



PASTORAL CARE POLICY

COLÁISTE ABBÁIN

Mission Statement

Coláiste Abbáin endeavours to provide quality education for all students in a caring, disciplined and respectful environment. We aim to prepare students for life and responsible citizenship and motivate them towards the achievement of their full potential.

Pastoral care in our School

Pastoral Care is an approach to education which endeavours to value and develop each member of the school community. It promotes learning at every level to the student by recognising the uniqueness of each individual.

Each member of the school community has access to the relevant pastoral structures and procedures. We seek to nurture positive relationships as the core resource in developing a pastoral approach.

This policy endeavours to put in place the framework necessary to underpin and support this approach.

Roles

Board of Management

The Board of Management supports the principles of:

- Equality of access and participation in the school.
- Inclusiveness, particularly in relation to students with Special Needs and Disadvantage, subject to adequate resources being made available by the Department of Education & Skills.
- Respect for diversity of traditions, values, beliefs, languages and ways of life in society.



Principal/ Deputy Principal

- Promote awareness of Pastoral Care.
- Implement policy.
- Liaise with parents/ guardians where necessary.
- Liaise with appropriate outside agencies.

Student Support Team

The student support team is a student-focused mechanism put in place by Coláiste Abbáin in order to:

- Co-ordinate the support available for students in the school and facilitate links to the community and other non-school support services.
- Enable students with support needs to continue to access a full education and assist staff to manage those students effectively.
- Ensure new staff members are briefed about policies and procedures relating to student wellbeing and support.
- Advise school management on the development and review of effective student support policies and structures.

The Student Support Team in Coláiste Abbáin meets once a week and uses a solution focused when dealing with arising student concerns.

Guidance Counsellor and School Counsellor

- Collaborate with Class Tutors.
- Collaborate with SPHE teachers.
- Liaise with Principal, Deputy Principal, Class Tutors and any other agencies concerned with student support.
- Advocate the student's needs.
- Develop the student's self-esteem.
- Monitor student progress.
- Liaise with the NEPS psychologist
- Communicate with parents.
- Liaise with the Special Education Teacher (SET).
- Liaise with BFL, School Completion Personnel, Home School Community Liaison Teacher.
- Provide educational, vocational and personal guidance to students.



Behaviour for Learning (BFL) Classroom

- The BFL Programme Teacher has responsibility for the development of an academic, behavioural, social and emotional and well-being curriculum to meet the needs of targeted students who require behavioural support. The aim of the BFL is to enable students to fulfil their potential and achieve success at school.
- The BFL Programme comprises of three levels of support.
- Level 1 – School-wide behaviour support.
- Level 2 Referrals- Group work – Preventative and early intervention strategies.
- Students in need of support around a particular area; students awaiting level 3 intervention.
- Other possible areas: Anger management/Conflict skills; Organisational skills; Social skills; Literacy skills etc.
- Possibility of Team Teaching if a class requires some support around class behaviour.
- Level 3 – Students receive an intensive individualised intervention. These students display challenging behaviour in most of their classes.
- “Students who are offered NBSS Level 3 support may present with a variety of challenging behaviours including social skills deficits; low self-esteem; difficult relationships with adults/peers and poor concentration and attention difficulties in most subjects. Many of the students are also persistently at risk of suspension and /or expulsion. The severity of their behaviour in the classrooms not only hinders their own educational progress but also may impede that of their peers”. NBSS

Year Head

- Deals with any arising student behavioural issues on a daily basis.
- Liaises with teachers, Student Support Team Personnel regarding student wellbeing and engagement.
- Advises student and parents on best behaviour and encourages them to reach their full potential.
- Ensures any arising concerns are communicated to management and dealt with proactively.

Class Tutor

- The class tutor will meet the students every morning before school starts.
- Checks the student diary regularly.
- Plays a major part in the Induction Programme ‘Get...Set...Go’
- Collects students’ absent notes and records them on vsware.
- Mentors students through the academic year.
- Reports breaches of the school rules on vsware.



Subject teachers

- Personal oral feedback and encouragement both in the class and outside.
- Closely monitors class atmosphere and the demeanour of individuals and discusses with class teachers if concerned about a particular student or the class as a whole.
- Uses the homework diary as a medium for motivation and communication with parents.
- Teachers employ a wide range of techniques and methodologies to reach out to the different learning styles of students.
- Foster and encourage good manners and respect for others during class by insisting that the students raise their hands in class, listen quietly while others are speaking etc.
- Actively encourage the development of values such as empathy, kindness, generosity, sincerity and integrity etc., within the context of the classroom.
- Teachers regularly communicate with the Year Head to ensure that they are attending to the needs of all students.

SPHE Teacher

- Plays a supportive role working closely with other staff members in supporting students.
- Collaborates with Principal, Deputy Principal and Guidance Counsellor.
- May make recommendations in relation to particular students.

Special Education Teacher

- Plays a supportive role working closely with the subject teacher.
- Provides supplementary teaching to students with Special Educational Needs.
- Administers diagnostic tests to students referred to him/her.
- Develops suitable programmes for relevant students.
- Communicates information to parents and meet when necessary.
- Liaises with Principal, Deputy Principal, Year Heads, Subject teachers and Guidance Counsellor.

Parents

- Co-operate with the Pastoral Care Programme
- Communicate students' difficulties to the school
- Participate in activities organised by the school that are designed to increase the involvement of the parents in the child's development.



Students

- Co-operate with the Pastoral Care Programme
- Develop ownership of the skills and strategies that are set for them during SPHE and Guidance classes and to apply these skills to improve their own life skills, progress, behaviour and learning.

Student Council

- Can help heightening awareness of students' needs.
- A line of communication between the student body and the Principal.

