

CEIST

Catholic Education
An Irish Schools Trust



Student Support & Pastoral Care Policy of PSS, Wexford

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1.0: Link to Mission Statement

Presentation, Wexford, is a Catholic Secondary School for girls only, guided by the ideals of Nano Nagle, foundress of the Presentation Congregation.

The school is committed to the pursuit of excellence in a caring environment.

“Inspired by the vision of Nano Nagle, our school is committed to the pursuit of excellence in a caring, respectful and inclusive community.”

We are an inclusive school both in our intake and in the curriculum which we provide. We aim to provide the highest standard of education for all our students.

We endeavour to fulfil our mission in partnership with parents/guardians, staff, students, patron and the local community.

2.0: Introduction by the Board of Management

This policy was devised in consultation with all the teaching staff in our school. It was submitted to the Board of Management, and Parents Association and the Students’ Council.

In devising this policy, we have considered the democratic student centred principles of this school. The establishment of a sound learning environment at school and classroom level is critical to effective learning and teaching. The Board of Management will ensure that there is a pastoral care policy in place and that it is implemented.

- Ensure that the policy is reviewed regularly.
- Support pastoral care initiatives in the school.

3.0: The Curriculum:

The school provides a wide curriculum that has breadth, depth and academic rigour. It facilitates and supports the students’ search for truth and meaning. It encourages them to strive for excellence in all areas of human growth. It provides a range of learning opportunities including curricular, co-curricular and extra-curricular activities that helps them to explore their talents and to achieve their potential. It prepares them for active participation in society and for living fully in all areas of life including the world of work. It encourages them to take increasing responsibility for their own learning and decision-making.

4.0: Pastoral Care Rationale

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.”

We aim to promote the spiritual, personal, physical, cultural, aesthetic and academic development of its students. It aims to create a community where students are imbued with values of respect, justice and integrity. It encourages, students to become involved in a variety of extra-curricular activities to ensure that all students achieve their true full potential.

We seek to provide a safe and secure environment to maximise learning. We define learning as the academic development and personal growth of the student to their full potential. For such learning and development to occur an effective Pastoral Care structure must exist in the school.

5.0: Pastoral Roles: Definitions and Responsibilities

At the centre of our pastoral framework are the pastoral roles, each of which contributes enormously to the pastoral care nature of the school community. While every staff member has a pastoral dimension to his/her role, we recognise that certain people fulfil key roles in this area.

These include the following:

- Principal
- Deputy Principals
- Student Support Team
- Year Heads
- Class tutors
- Subject Teachers
- Guidance Counsellors
- Additional Needs Co-Ordinators
- EAL Coordinator
- School Chaplain
- SNA's

5.1: Staff (General)

All teachers have responsibility for the pastoral care of students in the school. 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
- ✓ Be responsible for subject-related matters concerning each student.
- ✓ Provide an environment conducive to the full human development of each student.

5.1.1: *The Role of the Senior Leadership Team:*

- ✓ The Principal and Deputy Principals will work to ensure that our school is primarily a caring community.
- ✓ The Senior Leadership Team is committed to supporting all those involved in the pastoral care programme at the College.
- ✓ There are weekly meetings with Year Heads (SLT members) giving them the opportunity to share information about students in their care.
- ✓ Senior Leadership Team also makes time available to meet with parents, other staff, and students in a supportive atmosphere.
- ✓ On behalf of the Board of Management, the Principal has overall responsibility for ensuring that the pastoral care needs of students are met.

5.1.2: *The Principal*

- ✓ Appoints a Student Support Team (from among the teaching staff) and works closely with this group.
- ✓ Keeps the Year-Head informed regarding issues of relevance.
- ✓ Keeps the Board of Management informed regarding issues of relevance.

5.1.3: *Student Support Team*

Presentation Secondary School has a Student Support Team in place that deals with students whose need for support might exceed those of other students in the school.

