



**Salesian Secondary College,
Pastoral Care Policy,
Reviewed 2018**

Contents

Rationale	2
School context	2
Legislative framework	2
Pastoral Roles and Responsibilities	3
The Role of the Board of Management	3
The Role of the Principal and Deputy Principal's	3
Guidance Counsellor:	4
Role of the Chaplain	4
Chaplain Programme	5
The Role of the Class Teacher	5
The Role of the Subject Teacher	5
The Role of the SEN Coordinator	6
The Role of our SNA's	7
The Role of the Parent	7
The Role of the Student	7
The Role of the Student Council	8
The Role of External Agencies	8
Members of pastoral care team 2017/2018	9
Time Allocation	9
Steps involved in an effective pastoral care team:	9
Pastoral Care Procedures	10
Referrals	10
Communication Strategies	10
Policy Evaluation	11

Mission Statement.

The mission of the Salesian Secondary College, Pallaskenry, is to provide the best possible education based on Christian/Catholic values in partnership with parents and within a caring community. This school incorporates the characteristics of Salesian Education as practised by St. John Bosco in his "Preventive System".

In order to achieve this we aim to provide opportunities for students to:

1. gain skills, knowledge and understanding that will be of lasting value throughout their lives;
2. develop each individual's talents to the level of his/her personal potential for the benefit of Community and Society;
3. develop the characteristics appropriate to a member of a Christian community, including those of mutual respect and concern for others, irrespective of race, colour, gender or creed;
4. promote the physical and emotional well-being of students by developing self-esteem, personal responsibility and the ability to live and work with others;
5. work with staff committed to these ideals.

The Preventive System and the adult / young person relationship.

One constant in all Salesian work is that of the quality of the relationship between the adult and the young person. Don Bosco never believed in corporal punishment or repressive regimes of rules. Order was valued in all his work, but it had a human and caring face. Educators and young person know each other by name. Responsibility for the relationship lay first with the adult, but over time there is to be an appropriate sharing of responsibility with the young person.

Don Bosco's Preventive System' is built on three principles:

An educative relationship built on trust and reasonableness.

An encounter with the young that invites meaning and hope.

A relational approach that is seen in terms of kindness and partnership.

In Don Bosco's own word these have been handed down to us as the three principles of Reason, Religion and Loving Kindness. In the Christian and Salesian tradition, every person is seen as a child of God and is to be treated with respect and dignity. There is a depth to every person that deserves exploration, education and celebration. This can only happen when there is a proper and caring

relationship between the young person and the adult accompanying him or her. Don Bosco always tried to live by his Catholic faith, and for him this meant that no one in need should ever be turned away from his centres.

The Preventive System informs all the relationships which exist in Salesian Secondary College and underpins all interactions between staff and young person.

The ethos of Salesian Secondary College is that of a listening and caring school, where adults place the young person at the centre of what we do.

Rationale

The approach to pastoral care in Salesian Secondary College is based on the teachings of Don Bosco. Not only are student's academic needs met but care is taken of their emotional and mental state. Salesian Secondary College holds at its core the principle that all members of the school community should support each other in an environment of mutual respect. This principle extends to all students and all members of staff. The purpose of this policy is to promote effective and caring leadership and partnership among all the members of the school community. Through this partnership approach strong relationships based on respect, understanding and a shared goal of a cohesive school community can be forged so that all members of the community feel empowered to reach their full potential. Our pastoral care policy underpins our holistic approach to the educational experiences of the young people in our care. The policy seeks to ensure that there is a continuum of support for the young people in our care.

