

# Carrickfergus Academy

## Pastoral Care Policy



Date	Written by	Approved By Governors	Review Date
17 <sup>th</sup> September 2020	Senior Pastoral Leaders		September 2022
7 <sup>th</sup> November	BOG review	Initial approval BOG. Consultation with parents Nov 2020	

**Carrickfergus Academy**  
**Draft Pastoral Care Policy**  
**May 2020**

**RATIONALE**

The Department of Education'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'**.

At Carrickfergus Academy we aspire to achieve the highest quality of pastoral care provision that supports the realisation of the school's core purpose, aims, mission and ethos.

**Our Core Purpose:**

- ASPIRE
- RESPECT
- ENDEAVOUR

**Ethos of the School:**

**Our ethos is based upon five core values decided on and agreed by pupils and staff:**

- ASPIRE
- ACHIEVE
- SUPPORT
- RESPECT
- REFLECT

Carrickfergus Academy is a 'Pivotal' school and has invested time in the training of all staff as well as the specialist training of three senior members of staff as Pivotal Instructors.

Our core purpose and ethos have been distilled into three key PIVOTAL principles:

- BE READY
- BE RESPECTFUL
- BE SAFE

## **AIMS**

The purpose of this policy is to provide an overview of the pastoral structures and systems (including the evaluation process) that are in place in our school to support our pupils.

Carrickfergus Academy's pastoral care structures and systems strive to nurture the physical, intellectual, social, emotional and spiritual needs of every pupil in our care. We focus on the 'whole child' and strive in our dealings with pupils to demonstrate that we value them implicitly as individuals.

We aim to support our pupils' emotional health and wellbeing in equal measure to their academic progress.

Our 'holistic' approach aims to promote pupil self-esteem and foster self-confidence. This, in turn, will help pupils to develop self-discipline and a sense of self-respect, encouraging them to have respect for others, to display socially acceptable behaviour and to develop values and attitudes necessary to become a responsible and useful member of the community.

Our pastoral care system is considered an integral part of the whole curriculum.

## OBJECTIVES

- To ensure every pupil feels unique and a valued member of our school community
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development
- To promote a safe, secure, caring, well ordered and positive school environment in which young people may realise their full potential
- To empower young people to make informed and responsible decisions throughout their lives
- To encourage the development of self-discipline
- To encourage pupils to adopt a healthy lifestyle and healthy lifestyle choices
- To cultivate a positive working relationship between home and school
- To promote personal and social development
- To promote understanding in Staff/Pupil relationships – with both school staff and staff from outside agencies
- To encourage a positive involvement in the school and wider community
- To encourage each pupil to strive for personal excellence, educationally and socially, regardless of their starting point
- To foster co-operation between groups and individuals in order to develop positive relationships and enhance their social skills
- To cultivate self-awareness and an appreciation of others' views, needs and values
- To encourage a sense of responsibility for their own learning, actions and emotional health and wellbeing
- To help prepare pupils to meet the demands and challenges of adult working life
- To ensure pupils have access to trusted staff/agencies with whom they can share concerns and acquire the correct support
- To support staff in their pastoral role

We seek to promote our rationale and aims through:

1. Primary Programme
2. Year 8 Induction Programme
3. Open Night Speeches (Principal, Deputy Head and KS3 Senior Teacher)
4. Pastoral events and assemblies
5. Support provided by our Pastoral Team (see structure on page 6)
6. Personal Development Programme (promoting health, safety and general well-being) and Citizenship programmes in Years 8 – 10
7. The Careers teaching programme in Years 11 and 12
8. Transition Guidance for YRs 12, 13 & 14
9. Promoting positive behaviour for learning (see Positive Behaviour for Learning Policy)
10. Promoting good attendance (see Attendance Policy)
11. Supporting pupils with special educational needs (see SEN Policy)
12. Pupil Recognition and Rewards
13. Code of conduct and sanctions
14. Anti-Bullying Events (see Anti-Bullying policy)
15. Internet Safety events
16. Class Teacher interviews
17. Liaison with outside agencies: Educational Welfare Service, Social Services, Educational Psychology Service, Medical Personnel, Counselling Services, Action for Children, Family Support Hub, Guidance Centre, Child & Adolescent Mental Health Service (CAMHS), ASD Service, PSNI, YMCA, Youth Service
18. An extensive extra-curricular programme which provides opportunities for developing confidence, team leadership skills, social responsibility and a positive self-image

Our staff are updated regularly on the pastoral needs of the children in our care by the relevant member of the Pastoral Team. Information is shared in confidence.

