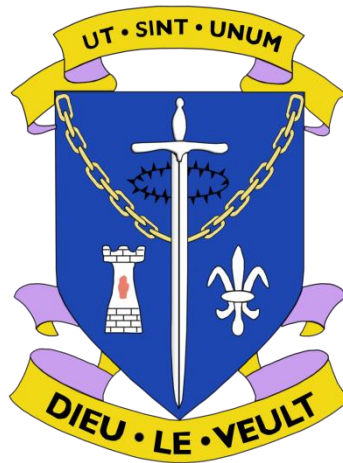


St Louis Grammar School

Pastoral Care Policy



Date of Policy: Nov. 2018
Last Reviewed: Nov .2025
Reviewed by: Ms C.King
Ratified by Board of Governors: Nov. 2018
Date of Review: Nov. 2027

Ethos.

St. Louis is an inclusive school for boys and girls, whose aim is to provide opportunities for all students, enabling them to develop their talents and skills so they can realize their full potential, academically, socially and personally. We seek to provide a secure and happy environment for all students whilst promoting our Catholic ethos in a supportive and caring environment. We provide an academic education of a high standard, but above all we strive to create an environment which encourages pupils' physical, moral, and spiritual well-being. We are a learning school where the learning experience is relevant, rewarding, empowering, and enjoyable, and where everyone is encouraged to work hard and aim high. The school's pastoral policy emphasizes self-esteem and the development of good interpersonal relationships as the basis for effective learning. St. Louis students enjoy the benefits of a disciplined, happy environment, conducive to study under the guidance of well-qualified teachers.

DE's Policy for School Improvement **'Every School a Good School' April 2009**; states that every school should ensure that **'the highest standards of Pastoral care and Child Protection are in place'**.

The Board of Governors, Principal and all teaching and non-teaching staff have responsibility for the care and welfare of all pupils, maintaining a learning environment which is characterized by positive relationships and mutual respect between pupils and all members of staff.

Principles:

The

general principles, which underpin Pastoral Care in St Louis, are those set out in the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools", the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995.

- To have in place a pastoral structure which will provide a safe, secure and supportive environment for all pupils to learn effectively;
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously;
- To ensure the child's right to protection from harmful treatment as defined in **'The United Nations Convention on the Rights of the Child'** – *'children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them'* (Article 19). Moreover Article 3 provided that *'when adults or organisations make decisions which affect children, they must always think first about what would be best for the child'*;
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved;
- To ensure that the child's welfare is the paramount consideration – **'Children (NI) Order 1995'**.
- 'Everyone in education plays a part in keeping children and young people safe from harm and abuse' **Safeguarding and Child Protection in Schools – A Guide for Schools June 2017**

Aims:

- To ensure every pupil feels unique and a valued member of our school community;
- To instill a sense of personal worth and dignity through intellectual, moral and spiritual development;
- To develop pupils' skills in building and maintaining good relationships with their peers, teachers and other members of our school community;
- To encourage pupils to adopt a healthy and safe lifestyle;
- To encourage a sense of personal responsibility for their own learning and actions;
- To assist pupils to develop the skills to make healthy lifestyle choices, appreciate life and respect the world in which they live in;
- To help prepare pupils to meet the demands and challenges of adult and working life.

Supportive and Caring Ethos in School:

The Curriculum and Pastoral Care provisions in St Louis aims to support all pupils and prepare them to cope with the demands of school and adult life thus enabling them to achieve their full potential. These provisions include measures to help meet the physical, emotional, and spiritual needs and aspirations of all learners within an inclusive learning environment. We acknowledge the importance of our pastoral role in the welfare of all young people and through our mission statement and ethos every member of our school community is treated with respect. Through our Pastoral Structures and Counselling Service we offer a supportive environment to pupils. The Personal Development Programme allows pupils to explore key issues within their personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.

