

# KJHS

## PASTORAL CARE POLICY



**“Working together for excellence within a caring community”**

<b>Policy title:</b>	<b>Pastoral Care Policy</b>
<b>Reviewed on :</b>	September 2023
<b>Reviewed by:</b>	Mrs Corder and Pastoral Team
<b>Next review date:</b>	2026/27
<b>Date ratified by Board of Governors :</b>	December 2023

## **KJHS SCHOOL PRIORITIES 2023-2026:**

### **SCHOOL AIMS:**

1. To maintain and improve the quality of Learning at KJHS
2. To maintain and improve the quality of Teaching at KJHS
3. To encourage provision of specialist experiences for KJHS pupils and ensure safety, care and welfare of pupils in a welcoming, supportive environment
4. To develop our collaborative processes with pupils, parents and the community
5. Build leadership capacity at all staffing levels in KJHS

### **RATIONALE**

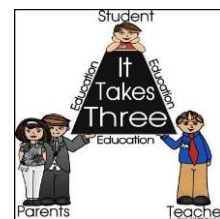
“Working together for excellence within a caring community.”

This is our school mission and it permeates all aspects of school life. At Killicomaine JHS we seek to provide a caring, secure and supportive environment in which all members of our school community, pupils, parents and staff, can interact and make valuable contributions.

Education at Killicomaine is concerned with the holistic development of all pupils, encompassing academic, social, personal, emotional and moral development. Our Pastoral Care system facilitates this development. It comprises a network of in-school and out of school supports with a network of communication links known to all teachers, pupils and parents.

## ROLES & RESPONSIBILITIES

Our Pastoral Care structure and system is focussed on ensuring that your child is safe, happy, involved and able to perform to their potential.



At KJHS we promote the triangle of learning made up of the Pupil, the Parent and the School. Each member has a vital part to play by being supportive of each other and being committed to the success of this partnership.

### Parental responsibilities at KJHS

When you accept a place at KJHS, you commit to accept our ethos, policies and rules. We would ask that you:

- ensure your child knows the school rules
- encourage them to follow these rules
- and support the school in its high expectations of each pupil and implementation of school rules and policies.

#### **As a parent/carer, your responsibilities include:**

- ensuring your son/daughter attends regularly, arrives on time wearing full school uniform and suitably equipped for the day ahead
- work together with teachers for the benefit of your child. This includes communicating with the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution
- act as a positive role model for your child in all communications and relationships with the school

#### **Maintain regular contact with school by:**

- attending parent/teacher consultation and whole school functions
- providing absence notes via the school app
- informing the school of events/circumstances which may impact on your child at school e.g. bereavement, illness, separation
- having the SIMS app
- booking appointment with the relevant member of staff if required

#### **Homework - we would encourage parents to get involved with homework by:**

- inspecting your child's homework planner frequently
- signing the planner weekly
- encouraging a responsible attitude to schoolwork and homework
- ensuring that your child completes homework on time
- communicating with the form teacher using the planner

Parents and carers are our students' most significant role models. We would ask that you model responsible and respectful behaviour within the school community in both the real and digital worlds.

### Appropriate use of social networking sites by parents

The school recognises that many parents and other family members will have personal social networking accounts which they might use to discuss/share views about school issues with friends. Although it may appear to be the quickest and easiest way to express frustrations or concerns about the school and those associated with it, it is not the way to raise concerns or complaints.

KJHS considers the following examples to be inappropriate uses of social networking sites. (This list is non-exhaustive and intended to provide examples only):

- naming children or posting any comments about children who attend KJHS
- making allegations about staff or anyone else connected with the school community
- making any posts that could be deemed to be cyber-bullying
- making complaints about the school or staff at the school

Regular communications are made with pupils and parents to provide information and give guidance with regard to Pastoral Care. Killicomaine cannot investigate outside issues relating to social media issues between pupils.

Every three years, a consultation is carried out to gauge pupil, parent, staff and stakeholder views of our Pastoral Care System.

**OpenView Education**  
TRAINING THROUGH THEATRE

## APPS AND THEIR AGE RATINGS

13+	16+
Facebook	WhatsApp
Snapchat	
Instagram	Twitter
TikTok	Kik
YouNow	Sarahah
Yubo	YOLO
House Party	MeetMe
Monkey	LiveMe

## **KJHS Teaching Staff Charter**

This charter was created through consultation, discussion and collaboration with the entire teaching staff in June 2018.