School context

This policy has been developed in the context of the school's vision and mission statement. It was developed in the context of the school's other policies and relevant publications:

- Salesian Secondary College Code of Behaviour
- Salesian Secondary College Admissions Policy
- Salesian Secondary College Anti-bullying policy, procedures and charter
- Salesian Secondary College Critical Incident Policy
- Salesian Secondary College School Guidance Plan
- Salesian Secondary College Student Support Team Policy
- Student Support Teams (DES Publication, 2014)
- Wellbeing in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention (DES Publication, 2013)

Legislative framework

The policy is underpinned by the relevant education legislation and by the appropriate Education research. This includes:

- Education Act 1998
- Education Welfare Act 2000
- Education for Persons with Special Educational Needs 2004
- Equal Status Act 2004
- Disability Act 2005
- Children First 2011
- Child Protection Procedures
- Anti-bullying Procedures 2013
- Wellbeing in Post-Primary Schools 2013
- Education and Training Boards Act 2013

Pastoral Roles and Responsibilities

Salesian Secondary College believes that a whole school approach to pastoral care is the most effective way of ensuring that the needs of all members of the school community are addressed, managed and respected. All members of the community have an important role to play and the following describe briefly some of the key responsibilities appropriate to each role:

The Role of the Board of Management

The Board of Management is responsible for ensuring that:

- Salesian Secondary College has a Pastoral Care Policy.
- The policy is reviewed on a regular basis.
- Support is given for all pastoral care initiatives in the school
- Its members have an opportunity to make a contribution to the development of the policy
- The policy is made available to all members of the school community

The Role of the Principal and Deputy Principals

The Principal and Deputy Principals take the lead role in the pastoral care of the students. It is their primary responsibility to ensure the wellbeing of the students in the care of the school. The school's senior management carry out this function in a number of ways:

- Ensuring that the programmes and curriculum on offer to the students is responsive to their needs and allows them to develop to their full potential.
- Ensuring that the structures are put in place to support the students' pastoral needs.
- Creating and fostering a climate and culture of respect among all members of the school community that allows students to develop to their full potential.
- Promoting a restorative approach to dealing with student discipline which seeks to build relationships based on respect.
- Supporting the continuous professional development of staff to manage the needs of students in our care.
- Supporting staff in responding to the needs of students.
- Coordinating a whole school approach to pastoral care.
- Proactively engaging with the pastoral care of all students including responding to the needs of students who may need extra supports.
- Providing a wide range of opportunities for students to develop all aspects and facets of their character.
- Supporting parents in the holistic development of their children.
- Proactively facilitating the contribution of external agencies to the development of the students in our care.

Guidance Counsellor:

The Guidance Counsellor helps 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, the Student Support Team and parents may refer students to the 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 organizes the provision of such assistance following agreed procedures with the school, parents and local agencies.
- Referrals may also be made by the Guidance Counsellors to other members of the Student Support Team as appropriate. Particular 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 requested to refer a student to an appropriate agency through his/her G.P. Where a referral is made, a detailed referral document is prepared and forwarded to the appropriate

agency. The Guidance Counsellor liaises with the relevant external agency and provides subsequent in-school support for the student.

Role of the Chaplain

- In Salesian Secondary College, the role of the Chaplain is done on a voluntary basis. Currently the chaplain is a staff member, who works closely with members of the Salesian Community and with teachers allocated pastoral care time on their timetable.
- The chaplain is responsible for organising religious events throughout the school year in accordance with the church calendar.
- The chaplain is also available for meetings with students on a one to one basis to discuss matters of personal concern. Please refer to the Policy Governing One to One Encounters.
- The Chaplain organises Charity Fundraising for Various Organisations on a yearly basis.

Chaplain Programme

- Beginning of School Year Mass
- November Prayer Services
- December the 8th Mass
- Christmas Prayer services
- Carol Services
- Don Bosco feast Day mass
- Catholic Schools week
- Lenten Prayer services
- Transition Year Mass
- Third Year Mass
- Graduation Mass
- End of year Mass

The chaplain will work closely with the Music Department to carry out all the above events.

