricular activities such as Scripture Union.

To promote good relationships between the school and the community as a whole, through appropriate visits.

- (b) To develop cultural awareness with a local, National, European and International dimension.
- (c) To provide opportunities for physical development through the PE curriculum and extra curricular activities.

Aim 2

To provide a broad, balanced and relevant curriculum enabling each pupil to contribute positively to society in the 21st Century

Objectives

To encourage pupils to achieve the highest possible attainment by delivering to all the N Ireland curriculum and a broader school curriculum.

Aim 3

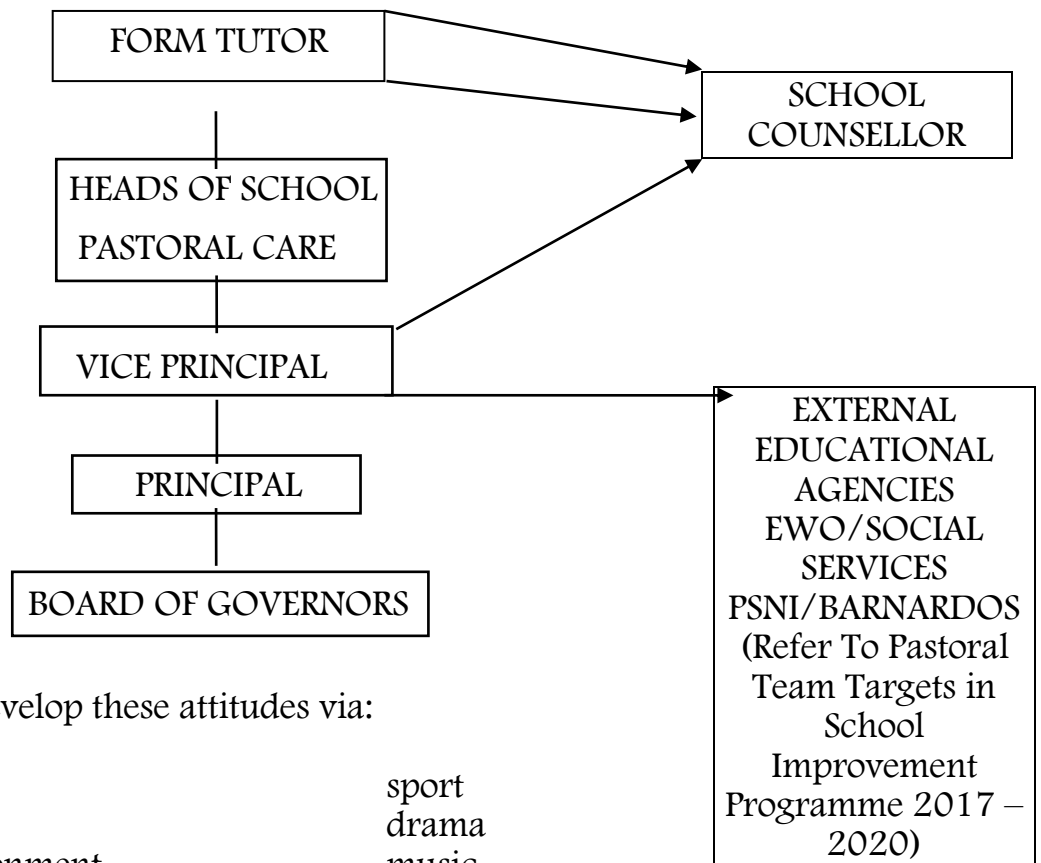
To foster a positive, caring environment and develop attitudes through which individuals may learn respect from others and become responsible members of society

Objectives

- (a) To exemplify and to foster such attitudes as:

tolerance, sympathy, empathy, consideration, commitment, curiosity, diligence, reliability, perseverance and self-confidence, sensitivity, honesty, creativity, initiative, adaptability and self-reliance in association with the PSE and Citizenship programme.

- (b) To stress these attitudes through a formal pastoral structure of:



(c) To further develop these attitudes via:

- | | |
|--------------------|--------|
| ethos | sport |
| assemblies | drama |
| school environment | music |
| good attendance | visits |
| charity support | |

Aim 4

To establish a creative and secure educational partnership between the school, the home, Ballynahinch Learning Area and the wider community

Objectives

- To foster liaison with parents via written and verbal communication consultations and via an active PTA.
- To foster liaison with the Board of Governors.
- To foster liaison with the Careers Service.
- To foster local community relations via extra curricular activities.

