

Pastoral Care Policy

The pastoral policy of the College aims to promote a caring and nurturing environment for all students as an integral part of college life. As such, it underpins all approaches, programmes and policies within the College, in order to meet the holistic needs of each individual, thus enabling them to achieve their true potential.

The pastoral system is designed to support the College in achieving its vision and aims. It develops the pupil as a person as well as a learner. It prepares them for adult life and is concerned with pupils acquiring a wide variety of skills, attitudes and knowledge so that they might become mature, independent adults, able to cope with the stresses of our complex, changing society. It is based on regular two way communication and collaboration between home and college and on effective liaison with external agencies in order to support pupils facing challenging circumstances.

Above all, the pastoral system arises out of the precepts of Catholic teaching and aims to promote in its pupils a caring commitment to others, tolerance of others' views and an understanding of and growth in our faith.

Thus the pastoral policy of the College is designed to promote self-discipline and a sense of personal responsibility, practical and social skills and a listening culture in which pupils respect the views and attitudes of others.

Pastoral care is explicit in the relationships which exist in the College between teacher and pupil and teacher and parent, and among the pupils themselves. All teachers in Lumen Christi strive to ensure that their professional skills and knowledge as subject specialists are matched by a commitment to understanding and guiding pupils and assisting them in their personal development in the formative years they spend at the college.

The Pastoral Structure

(a) **The Form Tutor** is the key person whose opportunity for influencing pupils is greater than that of any other teacher. The impact of the Form Tutor is reflected in his/her direct concern for areas such as attitude, behaviour, standards of work, response from parents, reporting, uniform, prayer life and commitment to the College.

The Form Tutor is the initial teacher of college rules. He/she will continually remind pupils of the key precepts of our Code of Conduct:

- * Act with courtesy and consideration to others at all times.
- * Learn to listen and listen to learn
- * Respect for all in the College community and environment

It is recognised that in any college setting, there will be young people who will need particular support because of specific learning difficulties, health problems or family circumstances. The crucial role of the Form Tutor in helping children through such problems is acknowledged.

He/she meets pupils every morning at registration which begins at 9.00am. The day begins with prayer and then the teacher completes the registration of pupils online. Particular attention is paid to absenteeism and unpunctuality. Constant unpunctuality will be referred to the Form Tutor and Head of Key Stage by the Attendance Co-ordinator.

The Form Tutor keeps data on pupils, which is regularly updated, regarding academic progress, attendance and punctuality, illness, home problems and learning difficulties. Contact is maintained with subject teachers regarding pupils' performance, attitude and behaviour.

The Form Tutor seeks to observe friendship patterns in class and look out for signs of stress and unhappiness. The registration and form periods also afford an opportunity for the teacher to get to know the pupils more deeply.

The Form Tutor will ensure that all pupils understand the rules and the rationale underpinning them.

The Form Tutor will seek first to deal with most issues before any referral to the Head of Year 8/Head of Key Stage. However, he/she must report serious pastoral concerns and breaches of behaviour to the Head of Year 8/Head of Key Stage. A range of strategies will be employed by the Head of Year 8/Head of Key Stage and the Form Tutor, depending on the nature and severity of the issue at hand. Where it is deemed beneficial, counselling may be offered to pupils or in the case of misbehaviour, appropriate sanctions will be applied in line with the Behaviour and Discipline Policy. Parents will be contacted and appropriate records kept of incidents of misbehaviour.

The pastoral care system is organised as a horizontal year-group system. Pupils in Key Stage 3 are assigned to Form Tutors who teach their Form Class an academic subject, thus enabling them to have regular contact with their Form Class apart from the time spent at Registration, Form Assemblies and Pastoral Periods. As far as possible, Form Tutor continuity exists throughout Key Stage 3. The aim is that each Form Tutor should gain a detailed knowledge of the needs, emotional development, progress and academic achievement of each pupil in his/her Form Class. One period a week is set aside for Form Tutors to meet their form group and deliver a Pastoral Programme, specifically designed to meet their needs, and in line with the Personal Development strand of the NI Curriculum. In addition, time is set aside on a weekly basis to allow Form Tutors to provide 1:1 pastoral support for members of their form class.

(b) **The Heads of Key Stage** support the Form Tutors in their pastoral role, providing leadership, and as such are expected to take a caring interest in each pupil of their respective key stage. They work with Form Tutors and other staff to promote pupils' academic and personal development. They facilitate induction sessions for Years 8, 11&13 to support student transition between key stages. The role also involves administrative, mentoring and disciplinary responsibilities.

One of the tasks of the Head of Key Stage is to design a Pastoral Programme which is aimed to promote the all-round development of each pupil with a focus on personal and social development - not least in the area of building self-esteem, coping with the challenges of college itself and the stresses of adolescence. Connected topics are coping with study, examinations, decisions, careers, understanding oneself and relationships with peers and adults; attitudes and values; skills of self-presentation - these are aspects of the overall college curriculum which are presented by Form Tutors in pastoral periods assisted by external agencies as appropriate and via the Learning for Life and Work programme in Key Stages 3 and 4. Pupils in Years 13&14 have two periods per week devoted to Careers Education as well as time set aside to promote various aspects of Personal and Social Development in the Outreach & Enrichment Programmes.

