

EUREKA



Pastoral Care Policy
Of
Eureka Secondary School.

Our Mission Statement is clearly structured on the Pastoral Care principles of the Ceist Philosophy of education. It fosters the holistic development of each individual student, teacher and wider school community, within an atmosphere of concern, care and respect.

The quality of pastoral care influences the ethos and tone of the whole school. It creates an atmosphere in which the students feel secure, know that they are valued and are encouraged in their learning, growth and social and spiritual development. The Board of Management, Principal and all staff, teaching and non-teaching, have a responsibility for Pastoral Care.

Rational For the policy:

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.” In Eureka we aim to

Value and develop each member of the school community

Promote learning at every level for the students

Support students at all times, but especially when ability to learn is adversely effected by personal or domestic circumstances.

For such learning and development to occur an effective Pastoral Care structure must exist in the school. The ethos of the school is reflected in the moral, intellectual, spiritual, emotional 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 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 maintain the highest standards of teaching and learning within the school environment.
- To provide a broad and balanced curriculum for all students; addressing their needs and enabling them to experience both personal and academic success.

- 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 encourage a sense of social justice within the school community
- To prepare the students for the opportunities, responsibilities and experiences of adult life.
- To respond in a sympathetic and understanding way to the concerns, fears and worries of all students.
- To provide opportunities for reflection and discussion enabling students to develop a framework for responsible decision-making.

To establish and maintain a good rapport between school, community and home.

Roles and Responsibilities:

Every member of staff contributes to student pastoral care in Eureka. On entering Eureka, the students are introduced to a well-structured Pastoral Care system. Within this system there are key roles, however, which carry significant support dimensions and responsibilities.

Set out below is the structure, which provides for the effective implementation of pastoral care within the school community.

Board of Management

The Board of Management will:

Approve this policy, and ensure that the policy is developed, implemented and evaluated, on a regular basis.

- 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:

- Appoint a Student Support Team i.e. Care Team (from among the teaching staff), According to NEPS student support in Post Primary Schools guidelines, see Appendices.

Work closely with the Care Team

- Ensure this policy is implemented, monitored and evaluated
- Keep the Board of Management informed regarding issues of relevance.
- The Principal / Deputy Principal will link with homes and, where necessary, inform staff of any difficulties a student may be having.

Pastoral Care Co-Ordinator:

- Develop and expand the existing Pastoral Care structures and programme in the school
- Be part of the Student Support Team
- Work with class teachers, form tutors and year heads as necessary.
- Work with guidance counsellors, learning support coordinator as required.

Student Support Team

Clear Ladder of referral for all students and staff is created and displayed appropriately.

- Attend weekly meetings, timings of such meeting at set.
- Has responsibility for reviewing students with particular concerns.
- Advises relevant groups i.e. Year head, Tutor, within the school community on pastoral issues, or particular concerns being dealt with. This is vital to the clear communication link within the school.
 - Ability to liaise with the entire school community, regarding students who may be in difficulty through Year heads, tutors, class teachers.

Members of the team include:

Management Representative – Principal and Vice Principal

Guidance Counsellor

Pastoral Care Co-Ordinator

SEN Co-Ordinator

Year Head

Resource Teacher

Professionals from other Agencies may attend when appropriate.

Guidance Counsellor

Counselling is available to all students. **Parent consent and involvement will follow Ladder of Referral. This is made clear to parents at information nights provided.**

The Guidance Counsellor will:

- Participate in and co-ordinate the school guidance and counselling service categorised under three integrated areas of activity:
- Personal / Social Guidance and Counselling
- Educational Guidance and Counselling
- Career Guidance and Counselling
- Participate in the Pastoral Care Team and the Critical Incident Management Team.

Staff (General)

All staff has the responsibility for the pastoral care of students in Eureka. Staff create the environment for the effective implementation of this policy. All contact with students is carried out in a compassionate and caring atmosphere. Teachers pay attention to the emotional needs of students.

Teachers are made aware if there are emotional or personal issues arising with a particular student, through the Student Support team or at parents request / consent. (in depth details are not disclosed)

Through the planned curricular programme they will amongst other things:

- Build up students' self-esteem.
- Encourage students to be assertive where appropriate.
- Help students to make informed decisions about issues in terms of 'right' or 'wrong'.

- Be responsible for subject-related matters concerning each student.
- Deal with situations that arise in class and in more serious situations s/he refers the student further according to the Ladder of Referral.
However in serious issues concerning Child Protection, the Teacher contacts the DLP directly.
- Provide an environment conducive to the full human development of each student.

