



CRESCENT COLLEGE COMPREHENSIVE

PASTORAL CARE POLICY

JANUARY 2016



A.M.D.G.
CRESCENT COLLEGE COMPREHENSIVE S.J.

PASTORAL CARE POLICY

Introduction:

Through its pastoral care arrangements and provision, Crescent College Comprehensive S.J. demonstrates its continuing concern for the personal and social development of all its pupils.

Pastoral care is at its most effective when it is fully integrated into the school's daily curriculum, extra-curricular and co-curricular activities. This is the approach is promoted in Crescent College Comprehensive S.J. As such Pastoral care involves not only the pastoral care team but in various ways all members of staff.

For the purpose of this document Pastoral Care is defined as:

- The integration of the academic, social and religious dimensions of a school's ethos so that an atmosphere of care prevails within the school community.
- In Crescent we use the term *Cura Personalis* to describe this duty of care to the individual
- In Crescent we recognise the individuality of each person in the school community and acknowledge that individuals may need extra support during difficult times.

Policy Rationale:

The pastoral care aspect of the school community is a whole-school responsibility concerning students, staff and parents. It is a requirement of the 1998 Education Act that schools "promote the moral, spiritual, social and personal development of students."

The ethos of the school is reflected in the moral, intellectual, spiritual, personal and social development of our students. This must be supported in a coherent manner and an effective pastoral care structure contributes significantly to this endeavour.

Aims:

The pastoral care aims of the school have clearly taken into account the importance attached to the pastoral care of all its students. The aims are as follows:

- To respond in a sympathetic and understanding way to the concerns, fears and worries of all students.
- To encourage the students to value one another and to respect the views of other members of their community
- To develop the students self-confidence, self-esteem and self-discipline.
- To give students the skill and abilities to overcome challenges they may face as part of growing up
- To provide opportunities for reflection and discussion enabling students to develop a framework for responsible decision-making.
- To provide access to a broad and balanced curriculum for all students
- To prepare the students for the opportunities, responsibilities and experiences of adult life.

Set out below is the structure, which provides for the effective implementation of pastoral care within Crescent College Comprehensive S.J.

Roles and Responsibilities:

Every member of staff contributes to student pastoral care in Crescent College Comprehensive S.J. However, there are key roles which carry significant support dimensions and responsibilities.

Board of Management

The Board of Management will:

- Ensure that there is a pastoral care policy in place and that it is implemented.
- Ensure that the policy is reviewed regularly.
- Support pastoral care initiatives in the school.
- Provide appropriate resources to implement the pastoral care system in the school.

Principal

On behalf of the Board of Management the Principal has overall responsibility for ensuring that the pastoral care needs of students are met. The Principal will:

- Work with the Pastoral Care Coordinator and the pastoral care team to ensure that the pastoral care needs of the students are being met
- Keep the Board of Management informed regarding issues of relevance.

Deputy Principal

The Deputy Principal is involved in the welfare of all students in Crescent College Comprehensive. The Deputy Principal works with the Principal, Year Heads, Chaplain, Guidance Counsellor, subject coordinators and teachers and makes interventions where necessary. Meeting the academic and pastoral care needs of the student body is an important part of the Vice Principal's role.

Pastoral Care Coordinator

The role of the Pastoral Care Coordinator is to support the work of all those involved in Pastoral Care in the school. The Pastoral Care Coordinator works closely with the Senior Management, the Pastoral Care Team, Guidance Counsellors and SPHE team in the school. The Pastoral Care Coordinator is the key leader on the School Pastoral Team and acts as the link between the team and the teaching staff and the wider college community. The responsibilities of the Pastoral Care Coordinator include:

- Chairs the pastoral care meetings
- Records the minutes of the meetings

- Updates the A list in the staff room
- Liaises with year heads, form tutors and any other member of staff or the school community on pastoral care issues and takes referrals from any member of staff
- Ensures the decision / arrangements made by the PCT are implemented
- Attends the forth nightly Year Head meeting and the Assistant Principles meeting
- Coordinating and supporting school guidance councillors, SPHE coordinator/ teachers, subject teachers and student council and parents council to promote positive mental health and wellbeing in the school
- Liaise with leaders of school trips, tours retreats etc. on the care needs of students they will be travelling with.

