



# **The Royal School Armagh**

## **Pastoral Care Policy**

**Reviewed : June 2016 & June 2020**

**Next Review: June 2022**

# INTRODUCTION

## **Mission Statement**

The Board of Governors has adopted the following Mission statement for The Royal School, Armagh.

*“The Royal School Armagh aims to provide its pupils with an education which in its wholeness will enable them to achieve their full potential in academic, social, moral and spiritual terms. The values of the School, both implicitly and explicitly, reflect and are informed by the reformed tradition of the Christian faith. The School warmly welcomes the presence of pupils and staff of other Christian traditions, other world faiths and those with no religious convictions.”*

## **Ethos**

Following from the Mission Statement, The Royal School strives at all times to maintain a harmonious community atmosphere and so expects:

- Respect for self;
- Respect for others;
- Courtesy and good manners;
- Respect for school property;
- Commitment to consistent hard work;
- A high standard of appearance, punctuality and attendance;
- Everyone to work collaboratively and harmoniously with their peers and staff.

## **Rationale**

This policy has been developed following consultation with a range of stakeholders (pupils, parents, staff, Board of Governors).

The Royal School Armagh is unique in comprising three elements which are co-educational: a Secondary Department, a Boarding Department and a Preparatory Department. This Pastoral Care Policy reflects the essential unity of the school and also the need for procedures appropriate to each element. Its overall purpose is to create a calm and caring community where each pupil feels safe and has the opportunity to fulfil his/her intellectual, physical, spiritual, social and emotional potential. Moreover, we aim to establish a community where pupils, teachers, support staff and parents enjoy a sense of belonging and all know that they are valued and are an important part of the school.

## **General Aims of Pastoral Care**

- To have a well ordered pleasant school where pupils and staff are happy;
- To protecting pupils from harm and reinforcing the role of family and other agencies in developing sound moral and social qualities in preparation for adulthood;
- To promote high quality learning, teaching and academic achievement;
- To promote good citizenship and a sense of community;
- To provide guidance on the promotion of positive relationships amongst pupils and between pupils and members of staff;
- To provide a procedure for responding to any situations that arises;
- To enhance the pupils’ self-esteem, encourage self-respect and respect for others;

- Underpinning all, is the School 'Child Protection Policy' which recognizes the School's responsibility for the care, welfare and safety of the pupils in our charge.

### **Characteristics of Good Practice**

- Pupils have "open access" to all staff, Heads of Year, Vice Principals and the Principal;
- All members of staff have the responsibility to promote to foster pupil's self-esteem through acknowledging pupils' active participation in the life of the School and all of their attainments within and beyond the school day;
- There is continuity of care for all pupils from Year 8 to Year 14;
- Form Tutors and Heads of Year are the first points of contact for pupils with pastoral issues;
- The Pastoral Team will comprise The Head of Pastoral Care (Mr Hooks), The Designated Teacher (Mrs Montgomery) and the Deputy Designated Teacher (Mr Cardwell) for Child Protection;
- All members of staff have the responsibility to foster pupil's self-esteem through acknowledging their achievements;
- Within the classroom, the subject teacher seeks to foster self-esteem in pupils, to promote a sense of self-motivation and achievement and to allow pupils to explore their own attitudes and values within a supportive, non-threatening atmosphere;
- Beyond the classroom, good practice is promoted by staff in the provision of extra-curricular activities, both sporting and non-sporting, and in a variety of field trips and school visits;
- The Royal School places emphasis on inclusive relationships based on mutual respect and care and consideration for others;
- Morning Assemblies and Year Group Assemblies address personal, social and moral issues within a broadly Christian framework and pupil involvement is encouraged;
- Prefects are to be role models and have particular responsibilities in leading the pupil body;
- The school council promotes a communal ethos and encourages pupils to communicate, consult and participate in decision making:
- The school works in partnership with parents. Parents are encouraged to contact the school at any time. Parents' Meetings are held each year for all year groups and there are Advice Evenings as appropriate;
- The school employs a member of staff to provide medical support for pupils;
- The school employs a counsellor from Links Counselling Service to provide counselling support for pupils;
- The school employs Reach Mentoring to provide mentoring for some pupils in Years 9, 10 and 11;
- The school has access to appropriate specialist external agencies through EANI and SHSS to provide specialist support for pupils;
- All parents are advised each year of the methodology of Pastoral Care at the School in the relevant "Information for Parents" documents.

## DEVELOPMENT and IMPLEMENTATION

### Pastoral Care Team

All members of staff have an involvement in pastoral care but formal responsibility for such matters is undertaken by the Headmaster, the Head of Pastoral Care, the Senior Teacher in charge of girls' welfare, the Senior Year Head, the Year Heads, House Masters/Mistresses and Class Tutors.