The following structures and procedures operate in St Louis:

- Staff lead by example in promoting respect for each other and forming positive relationships with Pupils. Through our Pastoral Programme, Circle Time Programme, Mentoring Programme and Counselling Service we offer a supportive environment to all pupils.
- The Personal Development Programme allows pupils to explore key issues within their personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.
- Faith development is an integral part of all RE Programmes of Study and the daily life of the school.
- The school uses a range of external agencies for support and guidance including Education and Welfare Office, Pupil Personal Development Service, Educational Psychologists, Behaviour Support Team, Pupil Personal Development Services, CAMHS, SAM, Counsellors, PSNI and Family Support Hub.
- A member of the Safeguarding team will attend Case Conferences, LAC Reviews, CIC Meetings, Core Network Meetings and Family Support Meetings where possible.
- The Staff Code of Conduct is shared with all adults working in school.
- All staff, teaching and non-teaching and volunteers receive Child Protection Training annually.
- A Safeguarding Team Poster and photos are displayed in every classroom.
- The Safeguarding Team photos are displayed on a notice board in school.
- Pupils are regularly reminded of the Designated and Deputy Designated Teachers through Assemblies, student planner and PD lessons.
- All visitors must report to main office, sign in and out of the school and wear a Visitor Badge while on the premises.
- All staff to wear lanyards with photographs.
- If a pupil leaves school during the school day, a parent or guardian must give permission to their child's Year Head to sign out of school – no pupil is permitted to leave school unless a parent/guardian collects him/ her or they make alternative arrangements agreed by the school.
- Lunchtime supervision is provided by non-teaching members of staff who have received full Child Protection training.
- All new staff and volunteers are fully vetted prior to commencement of employment in school
- Collaboration Students: If a student from a visiting school makes a disclosure to any member of staff in St Louis, the staff member will immediately inform the Designated Teacher or Deputy Designated Teacher. The Designated Teacher or Deputy Designated Teacher in St. Louis will then immediately contact the Designated Teacher or Deputy Designated Teacher in the student's parent school.

- Collaboration Students are introduced to the Designated Teacher during their Induction programme and the Safeguarding Team photos are displayed in all collaboration classrooms. They also receive an induction booklet with pictures and locations of the safeguarding team within it.
- Parents receive a reminder of the safeguarding team at every parent teacher meeting.
- The school uses a variety of external agencies to enhance the delivery of the pastoral programme which complements Child protection, these include Online safety –PSNI, Love for life, Mood matters.
- Students who are involved in mentorship roles or leadership roles receive Child Protection guidance as part of their induction Programmes, Bus Monitors, Prefects, Subject Monitors and Anti Bullying Ambassadors.
- Key events promoting student safety are included as part of the school calendar which include Anti-Bullying Week and Road Safety Week.
- Safe places created for students such as a Junior Games club and Quiet Lunch space.

St Louis will work collaboratively to plan and develop their transition arrangements for year 8s

A successful transition should:

- be child-centred, engaging pupils in the transition process, meeting the needs of individuals and enabling them to develop fully;
- focus on improving standards, in particular standards in literacy and numeracy;
- support collaboration between teachers from primary and post-primary schools to share best practice and expertise;
- engage parents in the transition process;
- build relationships based on a common vision, co-operation, shared responsibility and trust;
- establish and develop an effective communication network and clear channels of communication;
- create, maintain and develop systems and structures that support links, partnerships and sustained collaboration between schools;
- ensure coherence, continuity and progression of the curriculum, assessment and pedagogy;
- share and use assessment and other information to plan progression; and
- support pupils to develop the confidence, understanding and skills they need to become increasingly independent learners.

Statutory requirements

When a pupil is transferring to a post-primary school at the end of Key Stage 2, the Education (Pupil Records and Reporting) Regulations (Northern Ireland) 2009 (HMSO, 2009; DENI, 2013c) require the primary school to give the receiving post-primary school:

- the level of progression each pupil has achieved in any cross-curricular skill they have been assessed in;
- a statement, if a pupil has been exempted from any part of the assessment arrangements in that school year; and
- the pupil's formative record of progress and achievement.

Pastoral Care Support:

KS2/KS3 Transition Programme

Year 8

There is a comprehensive induction programme for all Year 8 pupils. These include:

Pastoral

- SLT has a pastoral visit to all primary schools
- Open Night
- Visits to Main Feeder Primary Schools by SLT
- SENCO links with SENCO in primary school for students with statements
- Whole staff briefing on new students
- Transition afternoon for Pupils and parents- June
- Year 8 induction trip
- Registration – Form Teacher and Form Class – August
- Induction day in August to be introduced to year 14 mentors
- Anti-bullying mentors
- Bus Mentors
- Parent Teacher Meeting – opportunity for parents and pupils to meet each subject teacher
- Ongoing: Pastoral support and Newcomer and SEN Support
- Link term one target setting to their primary school targets

Curriculum

- Sharing baseline Numeracy and Literacy Assessments with Math's and English HOD and teachers
- Technology Challenge P7 pupils
- GAA primary school tournament
- Netball primary school tournament

