

# **Belfast High School**

## **PASTORAL CARE POLICY AND PRACTICE**

## **Pastoral Care Policy and Practice**

This sets out the School's aims in its provision of pastoral care and its purpose is to elucidate some of the ways in which the School seeks to achieve these aims.

Pastoral care permeates all aspects of school life and therefore there are many ways in which the aims set out in the Pastoral Care Policy could be achieved. For the sake of clarity this document lists only the main activities related to each aim.

The Board of Governors and every member of staff have an important role in the provision of pastoral care and it is hoped that this document will assist in this aspect of their work by making clearer the ways in which particular roles and activities fit into the overall pattern.

The effectiveness of all activities will be reviewed regularly by those directly involved and by the staff as a whole as appropriate.

This document is based on Every School a Good School (DE 2009) and sets out our school's policy and practice in relation to the care of pupils and the promotion of an environment where pupils and staff adhere to the ethos and aims of the school.

### **Ethos of Belfast High School**

**To develop each person to be the best that he or she can be in an atmosphere of civilised tolerance.**

### **Aims of the school**

1. to provide a broad, balanced and coherent curriculum which suits the needs of all pupils in a changing society and which encourages each pupil in his or her intellectual, cultural, aesthetic and physical development;
2. to instil in each pupil the determination to strive in all activities, academic and otherwise, to achieve his or her own level of excellence;
3. to encourage in pupils a respect for religious and moral values;
4. to create a caring environment in which the needs of each pupil are considered;
5. to make full use of the contribution of the home and the wider community to the education process;
6. to foster social attitudes which will enable each pupil to take his or her place as a responsible member of the community.

**Our aims for pastoral care are an implicit part of the overall aims for the school.**

**At Belfast High School we aim to meet the needs and aspirations of the pupils within the school through**

Aims	Key Examples
<p><b>Promoting equality of opportunity, a concern for individual pupils and a respect for diversity</b></p>	<ul style="list-style-type: none"> <li>• Disability access arrangements</li> <li>• Welcoming newcomers making and maintaining communication links with individual families.</li> <li>• Cross community links e.g. Sharing Education Programme.</li> <li>• Links with international schools including the international schools award</li> <li>• Celebrating use of different languages and cultures</li> <li>• Citizenship classes</li> <li>• Themed days in the canteen</li> <li>• Assemblies</li> <li>• Personal development programme</li> <li>• Sign Language classes for Yr 13 &amp; Yr 14</li> </ul>
<p><b>Seeking to meet the additional education and other needs of pupils to help them overcome barriers to learning by</b></p>	<ul style="list-style-type: none"> <li>• Promoting good attendance e.g. attendance hotline, communication with parents.</li> <li>• Promoting positive behaviour</li> <li>• Sixth Form Agreement</li> <li>• Welcoming newcomers and maintaining good communication links</li> <li>• SEN provision</li> <li>• Liaising with external support services e.g. Educational Welfare Officer, Peripatetic support, Educational Psychologist, Educational Welfare Officer, Social Services, Counselling Service, Area Youth Worker</li> </ul>
<p><b>Following Child Protection guidelines fully</b></p>	<ul style="list-style-type: none"> <li>• Children are instructed about keeping safe. Form teachers inform pupils of the teachers responsible for child protection; notice boards and posters display names of teachers responsible for child protection; pupils participate in the personal development programme; internet safety talks given by PSNI, Love for Life talks, Anti-bullying policy.</li> <li>• Staff Training</li> <li>• Letter at the beginning of term and website information to parents to include naming staff responsible for child protection. Notice board on parents' night reminding parents of teachers responsible for child protection.</li> <li>• Access NI checks on staff &amp; volunteers.</li> <li>• Acceptable Use Policy &amp; Mobile Phone Policy agreed by parents and pupils</li> </ul>
<p><b>Supporting children in making healthy choices through the provision of a healthy environment (balanced lifestyle)</b></p>	<ul style="list-style-type: none"> <li>• Personal Development programme</li> <li>• Healthy Eating Policy</li> <li>• Water available at lunchtime</li> <li>• Water fountain installed</li> <li>• Health Options provided by canteen &amp; sixth form centre</li> <li>• Nutrition and Health education in department</li> </ul>