Aim 5

To promote self-esteem, confidence and self-discipline among all pupils.

Objectives

- To foster good relationships between pupil and teacher and pupil and pupil.
- To encourage pupils to respond well in class.
- To encourage pupils to take a pride in their work.
- To develop a respect for the contribution made by others.
- To promote regular attendance at school.

Aims

Through our pastoral care policy we aim

1. To create and maintain an atmosphere and ethos where pupils feel they are well known, safe, valued, respected and happy;
2. To promote the aims of our school;
3. To implement our code and practice for behaviour which considers the views of all staff;
4. To maintain the highest standards of teaching and learning;
5. To respond in a sympathetic way to the concerns, fears and worries of our pupils and
6. To build an atmosphere of trust and collegiality.

Ethos

The ethos of the school will be reflected in the moral, intellectual, personal and social development of our pupils. It does not come about by chance. It is achieved by the Principal/Vice Principal, Heads of School and all teaching and non-teaching staff to promote and facilitate an atmosphere of care and respect within the formal and informal life of the school community.

Relationships

A good relationship between pupils and staff is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between:

- Staff and pupils
- Pupils and their peers
- Members of staff
- The school and its surrounding community

In addition, children are encouraged to develop and value a respect for themselves.

Values

The teacher should share his/her values and beliefs with the children in addition to his/her knowledge. Life skills are central to the ethos of the school.

Self Esteem

We believe that self-esteem and respect are central to the development of the whole child which therefore promotes learning.

Personal Safety

Saintfield High School encourages children to be responsible for their own personal safety and helps them to acquire skills to be able to do this in order that they make the correct decisions and know where to get help, if or when, they are confronted with danger. The whole school community is aware of the Designated Teacher for Child Protection and the Deputy Designated Teacher for Child Protection. In addition, the school has an effective team of staff who are responsible for the delivery of first aid.

How Saintfield High School ensures that Pastoral Care is in place:

(A). Through our clearly written and practical policies outlining procedures and considered good practice. These policies are updated regularly and in accordance with the guidelines as set out by the Department of Education Northern Ireland (DENI).

These include the following:

- Acceptable use of ICT
- Anti-bullying
- Child Protection
- How to raise concerns or make a complaint
- Community Code of Conduct

- Crisis Management and Bereavement
- Drug Prevention
- Managing Pupil Attendance
- Medical
- Relationships and Sexuality
- Role of the Form Tutor

(B). Through the development of practices which promote and contribute to a climate of care for each child.

Examples include the following:

Ethos of positive relationships between staff and pupils – pupils have open access to all staff, based upon mutual respect, open dialogue and access including emotional support.

Teacher and parent interviews.

A fully trained School Counsellor.

Family Works external Counsellor (weekly).

Personal and Social Health Education, including the delivery of ‘Good Manners Matter’ Programme at Year 8.

Learning for Life and Work Programme of Study (Years 8 – 12).

Celebrating success wherever possible – sporting events, Annual Prize Day, individual achievements, Sports Prize Day, Best Boy/Girl monthly recognition, monthly attendance reward, Hall of Fame.

Induction Days for Years 8 and 11 and information sessions for their parents.

Morning assemblies.

Form Class system.

Prefect Mentors.

Extra-curricular activities.

Pupils involved in a wide range of school events – weekly assemblies/Open Evening.

Post-a-Problem boxes.

Student Voice.

Form Class Monitors.

Parent Panel

Development of a staff with a caring attitude, staff attending appropriate external courses and In Service Training days, Staff Code of Conduct.

The encouragement of pupils to represent Saintfield High School at a range of social and educational occasions.

Monitoring and Evaluation

Parents are always welcome and are encouraged to contact the school if they have any concerns or worries about the welfare of their child, in addition to teacher/parent consultations. We encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school, and this practice is carried out annually through the school's Special Educational Needs reviews for individual pupils. Any information disclosed will be treated as confidential. All policies within the Pastoral Care System are regularly reviewed and updated. Saintfield High School's Pastoral Care is also monitored through induction days/evenings for specific year groups, staff meetings, Open Evening, periodical questionnaires, the School's Improvement Programme targets 2017-2020.

