




Coláiste Pobail  
an Bhóthair Bhuí

Enfield  
Community  
College

PASTORAL CARE Policy

**BOM & LMETB Ratification/Resolution Process for  
This Policy**

**BOM Ratification**

<b><i>Date Ratified by the Board of Management:</i></b>	30 - 11 - 2022
<b><i>Proposed By:</i></b>	Aisling Naughton
<b><i>Seconded By:</i></b>	Miamh Scully
<b><i>Signed:</i></b>	 (Chairperson, BOM)
<b><i>Scheduled Date for Review of the Policy:</i></b>	2024

**LMETB Ratification/Resolution of the ETB Board**

<b><i>Date of Resolution of ETB Board</i></b>	
<b><i>Signed</i></b>	(Chairperson)

## Enfield Community College

### Pastoral Care Policy

**\*This pastoral care policy was created in accordance with the Mission Statement of Enfield Community School.**



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Our **Mission Statement** underlines our philosophy of fostering **self-esteem**, a **positive attitude** towards learning, the promotion of **responsible** behaviour and the **encouragement of dignity** and **respect** in all our endeavours. We consider each student to be **unique** in personality and in spirit.  
”

*Enfield Community School is dedicated to the provision of a holistic education in a caring environment of mutual respect to foster the full potential of its students and staff.*

*In partnership with Parents, we strive to create a desire for life-long learning, respect for the individual, an awareness of the needs of the disadvantaged, concern for the environment and an appreciation of our own unique culture.*

*Phobailscoil an Bothar Bui, scoil ata dirithe ar oideachas leathan a chur ar fail I dtimpeallacht chaoin, air a bhfuil comheas I reim I dtreo is go gcothaitear lan chumas na ndaltaí agus na mbaill foirne. I bpairtíocht le tuismitheoirí deanamíid ar ndícheall chomh maith le meas ar fheiniúlacht an duine, airdeall ar an te ta faoi leatrom, curam dar dtimpeallacht agus tuiscint ar ar gcultúr.*

This policy reflects the educational philosophy of our Trustees, the Louth Meath Education and Training Board. It reflects the 'mutual respect' aspect of the mission statement.

This policy should be read in conjunction with all other school policies- Child Protection, Substance Use, Guidance, Anti – Bullying, Code of Behaviour, Critical Incident, Admissions Policy, Internet Usage, Learning Support Policy, RSE and SPHE policies.

### **1. Rationale**

Pastoral Care is a core dimension of life of the school. It is defined as the system of roles, resources, structures, policies, programmes, and processes employed to support the development of young adults. Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional, and social development of the student at the centre of its learning values. This policy sets a formal structure for pastoral care, setting out clear and defined roles and expectations to ensure that every member of our school community has access to relevant pastoral structures and procedures.

### **2. Pastoral Goals**

- To provide a safe, caring and supportive environment for students.
- To care for and support each member of the school community.
- Priority is given to the nurturing of teaching and learning relationships.

### **3. Aims of a Pastoral Care Structure**

- To clarify roles, responsibilities, tasks and procedures.
- To create links between all areas of the Pastoral Care Programme.
- To promote an environment which meets the needs of each student.
- To acknowledge and support each person's role in the school community.
- To nurture teaching and learning relationships.
- To recognise talents and abilities.
- To monitor progress at every level for the student.
- To act as an early warning system for the early detection of "at risk" students.
- To help the young person to make their own decisions through greater self-awareness and independence.
- To promote clear values that align with our school culture.
- To support an engaging curriculum, through related policies.
- To involve all partners in the life of the school.

#### **4. Pastoral Care Personnel**

We take a collaborative approach to Pastoral Care in Enfield Community School and therefore, each staff member has a role to play in its implementation. However, there are a few personnel who have a specific role to play. These include:

##### **Board of Management**

- The Principal
- Deputy Principal
- Year Heads (in future)
- Tutors
- Critical Incident Team
- Guidance Counsellor
- SPHE Coordinator
- Learning Support Coordinator
- Prefects (in future)
- Subject Teachers
- Student Council Liaison Teacher
- Care Team
- Academic Monitor

#### **5. Roles and Responsibilities:**

##### **Board of Management**

The Board of Management supports the principles of inclusivity and equality of access. The Board will have overall responsibility for the development and monitoring of policy. The Board will ensure in so far as is practicable (and in keeping with the Dept. of Education and Science allocation) that adequate resources are allocated for the provision of Pastoral Care.