	<p>schemes of work</p> <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Visiting Speakers e.g. Action Cancer, Love for Life</li> <li>• Drugs Education</li> <li>• Sex Education</li> <li>• Sports and Physical Education programme</li> <li>• External Medical Support Services e.g. vaccinations.</li> <li>• ‘Heartstart’ training for staff</li> </ul>
<b>Providing a broad and relevant curriculum as is evidenced by</b>	<ul style="list-style-type: none"> <li>• Scheme of work for the Personal Development programme that meets the needs of our pupils</li> <li>• Timetabling and other arrangements to deliver an effective Personal Development curriculum (including Drugs Education and Relationships and Sexuality Education), and other related areas of learning e.g. RS and Physical Development</li> <li>• Specific programmes relating to health and wellbeing e.g. ‘Heartstart’</li> <li>• Visiting speakers e.g. Study Skills Zone, Action Cancer, ‘gis a hug’, Student Finance, university talks</li> </ul>
<b>Helping pupils develop positive self-esteem and grow in confidence as they deal with experiences</b>	<ul style="list-style-type: none"> <li>• Affirmation by teachers</li> <li>• Curriculum activities</li> <li>• Out of class activities e.g. work experience, interview skills day, school trips</li> <li>• Personal Development programme including support from ONUS</li> <li>• Clubs and societies</li> <li>• House events</li> <li>• Mock interviews (as required in Yr 13/14)</li> </ul>
<b>Providing support to enable pupils to achieve their academic potential</b>	<ul style="list-style-type: none"> <li>• Subject teacher with the help and guidance of the Head of Department</li> <li>• Form Teachers and Form Tutors, Personal Progress Managers, Year Teachers &amp; Senior Management.</li> <li>• Study skills as part of the Personal Development programme, visiting speakers or out of class delivery by Personal Progress Managers</li> <li>• SENCO (Special Educational Needs Co-ordinator)</li> <li>• The code of practice and special educational needs register</li> <li>• Mentors and Form Prefects</li> <li>• Promoting good attendance</li> <li>• Formal times for individual target setting (Yr12-14)</li> </ul>
<b>Providing guidance and support on personal issues and guidance and counselling on educational and vocational matters</b>	<ul style="list-style-type: none"> <li>• Guidance on academic matters from subject teachers and Heads of Department</li> <li>• Support with personal issues from Form Teachers/Form tutors and Year Teachers</li> <li>• Careers guidance and counselling from careers department</li> <li>• Employability teaching by the careers department as part of the PD programme</li> <li>• Employability Days</li> <li>• Careers Education Information Advice &amp; Guidance (CEIAG) delivery through curriculum activities</li> </ul>