The core values of GTCNI (General Teaching Council for N. Ireland) underpin our staff charter at KJHS:

- Trust
- Respect
- Integrity
- Honesty
- Fairness
- Tolerance
- Commitment
- Equality
- Service

We acknowledge that within school it is not just teachers who contribute to a young person's education and development. Alongside other school staff, our parents and our pupils, we are all focused on our school mission "working together for excellence in a caring community".

### **Commitment to our learners at KJHS**

#### How are we committed to our learners?

- Maintain professional relationships by observing the Child Protection Code of Conduct and Safeguarding procedures. All staff should know the name of the Designated teacher and Safe Guarding team for Child Protection, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect pupils at KJHS.
- Consistency by staff in reinforcing and highlighting our traditional standards eg. traditional values/standards/dress/manners/assembly/reinforcing classroom rules.
- High expectations of our learners in their standard of work, use of the opportunities offered to them, motivation, use of targets.
- Ensure a safe, organised classroom environment for pupils. Comply with Duty of Care, H/S, Critical Incident, Child Protection.

### **Commitment to Colleagues**

#### How are we committed to our colleagues?

The aim is to establish, support and maintain effective working relationships as a staff member at KJHS by:

- Maintain high standards of appearance to promote a positive and professional image for teaching staff at KJHS.

- Punctuality – duty of care - attendance protocols (COR)
- Being collaborative and sharing practice within and across departments.
- Communication through open and honest dialogue with colleagues, line managers and SLT.
- Honesty.
- Respect for colleagues - staff should seek to cooperate with colleagues, providing support, help and guidance.
- Maintain staff welfare – (COR – point of contact)
- Recognise staff achievements.

## **Commitment to the Profession**

### How are we committed to our profession?

- Staff at KJHS are aware of the changing nature of teaching and the need to be committed to Continued Professional Development. This includes teaching application, teaching methodology and commitment to specialist subject development.
- Actively engage in School Development Planning.