SPHE Co-ordinator

Through the implementation of the SPHE programme the SPHE Co-ordinator and the SPHE team will:

- Provide the students with the unique opportunity to develop the skills and competencies to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

All Transition years are provided with a Wellbeing programme.

Develop all 8 Key skills and Wellbeing indicators

Religious Education Co-ordinator

Through the implementation of the RE programme, the RE Co-ordinator and the RE team will:

- Promote in each pupil a knowledge of their faith and its practice in everyday life, while adhering to the school ethos.
- Ensure high standards and effective delivery of Religious Education within the school.
- Implement the pastoral care initiatives, which help students experience an affinity with the school.

Refer to RE policy.

Students' Council

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 individuals who are prepared to take on the challenge of adult life.
- Liaise with other partners within the school community.

See Student Council Constitution.

Parents' Association

The Parents' Council offers valued support to the school community in a number of ways. The Parents' Council will:

- Act in an advisory capacity in promoting the educational and Christian ethos of the school and the general welfare of its students.
- Host annual seminars for parents on adolescent well-being.

Parents

Parents support the pastoral care policy of Eureka by:

- Reporting any concerns about a family member who attends the school
- Attend meetings (P-T meetings, information evenings, open evenings...etc) throughout the lifetime, their daughter is attending Eureka, and offer information and recommendations for the pastoral care of students.

Special Needs Co-ordinator

The Special Needs Co-ordinator will:

- Establish a list of students in need of resource hours.
- Refer students to the school Psychologist for learning support / resource testing.

- Allocate resource hours to students in consultation with learning support teacher, guidance counsellors and resource teachers.

Inform staff of students who may face Learning difficulties. (confidentiality and discretion is used throughout)

Resource and Learning Support Teacher

These teachers work closely with the special needs coordinator. They have a pastoral role in dealing with students who have learning difficulties.

Year Heads

- To liaise with the Pastoral Care team.
- To attend weekly year head meetings.
- Have overall responsibility for the year group.

Provide a timetable to staff, so staff can contact them if a need arises.

Class Tutor:

- Have close contact with their tutor group.
- Are first point of contact for students each day, and therefore become familiar with their class group, and aware of any changes in behaviour of students, which may be of concern.
- Through consultation with the Ladder of referral, refers students they have a concern with to the appropriate person.
- To keep contact with parents through students' journals.
- To monitor students' behaviour in classes.
- To monitor students' homework records

Tutor Time:

This is a structured contact time with class, following a set programme developed within the school.

Within this time students will develop Key skills:

Self-Management: Setting personal goals

Teamwork skills – students work in groups of 3 / 4 on a given task/question. Understand the importance of roles, within a team.

Understand self-evaluation

Develop Communication skills –

Being Creative – working on Logo and team name. Presenting work in folder.

Prefects

Each 1st and 2nd year group is assigned a Senior Prefect, and therefore they have a pastoral role with these students

Home/School/Community Liaison Person(HSCL):

This person is a supportive link between Home, school and wider Community. When necessary the HSCL will pass on information to management or staff in the interest of a particular student.

Critical Incident Team

The Critical Incident team, will meet annually, and provide a strategy to adhere to in case of a critical incident within the school.

See Critical incident Policy.

Student Council – Student Council Liaison Teacher

The Student Council is a representative structure for all the students in the school. It provides students with the opportunity to become involved in the affairs of the school, working in partnership with school management, staff and parents. See Student Council Constitution.

Anti-Bullying Team

- Develop Anti Bullying policy and review of the policy.
- Design and implement an Anti-Bullying Programme, which is held in the school in the first Term, and revisited in the last term.
- Develop Questionnaire for students and staff to complete on Anti-Bullying
- Collate results from Anti-Bullying Questionnaires, and meet with individuals.
- Provide a report to Year Heads and Management regarding findings from Questionnaires
- Meet with students if required to resolve any issues.

Mental Health Awareness Team

- Design and implement A Wellbeing Programme, which is held in the school at various times throughout the year, in conjunction with National Events.

Pastoral Care Programmes / Policies:

The following policies/programmes will contribute to the Pastoral Care Programme in a positive and caring manner.

Code of Behaviour

The Code of Behaviour is in place to facilitate learning and teaching in a positive, safe and secure atmosphere. The Code has been developed in partnership with the staff, students, parents and management. Refer to Code of Behaviour.

Anti-Bullying Policy –

- To raise the awareness of bullying
- To have procedures in place to deal with all incidents of bullying.

Refer to policy.

Critical Incident Policy

See Critical Incident policy

Health and Safety Policy

See Health and Safety Policy.