Composition Student Support Team

- Principal, • Deputy Principal's, • Guidance Counsellor's, • 2 SET representatives – rotational term basis
 - 1 Year Heads representatives • School Chaplain, • School Counsellor
- Other members of staff that may attend SST meetings on a need's basis are:

- Behaviour Management Assistant Principal, • Attendance & Punctuality Assistant Principal, • SPHE/RSE Coordinator

From time-to-time other members of staff and other stakeholders may attend meetings

- Tutors, • Staff Member, • Parents/Students, • Outside Agencies, Prior to SST meeting/Chaplain

- ✓ AET will have met each week – students of concern that arise here will be brought by
- ✓ The Student Support Team meets each week and reviews the needs of all the students who receive extra supports in the school. A Student Support List has been established and this is updated & reviewed each week. A consensus approach is used for determining which students are included on the list, how they are risk/needs assessed, and, how and when they are removed from the list.
- ✓ The Student Support Team having reviewed the needs of the individual student may decide to link in with the student in school but may also decide to seek extra supports outside of the school.
- ✓ Year Heads, Class Tutors and Subject Teachers may raise their concerns regarding students and may refer students to the Student Support Team.
- ✓ Members of the Student Support Team act as link people for different students who have individual needs. They check in with these individuals on a regular basis to monitor their needs and to ensure the appropriate supports are in place.
- ✓ The Student Support Team also reviews best practice, reviews school policies from a pastoral perspective and plans care needs of the students.
- ✓ In the event of a critical incident in the school the Student Support Team links in with the Critical Incident Team with responsibility for managing the school’s response to the incident and for managing the pastoral needs of the school community.
- ✓ The Student Support Team has the responsibility for the advising on Child Protection issues with the Designated Liaison Person (the Principal) being a member of the team.
- ✓ Degree of Severity relating to Student Intervention
- ✓ Star system

Star System		RISK	LOOKS LIKE	ACTION
*****	5	SEVERE RISK	<ul style="list-style-type: none"> ➤ At risk to themselves and others ➤ Out of control ➤ Outbursts 	<ul style="list-style-type: none"> ▪ Do not engage ▪ Speak calmly ▪ Try to diffuse
****	4	HIGH RISK	<ul style="list-style-type: none"> ➤ Physical, emotional, social behavioural changes ➤ Stress, high anxiety ➤ Panic attacks ➤ Impacting others ➤ Unable to go to class 	<ul style="list-style-type: none"> ▪ Contact Link person ▪ Year Head ▪ DP ▪ Contact home
***	3	MODERATE RISK	<ul style="list-style-type: none"> ➤ Behavioural and Emotional changes ➤ Class tests ➤ Friendship issues ➤ Withdrawn 	<ul style="list-style-type: none"> ▪ Observation ▪ Monitoring ▪ Make a referral ▪ Contact parents
**	2	MILD RISK	<ul style="list-style-type: none"> ➤ Recurring issues ➤ Pattern of mild behaviour ➤ Wanting to go home ➤ Avoidance ➤ Attendance ➤ Punctuality 	<ul style="list-style-type: none"> ▪ Investigation ▪ Observation ▪ Work with class teacher ▪ Work with tutor ▪ Attendance officer
*	1	LOW RISK	<ul style="list-style-type: none"> ➤ Low behavioural issues ➤ One off incidents ➤ e.g. Family bereavement 	<ul style="list-style-type: none"> ▪ TLC may be needed

5.1.4: Year Heads / Co-Ordinators

- ✓ Will liaise with the Student Support Team.
- ✓ Will attend weekly year head meetings.
- ✓ Will have overall responsibility for the year group.

5.1.5: Class tutor

- ✓ Will take a special interest in his/her tutor class and in the welfare of each of its individual students. For this reason, wherever possible, Class Teachers are assigned on the basis that they have regular contact with the class group.
- ✓ Will have access to relevant information on the students in their class. Likewise, the Class Teacher will share information, as appropriate with relevant members of the staff.
- ✓ Will work closely with the Year Head in the implementation of the Code of Behaviour.
- ✓ Will ensure that each student in the class properly maintains the Student Journal.
- ✓ Will foster a supportive, positive atmosphere in which success and achievements are highlighted and valued. He/she will liaise with class teachers, parents, and Year Heads on a regular basis.

5.1.6: Subject Teachers

- ✓ Are familiar with, and are in support of the Pastoral Care Policy.
- ✓ Promote a positive teaching and learning environment within the classroom and report concerns to appropriate persons.
- ✓ Year Heads are available to subject teachers to support them in their work.
- ✓ The Class Tutor offers particular support to new members who may be experiencing difficulty with classroom management.

5.1.7: The Role of the Guidance Counsellors in Pastoral Care Provision

- ✓ The Guidance Counsellors help students to make decisions, solve problems, change behaviour or effect changes in their lives.
- ✓ Counselling is offered on an individual or small group basis. The focus of counselling may be on personal, educational and career issues, individually or in combination.
- ✓ The Guidance Counsellor engages in a two way process of consultation with parents, teachers, school management and referral agencies.

