

# BLOOMFIELD COLLEGIATE SCHOOL

## Pastoral Care Policy



Approved by the Board of Governors 22 February 2018

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*Please note, throughout this policy, the term 'parent' is used to refer to the parent or guardian of the pupil.*

# **SECTION 1: GENERAL INFORMATION**

## **1.1 INTRODUCTION**

Bloomfield Collegiate School is fully committed to ensuring that its Pastoral Care System is effective and appropriate for the needs of all its pupils.

The School views its Pastoral Care System as being central to its aim to provide a safe, caring and purposeful environment where each pupil is enabled to achieve her potential and have a clear sense of self-worth. The School believes that individual pupils should be supported in achieving positive academic outcomes through the provision of pro-active, engaged, responsive and enabling pastoral care.

The Pastoral Care Policy provides the framework for the following policies:

- Attendance Policy;
- Behaviour Policy;
- Bereavement, Loss and Change Policy;
- Drugs Education Policy;
- Education of School Age Mothers;
- Medical Policy and Procedures;
- Positive Relationships/Anti-bullying Policy;
- Relationships and Sexuality Education Policy;
- Safeguarding and Child Protection Policy;
- Special Educational Needs and Inclusion Policy;
- Suicide and Managing the Issue in School; and
- Uniform Policy.

The Pastoral Care Policy has a fundamental role to play in the following areas:

- Careers Education;
- Personal Development ;
- extra-Curricular activities including educational visits;
- home/School links;
- links with outside agencies;
- responsibilities of staff; and
- the School Development Plan.

## **1.2 MORALS AND VALUES FRAMEWORK**

Bloomfield Collegiate School strives to be a community which promotes learning and the pursuit of excellence in a friendly, challenging and supportive environment. Our overarching values are:

- honesty;
- compassion;
- tolerance;
- courtesy;
- determination; and
- respect for the physical environment.

### 1.3 RATIONALE

Bloomfield Collegiate School recognises that not only does it have statutory responsibilities in relation to pupils' learning, but it also carries pastoral responsibility towards all pupils in its care. By supporting individual pupils through short or long-term challenge, members of the staff of Bloomfield Collegiate School make a difference to pupil well-being and to academic outcomes. Therefore, through the implementation of its policies and procedures, the School will aim to:

- create a safe, caring and purposeful environment for all pupils;
- enable all pupils to fulfil their potential;
- encourage the development of high self-esteem and confidence within each pupil;
- encourage pupils to have respect for each other;
- promote good working relationships between all members of the School community;
- provide support for pupils according to their individual needs;
- promote pupils' mental, emotional and social health and development;
- promote pupils' spiritual and moral development;
- promote positive behaviour;
- give appropriate attention to pupils' rights and responsibilities;
- enable pupils to make informed choices about health and vocational issues;
- encourage pupils to play a full part in the life of the School; and
- establish and sustain good partnerships with parents/guardians.

### 1.4 RELEVANT PERSONNEL

Certain members of Staff have specific responsibilities, as outlined below.

The School Safeguarding Team is comprised of:

- the Chairperson of the Board of Governors, Mr M. Roberts;
- the Designated member of the Board of Governors for Child Protection, Mrs B. Conaghan;
- the Principal, Dr D. Barr, who is responsible for overseeing the general welfare of pupils within the School;
- the Designated Teacher for Child Protection, Dr L. Finch and her Deputies, Mrs J. Wharry and Mrs J. Waterworth.