The Principal and Senior Leadership Team are kept informed of any particularly sensitive pastoral concerns.

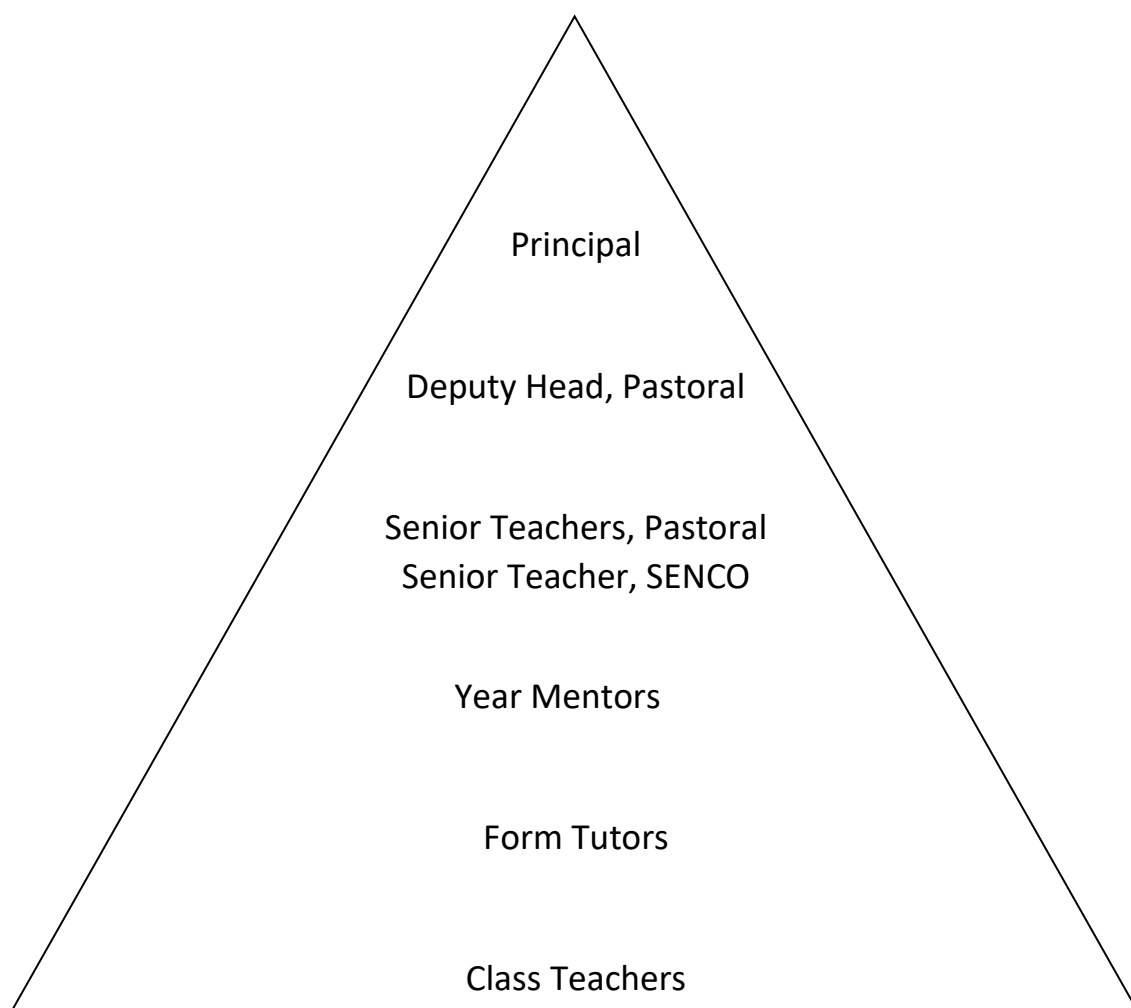
#### Staff Development in Pastoral Care

- Team Meetings
- In-service Training Days
- Mentoring & Support in dealing with pastoral concerns
- Attendance at external courses
- Child Protection Training (2 yearly)