##### **The Principal and Deputy Principal**

The Principal will work with the Board of Management, staff, and students in the development of the policy and ensuring that the proper structures and resources are put in place for its effective operation. The Principal / Deputy Principal will oversee the implementation of the policy, provide from available resources the necessary structures to implement the policy, contact and liaise with parents and with outside agencies as necessary and will remain available to meet students, staff and parents in a supportive environment. In their role as Designated Liaison Person and Deputy Designated Liaison Person, the Principal and Deputy Principal will contact relevant agencies in accordance with Child Protection Procedures.

### **Year Heads (Future tense)**

Each year group will have one assigned Year Head which, where possible, will remain with the group during their time in school. The Year Heads will have the responsibility for the pastoral, educational and disciplinary care of the year group. They will meet the group on a regular basis and keep them apprised on school policies. The Year Head will attend all relevant meetings of the Year Group and will have access to information on students in that year. The Year Head will have a caring interest in each student of that year and will be aware in so far as is possible of the reality of the students' lives. Where necessary, they will intervene to help students who are encountering difficulty with areas of school policy and provide necessary supports for the students. This may involve liaising with parents/guardians and other members of the Care Team.

### **Tutor**

The tutor, through meeting students on a regular basis, will identify any challenging areas for the students in their group and liaise with management, and other members of the care team, as necessary. The tutor will support the work of management and teachers in supervising, overseeing, and monitoring student journal and attendance and will encourage group activities e.g. sport etc. Where possible, the tutor will also be timetabled to teach SPHE to their group, thus enhancing the relationship between the tutor and student and promoting openness and trust.

### **Critical Incident Team**

Enfield Community College has developed a Critical Incident Management Plan to cope more effectively in the aftermath of an incident. This enables the school community to react quickly and effectively and to maintain a sense of control. The school is proactive in creating a coping, supportive and caring ethos in the school.

***'A critical incident is any incident or sequence of events which overwhelms the normal coping mechanisms of the school and disrupts the running of the school.'***

### **Guidance Counsellor**

The Guidance Counsellor provides for the needs of the students under 3 integrated areas: a.) personal/social guidance and counselling, b.) educational and c.) career guidance. The Guidance Counsellor is available to meet students in class groups and for individual consultation with students and/or parents on matters related to career advice and possible personal difficulties. She/he liaises with the Principal, Deputy Principal and other staff members and members of the Pastoral Care team as necessary, in providing this support and guidance.

### **S.P.H.E Coordinator**

“Social, Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships” (SPHE support service). It is the role of the S.P.H.E Coordinator to ensure that all students receive this curriculum in a supportive, and non-judgemental atmosphere. The S.P.H.E Coordinator will organise workshops, guest speakers, activities and any events which will support the implementation of this programme.

### **Learning Support Coordinator**

The Learning Support Coordinator will be responsible and accountable for developing and coordinating a system of learning supports that enables all students to have an equal opportunity for success at school and to manage their respective curricula. This may be done by addressing barriers to learning, enhancing engagement, student advocacy, and reengaging disconnected students. They will liaise with class teachers and others in support of the development of the student. The role includes liaising and communicating with management, class teachers, support staff, parents, and outside agencies. The coordinator will also be supported by a team of SEN anchors who have responsibilities in relation to SEN provision for each individual year group.

### **Special Needs Assistants**

Special Needs Assistants assist in the care of pupils with disabilities or Special Educational Needs in an educational context. The SNA liaises with all members of the Pastoral Care team in supporting the development of the student(s) in their care.

### **Prefects (going forward)**

Prefects form an integral part of the Pastoral Care of each student at Enfield Community College. The main role of the school prefect is to aid in the running of the school to achieve set goals for the enhancement of the school and every individual student. The Prefects are an extension of the school administration and together with school management and staff, share responsibility in implementing school objectives and regulations.

#### **The Prefect:**

- Demonstrates Respectful Leadership
- Liaises between students and teachers
- Leads by example

- Will support first year students through the mentoring system
- Will implement the Anti- Bullying Policy
- Assist at break times in the school canteen
- Monitor hall/corridor/yard activities
- Play a role in encouraging other students to get involved in extra-curricular activities

### **Subject Teachers**

The Subject Teachers will have regular contact with the class and will deal with simple issues as they arise. They will normally be the first to be approached by pupils. Relevant information and issues that require further attention will be passed to any member of the Care Team, depending upon the nature of the concern. The teacher will create a positive learning environment in the classroom which encompasses the development of the whole person.

### **Student Council Liaison Teacher**

The main role of the student council liaison teacher is:

- To meet with the student council regularly and report to the principal.
- To promote the interests of the student council.
- To assist and advise the student council.
- To be the link between students and teachers and management.
- To encourage a link with management to highlight student's needs.

