

PASTORAL CARE POLICY

Rationale:

Pastoral Care involves the creation of a school environment which meets the many and varied needs of the pupils. In Tandragee Junior High School we wish to enable and foster the moral, spiritual, academic and social development of all our pupils. As a school we seek to help pupils to grow towards being mature, confident and balanced young people who can cope with challenges and failure, and who can accept the social and personal consequences of their actions. We do this through a pastoral care system.

Aims:

- 1 Enable pupils to achieve their social, physical and psychological potential and to improve their self-knowledge and self-esteem.
- 2 Promote a sense of responsibility with respect to individuals, family and community.
- 3 Provide a knowledge base and to enable pupils to acquire an understanding of this knowledge and the skills to interpret it.
- 4 Enable pupils to acquire skills in decision making and in managing and handling situations of stress.
- 5 Promote positive attitudes towards health, particularly in relation to drugs, alcohol and smoking, sexual activity, diet and exercise.
- 6 Provide a common code of conduct.
- 7 Encourage pupils to manage their time efficiently and effectively provide opportunities for every pupil to experience success assist pupils to overcome any personal problems which may have an adverse effect on their academic and personal development create for each pupil a sense of belonging to their form class and to the school.
- 8 Provide and maintain an orderly and secure atmosphere through the encouragement of a caring school community.

Guidelines:

In order to carry out these aims as effectively as possible we seek to:

Establish effective communication within the school between Subject Teachers, Form Teachers, HOY (Form Teacher Co-ordinator), senior management and the school administration.

- Develop home/school links, particularly with the parents of form class pupils.
- Lay the foundations for study skills.
- Encourage the personal interests of each pupil.
- Foster the qualities of tolerance, respect and consideration for others.
- Emphasise the importance of personal health and hygiene.

Implementation: The pastoral dimension is an integral part of the whole curriculum. It is a continuous process involving all teachers and active participation by the pupils.

Structure of the Pastoral Team:

- a Subject/class teacher
- b Form teacher
- c Year Head Co-ordinator
- d PD Co-ordinator
- e Vice Principal
- f Principal

Class Teacher: Each teacher is responsible for creating a caring environment which promotes learning, discipline and respect. The class teacher should act on information regarding absences, uniform, progress, punctuality, behaviour, performance etc. Such action must take the form of discussion with the pupil in an attempt to resolve such problems.

Disciplinary measures within the classroom are the responsibility of the class teacher and the Head of Department concerned.

Form Teacher: Each class has a Form Teacher with whom they meet 3 mornings for Registration, 1 morning in a Year Group Assembly and on Friday morning there is a full school Assembly. Pupils are encouraged to build up a very positive relationship with their Form Teacher and he/she should be a person available and willing to help the pupil with any problems which might be encountered inside or outside the school

- 1 Through regular meetings with the Form class, the Form teacher will get to know each pupil and build up a friendly/supportive relationship where possible will monitor the attendance of pupils and refer any problems to the Year Head or PD Co-ordinator for further action will complete any administrative duties e.g. collecting School Fund money, charity money etc.
- 2 The Form Teacher will try and create opportunities for pupils or individuals to share their worries in private, and will seek to help and advise them, or refer them to others for help. He/she will be particularly observant about possible bullying.
- 3 The Form Teacher will, where necessary, make other staff aware of specific problems or difficulties among the pupils so that a co-ordinated approach to finding solutions can be adopted by all the pupil's teachers.
- 4 He/she will encourage the 'form-spirit' in whatever ways possible.
- 5 The Form Teacher will liaise with the Year Head Co-ordinator regarding any issues (Pastoral, Discipline etc)
- 6 Where Form Teachers deal with pupils on a one-to-one basis in connection with personal problems or discipline, a written record of what takes place should be made and retained in a secure place and copies sent to appropriate staff.
- 7 The Form Teacher will work closely with the Year Head Co-ordinator, PD Co-ordinator and Citizenship Co-ordinator in

planning, designing, and implementing the personal and social education/health education programme appropriate to the form as well as the House System.

Senior Management:

- a The SLT within the school aims to promote a caring school where pupils will reach their full potential in every aspect of school life.
- b The SLT within the school aims to promote an atmosphere which engenders good relationships through
 - regular staff/departmental meetings.
 - effective communication.
 - staff development – INSET.
 - regular assemblies.
 - end of term outings for staff and pupils.
 - effective marketing.
 - liaison with contributory Primary Schools and Senior High Schools.
 - well resourced departments.
 - well maintained buildings/classrooms.
 - visibility of SLT in corridors/playground.
 - good staff morale.

The House System:

Each pupil belongs to one of three Houses – Manchester, Montague or Mandeville.

The aims of the House System are:

- To provide a structure which promotes the participation of pupils in competitive and non-competitive situations.
- To provide pupils with the opportunities to show initiative.
- To enable House staff, through various House activities, to form friendly informal relationships.
- To encourage and provide opportunities for pupils to make friends outside the normal form group.
- To encourage a sense of belonging and loyalty which would benefit the general attitude of all pupils towards the school.
- To encourage positive behaviour/attitude/effort through “Pupil of the Month” and “Subject Pupil of the Month”.
- To promote behaviour/attitude/effort through the House System.

Pupils are encouraged to:

- Participate in the inter-house competitions.
- Participate in non-competitive events run by the Houses e.g. collecting for charities.

Personal, Social and Health Education/ Programme

The school has a programme of PD that is largely delivered by the PD Co-ordinator. Within the programme the pupils will have the opportunity to discuss topics relevant to their needs encouraging them to think seriously about matters relating to themselves and others. It is the aim of the programme to guide

the pupil in their development, both personally and socially into becoming a more mature, responsible young person, able to make sensible decisions with due respect for others and their rights to their opinions.

**Careers/
Employability:**

The Careers Programme in Years 8 & 10 plays its part in Pastoral Care by providing pupils with ongoing careers education and advice. Information sheets, careers visits and personal interviews all help to ensure that correct decisions about careers and subject choice for Key Stage 4 are taken.

**The Prefect
System:**

A number of pupils, both boys and girls, are selected at the beginning of Year 10 to act as School Prefects. Under the direction of the Head Boy and the Head Girl, they are involved in the organisation of the School and all the functions that take place. There are opportunities to work closely with members of staff, to co-operate with others, to deal with members of the public and to show leadership in carrying out set tasks.

**The Extra-
Curricular
Programme:**

The school offers a wide range of extra-curricular activities to meet the needs of all pupils. These provide opportunities for pupils to get to know each other, to learn to work together, to improve their social skills and to exercise group skills and leadership. Participation in these activities also gives pupils a sense of belonging and a sense of loyalty to the school.