Our pastoral care structures are made clear to all pupils so that they may feel free to seek help from any member of staff, knowing that any concerns will receive sympathetic and empathetic consideration and be referred to the correct member of the pastoral staff.

Effective Child Protection procedures are also in place. (See Child Protection Policy and Procedures.)

## PASTORAL STRUCTURE



Pupils have access to all pastoral staff.

The table below summarises the role of the key members of the Pastoral Team at Carrickfergus Academy.

<b>Principal</b> Dr P Downing	The Principal has overall responsibility for the pupils in the school.
<b>Deputy Head, Pastoral</b> Mrs A Irvine	The Deputy Head, Pastoral has overall responsibility for Pastoral Care and Child Protection in the school. She is the Designated Teacher for Child Protection. The Deputy Head is the Key Contact for school

	<p>counselling and alternative education provision agencies. She also oversees the progress of LAC children.</p> <p>The Deputy Head manages the Year 8 Induction Programme.</p>
<p><b>Senior Teachers, Pastoral</b> Mrs K McKeown (KS3) Mr M Kidd (KS4)</p>	<p>The Pastoral Senior Teachers' main responsibility is promoting positive behaviour for learning for the relevant Key Stage. They are also the Deputy Designated Teachers and assist the Deputy Head with all pastoral matters within school.</p> <p>The Pastoral Senior Teachers manage the Pupil Support Centre and Detention System on the relevant campus. They also manage the Reward System for pupils.</p>
<p><b>SENCO</b> Mrs H Boyd</p>	<p>The SENCO has responsibility for meeting the needs of SEN pupils in the school. She manages the Learning Support Team and ensure that IEPs are in place and up to date for each child who requires one. The SENCO is the lead teacher for working with the families of SEN pupils and organising additional support. She is supported by two Assistant SENCOs: Mr R Press and Mrs A Bloxsom</p>
<p><b>Deputy Pastoral Leaders</b> Mrs M Irwin (KS3) Mrs K Rodgers (KS4)</p>	<p>The Deputy Pastoral Leaders work in association with the Deputy Head, Senior Teachers and Year Mentors to overview pupil attendance and achievement, and strategies to support these, as well as the management of all pupil medical care plans for the relevant Key Stage.</p>
<p><b>Year Mentors</b></p>	<p>There are three year mentors assigned to each year group. They are responsible for their team of Form Tutors and they oversee the personal welfare,</p>



	<p>academic progress, behaviour and attendance of each child in their year group.</p> <p><b>Year Mentors</b></p> <ul style="list-style-type: none"> <li>● Visit form classes regularly</li> <li>● Promote a positive home-school relationship</li> <li>● Contact parents promptly re. pastoral concerns</li> <li>● Invite parents to school for interview as necessary</li> <li>● Lead Year Assemblies</li> <li>● Liaise with members of the Senior Pastoral Team and pass on any concerns promptly</li> <li>● Liaise with the Deputy Pastoral Leaders on any matter concerning attendance or a medical issue</li> <li>● Communicate pastoral information about pupils in their year group to staff, in a discreet manner</li> <li>● Provide support for pupils who have long term illness</li> </ul>
<p><b>Form Tutors</b></p>	<p>The Form Tutor is responsible for monitoring the personal wellbeing, attendance, behaviour and academic performance of each child in their Form Class.</p> <p><b>Form Tutors</b></p> <ul style="list-style-type: none"> <li>● Provide a secure, disciplined and supportive base for all individuals in their care</li> <li>● Identify student needs and liaise with the Year Mentor</li> <li>● Encourage a positive and co-operative atmosphere where pupils are encouraged to flourish and develop</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a working relationship with pupils to help support them in school</li> <li>• Maintain daily contact with the pupils in their care</li> <li>• Build communication with home via the homework planner and phone calls</li> <li>• Respond promptly to pupil issues and seek help from the Year Mentor as appropriate</li> </ul>
<b>Class Teachers</b>	Class Teachers have responsibility for the pupils in their subject lesson. They ensure that any pastoral matters of concern are passed on to the relevant member of the pastoral team.

