

Coláiste Cholmcille Pastoral Care Policy

Mission Statement of Coláiste Cholmcille

Coláiste Cholmcille is a community school which respects the individual's rights and self-worth and aims to provide a happy and safe environment in which the individual may achieve her/his spiritual, academic and personal potential in order to develop all positive aspects of the individual and the community.

Relationships

Pastoral care grounds the school's Mission Statement in the quality of daily relationships. The ways in which people interact with each other in the daily life of the school significantly affects each person's sense of well-being, identity and self-worth. Everyone in the school community has a responsibility to foster quality interpersonal relationships amongst teachers, students, parents, support staff and parish communities.

All members of staff have a significant role to play in modelling the importance of building and maintaining relationships grounded in mutual respect, dignity, fairness, reconciliation, restoration, compassion and justice. They have a responsibility to ensure that their response to gender, cultural background and family circumstances supports student learning outcomes. All staff members need to be known as caring, compassionate adults who take a genuine interest in the lives of their students and who set appropriate boundaries within those teacher-student relationships. A Restorative Justice Approach is implemented at all times for conflict resolution in school. Staff are trained in RJ principles and skills.

A human person centred approach focuses the school towards the realisation of the potential of each person and at the same time nurtures the experience of belonging to the school community. School structures, therefore, ensure that each student has access to a smaller group where the student is known personally. Furthermore, structures and administrative practices are intended to promote the positive interaction between staff and students.

Teaching and Learning

The primary expression of pastoral care in a school is through the dynamics of teaching and learning and in the congruence between the statement of purpose and mission of the school and the total curriculum. The school curriculum, therefore, should be comprehensive and inclusive based on quality learning for all, characterised by contemporary pedagogical practices and responsive to the individual learning needs of students. It needs to be responsive to students with special needs and should aim to redress educational disadvantage brought about by such factors as socio-economic status, gender, ethnic origin or race.

Students are to be given opportunities to become reflective, self-directed learners capable of negotiating the curriculum around meaningful, relevant tasks. Fair and just assessment procedures will be utilised.

All dimensions of teaching and learning should promote students' ongoing formation in self-discipline and personal responsibility with the school establishing, developing and managing environments in which students learn to respect rights and fulfil responsibilities.

The rights of teachers to teach and students to learn in a safe and supportive school environment are valued and protected.

Community

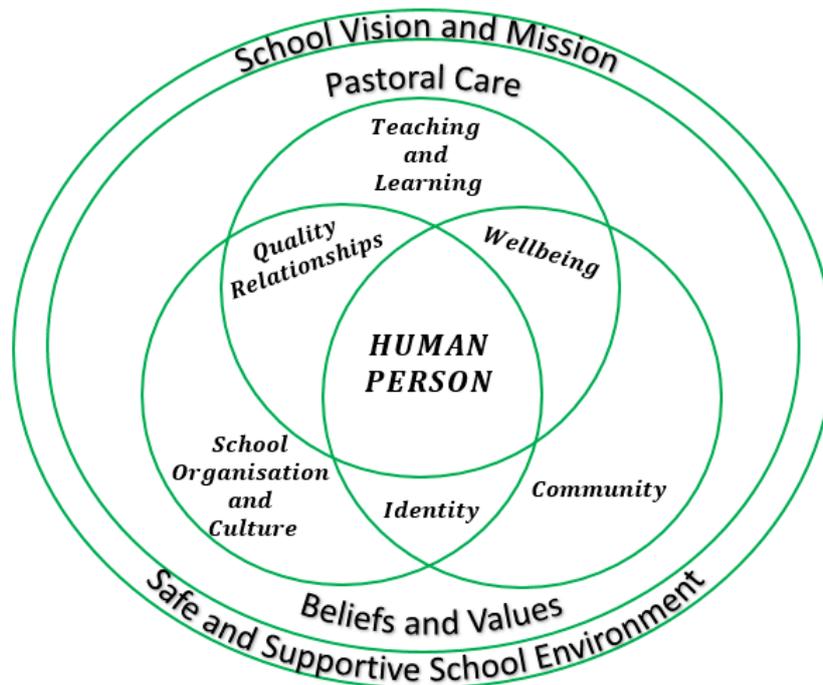
The school community values hospitality, inclusion and empathy. A vital sense of community in the school offers a safe and supportive environment in which learning can occur and in which staff members feel valued, empowered and affirmed. The school community particularly supports students at risk.

The community dimension of pastoral care supports the development of parent, parish and community partnerships. Based on relationships of trust and co-operation, the school has an orientation that empowers families, strengthens relationships between home, school and community. The school needs to be respectful of diverse cultural and family structures, and supportive of families in crisis.

A commitment to establishing effective networks of care is an integral feature of pastoral care. It is important that the school ensures that all support services within and beyond the school community are identified and that strong links are established with all the agencies and groups with related or complementary functions.

DIMENSIONS OF PASTORAL CARE IN COLÁISTE CHOLMCILLE.

The following diagram provides an overview of the dimensions of pastoral care in the Coláiste Cholmcille and the various contexts in which they are situated.



Our Pastoral Care Ministry will endeavour to be a ministry of presence, visible and available on a formal and informal basis in the everyday life of the school. It aims to meet the needs of our school community by providing for each person an accepting and affirming environment in accordance with the mission statement of Coláiste Cholmcille.

The purpose of the Pastoral Care Document is to provide a framework where each person knows what is expected of him or her in terms of respect, responsibility and response.

The Co-ordinators of the Pastoral Care Programme and the implementation of the programme is the privilege of the Principal and School Chaplain. Their role generally, is one of co-ordination. The Pastoral Care Team supports them in this role.

