



Foyle College

Pastoral Care Policy

1. Rationale

Pastoral care provision does not exist in isolation, but rather permeates every aspect of school life. As such, Foyle College embraces all the approaches and programmes that are concerned with the well-being and personal development of each individual pupil. All teachers in school also strive to ensure that their professional skills and knowledge as subject specialists are matched by a commitment to guiding pupils and assisting them in their personal development during the formative years they spend at Foyle College.

2. Aims

The overarching aim of pastoral care at Foyle College is to Foster Opportunities for Young Learners to Excel. In order to achieve this, we:

- Demonstrate a commitment to develop the pupil as a person as well as a learner;
- Provide support to enable pupils to achieve their full academic potential;
- Provide guidance and support on personal and educational issues;
- Explore, with pupils, areas of personal development, appropriate to their particular age group, helping them to cope with the stresses of our complex and changing society;
- Encourage pupils to pursue a healthy and balanced lifestyle;
- Encourage the involvement of parents and external agencies in order to enhance the support that is available to pupils;
- Help pupils develop a positive self-esteem, by recognising and rewarding academic and extra-curricular achievement;
- Encourage in pupils a set of values, enabling them to be responsible and self-disciplined citizens who will appreciate the concerns and attitudes of others;
- Promote a sense of loyalty and belonging to the school;
- Are tolerant and respectful of all members of the school community.

3. Objectives

These objectives relate directly to the aims of the Pastoral Care at Foyle College

1. To provide a safe, caring and supportive atmosphere for all members of the school community
 - a. The school has developed and implemented a Positive Behaviour pyramid which is displayed in each classroom.
 - b. The school has a Child Protection Policy; the purpose of the policy is to alert staff to the most common signs of abuse and prescribe the procedures which must be followed.
 - c. The school has an Acceptable Internet Use agreement to protect each student.
 - d. The school has an Anti-Bullying policy to protect each student.
 - e. The school has clearly identified the Child Protection team.
 - f. The Pastoral Team work in partnership with parents and external agencies to identify, support and meet emerging pastoral needs of students.

2. To be sensitive and responsive to the dignity and needs of individuals
 - a. The school provides a comprehensive Pastoral Care structure with an identified Form Teacher, Head of Year and members of SMT.
 - b. Weekly meetings between Heads of Year and their Form Tutors to inform/update on pastoral issues.
 - c. Colleagues share pastoral information to support achievement and build a profile of each student, held in Mrs Galbraith's office.
 - d. LAC registers are distributed to staff.
 - e. Pupils can self-refer or be referred to the school's counsellor, Christine. Foyle College has established links with various also external agencies, i.e. ZEST and CAMHS.
 - f. Weekly SMT meetings, when pastoral issues are further discussed, where relevant.
 - g. Regular whole staff information meetings/training.

3. To provide a network of personal contacts for all members of the school community
 - a. Subject Teachers, Form Teachers, Head of Year, SMT, ancillary staff.
 - b. A School Council comprising of representative from each form class.
 - c. Bully Buddies at KS3.
 - d. Year 14 Prefects.
 - e. Internal counselling facilities.

