



*Lisnagarvey High School
Circular No*

PASTORAL CARE IN LISNAGARVEY HIGH SCHOOL

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OUR VISION

The staff of Lisnagarvey High School strive at all times to create an environment where there is mutual respect, where pupils are valued and where Pastoral Care is an integral part of education.

At Lisnagarvey, we are focused on developing the whole child and provide many opportunities for young people to achieve success. Through high quality learning and teaching, from our committed and caring staff, we provide a supportive and challenging educational experience.

The school provides a wide curriculum to meet the range of pupil needs while our programme of extra-curricular activities, trips and other events enhance learning and develop a range of skills including team-work, self-confidence and leadership.

Our shared values of mutual respect between staff and pupils, high expectations of success, within a caring and supportive environment, form the basis of our positive school ethos. Within our wider school community, we promote tolerance and understanding of one another and value diversity.

In ensuring our pupils are happy and successful at Lisnagarvey, we recognise the importance of strong partnerships with parents. All parents are welcome to contact the school at any time to discuss their child and are invited to further strengthen our partnership through the involvement in our Parent Teacher Association.

Our vision is based on our school values, underpinning all that we do. These are:

- Mutual Respect
- Success for All
- Meeting the Needs of the Individual
- Caring and Responsible

Through these values we aim to create, in partnership with parents, the community and outside agencies, a caring and stimulating environment in which both students and staff can achieve their full potential.

INTRODUCTION

The Pastoral Care element contributes to the creation of a supportive atmosphere in the school for both teachers and pupils. Pastoral Care supports the development of the whole pupil intellectually, spiritually, socially and personally. It is the concern of all teaching staff and therefore is fully incorporated into the classroom. As an integrated part of the whole curriculum, the Pastoral Care element is evident in:

- The hidden curriculum (*school ethos and interpersonal relationships*)
- Extra-curricular activities (*membership of clubs and societies*)
- Individual subjects (*methodologies and monitoring and recording of achievements*)
- Discipline procedures (*designed to bring pupils to personal autonomy*)
- Reward procedures (*to acknowledge both effort and achievement*)

CONTEXT

Every teacher has a pastoral role and every contact between teacher and pupil presents an opportunity to develop the caring and learning environment we are trying to realise. Pastoral Care is implemented in Lisnagarvey High School through a clearly identifiable structure with the focus led by the Head of Pastoral Care (Mrs L. Knipe) in conjunction with the Heads of School, Year Heads and Class Tutors.

This system, with clearly defined roles and responsibilities, means that pupils are aware of and may benefit from the obvious chain of communication.

AIMS

The aims of Pastoral Care are:

- To create a happy, caring, secure and supportive atmosphere for all members of the school community.
- To provide a stimulating environment, to encourage the development of the whole pupil.
- To provide a broad and balanced programme of work, both practical and formal, in preparation for adult working life.
- To enable pupils to become contributing members of the community by developing appropriate skills and competencies.
- To provide opportunities for pupils to develop a set of attitudes, moral values and beliefs, in order that they maintain good habits of self-discipline.
- To support the active promotion of a sense of achievement both in the academic and non-academic school experience of every pupil.
- To create an atmosphere in which pupils do not accept bullying, stealing, offensive language, fighting or the destruction of property.
- To promote critical and analytical thought on such issues as feelings and emotions, community, parenthood, self-esteem, friendships and relationships.

ASSERTIVE DISCIPLINE

Assertive Discipline is a proactive approach towards promoting behaviour that encourages pupils to think about the consequences of their actions. It helps to establish a positive school climate with goals to teach pupils to choose responsible behaviour and in doing so, raise their self-esteem and increase their academic success. It operates on the principle that pupils need to be taught “responsible behaviour” and they feel most secure in classrooms where there are limits or boundaries. Appropriate behaviour should always be awarded with positive recognition.

The Assertive Teacher - States expectations and aspirations and consistently uses positives within the classroom environment.

Classroom Behaviour Plan - The goal of any plan is the promotion of a safe, orderly, positive classroom environment in which the teacher can teach; and pupils can learn.

Positive Feedback - The use of praise and supportive feedback. This helps the pupil build self-esteem and reinforce good behaviour.

Corrective Actions - There are 5 clear progressive steps for dealing with pupils (see Assertive Discipline Policy). Copies of the Assertive Discipline Policy are available on request from the school’s General Office.

CHILD CENTRED PROVISION TEAM (CCP)

The function of the Child Centred Provision Team is to provide support for teachers in carrying out their pastoral role. This team is a valuable source of information, advice and guidance.

Pupils have access to all staff, Vice Principal and the Principal when necessary. Our system has its focus on Class Tutors and Year Heads. Each month the Child Centred Provision Team (CCP - Heads of School

and Year Heads) meet with the Principal and Vice Principal. Each Year Head also communicates with the Class Tutors in his/her Year Group to convey the outcomes from monthly CCP Meetings.