The Year Head

The Year Head monitors the overall academic progress and well-being of the students in each specific year. Year Heads have both a pastoral and disciplinary role and have access to information on all students in the year groups. Year Heads support students across the year and meet any students in difficulty individually. Year Heads will inform Form Tutors and subject teachers of students in the year group who may be experiencing difficulties. Year Heads will refer students to the pastoral care team or other school supports as they find/ see necessary. The year head can attend the weekly pastoral care meetings to discuss any pastoral issues or concerns they may have about their year group.

Form Tutors

Form Teachers have a role in the care of students in the school. Many Form Tutors find that they meet students one to one informally on a regular basis. Because they meet them every morning the Form Tutor is often first to notice the earliest signs of a student in need, such as irregular patterns of attendance, changes in behaviour or appearance. Form Tutors can share any concerns they may have with the Year Head. If in doubt as to whether or not to make a referral to the care team advice can be sought from the pastoral care coordinator a member of the care team. Form Tutors can attend the weekly pastoral care meetings to discuss any pastoral issues or concerns they may have about their class group.

Subject Teachers

All teachers have responsibility for the pastoral care of students in the school. Through the various curricular, co-curricular and extra-curricular programmes they will amongst other things:

- Help build up students' esteem.
- Help students to make informed decisions about issues in terms of 'right' or 'wrong'.
- Provide an environment conducive to the development of each student.

From time to time some teachers may find that students reach out to them or engage them in a conversation one to one. If the teacher has a concern about a student they should can and should share it with the Form Tutor, Year Head, Pastoral Care Coordinator or another member of the Pastoral Care Team. In some cases the teacher may decide to make an immediate referral to the Pastoral Care Coordinator or a member of the Care Team.

SPHE and RSE Co-ordinators

Through the implementation of the SPHE and the RSE programmes the SPHE and RSE Co-ordinators and teachers provide students with unique opportunities: To enable students to develop personal and social skills.

- To promote self-esteem and self-confidence.
- To enable the students to develop a framework for responsible decision making.
- To provide opportunities for reflection and discussion.
- To promote physical, mental and emotional health and well-being.

Chaplain

The school Chaplain co-ordinates the schools retreat programmes for all year groups. The purpose of the retreat programme is to give students time to reflect on their personal and spiritual lives. This involves focusing on:

- Our relationship with ourselves
- Our relationship with others
- Our relationship with God.

The School Chaplain meets students one to one to listen and to offer support. In particular they meet students to follow through on issues of faith and spiritual growth that can arise in the RE classes or as a result of engagement with school programmes such as retreats, faith/leadership programmes or social justice programmes.

The Chaplain also provides one to one Pastoral Care for students where necessary.

Co-ordinator of Ethos

The Co-ordinator of Ethos contributes to the planning and delivery of pastoral care in the school. This is done through, ensuring that Policies and documentation are prepared within the Context of the Characteristics of Jesuit Education and ensuring that Care of the Individual (Cura Personalis) permeates school life. Induction and Continuous Formation of teachers, provides them with opportunities to engage in Ethos Related Opportunities which enhance their own understanding of Care in Jesuit a School.

The Co-ordinator works as part of the Jesuit Schools Network in Ireland and represents the school at the JECSE (**Jesuit European Committee for Secondary Education**)Conference Annually.

Student Support Worker

The Student Support Worker occupies a pastoral role in her work with students, families, staff, and with School Completion Programme staff to minimise the effects of disadvantage, to maximise student retention, to promote full engagement in school life and to ensure as far as possible the integration and well-being of targeted students. Students are primarily those who have come to the school through Steps school Completion Programme in Our Lady of Lourdes Primary School. Other students may be added to the Student Support Worker cohort of students during the year if identified by the Care Team as in need of support. The Student Support Worker is a member of the Pastoral Care Team.

Students' Council

Students are the focus of the schools Pastoral Care Programme. The aim of the student council is to develop a firm partnership between the students, staff, parents and

Management of the school for the benefit of the entire school community. Students, through the Student Council are encouraged to identify and establish needs and priorities areas of development of the pastoral care provision within the school.