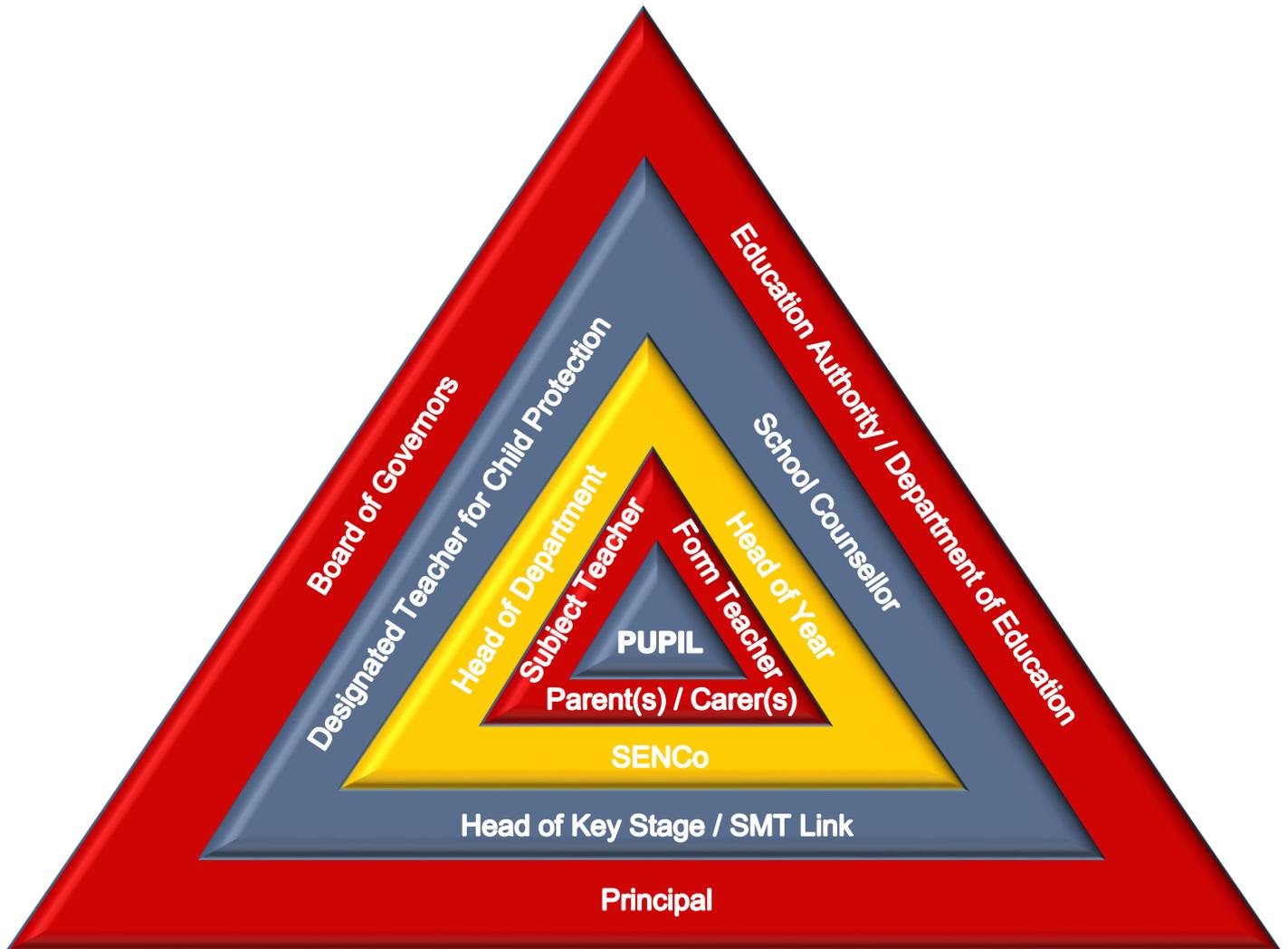
4. To monitor learning across the curriculum in order to support each student to achieve their maximum potential
 - a. Liaison with Subject Teachers, Heads of Departments, Head of Year, Literacy Co-ordinator, Numeracy Co-ordinator, SENCo, SMT.
 - b. Utilisation of subject results available on SIMS.
 - c. Utilisation of AQE Assessment, MidYIS, Yellis, Alis, diagnostic test results and internal assessment data.
 - d. IEPs.
 - e. Target Grades.
 - f. Homework Club.
 - g. Mentoring (SEN Department).
 - h. Progress grades and effort levels.
 - i. Written School Report.

5. To empower students with the required social and interpersonal skills, experiences, knowledge and attitudes to develop active, self-confident, responsible members of society
 - a. The Personal Development Scheme of Work introduces relevant, age-appropriate topics to the students and is progressive.
 - b. Mental Health Awareness Week.
 - c. The role of the Post-16 Health Committee.
 - d. Prefects have a Duty Rota of responsibilities.
 - e. Each form class has Council representatives.
 - f. The school offers a broad range of extra-curricular and outreach activities to students.