There is one Year Head for each year group who, assisted by Class Tutors, have overall responsibility for the personal, social and academic development of the pupils in their charge. Year Heads report directly to Junior and Senior Heads of School.

PASTORAL CARE PROVISION

Pastoral Activities (school orientated)

- There is a weekly school assembly taken by the Principal or Vice Principal.
- Registration is completed daily by the period one Subject Teacher.
- Junior and Senior Heads of school have time allocated to conduct interviews with pupils.
- Head of Pastoral Care has time allocated to conduct interviews or provide counselling.
- Within the classroom, the subject teacher seeks to foster self esteem in pupils, to promote a sense of self-motivation and achievement and to allow pupils to explore their own attitudes and values within a supportive, non-threatening atmosphere.
- The Learning for Life and Work programme, with its contributory strands of Citizenship, Employability and Personal Development, is designed to promote personal and social development in keeping with the aims of Pastoral Care.
- The School Council promotes a communal ethos and encourages pupils to communicate, consult and participate in decision making.

Pastoral Activities (extra curricular)

- A residential experience with outdoor pursuits is offered to all Year 8 pupils in their first year at school.
- Good practice is promoted by staff in the provision of extra-curricular activities, both sporting and non-sporting, and in a variety of field trips and school visits.
- The School employs a Counsellor from Family Works Counselling for three hours a day, one day a week.
- The School has access to appropriate specialist external agencies through the Education Authority and the South Eastern Health and Social Care Trust to provide specialist support for pupils.
- Parents are invited to contribute to the life of the school through the Parent Teacher Association and by their representation on the Board of Governors. The expertise and support of parents is also welcomed in areas such as sport, careers and Learning for Life and Work.

SUPPORTING SYSTEMS OF PASTORAL CARE

Contact Periods - Teachers meet with their class one morning each week to check uniform, equipment and collect any absence notes. The relationship between the Class Tutor and the pupils is strengthened by the interactions of this session.

Awards - At the annual Prize Days (for both Senior and Junior) awards are given for academic achievement and for personal endeavour.

Positions of Responsibility - There is a Class Captain and a Vice Captain for every class in the school. We also have Prefects and a Head Boy and Head Girl, alongside their deputies, who have responsibilities in leading the pupil body.

Homework Diary/Student Planner - Every pupil in school is given a homework diary/student planner. The Class Tutor and a parent/guardian signs this diary every week to monitor that an account is being kept of the work to be done.

Reports - These are sent to parents/guardians at the close of the examination period.

Parent/Teacher Consultation Meetings - A parent/teacher meeting is held once a year for each year group and full attendance is encouraged.

ROLE OF CLASS TUTOR

The role of the Class Tutor should be primarily a pastoral one, in keeping with the school's values. The Class Tutor forms the backbone of the organisation of the school, bringing together as he/she does, administration, disciplinary and guidance procedures. The weekly Contact Period(s) when the class Tutor meets his/her class should be amongst the fullest of the week. During this time the class should be involved in constructive educational activity, based around developing literacy or numeracy skills, when the Class Tutor establishes a close relationship with each member of his/her class. The Class Tutor will be fully assisted and supported by the Year Head.

- Monitor attendance and report to Year Head.
- Promote the general progress and welfare of their class, and to provide initial guidance or counselling on educational, social and career matters.
- Insist on obedience of the school rules relating to attendance, punctuality, uniform, schoolbags and homework diaries and to inform the Year Head of any reoccurring disobedience of these rules.
- Class Tutors are responsible for uniform - Pupils who are not in correct uniform will be sanctioned with being off timetable with their Class Tutor/Year Head.
- Check student homework diaries to ensure that homeworks set have been recorded and completed and ensure diaries have been signed by parents on a weekly basis.
- Monitor the frequency of homework and report back to Year Heads.
- Ensure that Form Class reports on Assessment Manager are completed and that Subject Teachers comments are made.
- Report comments using the Behaviour Report tool on SIMS.
- Regularly inspect the basic school equipment (pen, pencil, etc.) of each class member, and to inform the Year Head of any reoccurring absence of this equipment.
- Issue Yellow Monitoring Cards (where appropriate) in relation to attendance, punctuality, equipment, homework etc.
- Collect and file all absence notes for future reference; flagging on SIMS the reason for absence for the Year Heads information at EWO meetings.
- To meet/communicate regularly with Year Heads to ensure uniformity of action.
- Ensure a high standard of pupil behaviour in Contact Period(s), in School Assemblies, at break and lunchtimes, e.g. no eating, good behaviour etc.

ROLE OF YEAR HEAD

Staff Management

- Lead a team of Class Tutors.
- Monitor, assess and develop the roles of the Class Tutors.
- Reinforce the work of the Class Tutor and to assist the Class Tutor with any specific problems.
- Update/disseminate information to Class Tutors of changes to school policy (from CCP meetings etc.)