The School Pastoral Care Team is comprised of:

- Dr L. Finch (Senior Vice-Principal), who: co-ordinates action by teachers in respect of pastoral care; reviews and updates Pastoral Care Policies, making them available to parents; and reports to the Board of Governors as required;
- The Special Educational Needs Co-ordinator and members of The Learning Support Team who assist pupils with Special Educational Needs;
- The Heads of Year:

Year 8	Mrs S. Barrett
Years 9 and 10	Mrs H. Wright & Miss Murray and Mrs A. Hutchinson
Years 11 and 12	Mrs J. Waterworth and Mr J. Mulholland
Years 13 and 14	Mr J. Campbell and Mrs E. McFerran

## **Additional Support**

Dr D. Barr (Principal), Dr C. Greer (Vice-Principal) and other members of Senior Management support the work of the Pastoral Care Team. All adult members of the School community have responsibility for the pastoral care of pupils, including matters of health and safety.

Each Form Class is allocated a Form Teacher who has a key role to play in the pastoral care of their pupils. Form Teachers are important role models and have a key part to play in assisting pupils to feel valued and secure, and to have high self-esteem and confidence.

Year 8 Form Teachers are involved in the induction programme for new pupils. Individual Heads of Year and the respective Form Teacher oversee the entry of new pupils into other cohorts.

Years 8 – 12 Form Teachers are responsible for delivering the Tutorial Programme (inclusive of LLW) to their pupils.

Form Teachers monitor the academic and personal progress of their pupils, liaise with parents and make referrals to Heads of Year and the Pastoral Care Team as appropriate.

Form Teachers have a responsibility to promote positive behaviour by ensuring that their pupils have a clear understanding of the School ethos, disciplinary procedures and rewards. (Refer to the School Citizenship and Behaviour Policy.)

Selected members of Year 14 are appointed to the position of Mentors, two of whom are allocated to each Form Class in Years 8 and 9. Mentors work closely with the Form Teacher to support junior pupils. Each of these pupils receives training for the task.

A number of pupils volunteer for membership of the Year 14 Pastoral Team. Under the direction of a member of staff, they work to sustain a positive school ethos and, when appropriate, act as buddies to other pupils.

Bloomfield Collegiate School operates a Counselling Service about which parents receive information when their daughter joins the School. If parental permission has been given, pupils may self-refer by filling in a form and placing it in the relevant box at Reception. (Please note that, once competence has been attained, pupils may self-refer, even in the absence of parental permission.)

In addition to the First-Aid Coordinator, Mrs T. McGeown, a number of staff members possess first-aid qualifications.

## **1.5 STAFF TRAINING**

The Senior Vice-Principal gives guidance and training to all adult members of the School community on matters of Child Protection.

Staff are made aware of:

- the School's Child Protection procedures;
- the names of the Designated Teacher for Child Protection and her Deputies; and
- how to identify the signs and symptoms of possible abuse (refer Safeguarding and Child Protection Policy which includes a Code of Conduct for Staff).

## **1.5 LIAISON WITH OUTSIDE AGENCIES**

Members of the Pastoral Care Team work closely with the following agencies, following a multi-disciplinary approach:

- Education Authority Child Protection Officers, Behaviour Management specialists, Educational Welfare Officers and Psychologists;
- Police Service for Northern Ireland;
- School Health Team;
- Social Services; and
- various professional organisations.

## **1.7 LIAISON WITH PARENTS/GUARDIANS**

Members of the Pastoral Care Team, along with other members of staff, seek to work in close partnership with parents/guardians in order to give full support to pupils with particular needs. Where a pupil is receiving support from the Pastoral Care Team for a serious personal matter, a member of the Team will normally contact the pupil's parents/guardians and liaise closely with them.

Members of the Pastoral Care Team attend Parents' Meetings throughout the School year and may be contacted by phone through the School switchboard.

## **1.8 LIAISON WITH STAFF**

Members of the Pastoral Care Team seek to work closely with the Special Educational Needs Co-ordinator on matters of referral and support to ensure that the specific needs of individual pupils are met.

Where a pupil has approached a member of the Pastoral Care Team for advice or support, details of the interview and support offered may be given to other members of the Team to decide on the next course of action. If appropriate, written details are given to the Head of Year, the Designated Teacher for Child Protection or her Deputy.