The Role of the Class Tutor

- The Class Tutor takes a special interest in his/her tutor class and in the welfare of each of its individual students. For this reason, wherever possible, Class Tutors are assigned on the basis that they have regular contact with the class group.
- The Class Tutor will have access to relevant information on the students in their class. Likewise, the Class Tutor will share information, as appropriate with relevant members of the staff.
- The Class Tutor will work closely with the Year Head in the implementation of the Code of Behaviour. He/She will ensure that each student in the class properly maintains the Student Journal. Serious sanctions are considered after consultation

with the relevant Class Tutor. The Class Tutor will adopt a restorative approach to discipline in his/her dealings with the students in his/her care. He/She will not apply sanctions unless in relation to their own subject area.

- The Class Tutor will help promote compliance with the Code of Behaviour through positive affirmation. He/she will help develop student's confidence and self-esteem through the use of positive comments in the student's school journal.

The Role of the Subject Teacher

The Subject Teacher also has a key role in pastoral provision in the school:

- Like the Class Tutor, the Subject Teacher is in daily contact with the student and is therefore very well placed to identify any pastoral needs that emerge for their students.
- The Subject Teacher also has an important role in modelling appropriate behaviours, in creating a climate of mutual respect and fostering positive relationships.
- The Subject Teacher plays an valuable role in promoting self-esteem and fostering confidence and assertiveness.
- The Subject Teacher plays an important role in instilling key values and in communicating expectations of students with regard to behaviour, work ethic and progress.
- The Subject Teacher also promotes positive discipline through positive comments in the Student Journal, praise and encouragement of the student and through their role in determining the Student of the Month.

The Role of the SEN Coordinator

The Special Education Needs Coordinator has a pivotal role in responding to the needs of the young people in our care who may have general or specific learning difficulties. These needs are often complex and may extend beyond the academic to comprise a wide range of interlinked social, emotional, behavioural and psychological needs. The coordinator

- Coordinates the provision of all supports for students with SEN in cooperation with the student's Learning Support Teacher drawing up learning plans and strategies as targeted interventions for addressing the needs of the students.
- Liaises with all teaching staff relating to SEN students in their care.

- Coordinates the activities of our SNAs linking them in with specific students or class groups to ensure the needs of the students are being met.
- Manages the application for resources for our SEN students including securing teaching and SNA supports for our students as well as putting in place appropriate supports for examinations including State Examinations.
- Liaises with the Coordinator of the school's Autism Spectrum Disorder (ASD) class to ensure the needs of the students are being provided for on an on-going basis.
- Liaises with parents of students with SEN to address all of their needs including those of a pastoral nature.

The Role of our SNAs

Our School acknowledges the role played by our SNAs in meeting the pastoral needs of our students and particularly those students with extra educational needs. Our SNAs:

- Manage the complex variety of needs that some of our SEN students will present to school.
- Cooperate with teaching staff to ensure that they are informed of any emerging needs.
- Work collaboratively with teachers to ensure that the needs of the students are being met.
- Support students in response to any emerging or on-going needs.
- Work with the SEN Coordinator and relevant Subject or LS Teacher in reviewing and managing the needs of the students.
- Promote the wellbeing of the students in their care.

The Role of the Parent

Salesian Secondary College acknowledges and welcomes the role of the parent / guardian in meeting the needs of their children. Parents can play an active role in pastoral care within the school by:

- Taking an active interest in all aspects of the education of their children from the academic and intellectual to the social, physical, personal, moral and spiritual development of their children.
- Communicating with teachers, SNAs and school management on a regular basis about the progress and needs of their children and in particular by monitoring and recording comments in their children's school journal.
- Attending regularly at Parent / Teacher meetings.

- Supporting teachers and SNAs in meeting the needs of their children.
- Encouraging their children to participate as fully as possible in all aspects of school life so that their children develop as fully rounded individuals and enjoy their time in school.
- Openly communicating with their child about key issues affecting them and by involving themselves in the challenges facing their child: internet use and online behaviour, relationships and sexuality, school attendance, emotional upheaval
- Acknowledging that life is often stressful and difficult and that the role of a school with wellbeing at its core is to build resilience: to teach a young person how to deal with disappointment, conflict, failure and times of trouble or upset.