The following are the key elements of referral and counselling:

- ✓ School management, teachers and parents may refer students to the Guidance Counsellor. Students may also self-refer, and friends sometimes consult the Counsellor resulting in the issue of an appointment.
- ✓ The voluntary participation in counselling of the referred student must be respected by all concerned.
- ✓ The Guidance Counsellor may recognise that an individual student needs assistance from other qualified helpers outside of school and organises the provision of such assistance following agreed procedures with the school, parents, and local agencies.
- ✓ Care is taken to involve all interested in the student's welfare and information will be shared as appropriate on a need-to-know basis.
- ✓ Recommendations are made about appropriate agencies. Parents may be encouraged to refer a student to their G.P.
- ✓ Where a referral is made, a detailed referral document is prepared and forwarded to the appropriate agency. The Counsellor liaises with the individual psychologist/psychiatrist and provides subsequent support for the student.
- ✓ The Guidance Counsellor attends meetings with The Principal/ Deputy Principals, & Student Support Team.

5.1.8: Additional Needs Co-Ordinators

- ✓ Will:
- ✓ Establish a list of students in need of resource hours.
- ✓ In conjunction with the relevant Deputy Principal may 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.

5.1.9: 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.

5.1.10: Learning Support/Resource Teachers

The Learning Support Teachers support students academically as well as socially and personally to facilitate their holistic education. Their work is carried out in small groups and in mainstream classes with the subject teacher.

5.1.11: EAL Coordinator

- ✓ Will:
- ✓ Establish a list of students in need of resource hours.
- ✓ Allocate resource hours to students in consultation with learning support teacher, guidance counsellors and resource teachers.

5.1.12: School Chaplain

Will provide care and assistance to students allocated in their care.

5.1.13: Special Needs Assistants

The Special Needs Assistants provide care and assistance to students allocated in their care.

5.1.14: Students' Council

The Students' Council has a very important role to play in pastoral care.

It endeavours to:

- ✓ 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 people who are prepared to take on the challenge of adult life.
- ✓ liaise with other partners within the school community.

5.1.15: Parents' Association

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

They will:

- ✓ act in an advisory capacity in promoting the educational and Christian ethos of the school and the general welfare of its students.

6.0: Pastoral Programmes

There are several programmes with a strong link to the Pastoral Care Programme of the school.

Social, Personal and Health Education supports the personal development, health and well-being of students and helps them create and maintain supportive relationships. The aims of this programme are.

- To enable the students to develop skills for self-fulfilment and living in communities.
- To promote self-esteem and self-confidence.
- To enable the students to develop a framework for responsible decision-making.
- To provide opportunities for reflection and discussion.
- To promote physical, mental, and emotional health and well-being.

All Junior Cycle students receive one period per week of SPHE. Teachers of this subject plan the programme together and all attend relevant inservice training.

6.1: The Meitheal Programme

A group of 6th Year students work with the First Year classes as part of the school's Mentoring Programme.

The aims of this programme are:

- To help First Years in the transition from Primary to Secondary School.
- To enable them to get to know each other better and extend their range of friendships.
- To provide an additional network of support for First Years.
- To provide an opportunity for young people to share their gifts and talents with other young people.

The Mentoring Programme forges strong bonds between the First-Year classes and their chosen Mentors. The Mentors carry out a wide range of activities with their classes which build on the students' self-esteem and confidence.

6.2: Anti-Bullying Programme

The Anti-Bullying Programme reflects the school's total opposition to bullying and its commitment to deal swiftly with any bullying incidents that arise. During the school year there is an Anti-Bullying Week/Friendship Week

The aims of this programme are:

- To raise awareness about bullying and related issues among the student body
- To remind students of the policy and procedures for dealing with bullying incidents
- To provide coping strategies for students
- To enhance students' self esteem

The school adopts an active whole-school approach to bullying. The full range of activities aimed at preventing bullying and the procedures for dealing with incidents of bullying are outlined in the Anti-Bullying Policy.

6.0: Ratification

This policy was ratified by the Board of Management on 5th October 2023 following consultation with all stakeholders.

Chairperson: *Mary Culleton*

Date *5th October 2023*

Principal: *Billy Ryan*

Date: *5th October 2023*