The student council has a very important role to play in the area of pastoral care. The council will:

- Provide a support network for the students where they can contribute their ideas on ways to enhance student lives.
- Encourage students to become self-confident, responsible, caring and independent young men and women who are prepared to take on the challenge of school and adult life.
- Liaise with the Pastoral Care Coordinator on issues around the pastoral care of the student body.

Parents Association

Parents have a major influence on the environment in which the young person lives. Parents have an important part to play in helping to identify the priorities of the school Pastoral Care Programme and in supporting the programme. Parents can also participate in pastoral care by:

- Communicating and consulting with the Pastoral Care Coordinator on any initiatives they might be interested in running.
- Organising guest speakers for parents to help support their children.
- Attendance at relevant information meetings and other meetings at school.
- Encourage their children to become self-confident, responsible, caring and independent young men and women who are prepared to take on the challenge of school and adult life.
- Provide support and care for their children.

Guidance Counsellors

The role of the schools Guidance Counsellors is to assist students to make choices about their lives and to provide care and support to students learning to cope with the many aspects of growing up. The Guidance Counsellors are part of the Pastoral Care Team.

The schools Guidance Counsellors co-ordinate the school guidance and counselling service under three integrated areas of activity:

- Educational Counselling
- Vocational Counselling
- Personal and Social Counselling

Personal and Social: This would encompass developmental skills crucial to the students' education and careers eg. self-awareness, decision making skills, planning, coping strategies.

Counselling Students

Guidance Counsellors counsel students after referral through the Pastoral Care Team weekly meetings. Guidance Counsellors meet students one to one on an on-going basis to listen to students and to provide advice and support. Where the care needs of a student cannot be met within the school the guidance counsellors will recommend support for the student from outside agencies and professionals through parent(s) or guardian(s).

Pastoral Care and Counselling

The role of the school counsellors is to provide a counselling environment which is both caring and non-judgemental on a one to one or group basis. Counselling is basically about a relationship with another person who is skilled and has expertise in dealing with the difficulties encountered by students. This relationship is one of support and advice, education and challenge, warmth and empathy.

Counselling and Confidentiality

In counselling cases students are informed that in almost all cases parental consent is sought. Counsellors undertake to take all reasonable steps to preserve the confidentiality of information about the student in the course of their professional work. They inform the students that information is revealed only with their consent, but with certain exceptions, which include: where concealment would result in danger to the student or others, or when required by law. The voluntary participation in counselling of the referred student is respected by all concerned.

Pastoral Care and Child Protection

Due to confidentiality Child Protection Cases are not discussed by the pastoral care team.

Child protection issues are dealt with by Ms Karin Fleming (Child Protection Designated Liaison Person) and Ms Sinéad Mulcahy (Child Protection Deputy Designated Liaison Person). Any concerns around child protection should be reported to Designated Liaison Person or the Deputy Designated Liaison Person for Child Protection (DLP). The DLP and DDLP will then take the appropriate actions as outlined in the school child protection policy.

Child Protection and Pastoral Care

The school has a separate Child Protection Policy. All concerns around the area of child protection must be reported to The Principal, Ms Karin Fleming who is the designated Liaison person for the school or Ms Sinéad Mulcahy the deputy designated liaison person for the school.

Due to issues around confidentiality The Pastoral Care Team does not discuss Child Protection cases.

Pastoral Care Team

The Pastoral Care Team is not a stand-alone team; it will support and is supported by other systems and structures within the school as identified above. The Pastoral team meet each week for 40 minutes at a designated time.

Pastoral Care Team

- Team Members
- Role of the Pastoral Care Team
- Procedures
- Referrals
- Communication Strategies
- A list

Pastoral Care Team Members:

Designated Liaison officer/ Principal

Karin Fleming

Assistant designated Liaison Officer/Deputy Principal

Sinead Mulcahy

Pastoral Care Co-ordinator

Eamonn Tuite

Director of Ethos

Grainne Delaney

Guidance Counsellors

Denis Callaghan

Ita Danaher

Student Support worker

Ann Guinee

Year heads or form tutors are welcome to come into pastoral care meetings if they have any concerns that they wish to discuss.