Full details of the Pastoral Programmes are presented by the relevant Heads of Key Stage at annual Information Evenings for parents of pupils in Years 8, 11 and 13. Further exemplification of the programmes may be accessed on the College website: www.lumenchristicollege.co.uk.

(c) **The Head of Year 8** has particular responsibility for the pastoral care of pupils in their transition year from primary to secondary education and liaises with the Head of Key Stage 3 in the facilitation of individual 'welcome' meetings for new pupils and their parents/carers in June each year, the Welcome Mass at the end of August, the study skills evening, and a schedule of events designed to assist Year 8 pupils adjust to their new curriculum and environment.

The disciplinary role of the Form Tutor/Head of Year 8/Head of Key Stage is complementary to his/her pastoral role.

(d) The College Chaplain and Counselling Services

The College Chaplain is a faith presence in the college who guides the pupils on their journey through life as it relates to college. There are two trained counsellors on the teaching staff and two External School Counsellors from Family Works & NWRC. These counsellors offer support for pupils particularly at times of crisis – sudden deaths, family breakdown etc. They liaise with other members of staff as required and information is shared only on a need to know basis. Where appropriate, pupils will be offered counselling provided by external agencies. In such cases, the parents of the pupils will be informed by the College Chaplain as a matter of course.

(e) The Child Protection Teacher

The College has a designated lead child protection teacher and deputy who will take the necessary actions in respect of any reported incidents in accordance with the Child Protection Policy. Additionally, the Child Protection Teacher provides training and guidance for all staff annually and makes presentations to pupils highlighting child protection guidelines.

(f) Links with external agencies

Regular contact is maintained with the EWS [Educational Welfare Service] and the designated EWO [Educational Welfare Officer] visits the College to review and intervene [if necessary] in cases of poor attendance/concerns regarding pupil welfare. Multi-Agency Support Team [MAST] meetings are convened, as required, to review and act on individual pupils causing concern. The team will comprise, as appropriate, personnel from the following: child psychologist, EWO, paediatrician, adolescent counsellor, together with the Heads of Key Stage/Form Tutors, the SENCo and the Vice-Principal.

(g) Pupils' Role

The pupils themselves play a major part in the College's pastoral system. Pupils are encouraged to take responsibilities and duties in areas such as Games and Activities, Liturgy and Class Counsellors. Senior Prefects are chosen by application and interview in Sixth Form. They manage a larger group of prefects. Class Counsellors are chosen from pupils at the end of KS4 to support the transition of new Year 8 pupils to the College. The peer mentoring scheme provides opportunities for senior pupils to help underachieving pupils through tutorial work in after college clubs. At KS3 and KS4, captains and vice-captains are elected in each class to support the work of the Form Tutor.

Sports monitors contribute to the smooth running of the PE Department.

Pupils elect members to represent them at a Student Council through which they have a voice in college policy and organisation. The Student Council is a body, elected by the pupils to represent their views, discuss college rules on behalf of their class groups or present ideas to the Leadership Team. The purpose of the Council is to allow pupils to play a role in the formulation, discussion and implementation of college policies in areas such as environment, curriculum, college rules, administration and organisation. It provides opportunities for pupils to undertake a leadership role in the College, to develop self-confidence in public speaking and to be an active part of the College's listening culture both in putting forward their own viewpoints as well as seeking to understand others.

At Key Stage 3, a Merit System operates to recognise and reward the good work of the pupils both as individuals and as members of their form class on an ongoing basis throughout the academic year. Individual pupils are awarded Bronze, Silver and Gold Certificates. Holders of Gold Certificates receive prizes at Junior Prize giving. The best overall Form classes in each year group are rewarded with an outing in June each year.

A range of extra-curricular clubs allow pupils to develop a sense of compassion for, and commitment to, others and pupils are already involved in organisations such as Millennium Volunteers, John Paul II Award Scheme, Pioneers Society, Concern, Saint Vincent de Paul Society etc. Pupils in KS3 and KS4 are enthusiastic participants in charitable fund raising events such as one day fasts, non-uniform days.

Catholic Ethos

The Pastoral system thus seeks to take into account the Catholic faith upon which the College is rooted and regular liturgical worship provides opportunities for individual year groups to come together in prayer. Each year group has a one day retreat in the course of each academic year organised by the Chaplain.

Meetings

Meetings of the respective pastoral teams are held frequently to discuss the delivery of the Pastoral Programme, and issues of pupil welfare and progress which may arise during the course of the year.

Review

This policy document will be reviewed biennially by the Vice Principal with responsibility for pastoral care and amended as appropriate in accordance with changes to the statutory NI requirements, the findings of any inspections, the biennial audit of parents' views and any internal recommendations by Heads of Key Stage, Form Tutors, members of staff and pupil representatives through the agency of the Student Council.