The **Pastoral Team** meets regularly to monitor the progress and behaviour of individual pupils in the secondary department, whether day or boarding pupils. It comprises:-

The **Head of Pastoral Care**, directly responsible to the Headmaster

**Senior Teacher** in charge of girls' welfare who is also the **Special Education Needs Co-ordinator** (SENCO)

**Senior Head of Year**

**Heads of Year**

**Head of Boarding**

**Head of Personal & Social Education** with responsibility for curricular provision.

**Star Group Co-ordinator**

### Roles and Responsibilities of the RSA Pastoral Care Team

Order in which actions should be taken by staff when an issue arises:

1. If teacher is concerned that there is a child protection issue i.e. they think a pupil is being abused physically or sexually, or this has been disclosed to them, they should go straight to The designated teacher (Mrs Montgomery).
2. If they think there is an issue with drugs, you should go to Mr Cardwell.
3. All other issues and concerns should be taken to the appropriate Head of Year.
4. If the Heads of Year has further concerns, they should contact the Head of Pastoral Care (Mr Hooks).
5. Mrs Montgomery and Mr Cardwell will then report to Mr Hooks weekly and he will then report to the Headmaster.

In the **Preparatory Department**, provision is made through the Head of Department and the regular contacts with staff.

**House Masters/Mistresses** monitor and encourage participation in extra-curricular activities which are regarded as having an essential role in developing the self-esteem of pupils.

**The Head of Careers** supports in the provision of Careers counselling.

**Form Tutors** see a registration class of pupils each morning and have a responsibility for the receipt of letters explaining absence. Each Wednesday there is a pastoral meeting in registration class to allow pupils and tutors to exchange views on current issues in school and beyond. At this time part of the PSE Programme will be delivered.

**Heads of Year** are the key staff in Pastoral Care. They are the initial points of contact, in normal circumstances, for staff, home and pupils on issues that relate to the academic progress and behaviour of pupils. Normally, a pupil will have the same Head of Year from entry to the school until GCSE.



## Reports

- This Pastoral Care Policy recognizes the essential partnership between home and school in the pupil's development. Accordingly, there is a formal system for keeping home informed and a pathway that allows home to let school know of factors that may affect pupils in the school environment.
- Formal reporting will attempt to meet the different demands of each year group
  - Y12 – 14 3 reports per year. 1 full report and 2 Interim Progress Reports (Dashboards)
  - Y9 – 11 4 reports per year. 1 full report and 3 Interim Progress Reports (Dashboards)
  - Y 8 3 reports per year. 2 full reports and 1 Interim Progress Reports (Dashboards)
- In Years 8-12, the information contained in the various reports is supplemented by the pupil Learning Log. It is a booklet that encourages pupils to evaluate their performance and set targets that could lead to development and improvement. The Learning Logs are completed at the same time as the reports are generated. The report and Learning Log working in tandem should give an overview of a pupil's current standing and offer advice on how to make progress. The overriding aim of the process is to encourage pupils to become reflective learners who evaluate their own performance as a means to taking steps towards successful advancement.
- Pupils may be placed on 'Weekly Report' by the Headmaster or a deputy in respect of specific concerns about academic progress or behaviour. This process includes the counter-signature of a parent/guardian or the Boarding Housemaster/mistress.
- Teachers have an internal reporting system which allows Year Heads to monitor pupil progress and to be proactive in dealing with problems. Such reports are discussed at monthly Pastoral Team meetings.
- Parents may contact the Head of Year at any point in the year if they feel concerned about their children. An interview will be arranged by appointment unless there is an emergency situation. Although ***the Head of Year is the teacher who will get to know the pupils best***, the Headmaster, the Head of Pastoral Care, the Vice Principal and Senior Teacher i/c Girls' Welfare are available to deal with issues of concern.

## Pupils

Individual pupils come into contact with many teachers in school. This allows each one the opportunity to speak to any of these if they encounter problems. Our internal report means that such concerns are passed on to relevant staff - normally the Year Head.

*Whether the pupil is concerned about academic work, bullying or any other difficulty they must be encouraged **not to remain silent but to voice these concerns to a teacher immediately**. School would ask that this is reinforced at home. The development of pupils in the widest sense is dependent on pupils feeling that their welfare and safety are of paramount concern.*

## Boarders

An extension of this Pastoral Care Policy in relation to Boarders entitled '**Principles guiding the Pastoral Care of Boarders**' is published separately.

## Independent Counselling Service

A professional counsellor (from Links Counselling Service) works part-time in school. A senior member of staff manages referrals. Pupils may also self-refer by emailing [khooks735@c2ken.net](mailto:khooks735@c2ken.net)



## **Linked Documents**

The aims of The Pastoral Care Policy underpin the following policies:

- Anti-bullying Policy
- Bereavement and Loss Policy
- Child Protection and Safeguarding Policy
- Code of Conduct
- Managing Critical Incidents policy
- Online Safety Policy and Bring Your Own Device Policy
- Positive Behaviour Policy
- Social Media

Date Policy Reviewed: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Chair of Board of Governors)

\_\_\_\_\_  
(Head of Pastoral Care)