KS3/KS4 Transition Programme

Year 10/11 *(talks and presentations may be via zoom to class groups with emailed subject/career specific guidance as per Covid guidelines 2020-21)*

There is a comprehensive transition programme for all Year 10 pupils. These include:

- January/February: During Options Week, all subject teachers talk to their Year 10 class about the GCSE Curriculum. New KS4 Subject presentations to Year 10. GCSE Option Day; Information Event for parents and pupils. First subject Interest trawl.
- February/March: Year 10 Parent Teacher Meeting
- SEN Transition meetings with SENCO and EA transition co-ordinator to determine the best curriculum options and determine pupil support requirements
- March: 2nd Subject Trawl. Year 10 pupils submit GCSE Option sheets.
- Analysis of student option choice considering student data and current performance with individual follow-up discussions with Head of Middle School and HOD Careers.
- Modular Employability Programme
- *NI Careers Advisor and HOD Careers available for consultation at Year 10 PT evening
- Follow up meetings in September by appointment with Head of school/Head of Careers to adjust option choice if appropriate.

KS4/Post 16 Transition Programme

Year 12/13

There is a comprehensive transition programme for all students progressing to Post-16 study. These include:

- Key Stage 4 CEIAG programme – Post 16 choices for students

- Post 16 Online Prospectus
- Year 12 guidance interviews– NI Careers Advisor (***format may involve guidance video clips with follow up email/phone call as agreed with parent, student and adviser in line with Covid working practice within the Department of Economy and Learning NI Careers Service***)
- NI Careers Questionnaire (***online with access to IT facilities to complete this provided in school***)
- NI Careers Advisor and HOD Careers available for guidance at Year 12 PT evening
- Year 12 Careers Options Presentation to parent and students
- Year 12; attendance at planned Careers Convention and SRC Open Days
- August: Year 13 Transition Seminar for parents and pupils – information about the transition from KS4 to Post 16 (***as per social distancing guidelines and Covid policy***)
- PTM – (November - with social distancing in place)

Year 13 CEIAG programme

- CAFRE; Loughry College Presentation to Year 12 and Year 13 (HE Dept)
- Year 13 University Outreach Programme – (UU, QUB, CAFRE, DKIT, TCD, Scottish Universities, Liverpool John Moores,)
- Year 13 Work Placement/Work Shadowing opportunities advised via CharterNI
- Year 13 WRL Outreach opportunities at NI companies/universities
- Year 13 Careers presentations from a variety of Industry sectors.
- Year 13 Higher Apprenticeship Information Seminar (link with SRC)
- Talk from current university students – demands of third level study

Post 18 Transition Programme

Year 14/Higher Studies/ Employment

- CEIAG Programme – Year 14
- Open Days – QUB, Ulster University, St Mary's University College, Stranmillis, CAFRE
- Careers talks:
 - Southern Regional College
 - Belfast Metropolitan College
 - Dundalk Institute of Technology
 - EA Finance talk

Year 13 Enrichment Programme (Varies year by year)

- Nutrition and Independent Cooking Skills
- Personal Fitness
- Presentation and Interview Skills
- Religion and Ethics

Year 13 CEIAG Programme of Work

- General applicant Presentations; QUB, UU, DKIT, Trinity, Scottish Universities, Liverpool John Moore University, SRC.
- Widening Horizons Presentation from Dr T Dansen at QUB re. Pathways programme
- Outreach Events - QUB Arts and Humanities Event and Engineering Event. QUMS careers event in Whitla Hall, Belfast. Math and Physics Outreach.
- Allied Health Information Seminar at Daisy Hill Hospital
- NI NHS Careers Convention
- Outreach Events Ulster; Subject Insight Events
- Medical Symposium Daisy Hill Hospital
- Dentistry Applicant Insight Day at QUB

- Link events with Methodist College; Engineering Conference, Law Conference, Medical Applicant Conference.
- Work experience opportunities; Collins, Bombardier, ALMAC Outreach, Kainos, Fujitsu, AFBI, NIE and Charter NI Health Trust, Court Service and Industry-based placements.
- PwC Insight, Big Data & Deloitte Business Insight Event
- PwC Virtual School (2020)
- Bio-Medical Engineering Seminar at UUJ
- Oxbridge Conference Lisburn.
- Generation Nomination NISP
- Nuffield Scholarships, UNIQ and Sutton Trust Scholarships
- Company Visits; Citi, Collins Aerospace, First Derivatives, NIE, MJM Group, Felix O' Hare.