## **KJHS Pupil Charter**

### Pupil responsibilities:

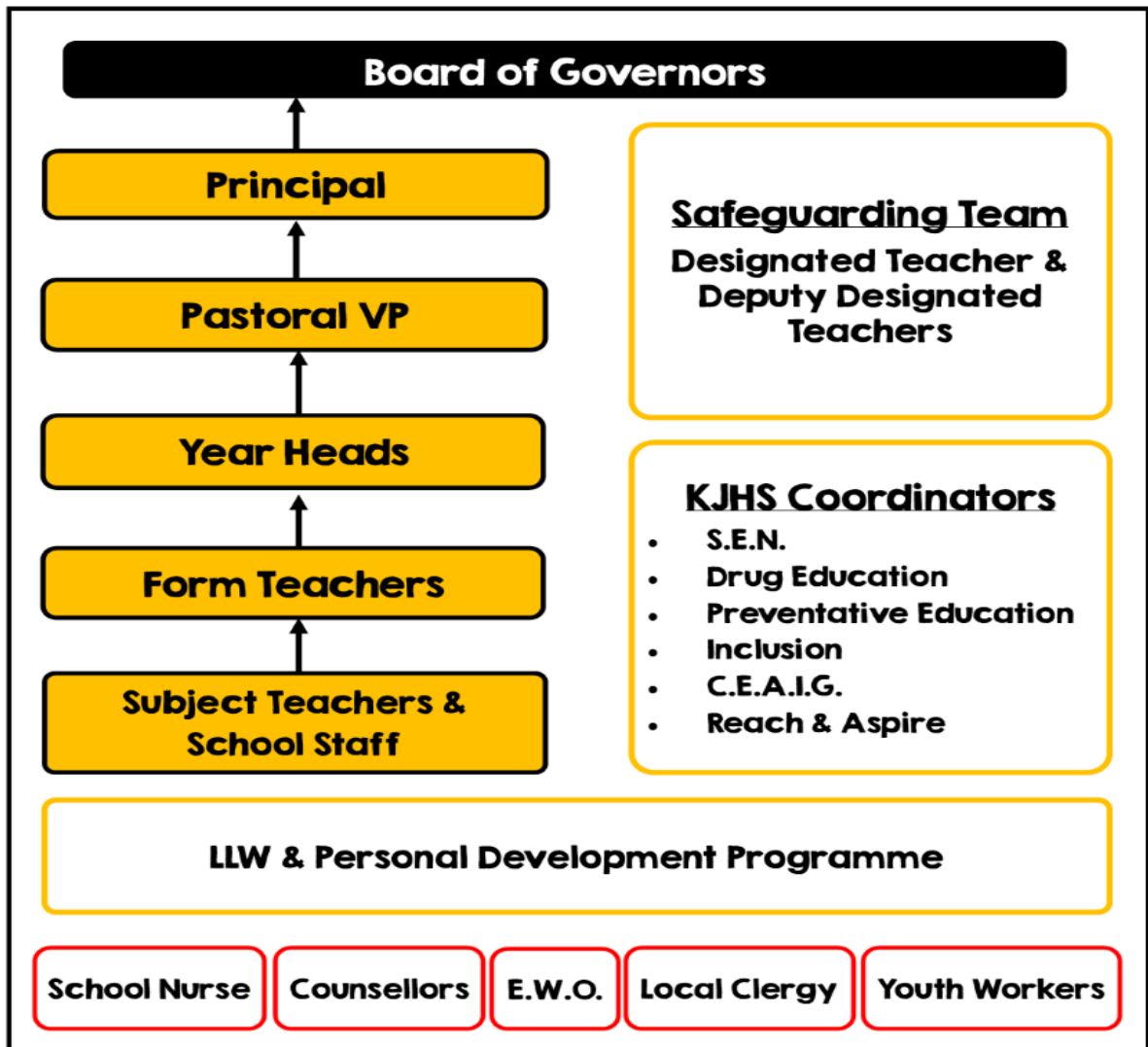
- Be loyal to the school and act as ambassadors for KJHS in public and online.
- Take pride in my appearance by wearing my school uniform correctly at all times.
- Arrive at school on time with homework completed and the correct equipment and books.
- Be on time for all my lessons.
- Always try my best in all schoolwork, homework and extracurricular activities.
- Respect the views, rights and property of others.
- Respect the resources, equipment and premises of my school.
- Care for everyone in school and the wider community by showing respect, tolerance and courtesy.
- Look out for others, any form of bullying is not tolerated at KJHS. See something, say something.
- Behave safely in and out of the classroom.
- Behave in a way that does not disrupt the learning of others by following the school rules. Responsible – Sensible – Polite.

## **AIMS OF OUR PASTORAL CARE SYSTEM**

- To ensure the school pastoral system effectively caters for the needs of all our pupils so that they are happy, safe and cared for during their time at KJHS.
- To ensure that all pastoral information is communicated to the relevant personnel by regular meetings of the pastoral team and between its various members.
- To continue to maintain and develop home-school partnerships using our triangle of learning.
- To continue to raise awareness of the Pastoral System with pupils, staff and parents.

## **PASTORAL ORGANISATION**

While all staff have responsibilities for caring for all our pupils, a pastoral care system exists to ensure that specific staff have particular responsibilities for certain pupils. This Pastoral Care System also ensures that there is a continuous, regular flow of detailed information between the specialists within the system. This includes communication between school staff and specialist outside agencies.



## WHO IS RESPONSIBLE FOR PASTORAL CARE at KJHS?

V.P.	Mr S Johnston
Head of Pastoral Care	Mrs S Cordner
Year Heads	Mrs L Percy/Mr D Sloan Mr A Chambers Mrs A Farrell Mr G Whitehead Miss Z Campbell/Mrs A Hannigan Mrs S Cordner



SENCO	Mrs C Maxwell
Pupil Champion	Mrs S Gardiner
Preventative Education Co-ordinator	Mr A Chambers
Designated Teacher for Child Protection	Mrs S Gardiner
Deputy Designated Teacher	Mrs J Murphy, Mrs Cordner, Mrs Maxwell, Mr S Johnston, Mr G Whitehead
Drugs Education Coordinator	Mrs Murphy- Pastoral Team
LLW Co-ordinator	Mr A Chambers
CEIAG	Mrs J Finlayson
EWO	Mrs Alina Knox
Counsellors	Helen Woods/Rachel
School Nurse	Aine McCourt

## **THE ROLE OF THE YEAR HEAD**

Each Year Head has an all-encompassing, pupil centred role that straddles the pastoral, personal, social, academic and behavioural aspects of a child's development. This role involves an understanding of how pastoral issues impact on learning. The Year Head will coordinate interventions with parents and outside agencies to ensure pupils thrive at Killicomaine.