Prefects

- Prefects are chosen from 6th year students.
- They act as a liaison between staff and students
- They are role models for younger students
- They foster a sense of community and show leadership to other students.

Meitheal Leaders

Every year senior cycle students interview to act as Meitheal Leaders. They are trained to act as a support to 1st Year students to provide a line of communication between the teaching staff and the new students. It creates an atmosphere of friendship and trust. The co-ordinator is Mr O Connor.

Key Personnel

Principal	Mr John Nolan
Deputy Principal	Ms Lorraine Simmons
Tutors	Per class group
Year Head (Senior Cycle)	
Year Head (Junior Cycle)	
Guidance Counsellor	Mr. Tom Tynan
Home School Liaison Officer	Ms. Mary Whelan
School Counsellor	Mr Annette Wall
SPHE	Ms Patricia O Connor
Special Education Teacher	Ms Holohan
JCSP Coordinator	Ms Sutton
School Completion Programme	Ms Jackie Russell and Ms Helena Hore

Pastoral Programmes

Social Personal and Health Education (SPHE) and Religious Education are integrally linked to our pastoral care programme, creating a context for discussion of issues and availability of support and an ability for students to approach other students.



The School Completion Programme

The School Completion Programme (SCP) is a Tusla funded, Educational and Welfare Service for children and young people aged 4 to 18 years. Students are referred to SCP by schools and other support services because of concerns about a student's attendance, participation, and retention in school; or a young person's re-integration back into education.

The aims of the School Completion Programme are:

- To retain young people in the formal education system to completion of the Senior Cycle, or equivalent.
- To improve the quality of participation and educational attainment of targeted students in the educational process.
- To offer positive supports in school towards the prevention of educational disadvantage.
- To encourage young people who have left mainstream education to return to school.
- To influence in a positive way policies relating to the prevention of early school leaving in the education system.

Each SCP project is required to target and focus programme resources in the first instance on the individual young people who are most at risk of early school leaving and those who are already outside of the formal education system.

Specifically in relation to Social Personal and Health Education, South West Wexford SCP supports the following work:

1. Attendance tracking and monitoring and is a member of the Inter-agency Attendance Care Team.
2. Breakfast Club, with the support of the School Meals Programme.
3. Key worker and outreach support to referred students for individual or small group work.
4. In-school programmes, co-facilitated with other school staff or outside agencies.
5. Student transitions: from primary to secondary school, Junior Cycle to Senior Cycle, and the return of young people who have left mainstream.
6. Administers Tusla's Counselling Grant which provides individual and small group therapeutic supports to referred students.
7. Provides administrative support for Supervised Study, funded in school by DEIS.

Home School Community Liaison Teacher

Our policy commitment in this area is to constantly work in partnership with parents/guardians to achieve the optimum quality of relationship – this will require respect, listening, patience and willingness to reach consensus through cooperation and collaboration. The HSCL will communicate with management, teachers, the Student Support Team, and CGC in a sensitive and confidential manner with regards to the pastoral care needs of students as identified by parents, teachers or students themselves.



JCSP

This programme recognises that every student is capable of success and this is reinforced through positive experience. JCSP statements, initiatives and resources are used to embed a positive school experience for all Junior cycle Students

Other Pastoral Care Programmes / Interventions

Open night

Induction/ orienteering days for 1st Year students 'Get...Set ...Go'

6th Class Transition programme 'Next Step'.

Counselling for students

Personal development/ life skills

Study skills

Achievements Day

Evening study

Breakfast Club

Student Council

Behaviour For Learning

Reduced / modified timetables

Meitheal Programme

Éacht Programme

Pastoral Procedures

Information

This school has a number of procedures with pastoral implications. In this area of information we are committed to respectfully and sensitively dealing with how information is received, shared, stored and accessed. These procedures include Student Record Policy and Counselling Procedures.

Resources and Professional Development

The school is committed to providing the necessary resources to underpin the pastoral policy. In particular we are committed to providing where possible tailored progression development programmes for class tutors and year heads. There will also be annual opportunities for the staff to review the effectiveness of these roles and other pastoral issues.

Implementation

The Board of Management will have overall responsibility for the implementation of the curriculum, including monitoring the safety of each person in the school. The senior management team will ensure that pastoral care is given a high profile in the school development plan. The Principal will monitor and evaluate the implementation of the pastoral care policy. He will work with all staff and ensure that all staff are properly trained. He will make sure that the non-teaching staff are familiar with the pastoral care policy and give help



when needed. Each member of staff will work to build up students' self-esteem and encourage them to be assertive and resist negative peer pressure. They will help the students to celebrate success and develop the ability to make decisions and to know the difference between right and wrong.

Pastoral Policies and related documents

1. Mission Statement
2. Admissions Policy
3. Anti-bullying Policy and Bullying Charter
4. Crisis Response Policy
5. Code of Behaviour
6. Special Education Needs
7. Homework Policy
8. Attendance and Participation Policy
9. Substance Abuse Policy
10. Student Computer User Policy
11. Student Council Constitution.
12. Extra- Curricular activities procedure.
13. Suspension and Expulsion.
14. Counselling Procedure.
15. Child Safeguarding Statement.
16. Learning Support and Educational Needs Policy.
17. Bereavement Policy.
18. SPHE Policy.
19. Student Lockers Policy.
20. Missing Persons Policy.
21. School Tour Policy (Draft).
22. Prefect Policy (Draft)

Monitoring and Evaluation

At the end of every academic year, the Student Support Team will lead an evaluation of the policy. This evaluation will influence future phases of the policy.

Ratification of School Pastoral Care Policy

This policy was adopted by the Board of Management on 9th May 2018