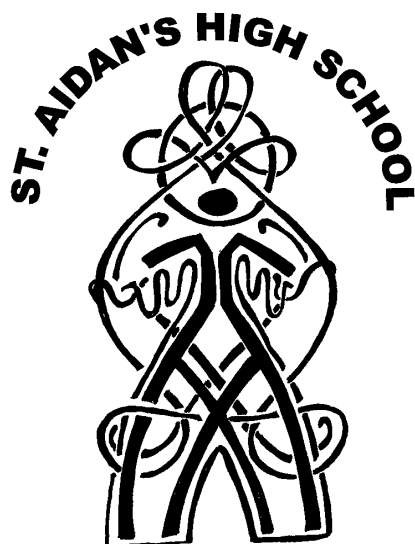




St. Aidan's High School

Pastoral Care policy

Signature of the Chair of the Board of Governors: _____

Signature of Principal: _____

Date: _____

Review Date: _____

Pastoral Care Policy

“ Through work and care we grow and achieve”

To develop in a caring atmosphere, the academic knowledge, the practical skills and Christian values which would enable our pupils to play a positive role in society.

This primary aim of St. Aidan's High School is particularly relevant for Pastoral Care which encompasses all aspects of school life. The Pastoral Care Policy is complemented by other policies They are:- Drugs Policy, Health Education Policy, R.S.E. Policy, Child Protection Policy, Behaviour for Learning Policy, Special Needs Policy, Home / School Links, Anti-bullying Policy, Health and Safety Policy, E-Safety Policy, Attendance Policy, Critical Incident Policy, First Aid, Drugs and administration of medicines Policy, etc.

Each member of staff and each pupils is recognised as unique and is respected and appreciated as a person of value. All aspects of school life seek to promote the conditions for the positive growth of both pupils and staff. Good relations and mutual respect are emphasised between staff and pupils and a caring environment is maintained.

The Pastoral Dimension in St. Aidan's is a shared responsibility involving pupils, teachers, parents, chaplains, members of the Board of Governors and other outside agencies. All work together for the wellbeing of pupils and teachers alike and endeavour to maintain a highly motivated learning environment while the team approach ensures that all aspects of pupils' development (academic, physical, social, health, emotional, and spiritual) are promoted.

In order to take their place as valued citizens, pupils are encouraged to respect Cultural diversity.

Aims of Pastoral Care

Through our programme we aim: -

- To promote Catholic values and attitudes and nurture self-esteem.
- To create and maintain an environment in which the needs of individuals are recognised and all pupils and staff feel safe and protected.
- To maintain a positive atmosphere where pupils develop to their full potential.
- To encourage self-discipline and responsibility and enrich the personal lives of pupils.
- To support pupils who experience academic, personal, or social difficulties and to provide confidential guidance where necessary.
- To help pupils develop independent learning strategies and progress at their studies.
- To encourage team spirit, among staff and enable teachers to develop professional expertise and personal qualities.
- To promote personal identity and citizenship and encourage respect for cultural diversity.
- To work closely with parents and relevant outside agencies to promote the welfare of pupils.

ORGANISATION OF PASTORAL CARE

Every teacher is responsible for the welfare of pupils within his/her classes and in the school and therefore has a pastoral role.

However, in St Aidan's each class is designated a Form Teacher. These Form Teachers have a personal interest in the pupils within their group and form a bond with them. There is a weekly form period/ Personal Development period for all classes in Key Stage 3 & 4. Pupils also attend whole school assembly on Mondays, Tuesdays, Thursdays and Fridays 9.40-9.50am. On a Wednesday, pupils go to their form teacher 9.40-9.50am.

The Form Teacher Delivers a programme of Pastoral and Social Education, which includes:-

Target Setting

Bullying Issues including e safety, etc

Health Education Issues e.g. Drugs Education, Alcohol Education, Vaping, etc

Safety Strategies (Home, Road, School...)

Study Skills

Career's Guidance

Rights and Responsibilities

Relationships and Sexuality Education

Recording Progress, achievements and experiences.

Co-ordinators in these areas contribute to the programme.

This system enables the form teacher to establish a close relationship with the pupils in his/her group and to nurture their trust and confidence. Often this is the teacher to whom pupils in difficulty go. However, pupils are always assured that the Principal / Senior Teachers are always available.

The form periods are supported by resources (Insync folders). The resources are targeted towards particular year groups.

Form periods are perceived differently from academic classes; they involve much group discussion and active work. Discussion techniques includes twos and fours; debate; role-play; circle time etc.

Outside agencies are invited in the school to deliver some or part of the programmes e.g. Student Enrichment Services, Love For Life, Mood Matters, Action Cancer, Women's Aid, Local Clergy, etc.

A qualified Youth Counsellor comes into St Aidan's on one morning per week. The Counsellor may speak to small groups of pupils but will mostly meet with pupils on a one to one basis. Pupils are given the opportunity to seek a meeting with the counsellor.

The School Chaplain is always available to offer guidance to pupils and visits the school regularly so promoting the Catholic ethos of the School.