Year 14 – Visits and presentations will be arranged

- CEIAG Programme of Work
- Open Day Visits: QUB, UU, Stranmillis (SEP link with KHS) and St Mary's University College.
- Motivational Presentations from former students now undergraduates/recent graduates
- Ulster University 'Talented Athlete' Scholarship Presentation
- Year 14 Student Finance Conference in association with Senior Advisor
- Attendance at the 'Big Apprenticeship' event at SRC for HLA apprenticeships
- NIHE Housing Executive – Student Housing
- QUB Student Welfare and Student Finance Advisor presentations

Personal Development Programme

Personal Development is the process that involves the entire world of the young person, of which school is a significant part. It involves knowledge, attitudes, skills, relationships, and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values, and relationships along with a range of life skills that assist young people in coping with the challenges of everyday living. This is inclusive of their present needs and helps them in their development towards adulthood, encouraging the development and promotion of emotional intelligence in young people.

"Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivation ourselves, for managing emotions well in ourselves and in our relationships."

(Goleman, 1998)

The Personal Development Programme supports the promotion of positive relationships within the school community enabling young people to:

- work towards achieving their individual potential;
- become confident, interdependent and participative citizens;
- make informed and responsible choices and decisions throughout their lives.

Personal Development is fundamentally about the holistic development of individuals, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge.

Aims of Personal Development:

The Personal Development Programme is consistent with the central aims and objectives of the Northern Ireland Curriculum, that is, the development of the whole person which is central to being a Rights Respecting School. This entails the acquisition of key concepts and skills and the promotion of values and dispositions.

The aim of the programme within St. Louis is to develop a set of interrelated concepts, skills, attitudes and values which will promote the all-round development of the pupil.

The Personal Development Programme is delivered through one timetabled period per week by the pupils' Form Teacher and additional complimentary workshops and talks are facilitated by outside agencies.

The overall responsibility for planning, monitoring and evaluating the Personal Development provisions within the school each Head of School in each of the Key Stages and is planned and reviewed by Each Year Head.

Child Protection

In St Louis we have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for her unique talents and abilities, and in which all our young people can learn and develop to their full potential. The Child Protection Policy clarifies the responsibilities of teaching and non teaching staff in the school in relation to child protection and to identify the action that should be taken to enable cases of suspected abuse to be reported and appropriate action taken.

The Designated Teacher is Ms C.King and the Principal, Mr K.Martin and the Deputy Designated Teachers are Mrs B.Cunningham, Mr T Brown, Mr E McGlue

SEN Provision

In St Louis, we endeavour to ensure that all pupils have equal access to all areas of the curriculum. The SENCO, Mrs C Rodgers/Mrs SJ Morris (Acting SENCO) coordinates the provision for pupils with Special Educational Needs and ensures any concerns expressed by a pupil, parent or member of staff are followed through. The SENCO ensures:

- Pupils with Special Educational Needs are supported in class and on a one-to-one basis as appropriate;
- Pupils are allocated the assigned Classroom Assistant provision;
- All staff are involved in the drawing up of Individual Education Plans for pupils on Stage 2 – Stage 3 on the SEN Code of Practice. Review and setting new targets bi-annually;
- Parents are consulted regularly through annual review meetings and other means of communication when necessary;
- Pupils get appropriate access arrangements for all in-house and external examinations;
- Outside agencies are appropriately used to ensure pupils with SEN are fully supported;
- SEN Transition Coordinator and Careers Adviser attends annual review at transition stage to guide and support school, parents and pupils.

Annual Review/Transition Review

- Each child with a statement of Special Educational Needs will be reviewed annually to make sure the needs of the child or the young person are being met and to consider the appropriateness of the placement. Moving from Key Stage within the Post Primary School is considered a Transition Review and other relevant agencies will also be invited to such a

meeting. The Transition Officer from the Education Authority will attend as well as the Careers Advisor. Other relevant professionals may be invited to attend depending on the needs of the Child.

Newcomer Pupil Provision

All Newcomer Pupils are given all the necessary support and guidance to integrate smoothly into their new school. Heads of School, Year Heads and Nurture Teacher are involved in ensuring that newcomer students settle in.