- Support the Class Tutors in developing positive working relationships with and between all pupils and staff in the key stage/year.
- Meet regularly with other Year Heads and the Head of Pastoral Care to ensure uniformity of action (CCP Meetings).

Student Progress

- Year Heads should coordinate the completion of Assessment Manager reports and the printing and distribution to Class Tutors. Once these have been checked, reports are to be signed off.
- Monitor and evaluate student review processes and procedures at KS3/4/5 depending on year group.
- Monitor and evaluate the progress of individual students.
- Coordinate year group reports, supervising the completion alongside the Assessment Manager.
- Assist in the organisation of Consultative Meetings for Parents.
- Arrange and promote activities within the year group.
- Liaise with Class Tutors to monitor homework provision and report back to Head of Junior School/Senior School on lack of homework.

Student Behaviour

- Monitor attendance and punctuality.
- Use SIMS Behaviour Management as a monitoring tool.
- Issue Green Monitoring Cards where appropriate.
- Manage referral system.
- Make contact with parents to discuss student behaviour.
- Provide an efficient linkage system between Class Tutors and outside agencies i.e. Education Welfare Officer, Social Services, Educational Psychologists, Probation Officers and Parents.
- Make EWO referrals for poor attendance and deal with AWOL incidents.
- A copy of all EWO referrals to be placed into file in General Office and communicate to the Head of Pastoral Care of new referrals.

Student Guidance and Support

- Get to know all students in the year group as well as possible.
- Be available for consultations with parents and pupils.
- Take steps to prevent bullying and support/counsel victims of bullying.
- Refer students to the Head of Pastoral Care for counselling.

Teaching and Learning

- Be responsible for the care of pupils within the key stage/year, promoting self-discipline and positive behaviour in accordance with school policy.
- Liaise appropriately with subject leaders and class teachers.
- Establish a partnership with parents to involve them in their child's learning.
- Celebrate student achievement and promote the values of the school.
- Celebrate with and participate in prize events for their year group.

PARENTS

Our Pastoral Care system promotes links with parents by inviting them to school to discuss the progress and particular needs of their children. Each year group has a Parents' Consultation Afternoon and for this all parents/guardians are sent written notification.

Supplement to this, parents may make an appointment to meet with a Class Tutor or Year Head at any agreed time.

We feel that good relations between staff and parents help in discussing and attempting to resolve any difficulties which arise in school with relation to discipline and the care and welfare of the pupils.

FAMILY LIAISON OFFICER

Our Family Liaison Officer is available to work with parents, family members and pupils, providing a valuable home/school link. He offers non-judgemental support and advice in an informal setting. Should a parent have any issues or worries regarding their child's attendance at Lisnagarvey; no matter how trivial they may seem; please feel free to contact him through the General Office.

SCHOOL COUNCIL

Lisnagarvey High School Council provides a safe and secure environment where pupils can discuss school issues and talk openly without intimidation. The pupils are at the core of what we do, so it is vital that we involve them in all aspects of school life and in so doing; give them a sense of ownership.

The role of the student council is to represent students' views to senior management, to be a resource working in partnership with the management of the school, to improve the school atmosphere, conditions and facilities, and to generate good relations between students, staff and management. One representative from each form class is nominated by their peers to represent them at School Council meetings.

SPECIAL EDUCATIONAL NEEDS

Lisnagarvey High School can cater for pupils who have special educational needs which can be addressed within mainstream schooling. Such needs may stem from one or more source: intellectual, academic, learning, social, emotional, behavioural, medical, physical sensory.

Under the direction of the Special Needs Co-ordinator (Mrs J. Harrison), all teachers have a responsibility for the teaching of pupils with special educational needs.

Pupils with special educational needs are placed on the Special Educational Needs Register and will have an individual education plan, a copy of which is sent to parents.

Pupils whose ability is below average in English and Mathematics are taught in smaller classes. They follow the Northern Ireland Curriculum with the level of work tailored to their ability.

Pupils who have a Statement of Special Educational Needs will have this reviewed annually.

Subject Teachers can avail of the services of a Support Teacher or Classroom Assistant to work with pupils with special educational needs. Pupils may be withdrawn from class and given intensive reading tuition in a small group situation.

For children with specific learning difficulties we avail of the services of staff from outside agencies.

PERSONAL DEVELOPMENT

Personal Development is about the holistic development of individuals. It focuses on relevant pupil life issues and encourages the development of emotional intelligence (EI) alongside other aspects of health promotion. EI refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions in us and in our relationships.