A Concern Box is now available in the secretary's office where pupils can post anonymous bullying concerns. The Senior Teacher in charge of Pastoral will deal with any issues in the relevant way.

Positive Behaviour is monitored and encouraged especially in Form Period and Form Teachers monitor the points awarded to and the points deducted from the pupils in their classes each week. Pupils whose position in the House System is causing concern would be spoken to. Pupils giving serious cause for concern are then referred to the Principal / Senior Teachers. The Behaviour for Learning Policy is used to assign reports to pupils who are in need of guidance regarding behaviour.

Individual Pupils perceived to need extra sensitive treatment are identified and their progress monitored monthly through written staff feedback and staff meetings.

Positive Behaviour rewards motivate pupils to perform better and are planned and discussed in form class. The House System uses regular rewards to encourage active participation and positive behaviour.

PASTORAL PROGRAMME

A pupil's homework diary is given to each pupil. This gives pupils information and the general rules of St Aidan's High School.

The School has devised resources to cover many areas of the Pastoral Programme.

YEAR 8: -

Peer mentoring has been introduced to ease the transition of Year 8 pupils, to help them settle in and to advise on school procedures.

1. Introduction to the School
 2. Preparation for First Year Mass.
 3. *Safety and Risk Management*
 4. *Self-Concept.*
 5. *Health and the Whole Person*
 6. *Feelings and Emotions*
- INSYNC Personal Development File 1.*

End of Year Review of Progress

YEAR 9 Personal Skills which enrich their lives and promotes healthy habits are dealt with.

1. Moving into Year 9
2. Self Esteem
3. Controlling Behaviour / Bullying
4. Myself and Others.
5. Who is Choosing
6. Charities (Easter Time)
7. Keeping Safe (Home/Farm, Road, and School)
8. Sitting Examinations.
9. Review of Year

INSYNC Personal Development File 2 .

YEAR 10 Effort is made to deal with problems pupils encounter in maturation.

1. Target Setting
2. Feeling good about yourself.
3. Respect
4. Drug Awareness. (Smoking)
5. Friendship and Teenage Relationships (Love for Life)
6. Home and Family Life
7. Decision Making
8. Study Skills and Sitting Examinations
9. Safety
10. Review of Year

INSYNC Personal Development File 3 .

YEAR 11 Form Teachers through discussion identifies issues which most concerns pupils in their groups and hence the PD Programme is directed. (Revised Curriculum)

1. Secrets of Success and Decision Making
2. Relationships
3. (R.S.E.) - Love Matters
4. Coping with Stress (Mood Matters)
5. Women's Aid (Bullying, abuse etc)
6. Confidence, Assertiveness and Self Esteem.
7. Dealing with the Aged , Bereaved, Handicapped, etc
8. Cancer (Action Cancer)
9. Progress Files (Update)

YEAR 12

1. Secrets of Success (Review and setting of Targets)
2. Study Skills (Student Enrichment Services)
3. Drug Education
4. Study for Christmas Examinations.
5. How to make the most of Study. (Coursework)
6. Building Communities.
7. Coping with Stress.
8. Relationships and Sexuality (Dating and Mating) – Love for Life
9. Completion of Progress Files.

Forms Teachers may need to consult with other Departments in order to deliver the Pastoral Care Programme.

OTHER FREE STANDING RESOURCES ARE AVAILABLE IN THE STAFF-ROOM

Health and Nutrition
Health Matters and Hygiene
Overcoming Stress and Understanding Mental Illness
Substance Abuse (Smoking)
Substance Abuse (Alcohol)
Substance Abuse (Drugs)
Mood Matters
Keeping Safe
Health and the Health System
Preparation for Examinations
Target Setting

Obligatory Form Teacher / Individual Interviews are held as follows:-

Year 8	Before end November
Year 9	During First Term
Year 10	During Second Term
Years 11 & 12	At any time of year

Pupil teacher interviews otherwise will take place at any time.

Assemblies

Whole School Assembly is held on two mornings per week. At some time during the year pupils in each form group are given the opportunity to organise and deliver an assembly. Assemblies are designed to

- Promote the Catholic Ethos of the school
- Develop a sense of identity and belonging
- Promote positive behaviour
- Highlight achievement
- Disseminate information

The Pastoral Care Programme utilises the House System to promote positive attitudes and achievements and through it the combined efforts and the enthusiasm of pupils and their House Teachers help form bonds which are not always possible in a normal classroom.

Evaluation

In order to help pupils in their personal and social development a number of strategies are used to evaluate the effectiveness of the Pastoral System and Curriculum. These are: -

- Observed pupil behaviour
- Use of House points system
- Use of referral (report) system

- Discussion between subject teachers, form teachers and Vice- Principal / Senior Teachers
- Information from progress and attendance monitoring systems
- Use of Youth Counsellor
- Contact with parents on Pastoral Issues
- Reports from Parent Nights
- The process of self-assessment and target setting
- The views of pupils – student council/student voice.