The Role of the Student

Our students have a very important role in their own pastoral development. This role takes a number of different forms:

- Respecting all other members of the school community including other students, teachers, SNAs and ancillary staff.
- Cooperating with staff who seek to help address their pastoral needs.
- Engaging in all aspects of school life for a more rounded and holistic educational experience.
- Seeking out opportunities for their own development within the school, working to build resilience and self belief and learning how to deal with conflict, upset, disappointment and failure
- Taking responsibility for their learning and for their development as young individuals.
- Acknowledging the rights of all other students to learn in a positive climate which value and nurtures learning and acting on this by behaving responsibly.
- Communicating any needs that they may have to the appropriate member of staff.
- Supporting other students who may have particular needs.
- Reporting any behaviours that are damaging to themselves or other students including bullying or other concerns about the health of fellow students.

The Role of the Student Council

The Student Council has an important role in pastoral care in the school:

- The Council proactively seeks out opportunities to develop the school for the benefit of all members of the school community thereby meeting the needs of that community.
- The Council acts as an advocate for students ensuring that the school community is responsive to the concerns and issues that impact directly on our students.

- The Council provides a support network for all students so that each student's voice can be heard.
- The Council liaises with the school management on issues that impact on our students.
- The Council models confident, positive behaviour and attitudes which empower other students to develop similarly.

The Role of External Agencies

The school makes use of the services of an Educational Psychologist on an occasional basis. As well as his / her own referrals, the Educational Psychologist manages referrals from the variety of sources outlined above.

The school also facilitates visits by fully trained Care Workers from CAMHS on a regular basis to visit students with extra needs on an individual basis.

Our local Salesian Priests and Brothers who visits the school on occasion to talk to the students and to offer them support on a variety of spiritual and social issues.

The school welcomes the involvement of the Garda Síochána in a community policing role whereby they talk to the students on a wide range of issues in a proactive manner to foster responsible citizenship.

In addition to all of the above external agencies the school will also welcome guest speakers to discuss different contemporary social issues with the students. All such guest speakers are invited subject to the permission of the Principal and are always accompanied by teachers. These speakers contribute to the social, spiritual, intellectual and moral development of the students and therefore fulfil an important pastoral function in the school community.

Members of pastoral care team.

The pastoral care team comprises senior management, the year heads, the class tutors, chaplain, teacher mentors, teachers allocated pastoral care time and the guidance and SEN departments. (Appendix A.)

Time Allocation

Meetings: Members of the pastoral care team meet regularly to discuss issues related to the pastoral life of students.

Pastoral Hours:

Currently, teachers are allocated time on their timetable, to provide pastoral care to students

Teacher 1 – 5 x 40minutes

Teacher 2- 3x 40 minutes

Joanne Whelan – Guidance allocation of hours.

Time is spent meeting students for ongoing personal hours and career advice.10 – 20 students are met approximately each week, most of which is done on a voluntary basis.

Steps involved in an effective pastoral care team:

- Students can avail of one to one meetings with the Guidance counsellor or a member of the pastoral care team
- Through the year head, tutoring and SPHE system, students can avail of the time to reflect on important life issues
- Through Religion class where students can meet with and discuss issues of importance
- Through the extracurricular activities that the school has, students can avail of a time to shine in a non-academic role
- Through the various liturgical services provided by the school, students can again shine in a non-academic role
- Through the student's council, students can meet with their peers to discuss matters of importance
- Through the school policies that are in place to protect the vulnerable student

Pastoral Care Procedures

Referrals

Students are referred to the Pastoral Care Team through the following ways

- Self – referral
- Student referral
- Parent referral
- Staff Referral
- Agency referral

ation Strategies

Year Heads, Tutors and referring teachers will be kept informed of the supports students are offered by the Pastoral Care Coordinator or by a member of the Pastoral Care Team who is supporting the student. For students who are experiencing more severe or prolonged difficulties and the pastoral care team are of the opinion that all staff need to be aware of these students in their class, this will be communicated via message from Senior Management.