	<ul style="list-style-type: none"> <li>• CEIAG interviews with careers department in Yr12-Yr14</li> </ul>
<b>Encouraging the development of social and communication skills</b>	<ul style="list-style-type: none"> <li>• Personal Development programme</li> <li>• Literacy focus across all departments e.g. common marking code for literacy.</li> <li>• Out of class activities e.g. Young Enterprise, debating teams</li> <li>• Extracurricular activities</li> <li>• Sign Language in Yr 13</li> </ul>
<b>Encouraging pupils to adopt a set of values which will enable them to be responsible and self disciplined citizens who appreciate the concerns and attitudes of others</b>	<ul style="list-style-type: none"> <li>• Positive Behaviour Policy</li> <li>• Assemblies, Registration and Form Period</li> <li>• Drugs Education Policy</li> <li>• Sex Education Policy</li> <li>• Anti-bullying Policy</li> <li>• Personal Development programme</li> <li>• Pupil code of conduct (see appendix 3) and commonly observed routines (see appendix 4)</li> <li>• Pupil Cards (see appendix 2)</li> </ul>
<b>Encouraging pupil participation and involvement in decisions about school life</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Plenary sessions, pupil feedback through pupil evaluations to inform teachers about teaching &amp; learning (links to Assessment for Learning)</li> <li>• Head Boy, Head Girl, Senior Prefects and prefects</li> <li>• Form Prefects discussions with pupils, Form Teachers and Year Teachers</li> <li>• Discussion points during form class.</li> </ul>
<b>Supporting the professional development of staff and sharing and learning from best practice</b>	<ul style="list-style-type: none"> <li>• Team of Year Teachers under the guidance of Senior Teacher</li> <li>• Teams of Form Teachers and tutors under the guidance of a Year Teacher</li> <li>• Expertise of SENCO when dealing with pupils who have special educational needs</li> <li>• Liaison with outside agencies (Educational Psychology, Social Services, Counselling Service, Area Youth Worker, Education Welfare Officer and PSNI)</li> <li>• Pastoral Team Meetings</li> <li>• Staff Development Days and Training for pastoral matters</li> <li>• ‘Learn Spark’ courses for staff and pupils</li> <li>• Teachers provided with additional training/qualifications e.g. counselling, diversity, Heartstart, First Aid training</li> <li>• Sharing good practice – visits to other schools, training on RTU courses, hosting other schools</li> <li>• School Awards. International School Award, Sharing Education Programme, Safe School Award</li> </ul>
<b>Encouraging good relationships and communication between the school and its parents and the wider community</b>	<ul style="list-style-type: none"> <li>• Reporting to parents about their children’s personal development through formal and informal means including parents’ meetings</li> <li>• Parent Evaluations</li> <li>• Reports &amp; Assessment cards</li> <li>• Monitoring Pupil Cards</li> <li>• Individual interviews as requested</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication on absence, lateness and special educational needs</li> <li>• Communication through homework diaries</li> <li>• Prospectuses and Highlights</li> <li>• Year 8 Parents' induction booklet</li> <li>• The work of Friends of Belfast High School</li> <li>• Access to wide range of documents on the school website</li> <li>• Working with parents of pupils with problems e.g. behaviour and attendance</li> <li>• Complaints procedure</li> <li>• Community input to school life on matters relating to health, well being, community issues e.g. talks from local police</li> </ul>
<b>Role of Governors in Pastoral Care</b>	<ul style="list-style-type: none"> <li>• Monitoring and evaluating the strategies in place for promoting pastoral care, health , well-being and attendance, contained in the School Development Plan, including consulting with pupils and parents</li> <li>• Child Protection training and role</li> <li>• Oversight of suspension, exclusion &amp; expulsion</li> </ul>
<b>Monitoring and evaluating our pastoral care practices in a number of ways</b>	<ul style="list-style-type: none"> <li>• Reviewing the school's performance regularly in the preparation of the school development plan</li> <li>• Annual monitoring and evaluation of pastoral duties (CRIS)/Action Plans</li> <li>• Use SIMS modules for monitoring attendance, behaviour management and incidents</li> <li>• Feedback from pupils through pupil evaluations and classroom discussions</li> <li>• Parent questionnaire gathered at Parents' Afternoons</li> <li>• Pupil Pursuits</li> </ul>
<b>Providing the resources needed to support pastoral care</b>	<ul style="list-style-type: none"> <li>• Effective staff deployment – specialist roles (see Appendix 1)</li> <li>• Classroom resources</li> <li>• Specialist rooms – Pastoral Offices for discussions</li> <li>• Access/signposting to additional support e.g. pupil counselling, year teachers, senior management, school nurse.</li> <li>• Pastoral Notice boards</li> </ul>

## Appendix 1 : Related pastoral roles and responsibilities (2014-15)

Name	Role/Responsible for
Mr B Roden	Chair of Board of Governors with responsibility for Child Protection
Mrs L Gormley	Principal Designated Teacher for Child Protection
Mrs C Weir	Deputy Principal Teacher in Charge of Teaching & Learning and Pupil Progress Managers
Mrs E Hood	Senior Teacher for Pastoral Care Deputy Designated Teacher for Child Protection Pastoral Care Coordinator Sixth Form Year Teacher (Yr 14) Oversight of Counselling Service & Area Youth Worker
Mr K Doyle	Senior Teacher for Pastoral Care) Deputy Designated Teacher for Child Protection
Mrs A Lowry	SENCO Year 8 Year Teacher
Mrs P Creighton	Year 9 Year Teacher
Mrs E Addis	Year 10 Year Teacher
Mr D Wilson	Year 11 Year Teacher
Mrs J Barkley	Year 12 Year Teacher
Mrs R Crawford	Year 13 Year Teacher
Mr N Lennox	Year 13 Year Teacher
Mr C Jellie	Year 14 Year Teacher
Mrs R Crawford	Pupil Progress Manager
Mrs D Millar	Pupil Progress Manager
Miss S Moffett	Pupil Progress Manager
Mrs K Rowney	Pupil Progress Manager
Dr M Wood	Pupil Progress Manager
Mrs P Cosgrove	Health Education Coordinator
Mrs N Yetman	School Nurse
	School Counsellors
	NEELB Area Youth Workers

### Related Policies:

- Child Protection
- SEN
- Anti-Bullying
- Attendance
- Promoting Positive Behaviour
- Community Relations, Equality and Diversity in Education (DENI March 2011)

### Resources:

- 'Every School a Good School (DE 2009)

- Evaluating Pastoral Care (DENI and ETI)



## Behaviour in All Rooms

Pupils should not:

- Touch any special equipment in the room.
- Interfere with wall displays.
- Sit on top of desks with feet on the seat.
- Sit on teacher's desk/chair, cupboard tops or heaters.
- Sit on window sills or lean out of windows.
- Write on blackboards.
- Tamper with curtains/blinds.
- Leave litter.