- A transition meeting is organised between Parents, Pupil, Translator, Vice Principal to establish a clear understanding of the procedures and policies in St. Louis;
- Pupils are given appropriate Classroom Assistant provision;
- Parents are informed about the progress of their son/daughter through bi-annual reports and regular contact by Form Teacher, Year Head and Classroom Assistant;
- Outside agencies are appropriately used to ensure Newcomer Pupils are fully supported.

Behaviour Management Programme

The school encourages high standards of behaviour in order to maintain a positive working environment which is prerequisite to effective learning and teaching. The Behaviour Policy outlines roles and responsibilities and procedures in place to celebrate positive behaviour and issue sanctions if pupils display poor behaviour.

Mentoring Programme

Pupil progress is tracked through Assessment Manager and pupils who are not achieving their full potential are identified and in consultation with parents are put on a Mentoring Programme. This programme is facilitated by the Head of Senior School who will pair students off with senior prefects. There are a combination of pastoral mentors and academic mentors. All mentors receive guidance before they commence their duties and training from a member of the safe guarding team.

Counselling Service

The Counselling Service offers pupils the opportunity to talk to qualified counsellors in confidence. The Counsellors may consult with the Designated Teacher to ascertain if there are any Child Protection concerns. The counsellor attends one day per week and provides support to those pupils who seek help in finding the best solutions to their problems. Pupils may be referred to the Counsellor through:

- A member of staff;
- A parent;
- Self-Referral

Extra Curricular Activities

Pupil participation in extra-curricular activities such as sport, music, drama, art, public speaking and curriculum clubs encourages the development of skills, self-discipline and self-worth. These opportunities are a valuable way for pupils to integrate into the life of the school and build friendships both within and between Year Groups.

Parents

Parents are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the adult person. In St Louis, we believe parents play a crucial role in ensuring their daughter achieves her full potential in school. We encourage a strong working partnership between home and school through:

- Parent Teacher Meetings
- Other meetings when necessary
- Communication through letters, website, Bi-annual Reports, Groupcall, Newsletter, Prospectus
- School App
- Social Media
- Celebratory Events;
- Extra Curricular Activities;
- Open Door policy

Roles and Responsibilities:

All teachers have the responsibility for promoting and implementing the aims of the Pastoral Care Policy. This means that all teachers need to have a caring commitment to guide and advise pupils, either formally or informally, on personal, educational and career choice matters. If this process is carried out, then the pastoral dimension should permeate all activities and aspects of school life.

Essentially the role of the Year Head and Form Teacher is to convey to children, through his/her attitude and example, the Christian ethos and educational purpose of the school which aims to:

- develop each child intellectually, spiritually, socially, physically and emotionally;
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- provide a caring, supportive environment in which each pupil feels valued;
- enhance the opportunity for learning for each pupil.

Use of External/Support Agencies:

We acknowledge the importance of a range of external support agencies in promoting and supporting Pastoral Care within the school but also the importance of ensuring that such agencies adhere to the values and ethos of our school.

Current external / support agencies include:

- Social Services and LAC Team
- School Counsellors
- CAPS and YPP
- CAMHS
- PPDS
- NSPCC
- School Age Mums (SAM)
- Related Theatre groups/productions
- Religious Retreat Teams/Programmes
- PSNI
- EWO Service
- Behaviour Support Team
- Youth Service
- MENSANA – Mental Health Team
- Love is for life

Related School Policies:

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- Child Protection Policy
- Drugs Education Policy
- Anti-Bullying Policy
- Relationships and Sexuality Policy
- Behaviour Policy
- e Safety and Internet Acceptable Use Policy
- Personal Development Policy
- CRED Policy
- SEN Policy
- First Aid Policy
- Health and Safety Policy

Dissemination of the Policy:

Pastoral Policies are shared annually with Year 8 parents and are available on the school's website. A Pastoral Policies overview is sent to all parents at the start of each academic year.

Monitoring, Evaluation and Review:

- The Head of Pastoral Care, Ms C.King is responsible for monitoring, evaluating and reviewing the implementation of the Pastoral Policy.

She will:

- Advise on training and professional development for all members of staff;
- Attend relevant Pastoral Care training;
- Liaise with other staff, external agencies to enhance and support the Pastoral Care programmes in school;
- Review the implementation of the policy and advise the Principal and SLT on a regular basis;
- Liaise with Form Teachers, Year Heads and other staff to evaluate and change provision as necessary;
- Evaluate teacher and pupil attitude towards pastoral issues through use of questionnaires and other forms of surveys.