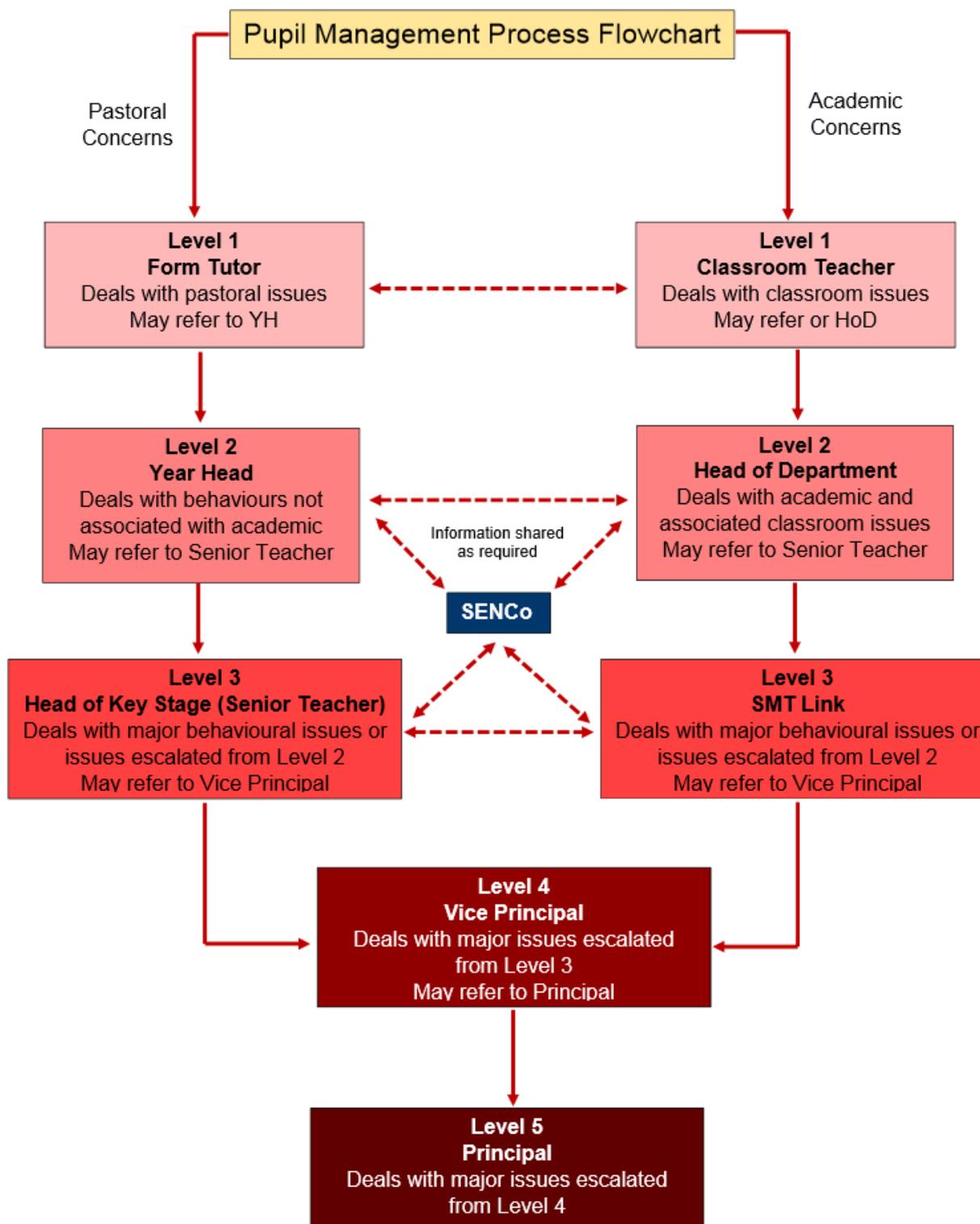
- g. Activity trips are offered to students throughout their school experience, i.e. Shared Education.
 - h. Moral and ethical topics are reinforced through Key Stage assemblies, fostering a sense of group identity.
 - i. Post-16 PSHE programme and enrichment opportunities.
6. To liaise with parents/carers and appropriate external agencies to support individuals in all aspects of their education
- a. The DTCP submits a termly safeguarding report to the Governors.
 - b. A school prospectus includes important information.
 - c. An invitation to attend Open Day.
 - d. Induction Days.
 - e. A school website, Facebook, Twitter and text messaging service.
 - f. A range of standard letters regarding whole-school events, i.e. parents' meetings, trips, etc.
 - g. Individual letters/certificates concerning achievement, progress, attendance, disciplinary matters.
 - h. Progress Reports.
 - i. Written Reports, summarising pupils' academic achievements and progress.
 - j. Parent/Teacher meetings.
 - k. Individual meetings, initiated at the request of either school/home.
 - l. PTFA meetings and events.
 - m. Governors' meetings.
 - n. The school magazine, *Foyle College Official News*, showcasing the activities of the school.
 - o. CEIAG events, i.e. subject choices at transition years.
 - p. The Educational Psychology Service.
 - q. SEN support.
 - r. Primary 7 Summer Scheme.
 - s. Year 8 Registration/First Impressions evenings.
 - t. UCAS Information sessions/University trips.
 - u. Annual Review Meetings for pupils with SEN.
 - v. Year 14 Formal Dinner and Dance.
 - w. Year 14 Leavers' Tea.
 - x. Prizegiving Ceremonies, across all Key Stages.
 - y. Parents/Carers are asked to inform the school of any change in family circumstances or of any information that you feel may impact on your child. Please be assured of diplomacy and sensitivity at all times.
7. To promote high standards of behaviour and self-discipline
- a. Foyle College's Promoting Positive Behaviour pyramid seeks to promote behaviour.
 - b. Teachers introducing and implementing the pyramid structure.
 - c. Use of SIMS to record Achievements/Behaviour Incidents.