## Unacceptable Behaviour

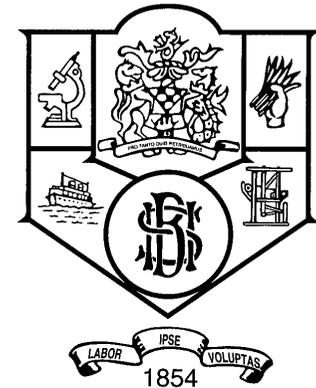
Pupils must not:

- Use offensive language at any time or in any place while in School, travelling to and from School or taking part in any School activity.
- Engage in any form of bullying.
- Possess or use in School or on the way to or from School any tobacco products, alcoholic drinks, illicit substances, pornographic material, offensive weapons, fireworks or laser pointers.
- Engage in behaviour which is likely to bring the name of the School into disrepute.

**This Code of Conduct will be implemented by all members of the School community and, where necessary, sanctions will be imposed by staff and/or prefects in accordance with the School's Discipline Policy.**

**Signed pupil:**

# Belfast High School



## CODE OF CONDUCT FOR PUPILS

Name: \_\_\_\_\_

Form: \_\_\_\_\_



## CODE OF CONDUCT

The following Code of Conduct is designed to ensure, as far as possible, that:

1. **The work of Belfast High School proceeds in an orderly and effective manner.**
2. **The School environment is safe and pleasant for all who work in it.**
3. **Pupils feel secure and confident of what is expected of them.**

### Courtesy and Respect

Courtesy and respect are to be shown to all members of the School community. Pupils should:

- Be polite and co-operate fully with members of staff at all times.
- Give way to members of staff and visitors at doors and in corridors.
- Knock before entering a classroom when delivering a message.
- Always address staff in a courteous manner using the appropriate title.
- Never address a member of staff while standing with hands in pockets or slouch against a wall.
- Co-operate fully with prefects on duty.
- Accept the right of others to hold views and express opinions which may differ

### Behaviour in Classrooms

Pupils should:

- Arrive at class punctually and wait outside until any previous class has left.
- Have the books and materials necessary for the lesson.
- Enter the room quietly and sit in the usual seat.
- Immediately open books ready for work, without having to be told.
- Get on with work in an orderly manner.
- Always remain seated during the lesson unless otherwise directed.
- Observe the usual norms of politeness eg keep quiet while the teacher is talking, put up hand in response to general questioning and wait until invited to answer.
- Not eat, chew or drink during class.
- Not leave any litter or indulge in graffiti.
- Note details of homework in homework diary.
- Pack up books and leave only when instructed to do so by the teacher.

### Behaviour in Corridors

Pupils should:

- Walk, not run in the corridors and staircases.
- Queue in an orderly manner outside classrooms in single file.
- Not eat, chew or drink while walking along corridors.
- Place all litter in the bins provided.
- Avoid leaving schoolbags in such a way as to cause a hazard.

### Appearance

Pupils should:

- Take pride in their appearance.
- Wear regulation uniform only, both in School and on the way to and from School.
- Be neat and tidy in appearance (ties must be properly knotted, collars buttoned, shirts and blouses tucked in etc).
- Be well groomed (hair must be in a style acceptable to the School; extremes are to be avoided).

### Property

Pupils should:

- Secure all personal belongings in their lockers or take them home.
- Keep their lockers neat and tidy.
- Never borrow another pupil's property without permission.
- Respect School property and report any accidental damage immediately.

### Behaviour in Dining Hall and Lunch Rooms

Pupils should:

- Be well-mannered and co-operate fully with the dining hall staff and teachers on duty.
- Use allocated rooms for quiet recreation.
- Leave the rooms neat and tidy fifteen minutes before the end of lunch-time.

from their own.