The School Counsellor will only discuss with the Designated Teacher for Child Protection, issues that deem a pupil to be 'at risk'. In the absence of the Designated Teacher, the Counsellor may consult one of the Deputy Designated Teachers for Child Protection or, if neither is available, the Principal.

Child Protection issues will only be discussed by the Designated Teacher for Child Protection, a Deputy Designated Teacher for Child Protection and the Principal. When appropriate, the opinion of the Chair of the Board of Governors or the Designated member of the Board of Governors for Child Protection may be sought.

## **1.9 CONFIDENTIALITY**

Issues relating to confidentiality are addressed in the Safeguarding and Child Protection Policy.

Teachers should not promise confidentiality and pupils must be made aware that this is the case. The Designated Teacher for Child Protection, a Deputy Designated Teacher for Child Protection or the Principal must be informed without delay of any disclosures which might suggest that a pupil is at risk or that physical, emotional or sexual abuse or neglect is suspected.

Where the teacher considers that a pupil has embarked on or is contemplating conduct likely to place her in moral or physical danger, or in breach of the law, the teacher has a duty to inform the pupil of the risks involved. This information should be passed to a member of the Pastoral Care Team, the Designated Teacher for Child Protection, a Deputy Designated Teacher for Child Protection or the Principal without delay.

A teacher approached by a pupil for counselling on personal matters should, where appropriate, encourage the pupil to seek advice and support from her parents and/or from qualified professionals. The teacher should refer the matter to a member of the Pastoral Care Team as soon as possible.

### **1.10 DISSEMINATION OF THE POLICY**

The Pastoral Care Policy is available through the School's website. Copies are available from the School Office.

### **1.11 EVALUATION OF THE POLICY**

The Pastoral Care Policy and procedures are reviewed and updated in line with the School's Policy Review Schedule.

This is carried out in consultation with the Special Educational Needs Co-ordinator and Senior Management.

## **SECTION 2: PARTICULAR SITUATIONS**

### **2.1 EQUAL OPPORTUNITIES**

The School considers that its Pastoral Care System is relevant and important for all its pupils. The support it offers will be accessible to every pupil regardless of age, culture, disability, religion, sexual orientation or social background. It will be adapted to the needs of individual pupils.

### **2.2 BEREAVEMENT**

Pupils who suffer bereavement are given particular support by the Pastoral Care Team who also aim to liaise closely with the pupils' families. Details are set out in the Bereavement Policy.

### **2.3 ANTI-BULLYING**

Pastoral Care staff have key role to play in developing and implementing anti-bullying strategies. Details are set out in the Positive Relationships and Anti-Bullying Policy.

### **2.4 YOUNG CARERS**

The School seeks to provide support to pupils who act as young carers. Under the direction of a member of staff, The Young Carers' Group provides a secure, mutually supportive environment.

## 2.5 PERSONAL SAFETY

The School aims to educate its pupils in matters relating to personal safety. Such guidance may be delivered, for example, through Assemblies, Form Time and/or Learning for Life and Work. Issues related to behaviour, safeguarding or drugs will be addressed under the relevant policy.

## 2.6 ACCEPTABLE AND SAFE USE OF THE INTERNET

The School strives to ensure that pupils are educated in acceptable and safe use of the Internet. Details are set out in the E-safety and Acceptable Use of the Internet Policy. Procedures for addressing bullying relating to use of the Internet are laid out in the Positive Relationships and Anti-bullying Policy.

Reviewing Committee: Education Committee

<b>Date Review Completed</b>	<b>Nature of Review</b>	<b>Date Ratified by Board of Governors</b>
New Policy	New Policy	14 April 2011
June 2012	Minor amendments	N/A
June 2013	Minor amendments	N/A
September 2014	Minor amendments	N/A
October 2015	Minor amendments	26 November 2015
July 2017	Name changes only	N/A
December 2017	name changes only	22 February 2018