## **6. The Care Team**

The Care Team is a visible representation of the school's understanding and valuing of each student as an individual. Students who experience severe difficulties in life will find it difficult to have cognitive space for learning. Therefore, the rationale of the care team is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning. Members of the care team work hard to identify and assist students who may need extra support. Two Care Team meetings are held weekly – one which focuses on 1st and 2nd year students, the other for (and going forward) 3<sup>rd</sup> year students.

They meet on both a formal basis, weekly and informally as issues arise. Each case is treated confidentially on an individual basis, depending on the needs of the student.

The core Care Team is made up of staff that have direct involvement in the care issues of students:

- Principal
- Deputy Principal
- Guidance Counsellor



- Learning Support Coordinator
- Year Heads/Tutors

#### *Aims*

- To share information in a confidential setting
- To coordinate a single transparent response to the care needs of a student
- To be action focussed.
- To review and monitor the students with care needs

#### *Care Team Issues*

- Attendance and Retention
- Behaviour
- Academic Achievement
- Pastoral Care
- Supports
- Health and Welfare
- Family Issues
- Mental Health
- Child Protection
- Critical Incident supports
- Staff Support / Development

#### **Confidentiality**

An essential element of the Care Team is maintaining clarity around the boundaries of confidentiality. It is essential for all members of the team, as well as all staff and students, to understand the concept of confidentiality regarding child protection guidelines.

#### **Communication**

Clear communication is essential. Any member of staff can refer a student to any member of the Care Team; however, it is important that there is an understanding that a person who refers a student does not need to know the details of what has been discussed in relation to the student, but they need to be assured that the student is being cared for.

#### **Essential Elements of the Care Team**

- Child centred/ advocate for the student
- Professionalism and Confidentiality
- Non-judgmental
- Solution focused as opposed to problem focused
- Supported by staff, senior management and Board of Management



- Optimistic and hopeful
- Effective use of time and resources
- Information sharing with wider staff
- Accountable through record keeping
- Evaluation
- The team need to be reminded that they need to take care of themselves as well as the students.
- Reflection and evaluation are necessary. Evaluation will take place for this purpose at the end of each academic year.

## **7. Structures which Support the Pastoral Care System**

- Wellbeing programme to include YSI project and Friends First
- The Pastoral Care system in the school will be complimented and supported by the Wellbeing programme which will be implemented in the school from September 2022.
- Code of Behaviour
- The Code of Behaviour is in place to facilitate learning and teaching in a positive, safe, and secure atmosphere. The Code has been developed in partnership with the staff, students, parents, and management.
- Refer to Code of Behaviour
- Recognition of Positive Behaviour – Awards Ceremony
- At Enfield Community College, we acknowledge the value of recognising positive behaviour in motivating and encouraging our students.
- Every member of staff may give a student a comment in the homework journal or on Compass to recognise good organisation, participation, performance, effort in school activities etc.

### **An Awards Ceremony:**

is organised at the end of each term to award students in the following areas:

- 1st Year – Student of the term, Class of the term, Act of Kindness etc.
- 2nd Year – Student of the term, Class of the term, Act of Kindness etc.
- 3rd Year – Student of the term, Class of the term, Act of Kindness etc.

### **Induction Programme**

A comprehensive induction programme is in operation for:

- First Year Students
- Parents of First Year Students
- Students joining any other year group
- Transition Year students (going forward)
- New Staff

**i.) Incoming First Year Students**

**Responsible Personnel:**

Principal, Deputy Principal, Tutors, SEN Anchors, Career Guidance Counsellor

**Group:**

Parents of First Year Students

**Staff members responsible:**

Principal, Deputy Principal, Tutors, SEN Anchors, Career Guidance Counsellor

**ii.) Students joining any other year groups**

**Responsible Personnel:**

Principal, Deputy Principal, Career Guidance Counsellor, Tutors, SEN Anchors, Student Council class rep.

**iii.) Transition Year Students (going forward)**

**Responsible Personnel:**

Year Head, TY Coordinator, Tutors, Career Guidance Counsellor

**iv.) New staff**

**Responsible Personnel:**

Principal, New Staff Mentor, Department Teachers

**Review and Evaluation:**

This policy will be evaluated at the end of the academic year 2022-2023 and will be reviewed, if necessary, in relation to:

- Performance Criteria
- The Pastoral Care Programmes being implemented effectively.
- The Pastoral Care procedures being effective.
- The Aims of the policy being met.

This policy was ratified by the Board of Management of Enfield Community College at a meeting on 30/11/2022

Signed: \_\_\_\_\_  
Chairperson, Board

Date: 30/11/22