

Pastoral Care Policy

Coláiste Bríde
Enniscorthy,
Co. Wexford.

Ratified by the Board of Management on 18/11/2003

Signed:

**Secretary,
Board of Management**

The Pastoral Care Policy Committee was formed in the 2002/2003 school year. The following parents and teachers volunteered to take a place on the committee.

Mrs. Marina O'Byrne and Mrs. Ann O'Gorman represented the parents. Mr. Billy Murphy agreed to represent the Board of Management. Mrs. Mary Nagle and Ms. Orla Moriarty represented the teaching staff.

Meetings were held throughout the school year and a draft policy was produced. This draft policy will be made available to the Board of Management, Parents and Teachers of the school. A sample selection of students were surveyed to determine their views on Pastoral Care in Coláiste Bríde.

Formulating School Policy on Pastoral Care

1. Title/ Area/ Aspect

Pastoral Care Policy

Coláiste Bríde

Enniscorthy

Definition of Pastoral Care

School Pastoral Care is a systemic approach to education which seeks to value and develop the young person. It implies caring for the quality of relationship between the partners in the school community. It involves the engagement of all the school policies, processes and programmes in the development of the appropriate systemic structures, roles and resources to support the development of the emerging adult.

2. Whole School/ Department / Subject Area

The student population initially and the wider school community at a later stage.

3. Relationship to School / Ethos / Mission Statement

Aims of the School

- To maintain a caring, stable environment where each student feels safe and secure
- To foster in each student a sense of respect and tolerance for herself, for others and for the wider community.
- To encourage each student to take responsibility for herself, her learning and her property and to instil in her an overall sense of honesty, loyalty and integrity.
- To develop in each pupil her diverse talents and potential: Spiritual, Academic, Social, Physical, Creative and Emotional.
- To recognise and reward effort and achievement, thus promoting a true sense of confidence and well being.

4. Rationale for this School Policy

It can be inferred from the Mission Statement of Mercy Philosophy, with its emphasis on holistic development, achievement of full potential, concern for the disadvantaged and marginalized, an atmosphere of care, respect and joy, that the provision of pastoral care represents a core value in Mercy education. This ministry of care is threefold - affirming, strengthening and healing and is concerned not just with systems, but with the individual needs of unique persons.

5. Goals of this Policy (i.e. objectives)

Short Term Goals

- To facilitate the easy transition from primary to secondary school for first years.
- To facilitate the students understanding of their adolescence.
- To have caring structures in place to deal with problems as they arise and for students at risk.

Long Term Goals

- That each student will leave school with a sense of respect and tolerance for herself, for others and for the wider community.
- That each student will take responsibility for herself, her learning and property and have an overall sense of honesty, loyalty and integrity.
- That each student will leave school knowing where help and advice is available if she needs it and have the confidence to look for it.

6. Roles and Responsibilities in developing and implementing this policy.

Board of Management

- To support that Pastoral Care approach.
- To support an awareness of Pastoral Care among students, teachers and parents.
- To facilitate in-service training for pastoral Care.

Principal

- Over all responsibility for ensuring that the framework for Pastoral Care is valued in the school.
- To facilitate awareness by all the staff.
- To emphasise to parents the importance of Pastoral Care in the school
- To facilitate in-service training for Pastoral Care.
- To set up a team to co-ordinate the Pastoral Activities of the school.
- The Principal should be a caring person, who permits others to care and facilitates them in the caring.
- The principal in her/his role as leader should know each member of staff well.
- To direct the caring, lead it and facilitate the actual daily caring education which takes place in the school.
- To work out with the staff the caring philosophy of the school.
- To liaise with board of management.

Students

- To participate in Pastoral Care classes.
- To work to develop their own diverse talents and potential and to support other students in their growth.

- To help develop the Pastoral Care Policy.
- Students have a duty of care to themselves and to each other.

Parents

- Co-operate with and support the school's Pastoral Care policy.
- Encourage children to participate in Pastoral Care
- Help develop the policy.
- To contact the school with relevant information.

Deputy Principal

- As designated to by the Principal.

Pastoral Care Co-ordinator

- To support the continuing development of the school towards the goal of being a Pastoral School.
- To support Pastoral awareness.
- To work in close liaison with the S.P.H.E. Programme teachers.
- To promote the participation of students in fostering good school spirit.
- To work in consultation with the partners in education to define the ethos of the school in practical terms.
- To liaise with the student council.

Pastoral Working Team

- To support the work of the Pastoral Care Co-ordinator.
- Liaise with outside partners
- The continuing development, evaluation and monitoring of the Pastoral Care framework and function.

Year Heads

- Pastoral and advisory.
- To oversee the welfare of the year group.
- To liaise with and support the Pastoral Care teachers.
- To have a Pastoral approach to discipline.

Pastoral Care Teachers

- Teachers who take on the task of the special care of one class unit.

Guidance Counsellor

- Support service to the Pastoral Care function.

General Teachers

- To help develop Pastoral Care policy.
- To support the Pastoral Care Policy.

Home / School Liaison

- To arrange relevant information meeting for parents.
- To promote the Pastoral Care approach.
- To encourage positive involvement of parents in the life of the school.

Ancillary Staff

- To support the Pastoral Care Policy.
- To be aware of pupils at risk and to inform management.

7. Content of Policy

The content is addressed through the following policies already formulated in the school: Bullying, Substance Abuse Prevention, and Discipline and other **Policies which need to be formulated in the areas of:**

- Physical, sexual and emotional abuse
- Teenage Pregnancy
- Family discord
- Emotional disturbance

Recommendation

- I. Pastoral Care should maintain its present time of one class period per week in junior cycle.
- II. Continue in some form through senior cycle.
- III. The support structures already established in the school should be maintained e.g. Rainbows, Breakfast Club, Homework Club, and Meitheal.

8. Person(s) / Group Responsible for monitoring the implementation of this policy.

The Principal and Pastoral team

9. Person(s) / Group Responsible for reviewing this policy.

The Principal and Pastoral team with a support group of staff and students.

10. Time Frame.

Policy to be finalised by June 2003. Policy to be available to everyone and reviewed every three years.

Evaluation of Pastoral Care Policy

YES or NO

- | |
|--|
| 1) Does the policy define Pastoral Care? |
| 2) Is the school maintaining its links with IAPCE? |

- 3) Does everyone know of the existence and content of this policy?
- 4) Are the support structures for children at risk as defined in the policy content being maintained?
- 5) Are new staff, students and Parents made aware of the policy?
- 6) Is discipline being administered with a pastoral approach?
- 7) Is the post of "Health and Safety Officer" being maintained?
- 8) Was there a survey conducted to determine the Pastoral needs of students?
- 9) Are the tutors involved in Pastoral Care classes only those who have expressed an interest in this area?
- 10) Are the Pastoral Care teachers supported and facilitated in their role?
- 11) Have teachers been encouraged by management to take S.P.H.E training?
- 12) Is the Pastoral team identifying new crews as they arise?
- 13) Are all new Policies being formulated with a Pastoral approach?
- 14) Did the Pastoral team meet once a term?
- 15) Was a review of the Policy due this year? **(if yes did it take place)**