



Bloomfield Collegiate School
excellence in a caring community

Pastoral Care Policy



Approved by the Board of Governors 26 February 2026

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

Statutory Context & Guidance

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;
- Bereavement & Loss Policy;
- Drugs & Substance Misuse Policy;
- eSafety Policy;
- Medical Policy and Procedures;
- Addressing Bullying Behaviour Policy;
- Relationships and Sexuality Education Policy;
- Safeguarding and Child Protection Policy;
- School Citizenship & Behaviour Policy;
- Special Educational Needs and Inclusion Policy;
- Suicide and Managing the Issue; 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:

- Benevolence
- Bravery
- Curiosity
- Commitment
- Solidarity
- Success

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:

- Chair of the Board of Governors - Mr N McBride
- Designated Governor for Child Protection - Mrs B Conaghan
- Principal - Mr G Greer
- Designated Teacher - Mrs J Wharry
- DDTs - Mrs A Thomson, Mrs J Waterworth, Mrs E Stevenson and Mr C Turner

The School Pastoral Care Team is comprised of:

- Mrs J Wharry (Senior Teacher - Pupil Welfare) 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;
- Mrs E Stevenson (Senior Teacher – Pupil Development) co-ordinates the Learning Support Team who assist pupils with Special Educational Needs;
- The Heads of Year:
 - Year 8: Mrs J Crawford
 - Year 9: Mrs T Rea
 - Year 10: Ms L Haggan
 - Year 11: Mrs H Wright
 - Year 12: Miss G Esler & Mrs N Lester
 - Year 13: Mr J Campbell
 - Year 14: Mr J Mulholland

- Mental Health First Aiders:
 - Mrs S Barrett
 - Mrs J Wharry
 - Mrs B Morrison (Pupil Welfare Officer)

Mr G Greer (Principal), Mrs A Thomson (Vice-Principal) and other members of Senior Leadership Team 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.

The Form Teacher

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 an induction programme for new pupils. Individual Heads of Year and the respective Form Teacher oversee the entry of new pupils into other cohorts. As pupils move on from Y8 their Form Teacher and Head of Year will normally remain with them. Our aim is to ensure continuity, stability, and develop strong relationships that will last for the full duration of their years in school. This approach allows teachers to develop a deep understanding of each child's learning style, strengths, and needs, helping them provide more personalised support over time. It also creates a secure and familiar environment for pupils, enabling them to build confidence and consistency in their learning as they progress through school.

Years 8 – 14 Form Teachers are responsible for delivering the Preventative Curriculum Programme to their pupils. The Preventative Curriculum is important part of our curriculum as it helps children and young people learn how to stay safe, make healthy choices, and develop positive relationships. It provides age-appropriate guidance on topics like online safety, emotional wellbeing, and healthy relationships, helping pupils build the confidence and protective behaviours they need as they grow. At Bloomfield, we work closely with our pupils to ensure the material is relevant and up to date; therefore, it is subject to change. Material is checked before delivery and when engaging with an outside speaker they must submit presentation material prior to delivery. Details on the content of the Preventative Curriculum Programme can be found in Appendix 1.

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. Such matters may be discussed during registration time at the start of the school day. (Refer to the School Citizenship and Behaviour Policy.)

6th Form Mentor

Selected members of Year 14 are appointed to the position of Mentors, two of whom are allocated to each Form Class within the Junior School. Mentors work closely with the Form Teacher to support junior pupils. Each Mentor receives bespoke training for the task, including Leadership Training and how to be a Mental Health Ambassador.

The School Counsellor

Bloomfield Collegiate School operates a Counselling Service delivered by *Make A Melody*. Pupils may self-refer by filling in a form available on the school intranet, speaking to their Head of Year or any member of the Pastoral Team.

The School Council

The School Council plays an important role in giving pupils a voice and helping them contribute to school life in a meaningful way. Made up of elected representatives from each year group, the council meets regularly to discuss ideas, raise concerns, and suggest improvements on behalf of their peers. Through this process, pupils learn about leadership, responsibility, and active citizenship, while the school benefits from student perspectives that help shape a positive and inclusive learning environment.