Role of the Pastoral Care team

The Pastoral Care Team:

- Has a responsibility to respond in a sympathetic and understanding way to the concerns, fears and worries of all students.
- Has a responsibility to support students in difficulty in a systematic and structured way.
- Many of the issues that students present with are a normal part of growing up and students are supported through difficult times by various members of the Pastoral Care Team.
- The Care Team decides on the school supports which need to put in place for student groups and individuals.
- Where issues arise with students which are of a more severe nature the group refers the student through their parent(s) / guardian(s) to an outside agency or professional that may be able to help.
- Members of the Care Team who deliver personal counselling are required to attend supervision and are provided with insurance cover as appropriate.
- All members of the Care Team have access to on-going training and engage with external agencies such as the Institute of Guidance Counsellors, the HSE and NEPs.

Pastoral Care Procedures.

Referrals

Students are referred to the Pastoral Care Team through the following ways

- Self - referral
- Student referral
- Parent referral
- Staff Referral.

Staff referral can be done informally through a member of the Pastoral Care Team or formally through the referral form available in the staff room through the Pastoral Care Coordinator. (See Appendix i)

Communication Strategies

Year Heads, Form Tutors and referring teachers will be kept informed of the supports students are offered by the Pastoral Care Coordinator or by a member of the Pastoral Care Team who is supporting the student.

For students who are experiencing more severe or prolonged difficulties and the pastoral care team are of the opinion that all staff need to be aware of these students in their class, the students names are put on the A List.

The A List

All members of staff have access to The A List. The A List is posted every Monday on the back of the door to the report press in the staff room. Students on the A List receive counselling in the school or outside by other agencies or professionals.

Any teacher who has a concern over any student on the A list can share that concern with the Pastoral Care Coordinator or with the member of the pastoral care team assigned to that student.

The names on this list and other referrals are discussed each week at the Care Team meeting. The Pastoral Care Coordinator or members of the Care Team assigned to a student on the A List will often consult with a student's teachers, Form Tutor and Year Head.

A teacher with concerns about any student on the A List can in turn consult with the Pastoral Care Coordinator, a member of the Care Team assigned to that student, the Year Head or the Form Tutor.

For a list of strategies / advice on how to deal with students on the A List in your class.

(See Appendix ii)

Appendix i

PRIVATE AND CONFIDENTIAL

**PLEASE HAND THIS TO ONE OF THE MEMBERS OF THE
PASTORAL TEAM ONLY**

Pastoral Care Referrals

Name of Student: _____

Year: _____

Class: _____

Form Teacher: _____

Year Head: _____

State how you know student: _____

Reason for referral:

Signed: _____ Date: _____

Appendix ii

A List

From time to time teachers often feel if they were aware that there was an issue with a student a situation would have been handled differently. The purpose of the A List is to communicate efficiently to all staff the names of students who are likely to be having personal issues and may be struggling in school.

A student whose name is on the list means that they are currently experiencing sensitive emotional issues. If teachers have concerns about the student and their name is on the list, they now have a link with a member of the Pastoral Care Team to share their concerns with. This list would be updated each week in the Pastoral Care Team meeting. It is envisaged that there would only be a few names on this list.

The A List will be posted on the inside of the door of the students reports press in the staff room and is not to be removed.

How to support students on the A List.

A student may need emotional attention and support, for example a student could be visibly upset in class, withdrawn, not tuned in, isolating themselves, not taking part etc

A Student may be under stress and some acting out may be expected eg angry or confrontational.

What to do if you see a student's name on the A list:

- Encouragement
- Possible attention
- Watchful eye
- Reduce isolation
- If huge concern talk to link P/C member

How? Most of us use these already but use your own judgement on what's needed

- Use their name in class
- Eye contact

- Mind them, in a non-directive manner
- Good note if earned
- Light
- Calm tone of voice
- Avoid confrontation
- Focus on the positive
- tactical ignoring
- Check in with them at end of class

Please note there is always individual support for a student on the A List
Any change from the normal behaviour should be noted and inform Pastoral Care
Coordinator or the member of the Pastoral Care Team assigned to the student.