

Coláiste Mhuire Co-Ed

Pastoral Care Policy

May 2020



Mission Statement

School Mission statement: At Coláiste Mhuire Co-Ed we aspire to develop a caring and inclusive learning community that encourages the potential of each person. The mission is realised through our core values of Respect, Effort, Honesty and Co-operation.

Rath as Saothar – Success through effort.

Rationale

We understand Pastoral Care *‘as an approach to education which endeavours to value and develop each member of the school community. It promotes learning at every level of the student.’* (The Year Head, Monahan 1998 IAPCE). This approach animates the nature of our pastoral care provision. All members of the school community – students, staff and parents have a role in implementing pastoral care in line with our mission statement. Each member of the school community has access to the relevant pastoral structures and procedures. More than anything else we seek to nurture positive relationships as the core resource in developing a pastoral approach. This policy endeavors to put in place the framework necessary to underpin and support this approach. The policy will address the following areas:

- ❖ Pastoral role: definitions and responsibilities
- ❖ Pastoral programmes
- ❖ Pastoral procedures
- ❖ Resources and professional development
- ❖ Monitoring and evaluation

Pastoral Roles

Year Head

- Monitor Academic Progress
- Monitor Attendance
- Oversee in conjunction with Class Tutor – student lates and absences
- Get a copy of results of all exams and discuss with students
- Sign reports going home and put in a comment
- Contact with Parents – letter, phone and meetings.

- Role in Implementing the Behaviour Code
- Involved in Positive Discipline
- Assemblies of year group important – motivation, reward system
- Track persistent offenders
- Time must be given to recognising the good student
- Monitor uniform and deal with offenders
- Year Head highlight issues in relation to year group to all staff
- Facilitating regular meetings of the team of tutors to review and plan
- Co-ordinating all information given to and received from year heads and tutors, and checking action has been taken
- Reporting to and liaising with, the Principal, Deputy Principal and student support team regarding the year group
- Keeping and overseeing records concerning students.
- Liaising with student representatives in the Year Group
- Explains the school behaviour code on a regular basis
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Class Tutor

A Class Tutor is the teacher who, on behalf of the school community, undertakes the role of caring for a class group in order to promote learning at every level of the person.

- Builds a relationship with each student
- Encourages regular attendance and punctuality
- Has access to information on students
- Looks out for medical issues
- Encourages support of, and participation, in the ethos of the school
- Encourages development of study skills
- Promotes class spirit and cohesion – Trip, Talks.
- Encourages exam preparation
- Plays a part in first year induction days or with new students
- Distributes school information to parents as necessary
- Collects funds and information from parents as necessary
- Passes information to subject teachers when necessary

Guidance Councillor

The role of the Guidance Counsellor is to help students with decision making, problem solving and behavioural change in relation to their personal, social and career development. This includes classroom guidance activities and one to one meetings with students. The Guidance Counsellor is also available to meet parents if required.

Student Support Team

The Student Support team meets on a weekly basis to review students who have care needs and put in place a programme of care for these students. Year Heads will complete a form to refer students to the Student Support Team. Any staff who have concerns about students should refer them to the relevant Year Head.

The Student Support team discuss student's issues and may refer students to internal school personnel – Guidance Counsellor, Teachers with Guidance hours, Behaviour for Learning Teacher, SEN Supports, SCP or Home School Liaison Teacher. In some cases, students are referred to outside agencies such as the H.S.E.

Members of the Student Support team are also members of the Critical Incident Team and have a role in ensuring a process is in place to bring the school through a crisis situation and in the event of a crisis, to coordinate the process.

Le Cheile

Le Cheile are a group of senior students selected every year to Mentor the first year students. The Le Cheile team are invited to apply for the role. The core duty of the Le Cheile Team is to make the transition from Primary to Post Primary school as easy as possible. This is carried out by arranging a Le Cheile member to be in charge of a small group of first years. The Le Cheile member then help the first years by getting to know them, help them with any issues that arise by guiding them towards help and they monitor bullying.

Pastoral Programmes

SPHE

The SPHE policy should be referred to for the content and implementation of the SPHE Programme.

Religion

Each class group from first year to fifth year has an allocation of one class period of religious education per week. An experiential approach to religious education is promoted. The aim is to develop the spiritual dimension of the individual and of the school itself. Religious services take place throughout the year to celebrate special occasions.

Pastoral Procedures

Record Keeping

A file is kept on all students. This contains information on the students – personal details, Psychological Reports, Discipline Reports, Doctors notes, Attendance, etc. The Class Tutor, Year Head, Deputy Principal and Principal have access to this file. Year Heads also have details on student's achievements in examinations. Special Needs information is stored by the Special Needs coordinator in a confidential file and relevant information is made available to teachers as necessary. Parents may request access to information held in the school on their child.

Linking with parents

The Year Head is the formal link between the school and parents. Parents are may contact the Year Head in relation to any issues concerning their child. The school journal is used as a link between home and school. Parents and staff should use the relevant pages in the journal for two-way communication. Parents are welcome to contact the school to discuss with school personnel issues in relation to their child.

The Board of Management adopted this policy at a meeting on 14/5/20 and the policy is available on the school website.