## **THE ROLE OF THE FORM TEACHER**

Form Teachers monitor attendance, behaviour, academic progress and holistic development on a day to day basis. Pupils meet their Form Teacher each morning for registration. Extended registration takes place once each week, giving an opportunity to develop a supportive relationship between the class and the form teacher.

The Form Teacher will collaborate with the Year Head to ensure each pupil is making progress, is supported and is recognised for their successes.

- Pupils have open and direct access to all staff.
- All teaching and Non-Teaching staff are involved in pastoral care.
- Each year group is divided into Form Classes.
- The care of each Form Class is entrusted to a Form Teacher.
- Continuity of care is ensured, as Form Teachers remain with the same class for three years, where possible.
- Each Year Group has 2 Year Heads who coordinate the work of the Form Teachers and oversee the Pastoral Care of their pupils within their Year Group.
- The Vice-Principal (Pastoral) co-ordinates the Pastoral Care System and chairs the weekly Pastoral Team meetings.
- Pastoral Inset is carried out as required.

## **COMMUNICATION – IN THE PASTORAL CARE SYSTEM**

### ***(i) In-School***

- Form Teachers meet and support their form class daily. Pupils and parents are encouraged to communicate with their form teacher regarding any issues.
- Monthly Year Assemblies are conducted by Year Heads, helping to foster and develop a year group identity. Pupil participation across classes is a key part of the Year Assembly, it is also an opportunity to celebrate pupil success, consider the Pastoral Theme for the month and profile any pastoral issues specific to that year group.
- Year Heads are involved in a mentoring programme throughout the year. They help pupils either 1-1 or in small groups to identify and address what is getting in the way of their learning. They do this by building professional and supportive relationships with pupils.

- Parent Consultation meetings are organised annually for each Year Group.
- P7 pupils have an “KJHS Induction Day” with their Year Heads in June. Parent Induction meetings held annually in August are an opportunity to hear about the structure of the school and how the Pastoral Care System will support your son/daughter. You will also get to meet and speak with the form Teacher who will become your key contact with KJHS, and your child’s go-to person in school.
- Form Teachers and Year Heads communicate regularly and meet as per the meeting rota.
- There is a weekly meeting of the Pastoral Team including : Principal, Vice Principal, Head of Pastoral Care, Year Heads, Designated Teacher and SENCO/Inclusion. Outside agencies such as REACH and ASPIRE also attend to through out the year.
- Pastoral Care Awareness raising assemblies throughout the year.
- The Pastoral Care noticeboard in the Assembly Hall informs pupils of key people and the Pastoral Care System.
- The Safeguarding Team and Designated Governor meet once per term. The Designated teacher meets with the counsellors every week.
- Pastoral Care information is available to all parents in the Pastoral Care information section on our school web-site.
- Monthly audits for pupil absence are undertaken by Year Heads, interventions are carried out by the Educational Welfare Officer as necessary. Form Teachers monitor patterns in attendance and liaise with Head of Pastoral Care, Year Heads and parents.

### ***(ii) Home-School Liaison***

- Parents are encouraged to contact their child’s Form Teacher as the first point of contact at any point in the school year if they have concerns about their children.
- Any concerns about bullying should be noted on the Bullying Concern Form and returned to their Form Teacher. An interview may be arranged by appointment unless there is an emergency situation.
- Annual Parent-Teacher consultation meetings.
- Annual Parent Induction meeting in August.
- Formal reports on progress are sent home twice yearly. These include reports on behaviour, pupil contribution to extra-curricular activities etc.
- Progress Report Form – pupils may be placed on report if there are concerns about their behaviour, work or organisation in class. Parents are asked to sign this report each evening.