## Commonly Observed Routines for Pupils

**The School wishes to make pupils aware of the following routines:**

1. Treat all adults and fellow pupils in school with respect and act with good **manners** at all times. Hold doors open for people coming behind you, greet others, say ‘please’ and ‘thank you’ when appropriate;
2. Keep the school clean and tidy. Treat the building with respect as if it was your own home – use bins located throughout the school and use the recycling facilities available. Take responsibility for cleaning your table in the dining hall after lunch. Do not write on desks;
3. Keep chewing gum at home.
4. Be at your lessons on time. Avoid going to lockers or vending machines between classes;
5. Walk on the left-hand side in corridors;
6. Line up neatly outside each room and stand quietly until told to enter by the teacher. Only enter a classroom with the teacher’s permission;
7. Make sure that your uniform is neat and tidy at all times, including before you enter each room, at the end of each lesson and when you are in the corridors between classes;
8. Make sure that you ALWAYS sit at the desk the teacher has allocated for you, unless otherwise instructed. This also includes when a substitute teacher is taking your class;
9. Ensure that you take out all necessary books, including your homework diary, at the **start** of the lesson;
10. Your teacher will give you the learning intentions and success criteria at the start of each lesson. Listen carefully to these, as it is important that you know what you are learning and how it fits in to your programme of study;
11. Try to participate in all lessons and be active in your learning. Put your hand up if you know the answer to the teacher’s question and ask the teacher if you are unsure or if you have a question related to what you are learning;
12. Keep classwork books neat and up-to-date, as your teacher will be looking at them regularly;
13. Make sure that you are organised and bring all your books to lessons. If your teacher wants you to complete your homework on a computer, broken printers and an inability to access the websites will not be accepted as an excuse for not handing it in;
14. Your teacher will recap the content of the lesson at the end of class. This is an important part of the lesson for you, as it gives you an opportunity to test what you have learned. Make sure you focus carefully at this part, even though it may be at the end of the lesson;
15. Ensure that you have your homework diary out and open at all times during the lesson. Make sure that you write ALL your homework into it, as it will be checked on many occasions by form prefects, your form teacher and by SMT;
16. If you are given permission to leave the class during the lesson to go somewhere else in school, make sure that you have got a ‘permission to leave class’ card from the teacher. Otherwise you may be sent back to class if caught;
17. Even if you are involved in unique activities during the school day which take you out of lessons such as musical rehearsals, carol service practices or off-timetable days, you must still attend registration and the first five minutes of your period 7 lesson at 13:50;
18. You should stand if a member of SMT enters the room;
19. Make sure that you only begin to exit the room once you have been given permission to do so, and that you leave in an orderly fashion. The bell is NOT a signal for you to pack up, and you should remain still and focussed until the teacher gives you permission to move;
20. Using phones or I-pods in school is not allowed. You can expect to have these confiscated by a member of staff if you are caught with them. (Years 13 and 14 should consult the notice board in the Sixth Form study areas for separate regulations on I-Pods).



**BELFAST HIGH SCHOOL**

**PUPIL CARD 2014-15**

**Other Infringements**

Code	Date	Staff

**Codes**

- A:** Unacceptable uniform
- B:** Non-regulation jewellery
- C:** Chewing gum
- D:** At locker/vending machine
- E:** Litter
- F:** Unacceptable behaviour
- G:** Other

**Pupil Name:** \_\_\_\_\_

**Form** \_\_\_\_\_ **House** \_\_\_\_\_

**Lateness to School**

Time	Date	Staff

After 3<sup>rd</sup> infringement/  
lateness YT DT

After 4<sup>th</sup> YT DT

After 5<sup>th</sup> After school DT

After 6<sup>th</sup> Referral to  
Assistant Principal

**Praise Section**

Code	Date	Staff

**Codes**

- A:** Very good manners
- B:** Helpfulness
- C:** Exceptional work or exceptional homework
- D:** Exceptional contribution to an aspect of school life
- E:** other

**Parent's Signature**

Date	Parent Signature

**YT Action**

Date	Action	Staff

**SUBJECT INFRINGEMENTS**

Subject:		
Code	Date	Staff

Subject:		
Code	Date	Staff

**SUBJECT INFRINGEMENTS**

Subject:		
Code	Date	Staff

Subject:		
Code	Date	Staff

Subject:		
Code	Date	Staff

Subject:		
Code	Date	Staff

Subject:		
Code	Date	Staff

Subject:		
Code	Date	Staff

**CODES:**

**A: No homework**

**B: Unacceptable behaviour**

**C: Repeated failure to bring book(s)/homework diary to class**

**D: Late to class**

**E: Graffiti**

After 3<sup>rd</sup> infringement in each subject – DT action by HOD (YT to be informed).  
After 4<sup>th</sup> infringement – as above.  
After 5<sup>th</sup> infringement in each subject HOD to issue Wednesday after-school DT.  
Referral to YT.

**HOD Action**

Date	Action	Staff

**Parent's Signature**

Date	Signature