4. The Pastoral Structure

The organisation of the pastoral structure within Foyle College can be summarised in the diagram below demonstrating the layers of support that are available to each pupil who is at the centre of the system.



Principal	Mr Allen
VP	Mr Gault
VP	Mr Mercer
Senior Teacher (KS3)	Mr Manning
Senior Teacher (KS4)/SENCO	Mrs McGowan
Senior Teacher (KS5)/DTCP	Mrs O'Connell
HOY Key Stage 3	Mrs McShane Mr Gallagher Mr Ferguson
HOY Key Stage 4	Mrs Moore Mrs Robinson
HOY Key Stage 5	Mr Duffy Mrs Knox



To have consistency and shared leadership in the area of pupil management, it is important that all staff across all levels work in collaboration to modify a student's attitude and behaviour.

Each year group is divided into a number of Form Classes (normally 5) with a Tutor assigned to each one. Form Classes meet with their Tutor every morning for Registration between 8.50am- 9.05am and on Wednesday morning for their LLW/PSHE period from 8.50-9.35am. In Key Stage 3, Tutors will also meet with their Form Class for an additional period during the week. We try wherever possible to promote continuity between the Tutor and their Form Class throughout each Key Stage. This recognises that the Form Tutor is a key person when it comes to influencing pupils as they have a direct concern for areas such as welfare, uniform,

behaviour, academic progress, attendance and parental contact. The Form Tutor will ensure that all pupils understand the rules and the rationale underpinning them.

Head of Key Stage

The Head of Key Stage is a key Leadership role, as signified by it being undertaken by a Senior Teacher. The Head of Key Stage will provide advice, support and guidance to the Year Heads within a particular Key Stage; this may include suggesting practical strategies to support individual pupils or participation in meetings with a pupil and or their parents in relation to pastoral concerns i.e. where a pupil is underperforming academically in a range of subjects.

Head of Year

The Head of Year is a key middle leadership role, which co-ordinates the work of the Form Tutors and provides support in fulfilling their pastoral responsibility. They are expected to take a caring interest in each pupil within their respective year group

Head of Year Responsibilities:

- Have overall pastoral responsibility for a full year group, getting to know pupils as well as possible as individuals.
- Make referrals in relation to Child Protection concerns to Mrs O'Connell (DTCP), or her deputies in her absence (Mr Gault/Mrs McGowan).
- Make referrals to the Senior Teacher for Key Stage, regarding those pupils who are experiencing significant/continuing pastoral issues.
- Have an overview of all the different care and guidance available to students in the year group.
- Attend MAST meetings where appropriate.
- Liaise with the SENCO in order to support pupils with special educational needs.
- Identify pupils in need of intervention and make referrals where appropriate, which may involve support from external agencies.
- Monitor the attendance of pupils in the year group and take remedial action where necessary (which may involve liaising with Mrs O'Connell).
- Establish links with relevant external agencies.
- Actively promote the school's policy on Positive Behaviour so that the achievement of students is recognised and celebrated (which may involve liaising with Mrs O'Connell).
- Monitor the uniform standards of all pupils and take remedial action where necessary.
- Take steps to prevent bullying and follow the school's policy in dealing with such instances.
- Oversee pupil support strategies and make contact with parents where necessary. This includes sending Individual letters to parents concerning achievement, progress and other disciplinary matters.
- Support transition within the school, passing on all pertinent pastoral information where relevant.
- Use assessment data to evaluate individual student progress, and take remedial action where required.
- After each Progress Report, inform key staff and Heads of Department about progress and achievement of students in the year group.
- Ensure Tutors are monitoring the completion of homework tasks.
- Check SIMS entries and Lesson Monitor entries on a regular basis to identify pupils who are experiencing difficulties across a range of subjects.
- Ensure that school policies are applied, to include the school's key priorities as laid out in the School Development Plan.

