



STRATHEARN SCHOOL

PASTORAL POLICY

(revised) June 2007

Rationale

The Pastoral dimension is an expression of the care for the development, well being and progress of pupils which is a fundamental concern for schools and for teachers. It offers a means to realise the educational aims of the school, to integrate and give coherence to the many different aspects of a pupil's school experience and to enable pupils to gain maximum benefit from their time in school. Styles of teaching and learning, the ethos of the school, relationships, discipline, curricular and extra-curricular opportunities all come under the aegis of the pastoral dimension.

The pastoral dimension is an integral part of the curriculum and involves everyone in the school. As it is all embracing, it is important that a Pastoral Policy should be worked out which enables all the participants to understand their roles, and which creates a supportive atmosphere within the school for both staff and pupils.

It is also important that the Policy is based firmly on the school's vision for its pupils and is the shared responsibility of all teachers.

AIM

The aim of the pastoral dimension is to provide all the necessary opportunities to enable pupils to set and achieve their personal, social and academic goals, and thus to gain maximum benefit from their time in school. It should meet the needs of individual pupils, and allow teachers to help pupils develop both their intellectual and social skills.

OBJECTIVES

1. To develop a system of pastoral provision which will integrate all aspects of school experience.
 - 1.1 To engage the active support of all staff.
 - 1.2 To develop an understanding and appreciation of the positive pastoral role of each member of staff.
 - 1.3 To establish a structure which will give confidence to staff and pupils.
 - 1.4 To agree strategies to deal with routine and with unforeseen events.
 - 1.5 To ensure that issues and unforeseen problems are dealt with at an appropriate level.
 - 1.6 To ensure feedback and evaluation of pastoral provision, from pupils, teachers and parents and to modify provision in the light of regular review.

2. To demonstrate care for the well being of each pupil at each stage of her development.
 - 2.1 To develop induction procedures which will prepare pupils for entrance to the school.
 - 2.2 To support and guide new pupils so as to give them confidence and a sense of security.
 - 2.3 To develop links with contributory primary schools.
 - 2.4 To develop a system of recording and disseminating necessary information about pupils so that each individual is treated appropriately.
 - 2.5 To create an environment in which pupils with special and additional education needs will receive support and guidance, so that they will be fully integrated members of the school and be enabled to reach their full potential.
 - 2.6 To develop a system for monitoring attendance which will encourage regular attendance.
 - 2.7 To make effective arrangements for first aid and in cases of sickness and other emergencies.
 - 2.8 To develop links between home and school when a pupil has a long term illness and to ensure, where possible, that academic progress is maintained.

3. To recognise and value the potential of each individual pupil, encouraging her to reach this as fully as possible throughout her school career, with care for the growth of self-esteem in each pupil, recognising and acknowledging improvement and success in her achievements whenever possible.
 - 3.1 To provide a tutorial programme, which will enable each pupil to gain maximum benefit from her school experience and prepare her for adult life.
To co-ordinate and integrate the tutorial programme with the academic programme, so that it will both be developed and applied by subject departments and be a response to needs emerging through subject departments.
To ensure continuity and progression in the tutorial programme.
 - 3.2 To help each pupil develop the management of her learning.
 - 3.3 To enable each pupil to acquire the skills necessary for learning.
 - 3.4 To encourage positive achievement and to recognise talent and achievement in all aspects of school life.
 - 3.5 To encourage self-motivation and to formulate strategies to reverse lack of motivation.
 - 3.6 To develop systems which will ensure feedback for pupils and parents and encourage communication between teachers, pupils and parents.
 - 3.7 To offer effective guidance on careers and on choice of subjects.
 - 3.8 To establish a means whereby any pupil with anxieties or problems may approach a sympathetic adult for guidance or help.

4. To create an atmosphere and environment in which the growth of individual values, attitudes and beliefs is fostered, together with an awareness of personal responsibility and standards of accepted behaviour, and reinforced by teaching methodology and the relationships between pupils and staff.
 - 4.1 To develop and promote positive discipline.
 - 4.2 To ensure consistency and fairness in the implementation of the school responsibility code.
 - 4.3 To ensure that agreed sanctions contribute to positive discipline.
 - 4.4 To provide the best possible conditions and facilities for learning and for recreation.

5. To provide the widest possible range of extra-curricular activities so as to offer each pupil opportunity to develop her individual talents and personal qualities.
 - 5.1 To develop to the full each pupil's sporting, aesthetic and creative talents.
 - 5.2 To encourage teamship and a co-operative spirit amongst girls involved in activities of common interest.
 - 5.3 To foster in each pupil a sense of responsibility, initiative and a willingness to undertake tasks voluntarily and to carry them out to the best of her ability.
 - 5.4 To promote a caring and concerned attitude towards other pupils and towards the community at large.
 - 5.5 To enable each pupil to understand better the society in which she lives.
 - 5.6 To help each pupil reach a realistic appreciation of her own strengths and weaknesses.
 - 5.7 To develop leisure interests and to broaden each pupil's interests and experience.
 - 5.8 To foster mature working relationships outside the classroom.