1.5 STAFF TRAINING

The Senior Leader – Pupil Welfare 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 their 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).

1.6 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 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 via reception.

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 their Deputy.

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.

1.9 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.

With regards to School Counselling, we understand that a parent will want to know how their child is doing, and we value their involvement. However, the school counsellor keeps what each child shares confidential, so they feel safe and are able to speak openly. This confidentiality is important for building trust. However, the counsellor will always share information with a parent if there is a *risk of harm* or if that child gives permission; day to day conversations remain private to protect the support process. 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.

1.10 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.

Reviewing Committee: Education Committee

Date Review Completed	Nature of Review	Date Ratified by Board of Governors
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
February 2026	Minor amendments	26 February 2026

Appendix 1

For the current academic year, the Preventative Curriculum will cover:

Year 8

- HSCNI Take 5 Mental Wellbeing
- ABSIT Addressing Bullying
- CCEA Insync Health and the Whole Person
- CCEA Insync Self Concept: Feelings and Emotions
- CCEA Insync Morals, Values, Beliefs
- CCEA RSE Social Media and Its Effects on Relationships
- PSNI road safety
- BBC BiteSize Talking Periods
- CCEA Insync Explore the qualities of a loving, respectful relationship
- CCEA Insync Develop coping strategies to deal with challenging friendships
- CCEA Insync Develop strategies to avoid and resolve conflict

Year 9

- HSCNI Take 5 Mental Wellbeing
- ABSIT Addressing Bullying
- Dove Confident Me Series
- CCEA Insync Managing Change
- CCEA RSE Healthy, Positive Sexual Expression and Relationships
- CCEA RSE Domestic and Sexual Violence and Abuse

Year 10

- HSCNI Take 5 Mental Wellbeing
- ABSIT Addressing Bullying
- CCEA Insync Self Concept: Who am I?
- CCEA Insync Managing Risk & Drugs
- CCEA RSE Consent
- CCEA Insync Personal Safety and Managing Risk
- CCEA Insync Managing Change: Considering Consequences

Year 11

- Emotional Health & Resilience
- ABSIT Addressing Bullying
- ChildNet.com Online Identity
- PSHE Peer Pressure & Cyberbullying
- CCEA RSE Coercive control/Consent and Healthy Relationship
- Martin Lewis Money Matters
- SMASHED Alcohol Awareness
- CCEA RSE Pregnancy
- CCEA RSE Healthy, Positive Sexual Expression and Relationships

Year 12

- HSCNI Take 5 Mental Wellbeing
- ABSIT Addressing Bullying
- BBC BiteSize Your Body your Image including Cultural & Fashion influences
- CCEA RSE Gender Identity
- CCEA RSE Transgender People in the Media
- CCEA RSE LGBTQ+ History and Pride
- CCEA RSE What is Contraception and How do I Make the Right Choice?
- CCEA RSE Taking Control of My Sexual Health and Wellbeing
- CCEA RSE The Social, Emotional and Financial Impact on Young Parents
- CCEA RSE Roles, Responsibilities and the Law
- CCEA RSE Pregnancy: The Impact of Loss

Year 13

- Emotional Health & Resilience
- ABSIT Addressing Bullying
- ChildNet.com Online Identity & Healthy Relationships
- Chest Heart Stroke - Alcohol & Vaping
- PSHE - Self Esteem
- PSNI New Driver Awareness
- Electoral Commission – Why vote?
- How to be a Mental Health Ambassador

Year 14

- Science of Learning & Effective Revision
- ABSIT Addressing Bullying
- Be Breast aware & Meningitis
- White Ribbon NI - Coercive Control
- PSHE - Online Pornography
- PSHE – Sexting
- PSNI Keeping Safe – advice on spiking and stalking
- Martin Lewis – Identity Theft
- Martin Lewis – Money Matters Moving On