In Lisnagarvey High School, we provide learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge. We have created a positive learning environment in which pupils' confidence, sense of safety and trust in the teacher and the process can flourish. Personal Development can help promote genuine relationships within the school community and enable young people to:

- Develop self-awareness.
- Develop coping strategies for real life.
- Understand the importance of individual responsibility.
- Work towards achieving their potential.
- Become confident, interdependent and participative citizens.
- Make informed and responsible choices and decisions throughout their lives.

DRUGS EDUCATION

As is required by legislation, Lisnagarvey High School has its own Drugs Education Policy. The delivery of this Policy is mainly through Learning for Life and Work, Religious Education, Science and the Insync Programme at Key Stage Three.

In our endeavour to keep parents fully informed about the dangers of the various types of abuse we issue the booklet "What Every Parent Should Know" supplied by the Health Promotion Agency. Our Designated Teacher for Child Protection, Mrs G. Curran, has overall responsibility for Drugs Education.

Outside agencies are invited to school on an annual basis to talk to both pupils and staff on drug awareness. Such agencies include Lisburn PSNI and YMCA.

RELATIONSHIPS AND SEXUALITY EDUCATION

Work done under this heading has as its general aim that of enhancing personal development, self-esteem and well-being so that pupils may develop healthy friendships and relationships within a moral, social and spiritual framework.

Sexuality Education is an important element in our school curriculum. It is integrated within Personal Development, Religious Education, Science and LLW classes.

Relevant external agencies are invited into school to assist in the implementation of the programme. We are committed to ensuring that an individual pupil's concerns and needs are effectively considered and responded to. Discussion work on relationships and sexuality are vital as pupils become more aware of their sexuality.

BULLYING

Within our Learning for Life and Work Programme at KS3 we have initiatives which will promote pupils' consideration and respect for others, enhance their self-respect, confidence and self-esteem. Using suitably challenging classroom approaches we will provide opportunities for pupils to develop assertiveness and self-protection skills (see Anti-Bullying Policy).

PRIMARY LIAISON/INDUCTION

Throughout the year our Primary Liaison Team visits local primary schools to talk to pupils about our school. These schools are offered the opportunity to come into Lisnagarvey and use our many facilities.

A Transfer Evening for prospective Year 8 children and their parents is arranged in January. Any parent who is unable to attend the Transfer Evening, and who would like more information about the school, should telephone the school to arrange an appointment. We understand the emotional and intellectual challenge that the transition from Primary to Secondary School poses for our Year 8 pupils, so a comprehensive Induction Programme is organised to address this. Successful pupils are invited along to Lisnagarvey at the start of June to complete Baseline Tests in Mathematics and English to determine class groups. Pupils also have the opportunity to participate in many academic and practical lessons.

On their first day in September, pupils are given a copy of the "Welcome to Lisnagarvey High School" booklet which has been designed to answer many of their questions about school and to help them find their way around.

Parent and Teacher Consultation Afternoons are organised for each year group. During this meeting parents will have the opportunity to discuss progress and application to work. In addition to this, parents receive a twice-yearly progress report. We value excellent communication with parents which is not restricted to formal meetings, but is ongoing and informal, and encourage parents to contact the school at any time to discuss their child's progress or welfare.

STAFF DEVELOPMENT AND TRAINING

Continuous and on-going staff development will be provided for teachers. It is hoped that this will help them to identify and to examine more closely, the attitudes and skills which may assist them to carry out their pastoral roles.

Internal expertise and outside agencies will both be employed in the provision of a staff development programme.

HOUSE SYSTEM

The House System aims were identified as central to its conception;

- The promotion through competition of a sense of community and identity within the school.
- The development of discipline, teamwork and self-respect.
- The encouragement of participation and the fostering of a culture of high expectation.

The houses are named Barbour, after a man who came from a family of Lisburn industrialists; Nicholson, after the famous British soldier who lived in Lisburn; and Semple, after former Principal of Lisnagarvey High School.

Each pupil is placed in a house and, where possible, siblings are placed in the same house. Each member of staff is also appointed to a house. Every year pupils are encouraged to participate in a variety of social, sporting and academic events for which house points are awarded. Pupils may also win

house points through the House Points Award Scheme whereby they gain points for showing initiative or demonstrating courtesy and good manners.

The culmination of the House Year comes in June with Sports Day which is then followed by a special Sports Assembly when the House Shield is awarded to the house with the highest overall points score.

PASTORAL STRUCTURE 2018/2019

Head of Year 8	Mr P. Barrett
Head of Year 9	Miss R. Wethers
Head of Year 10/Designated Teacher	Mrs G. Curran
Head of Year 11	Mr N. Tinney
Head of Year 12	Miss A. Johnston
Head of Year 13	Miss S. Black/Mrs L. Scott
Head of Year 14	Mrs L. Smith
Head of Pastoral Care/Deputy D.T.	Mrs L. Knipe
Head of Junior School	Dr B. McKinstry
Head of Senior School	Mr E. Fulton