Homework Policy

To promote in the student body the value of homework and study in the learning process and to promote independent learning and creativity. Refer to policy.

Care of and Induction programme for new staff that join during the school year –

All new staff are given an introduction pack, containing all necessary policies and programmes for the school.

If staff are employed at the beginning of the year, an induction day is held.

Staff member is introduced to the department in which they will work first, and a member of this department will they introduce to remaining staff.

Each Department will provide new staff member with policies and schemes which they will be working of.

Induction Programme for First Year students

A comprehensive induction program for incoming 1st year is upheld in Eureka.

An induction programme for incoming first year students is held at the beginning of the academic year.

Induction Programme for Parents of incoming First Year students –

The parents of the incoming First Year students are invited to the school for an information evening. The aim of the evening is to help the parents and the incoming students with a smooth transition from primary to post-primary school.

Induction Programme for Parents of Senior Cycle students

An information evening is provided in March, of the preceding academic year, to inform parents of all options available at Senior cycle in Eureka i.e. LCVP, LCA, Traditional Leaving cert subjects, Transition Year. Co-Ordinators of each option available will talk on the night, with the Guidance Counsellor providing parents with all necessary information to make key decisions.

Induction Programme for Parents of Transition Year students –

The Transition Year Co-Ordinator invites the parents of prospective transition year students to an information evening.

Care of and Induction programme for new students who join during the school year –

Pastoral Care team, Year Heads, Tutors, and Guidance Counsellor(s) will aid in the transition of the student to the school.

Parents and Student have a meeting with Principal or Deputy Principal/ Guidance Counsellor prior to starting, where all necessary information is discussed and passed on.

Mentoring Programme –

Peer Mentoring Programme – being developed in Transition Year.

Threads

A Peer to Peer mentoring system, which works in conjunction with the Pastoral Care Team within the school.

Resilience Programme

A 10 week program offered to all 1st years, by trained staff within the school. The *FRIENDS for Life* program is a cognitive-behavioral therapy program designed to be used in the classroom that aims to increase the resilience and happiness of children. Students become familiar with cognitive, emotional and behavioral skills for managing feelings and coping with life challenges with a positive and resilient attitude. It promotes important personal development concepts such as identity, self-esteem, problem solving, self-expression and building positive relationships.

Jigsaw

Establishment of a Jigsaw Team within the school, using the strategies of Jigsaw Meath schools project, to promote and develop emotional well-being within the school. Through this framework there is an emphasis on the promotion of a positive connection with teachers, peers and learning for student well-being.

Anti-Bullying Awareness Week

See appendix

Mental Health promotion/ Wellbeing week:

See appendix

Healthy Eating and physical Wellbeing:

See Appendix

An Awards Ceremony

Is organised by the Deputy Principal(s) and held at the end of each academic year. Awards are given for:

- Achievement in each subject class
- The 'student of the year' in each year group

Each subject teacher nominates a student from his/her class based on Attendance, Punctuality, Reaching Potential, Contribution to class, Homework, Teamwork, made throughout the year. The selection of the 'student of the year' is broadly based on the same criteria but may change. Any changes are brought to the attention of Students and staff at the beginning of the year.

Extra-Curricular Awards are also given, for various achievements students have obtained throughout the year.

Supervised Study – Evening Study

A supervised study facility is available in the school, on Monday, Tuesday, Wednesday, Thursday evenings after school. Supervised study is also available during the Easter Holidays, at which priority is given to students who are sitting State exams. Students have the opportunity to study in a quiet supervised atmosphere.

Study Skills Programmes given to all year groups

As part of the SPHE programme all students will receive Study Skills classes. To compliment this, each year group is given set time to attend a Study Skills workshop. These workshops are provided by Staff within the school and outside agencies (for exam years).

Parents are also provided with an open night from an outside agencies regarding Study, stress, wellbeing.

Monitoring the Implementation of this Policy

- The Student Support Team (Pastoral Care Co-Ordinator, Principal, Deputy Principal(s), (Year Heads), Guidance Counsellor, Special Needs Co-Ordinator and other members of staff) will meet to monitor the Policy.
- Pastoral Care Co-Ordinator/ Tutors/Year Heads/Guidance Counsellor will meet with class group/Year Group regularly to monitor the Pastoral Care Programme.
- Teachers will discuss academic and pastoral development of each student at Parent/Teacher Meetings.

Reporting of Monitoring and Implementation of the Policy

The Pastoral Care Team will monitor the implementation of the policy on a regular basis and report to the Pastoral Care Task Team

Review and Evaluation

It is the intention to review this policy every 2 years or where the need arises.