- Support and take an active role in the work of the School Council.
- Organise and lead school assemblies.
- Seek out opportunities for professional development and share good practice and information acquired from courses.
- Attend regular Heads of Year meetings, and contribute positively to the work of the pastoral team.
- Share in the After School Detention rota.
- Have a significant corridor presence to help monitor various aspects of pupil discipline.
- Take responsibility for the appointment of Monitors, Council Members, Bully Buddies, Prefects, relevant to each Key Stage, and oversee their work.
- Communicate with the Teacher i/c of LLW (Mr Gallagher)/update PSHE SoW.
- Where relevant, co-ordinate and assist with school events and function, directly relating to Key Stage.

Form Tutor

Form Tutors have the following roles and responsibilities in relation to their form class

- The crucial role of the Form Tutor is to get to know pupils and be able to support them with their personal and academic development.
- Continually remind pupils of the key precept of our Code of Conduct, which is to show Respect to all members of the school community at all times.
- The importance of good manners, acceptable behaviour and presentation should be stressed to pupils.
- Responsibility to deliver weekly LLW and PSHE programme. Tutors are asked to contribute to the evaluation of these programmes on an annual basis.
- Meet at 8.40am each Wednesday morning, with HoY, to discuss specific pastoral matters.
- Register Form Class from 8.50 – 9.05am each morning. This allows the Form Tutor to get to know their form class and to monitor any pastoral concerns

During the registration period Form Tutors undertake the following duties

- Monitor attendance.
- Counter-sign and record Exit Slips which allow pupils to leave school during the school day
- Monitor punctuality – discuss and intervene when necessary.
- Monitor SIMS.
- Read announcements, highlighting key information.
- Check uniform – address areas of concern.
- Monitor academic progress, making targets and evaluating Progress Reports.
- Deal with any Form Class issues and create a class identity.
- Prepare for termly assemblies.

In a wider context, Form Tutors should also:

- Liaise with HoY when dealing with matters in relation to a pupil.
- Check Comment Reports have been completed by subject teachers and in conjunction with Progress Reports, engage in the process of identifying underachievers, to ensure appropriate action and strategies are undertaken. Likewise, achievement should be acknowledged and Form Tutors should enter Achievement entries onto Behaviour Management.
- Access pupils' academic progress across all subjects by using SIMS and data provided by the HoY. This should take place regularly throughout the year.
- Provide any necessary information, required by parents, Headmaster, SMT and HoY.
- Participate in year group induction programme and assemblies.

- Inform HoY regarding any changes in pupils' home circumstances.
- Respond to parental enquiries promptly (by telephone or letter as appropriate).
- Keep accurate records of all pertinent pastoral information and communication with parents. Liaise with Mrs Galbraith to ensure Contact with Parent(s) information is placed in student files and/or attach related documentation alongside entries onto SIMS Behaviour Management.
- Where necessary, make referrals in relation to Child Protection concerns to Mrs O'Connell (DTCP), or her deputies in her absence (Mr Gault/Mrs McGowan).
- Oversee the completion of Personal Career Plans, as directed by Mr Farmer.

Head of Department / Subject Teacher

The academic performance of a pupil in individual subjects is the responsibility of the classroom teacher and the Head of Department who are responsible for monitoring the progress of pupils in their subject area and providing appropriate subject based support as required. Concerns regarding progress in individual subjects should be referred to the classroom teacher in the first instance and subsequently to the Head of Department

Parental Support

The support of parents is absolutely critical to the chances of success of every pupil. We encourage regular two-way communication and collaboration between home and school, and our Reporting System reinforces this. Parents' Meetings are arranged once a year for each year group, which allows parents to discuss their child's progress with his/her teachers. We would encourage parents if they have concerns about their child or their academic progress to make contact with the relevant member of staff as indicated in pupil management flowchart above.

Should a Safeguarding Issue arise, you should contact the Designated Teacher (Mrs S O'Connell) or one of the Deputy Designated Teachers (Mr P Gault; Mrs B McGowan

Foyle College Pupils

The pupils themselves play a major part in the school's pastoral system. Year 14 Prefects assist with duties and at a range of school functions, with the Head Boy & Head Girl and their Deputies, having a particularly significant role to play. Year 10 Monitors provide a very valuable function in supporting the transition of new Year 8 pupils to the school. Bully-Buddies have a particular role in reporting instances of bullying to staff. Peer-Tutoring provides opportunities for senior pupils to help underachieving pupils with their academic progress. The school's policy on Promoting Positive Behaviour also recognises and rewards the good work of the pupils throughout the year.