## **ATTENDANCE AND PUNCTUALITY**

Carrickfergus Academy promotes good attendance and punctuality and makes clear its link to academic success, good social development and the world of work. (See Attendance Policy)

## **POSITIVE BEHAVIOUR FOR LEARNING**

Our school promotes positive behaviour for learning and understands its link to the wellbeing of our pupils and staff. We have effective measures for dealing with barriers to learning and supporting pupils to make positive change. (See Positive Behaviour for Learning Policy).

## **PARTNERSHIP WITH PARENTS AND THE COMMUNITY**

Our school:

- Promotes communication with parents to contribute to our students' success and wellbeing
- Communicates our ethos and values to parents and the wider community
- Works in partnership with parents and the community

- Has close liaison with feeder primary schools to ensure that the transition process is comfortable for the pupils and their parents
- Promotes students' contributions to the local community
- Ensure that our links with the community offer students a means of extending their education beyond the classroom and of developing personal and social skills which will help them to gain employment

## **BOARD OF GOVERNORS**

The Board of Governors will ensure that the Pastoral Care Policy is implemented in school. They will assist the Principal as appropriate in any pastoral issues of high concern.

The Board of Governors will be regularly informed of pastoral issues and any pastoral initiatives.

The Deputy Head, Pastoral will report to the Board of Governors annually.

## **EVALUATION OF PASTORAL CARE**

The pastoral care structures and systems at Carrickfergus Academy are reviewed annually and by the following methods:

- Senior Team Meetings
- Board of Governors Meetings
- Pastoral Care Meetings
- Policy Reviews
- Action Plan Reviews
- Whole Staff Consultation and Surveys

### **Pastoral Care Support:**

#### **KS2/KS3 transition Programme**

##### **Year 8**

Carrickfergus Academy offers a comprehensive induction programme for all Year 8 students. These include

##### **Pastoral**

- Principal visits all main feeder Primary Schools each year

- School Transition Team visit with all feeder Primary Schools each year ( May/June) to gain student profile information
- Transition Welcome Evening for Parents & Students that includes baseline Assessment – June
- Whole School Briefing ( Staff meeting) relating to student profiles – August
- Year 8 Student Induction Day – August
- Peer Mentors assigned to each Form Class – September
- Parent Teacher Meeting
- Pastoral Support and SEN Support is ongoing throughout the year.

## **Curriculum**

There are a wide range of departments involved in supporting the curricular transition from KS2 to KS3 and close work is done with feeder Primary Schools.

### **KS3 Pastoral Programme**

- AM registration class with Form Tutor
- Lesson Monitor
- Weekly assemblies programme overseen by Assemblies Co-ordinator.
- EHWB Programme
- E –safety programme
- Counselling referrals
- Education Welfare Service
- Volunteer Mentoring Scheme ( Vineyard)
- Youth Work Provision
- PSNI Information Seminars
- NI Anti Bullying Workshops
- Parent App
- Academy Text Helpline
- The Hub
- Pupil Support Centre
- Love for Life Programme
- Pets as Therapy Programme

### **Key Stage 4 Pastoral Programme**

- AM registration class with Form Tutor
- Lesson Monitor
- Weekly assemblies programme overseen by Assemblies Co-ordinator.
- EHWB Programme
- One Goal online Mental Wellbeing programme