- Code of Practice – see SEN policy
- Parents will be notified regarding any significant pastoral issues which may arise with their child.
- Our school website, Facebook and the School App will be used to signpost parents and pupils towards outside agencies and pastoral support.
- The SIMS app will be used for weekly attendance notifications, behaviour reports and end of term report.
- Parents and carers are encouraged to be active members of the school community and attend school events including intake meetings, concerts, drama productions, private interviews and school trip meetings.
- The SENCO and Inclusion Assistant liaise with pupils, parents and outside agencies. Interpreters are available when necessary and this can be arranged through Mr C Maxwell.
- Careers Education, Information, Advice & Guidance (CEIAG) @ KJHS – ‘My Employability: Personal Career Profile’ Booklet. Pupils complete this as they progress through their Year 10 year with their LLW Teacher. Parents are encouraged to read and discuss this with their child.

### ***iii) School – School Liaison***

Communication between ourselves and our feeder primary schools is vital in providing the relevant pastoral care for each individual pupil.

The Vice Principal visits all feeder Primary Schools in January to inform pupils about 'Life in Killicomaine'.

Our Year 8 Year Heads meet with P7 teachers to discuss pastoral care/behaviour issues of our intake pupils. Our SENCO also visits these 'feeder' schools to discuss pupils with Special Educational Needs and to establish their placing on Code of Practice. Year Heads and SENCO present this information to all staff at an August Staff meeting.

Year 10 Year Heads and SENCO meet annually with representatives of Portadown College and Craigavon S.H.S. to pass on pastoral, behavioural and S.E.N. information to ensure continuity of care and support for all our pupils.

### ***(iv) Liaison with outside agencies***

Our school's Pastoral Care System deals with the majority of pastoral issues in school, and records and disseminates the relevant information relating to each case. If necessary, the Pastoral Team will refer issues directly to the agency required. These agencies include but are not limited to:

- School Health service
- Staff Care Services
- Young Persons Project
- EOTAS
- Gateway Services
- Pupil Personal Development Services (EA)
- Family Support Hub
- Children and Young Peoples' Services & Inclusion, Planning & Development Services
- Love for Life
- Social Services
- NSPCC
- Child and Family Clinic
- Teacher Support NI
- Education Welfare Service EA
- REACH
- ASPIRE
- Youth Workers
- School Counsellors
- CAMHS
- Parenting NI

Our Pastoral Care Policy includes the following policies which should be read in conjunction with this document:

- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection Policy
- Misuse of Substances Policy
- ICT – Users Policy
- Special Educational Needs Policy
- Health & Safety Policy
- Relationships & Sexuality Education
- Critical Incidents Policy

## LEARNING FOR LIFE AND WORK

The Personal Development and Citizenship strands within the Learning of Life and Work Area of the curriculum make a significant contribution to the pupils' pastoral care. Furthermore, our school provides pupils with a wide variety of extra-curricular activities and offers a significant number of school trips, all of which help pupils to appreciate the efforts of the staff on their behalf. This mutual respect leads to an environment in which effective learning can take place and, as a result, the child can best progress.

Queries regarding this policy should be addressed to:

Mr S Johnston and Mrs S Cordner  
(*Vice Principal and Head of Pastoral Care*)  
Tel: 028 3833 2021

## GLOSSARY OF TERMS

SENCO \_\_\_\_\_ Special Education Needs Coordinator  
EWO \_\_\_\_\_ Educational Welfare Officer  
VP \_\_\_\_\_ Vice Principal  
PD \_\_\_\_\_ Personal Development

## SOME USEFUL WEB-SITES

[www.there4me.com](http://www.there4me.com)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.loveforlife.org.uk](http://www.loveforlife.org.uk)  
[www.icebergsandbabies.org.uk](http://www.icebergsandbabies.org.uk)  
[www.up-2-you.net](http://www.up-2-you.net)

## SOME USEFUL TELEPHONE NUMBERS

Youthline _____	0808 808 8000
AIDS _____	028 9024 9268
Childline _____	NI0800 1111
Bullying _____	028 7378 1446
Victim Support _____	028 3025 1321
Eating Disorders _____	028 9061 8299
Abuse (NSPCC) _____	028 3839 9956
Samaritans Helpline _____	08457 909090
School Age Mothers (SAM) _____	028 3752 3158
Bereavement (Barnardos & Cruse) _____	028 8224 4414

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