Each year group elect two members to represent them on the School Council. The purpose of the Council is to allow pupils to play a role in the formulation, discussion and implementation of school policies. It provides opportunities for pupils to undertake a leadership role, and to be an active part of the school's listening culture both in putting forward their own viewpoints as well as seeking to understand others.

The school offers an array of extra-curricular activities for pupils to participate in, the vast majority of which are supervised by members of staff. These provide opportunities for pupils to get to build positive relationships. Participation in these activities also gives pupils a sense of belonging and a sense of loyalty to the school.

5. Year Group Assemblies

Day	Time	Year	Location
Monday	8.50-9.05	8, 9, 10	Assembly Hall
Tuesday	8.50-9.05	11, 12	Assembly Hall
Wednesday	8.50-9.35	Bookable	Assembly Hall
Thursday	8.50-9.05	13, 14	Assembly Hall

6. Learning for Life & Work

LLW supports the pastoral provision of the school as it makes pupils aware of the knowledge, skills and qualities needed in preparation for future life and work. At Key Stage 3, pupils have two dedicated 35 minute periods for LLW, and these are delivered by the Form Tutor. At Key Stage 4, pupils have one period of LLW, which is again delivered by Form Tutors.

7. Careers Education

The Careers Department offers advice, relevant to each Key Stage. A number of initiatives help pupils to make informed career decisions - Careers Convention, Work Experience, University Visits, dedicated Careers Lessons, Interview Skills for Year 13, help with UCAS, etc. The work of the Careers Department is assisted by a number of external agencies.

8. Independent Schools Counselling Service

Foyle College offers an independent counselling service, where pupils have the opportunity to talk (confidentially) to a qualified professional, who is experienced and sensitive to young people's needs and interests. Pupils can gain access to the counsellor by speaking to their Form Tutor or HoY or, if they wish to maintain their anonymity, they can post a self-referral in the box which is located outside the office. Self-referrals can also be made online – through the 'New Life Counselling' website. Pupils can discuss issues with the Counsellor in confidence, although safe-guarding issues are passed on to the school's Designated Teacher. Mrs. O'Connell is the teacher who has responsibility for liaising with the ISCS.

9. Links with External Agencies

Foyle College fully recognises the valuable role that external agencies fulfil in helping pupils cope with complex life situations and decisions. Regular contact is maintained with the Educational Welfare Service, and the designated Educational Welfare Officer visits the school to review (and intervene if necessary) in cases of poor attendance/concerns regarding pupil welfare. Meetings of Multi-Agency Support Teams are convened as required to review and act on individual pupils causing concern; such contact can involve a number of external partners e.g. Educational Psychologist, Gateway, Behaviour Support Team, PSNI, School Counsellor.

10. SEN

Procedures exist for early identification of pupils with Special Educational Needs for whom appropriate provision is arranged in consultation with parents and, where necessary, external agencies. Mrs. McGowan is the school's SENCO, and she also helps co-ordinate the valuable work carried out by our Learning Support Unit. There is a separate SEN policy available to parents.

11. Health Education

The Health Education Programme at Foyle College ensures that pupils across KS3 and 4 and Post-16 receive information on living and maintaining a happy, healthy lifestyle. Its aim is to promote the development of young people spiritually, emotionally, morally, culturally, intellectually and physically in school and as members of society. Through a range of topics explored through the key stages, pupils are prepared for the opportunities, responsibilities and experiences of adult life. It also aims to promote good mental health, provide strategies for coping with stress and encourage resilience.

In addition, the school's Health Committee plays an important role in the promotion of healthy lifestyles through the delivery of assemblies, charity work and researching health based topics and their importance to pupils at Foyle College.

The Pastoral Care Policy exists alongside a number of individual pastoral policies. These include:

- Child Protection Policy
- Special Educational Needs Policy
- Promoting Positive Behaviour Policy/Discipline Policy
- Anti-Bullying Policy
- Data Protection Policy

Policy Review

This policy was ratified by the Board of Governors of Foyle College on

Signed

Chair, Foyle College Board of Governors

This policy will be reviewed on or before June 2021