- E –safety programme
- Counselling referrals
- Education Welfare Service
- Volunteer Mentoring Scheme (Vineyard)
- Youth Work Provision
- PSNI Information Seminars
- NI Anti Bullying Workshops
- Parent App
- Academy Text Helpline
- Pupil Support Centre
- Love for Life Programme
- Peace Bytes/ Youth Mentoring/ Vocational Skills Programme
- Amazing Brains – Drive for Results Workshop
- Amazing Brains – 5 Steps to Exam Success Workshop

### **Key Stage 5 Pastoral Programme**

- AM registration class with Form Tutor
- Lesson Monitor
- Weekly assemblies programme overseen by Assemblies Co-ordinator.
- EHWP Programme
- E –safety programme
- Counselling referrals
- Education Welfare Service
- Volunteer Mentoring Scheme (Vineyard)
- Youth Work Provision
- PSNI Safety Talks
- NI Anti Bullying Workshops
- Parent App
- Academy Text Helpline
- Pupil Support Centre
- Enrichment Programme

### **Newcomer Pupil Provision**

Newcomer provision ensures that all Newcomer Pupils are given all the necessary support and guidance to integrate smoothly into their new school. This will include:

- A Transition meeting is organised between Parents, Student, Translator and Year Mentor
- Students are given appropriate Classroom Assistant Language provision

- Parents are informed about the progress of their child through bi –annual reports and regular contact, when required, by Form Tutor, Year Mentor and Learning Support 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. As part of our **Promoting Positive Behaviour for Learning Policy**, we operate a achievements points system to encourage students to behave in a positive and respectful manner. Central to this policy is the Pivotal Behaviour initiative in which as school community we promote:

### **Be Ready Be Respectful Be Safe**

This policy outlines the roles, responsibilities and procedures in place to celebrate positive behaviour, issue sanctions if students display challenging behaviour as well as providing support and guidance in ways in which to improve concerning behaviour. The Vice Principal (Pastoral) coordinates the Behaviour management Programme in consultation with the Pastoral Team, supported by outside agencies when required.

### **Extra-Curricular Activities Programme**

Student participation in extracurricular activities such as sport, music, art, DoE and curriculum clubs encourages the development of skill, self-discipline and self-worth. These opportunities are a valuable way for students 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 widely acknowledged as the most important influence on the development of the adult person. We believe parents play a crucial role in ensuring their child has the best opportunity to achieve their full potential in school. We encourage a strong working partnership between home and school through:

- Parent Teacher consultations
- Regular communication through Parent App, website, social media and telephone
- Celebratory Events
- Extra-Curricular Activities

- Open Door Policy
- Parents, Teachers and Friends Association

## **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 students, either formally or informally, on personal, educational and career choice matters. If this process is carried out effectively, then the pastoral dimension should permeate all activities and aspects of school life.

Essentially the role of the Year mentor and Form Tutor is to convey to children, through his/her attitude and example, the 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 student feels valued
- enhance the opportunity for learning for each student

## **Use of External/Support Agencies**

- We acknowledge the importance of a range of external support agencies in 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:

- NI Anti Bullying Forum
- Child Protection Support Services for Schools (CPSSS)
- Social Services
- School Counsellors
- Autism Advisory & Intervention Service (AAIS)
- Educational Psychology
- Child & Adolescent Mental Health Services (CAMHS)
- PSNI
- Education Welfare Service (EWS)
- School Nurse services including Diabetic and Epilepsy
- Family Support Hub
- Newtownabbey Educational Guidance Centre (NEGEC)
- Educated Other Than At School (EOTAS)
- Behaviour Support Team (BST)
- Princes Trust
- Looked after Child Team

- YMCA (Carrickfergus)
- Youth Services
- Vineyard Volunteer Mentors
- Carrick Connect
- Rainbow Project

### **Related Pastoral 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:

- Safeguarding Policy
- Promoting Positive Behaviour for Learning Policy
- Attendance Policy
- SEN Policy
- Relationship, Sexual Education Policy
- **Inclusion Policy**
- Anti-Bullying Policy
- Critical Incident policy
- Drugs Policy
- Health & Safety Policy
- Intimate Care Policy
- Medical Policy