6. To promote staff development, offering support and training opportunities

to all staff to enable them to meet pastoral responsibilities with confidence and competence.

- 6.1 To develop teaching methods and styles which give opportunity for the aims of the pastoral programme to be realised.
- 6.2 To develop teachers' knowledge of the processes through which children learn.
- 6.3 To reach consensus among the staff on accepted standards of order and discipline and develop strategies for the promotion of positive discipline.
- 6.4 To provide positive support for colleagues who are experiencing difficulty with a class or with individual pupils.

ORGANISATION

(a) Responsibilities and Roles

The pastoral dimension is the concern of all teachers, and the pastoral policy should reflect this overall responsibility. Form Tutors are key figures in the pastoral system and they should have a detailed knowledge of the needs, emotional development, progress and academic attainments of each pupil in their form.

Some members of staff have specific responsibilities within the pastoral context. These may be summarised as follows:

Key Stage 3:

Heads of Year

Form 1 – Mrs S Wyeth

Form 2 – Mrs A McCracken

Form 3 – Mrs S Lamont

Key Stage 4:

Head of Forms 4 & 5: Miss J Gibson

Key Stage 5:

Head of Sixth Form: Mrs L Myers

Special Educational Needs Co-Ordinator (SENCo) Mrs R Browne

Learning Support Tutor

Mrs J Atkinson

School Health Nurses

Mrs C Boyd & Mrs E Flynn

Vice Principal (Pastoral)

Mrs H Graham

(b) Structures

It is essential that teachers are aware of the structures and lines of

communication set up within the school to enable them to fulfil their roles with confidence. Agreed procedures have been established for a variety of specific areas; professional records, positive discipline, child protection, drugs, bullying, under-achievement, special educational needs, suicide, health issues, use of reasonable force, medication administration and accessing counselling services.

(c) **Activities**

It can never be emphasised enough that every teacher is involved in the pastoral dimension both inside and outside the classroom. The relationship between pupil and teacher lies at the heart of all effective learning; indeed it is fair to say that the best pastoral provision is the good lesson well taught. In addition, however, so that pupils may widen their experience and find opportunities for social and personal development the school provides certain specific activities clearly designed to achieve these ends. These may be summarised as follows:

- The Form structure through which each form tutor has oversight of each pupils' progress and well-being.
- The Learning for Life and Work / Tutorial programme.
- Individual interviews between pupil and Form Tutors / Heads of Year or Key Stage
- Form activities (eg charity efforts, assembly readings, etc)
- The House system
- Extra-curricular activities.
- Community service
- Careers education and guidance.
- Posts of responsibility (eg office bearers, committees, form captains, school council).
- Educational visits (eg field trips, gallery and theatre visits, residential visits, school trips abroad).
- Public performances in music and drama.
- Sports competitions.
- Liaison with parents through individual interviews and parents consultations.

LIAISON WITH PARENTS

The school wishes to enter into partnership with parents to promote the welfare of the pupils. Contact can be made in an informal and a formal way; parents should feel they can get in touch with School through Mrs Graham or their daughter's form tutor, should a pastoral problem arise, and School should be able to do the same with parents. Parent information sessions and consultations provide more formal and structured occasions for discussion. These have been devised with the special needs of each year group in mind, and their form and frequency are under constant review.

The current arrangements are:

- Form I Consultation by appointment, in December for parents with the Subject Teachers on academic and social progress.
- Form II Consultation, by appointment in March / April for parents with the Subject Teachers on academic and social progress.
- Form III Consultation by appointment in March, for parents and Subject Teachers, to discuss academic progress and subject choices for GCSE.
- Form IV An information evening for parents during September.
Consultation, by appointment in June for parents with the Subject Teachers on academic and social progress.
- Form V Consultation by appointment in March for parents and Subject Teachers, to discuss academic progress and subject choices for 'A' level.
- Form LVI An information evening for parents during September.
Consultation by appointment in March for parents with the Subject Teachers on academic progress.
- Form UVI A UCAS information evening for parents during September.
Consultation by appointment in March for parents with Subject Teachers on academic progress.

LIAISON WITH EXTERNAL AGENCIES

Statement re. Confidentiality

As a school we have approved relationships with certain voluntary and statutory agencies who support young people and we reserve the right to contact them when necessary.

The school does not operate in isolation and has many contacts with outside agencies such as those listed below:

BELB (Education and Welfare Officer; Special Educational Needs; Educational Psychology)

SEELB

Primary Schools

Secondary Schools

Matrons/Wardens of Local Sheltered Accommodation/Old Peoples' Homes. (Community Service Group)

Careers Services

Medical Services

Peripatetic Services

Social Services

Chinese Welfare Society

Young Peoples Centre

Eating Disorders Unit

New Life Counselling

PSNI