Policy Evaluation

School management will accept feedback from staff, students and parents made through the proper use of the appropriate channels ie staff meetings, student committees and PSAC. This feedback will inform periodic evaluation of the policy by Management.

This policy is incorporated into the body of School Policy from the date of ratification.

The review process will include consultation with:

- School Staff
- Students
- Board of Management
- Parents
- External agencies where appropriate

This policy was reviewed by the Board of Management on _____.

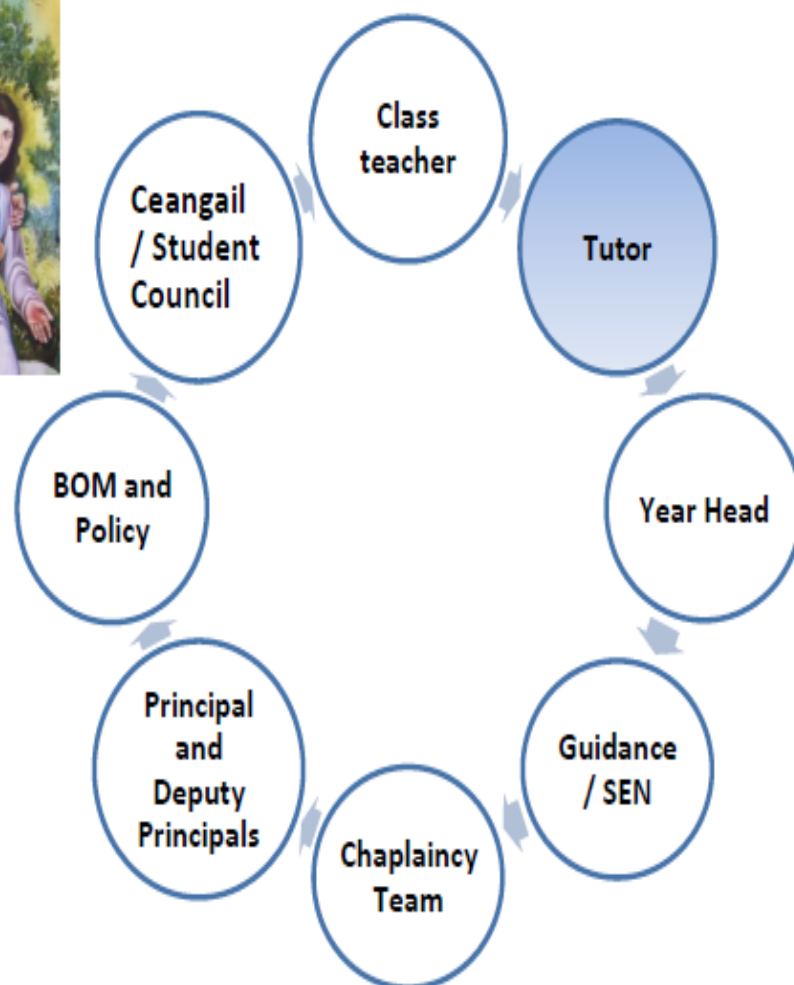
Chairperson

Secretary to the Board

Appendix A

Pastoral care of the Salesian Secondary College's student:

Our Pastoral Care Structure is the bedrock of all we do in Salesian Secondary College....



Appendix B.

Related Policies:

Antibullying Policy

Code of Behaviour

Policy governing one to one encounters

Wellbeing Policy

Policy governing the management of external persons

Health and Safety Policy

Child Safeguarding Statement 2018

Child Protection Procedures 2017

SPHE Policy