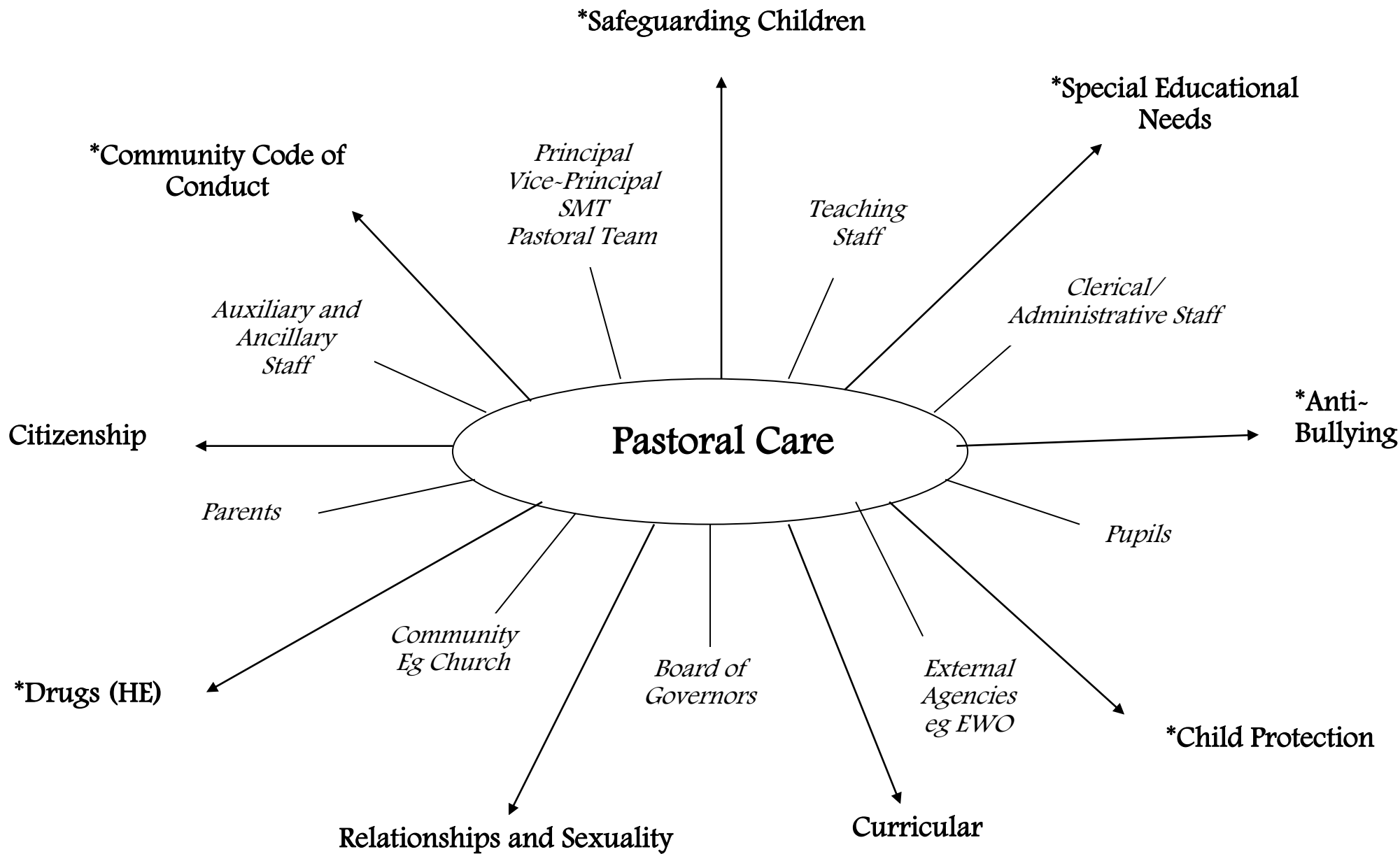
Training

Any relevant training of both teaching and non-teaching staff will be led by the Principal, Vice Principal, the Pastoral Care Team within the school and the Designated Teacher for Child Protection.

Conclusion

The evaluation of the schools system of pastoral care is effective when the school policy and planning for pastoral care are fully implemented and reflected in the quality of provision within and beyond the classroom and the effectiveness of the support arrangements for individual pupils.

At all levels of the caring process all staff and pupils need to feel valued, safe and secure.



*Links with existing School policies