The Pastoral Care Team consists of the following:

- The Principal.
- Deputy Principal
- The Chaplain
- The Health Promoting Schools co-ordinator.
- The Guidance Counsellors
- LCA programme co-ordinator.
- Year Heads. (on a rota basis)
- Behaviour For Learning teacher.
- SEN co-ordinator
- Occasionally, other staff members with particular interest in Pastoral care/ NYP personnel/NEPS psychologist may attend.

Pastoral Care in Coláiste Cholmcille is supported also by:

The Mentoring System established and run by the fifth year students who endeavour to get to know and support first year students as they make the transition from Primary to Post Primary school. They organise activities and in general are often the first to become aware when difficulties arise in the classroom or school.

The school chaplain who is available to all students and staff to assist them with all aspects of life, personal, social, spiritual, academic and mental health issues.

Career Guidance Teachers.

Leaving Cert Mentoring System.

Daily Breakfast club.

The Student Council elected and run by the students, endeavours to promote leadership qualities, allows the students a voice in the running of the school and mutually supports each other.

The Class Tutor is the teacher who takes on the task of special care for one class unit. They closely monitor the progress of each student in the class in every area of school life.

The Year Head who comes into contact with the students to promote and establish a Pastoral Care relationship so that behavioural and/or discipline difficulties are prevented before becoming serious.

The Deputy Principal supports the Principal in all matters relating to the Pastoral Care Policy.

Head Boy/Girl.

Class Prefect System.

Big Brother/ Big Sister.

The Pastoral Care Team meets on a weekly basis to review the needs of the school community. This ensures that appropriate care is applied within our resources, that procedure is followed, that records are kept and policy implemented when and where it is needed.

Staff Members strive to achieve the aims of the Pastoral Care Policy by:

- Fostering positive relationships with each other.
- Maintaining professional standards of teaching and behaving.
- Recognising the mission role of the school community.
- Encourage mutual growth through prayer, pastoral concern and thoughtfulness in time of need.
- Contributing their gifts and talents to the richness of the whole community.
- Celebrating achievements/occasions together.
- Recognising the importance of parents/legal guardians in the education of their pupils.

Parents / Legal Guardians.

Colaiste Cholmcille acknowledges and supports the role of:

- Parents/legal guardians as the primary educators of their sons/daughters.
- Welcomes them into the school and asks that they be involved in and supportive of our holistic approach to education.
- Offers structured and unstructured opportunities to discuss their children's progress.
- Suggests and welcomes possible areas for improvement.
- Informs them of any issues relevant to the school community.
- Encourages involvement in activities within the local community.
- Supports a very active Parent's Associations.
- Supports fundraising committees and similar activities.

Students are encouraged and facilitated to:

- Develop self-discipline and a sense of worth.
- Respect the rights and feelings of others.

- Take responsibilities for their own actions.
- Recognise that a Code of Conduct is essential.
- Understand that a set of procedures is established to deal with unacceptable behaviour.
- Accept that each member of the school community, both staff and students have a right to feel safe within the school and its environs.

Individual needs of some students are identified by providing structured meetings with:

- The Class Tutor.
- The Year Head.
- The Chaplain.
- The Learning Support Teacher.
- The Resource Teachers.
- The Guidance Counsellors.
- Any other member of staff if and when a particular need arises which could benefit the student.

The Pastoral Care Programme links into, supports and avails of existing school policies in relation to:

- Admissions Policy.
- Code of Conduct.
- Academic Progress.
- Health and Safety Policy.
- Anti-Bullying Policy.
- Alcohol, Tobacco and Substance Misuse Policy.
- Critical Incident Management Policy.
- R.S.E. Policy.
- Mobile Phone policy.
- Cyber Safety Guidelines.
- Guidance Policy.
- Bereavement Support Policy.
- Restorative Practices.

The Pastoral Care Team is acutely aware that to achieve the aims set out above it is essential that Parents/Legal Guardians are kept informed of what is available in the school.

- Breakfast Club each morning.
- Support in difficult situations.

- Personal contact with the Principal, Care Team members when necessary.
 - Resource teaching.
 - Student Assessment.
 - Home Tuition.
 - That classes are held in R.S.E., C.S.P.E. AND S.P.H.E.
 - That alternative routes are available post Junior Cert.
 - That supervised study is available.
 - That there is an Award Ceremony every year.
- A system of positive reward stickers** and certs are part of our behaviour policy.(See Journal)

We acknowledge and hope that all, but particularly Parents and Guardians know that:-

- They are welcome at any event presented by the students.
- Informal evenings are held.
- Extra curricular activities are encouraged and provided.
- A school newsletter is published by the Parent's Association.
- Information nights are held to inform Parents/Guardians regarding options post Junior Cert. eg Transition Year/L.C.A./L.C.V.P/Leaving Cert.
- Induction programme for in-coming First Years.
- Open day/night is held to introduce students/Parents/Guardians to the school.
- Transition Programme from Primary to Post Primary and other relevant programmes for students is facilitated by the local N.Y.P.

In drawing up this Policy and trying to live by it, we hope that we have endeavoured to create within our school a happy, safe and caring community, that we subscribe to the expectations of our Board of Management and Trustees. Our wish is that those who come in contact with our school community will experience an accepting and affirming environment where respect for ourselves, others and God is evident by the way we live.

This policy is currently under review. Any suggestions would be greatly appreciated. Please submit them to Pauline/or leave in Chaplain's office.
Thank You.

POLICY REVIEW

The Pastoral Care Policy is to be reviewed periodically and not less frequently than once every year.

