



Pastoral Care

All information in this prospectus is accurate at the date of publication January 2020 but information is subject to change.

The policies in this leaflet are abbreviated.

Full policies are available from the school office on request.

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Pastoral Care Summary Policy

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Positive Behaviour Management
Summary Policy

3.6

Drugs Education Summary Policy



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At Loreto I am in charge of Loreto's Assertive Mentoring Programme (L.A.M.P). The Assertive Mentoring Programme will establish a productive partnership in which the learning environment is goal focused, evidence based and students are enabled to achieve their full potential. We, as a team of classroom assistants, teachers and Senior Mentoring Prefects employ strategies to effect improvement in students, when underachievement or under-performance is noted. We provide support and encouragement and apply specific strategies or interventions necessary to effect change. The Assertive Mentoring Programme is an integral part of the Pastoral Care System, offering that much needed one to one support and guidance. Pastoral Care is at the very core of our school environment and we, as a school community, embrace the strength of our Pastoral Care System, by creating a safe and secure environment and providing a caring, nurturing and supportive approach.

Miss D. Grimes – Academic & SEBD Mentor



3.1 PASTORAL CARE SUMMARY POLICY

As teachers in a Loreto school we accept the intrinsic pastoral nature of teaching. We recognise that the pastoral dimension is complementary to the academic and that both are necessary for effective learning and to enhance student progress. The school community expects that the relationships between students and students, students and staff, staff and staff are based on mutual respect, trust, caring and consideration for others, resulting in a highly motivated learning environment.

The pastoral system exists to achieve the following aims:

- 1 To provide a safe, caring and supportive atmosphere for all members of the school community
- 2 To be sensitive and responsive to the needs of individuals and to offer sympathetic, confidential guidance when required
- 3 To provide a network of personal contacts for all members of the school community
- 4 To monitor learning across the curriculum in order to support each student to achieve the maximum of her potential
- 5 To empower students with the required social and interpersonal skills, experiences knowledge and attitudes to develop active, self-confident, responsible members of society
- 6 To liaise with parents/guardians and appropriate external agencies to support individuals in all aspects of their education
- 7 To promote high standards of behaviour and self-discipline.
- 8 To create a stimulating and safe learning environment which acknowledges and respects the uniqueness, individuality and dignity of each pupil.

This is facilitated by the provision of a Head of Pastoral Care, Heads of Year and Form Teachers who have special responsibility for the welfare and guidance of the students.

Additional Provision

- A Pastoral Monitor Team (within the Senior Leadership Team) who act as mentors to class groups.
- A special induction programme is provided for Year 8 students. This programme introduces each Year 8 student to a Year 12 "FRIEND" who helps ease the transition into the new school environment and makes the student feel welcome and secure.
- All students are provided with an induction programme of ongoing pastoral theme events to facilitate their transition into each subsequent year group.
- Annual anti-bullying programmes across all year groups.
- A confidential counselling service is available in school provided by Familyworks Schools Counselling Service. Young people can self-refer to the counsellor or where concerns arise, members of staff will make a referral.
- Students access counselling to support them with a variety of issues; relationships, bereavements, self-esteem, anxiety or stress.
- Annual Well-being Events aimed at supporting students in their emotional and social well-being.
- A School Council comprising of representatives from each year group meet weekly to discuss ideas and school issues.
- Each student is provided with a 'Student Planner' to enable her to organise her school life and to develop links with parents/guardians.



3.2 CHILD PROTECTION SUMMARY POLICY

The School's Child Protection Policy supports each student's development in ways which will foster security, confidence and independence. The School staff recognises that students have a fundamental right to be protected from harm and have their safety and well-being promoted. Students cannot learn effectively unless they feel secure, therefore Child Protection is an intrinsic element of all aspects of the curriculum.

Procedures for Reporting Suspected (Or Disclosed) Child Abuse

The designated teachers for Child Protection are **Mrs C. Turbitt** and **Mrs M. Gavin**. They assume responsibility for child protection matters.

- If a student makes a disclosure to a teacher or other member of staff, which gives rise to concerns about possible abuse, or if a member of staff, parents/guardians have a concern about a student, **the designated teacher for Child Protection will be informed**
- The designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action and ensure that a written record is made.
- The Principal, in consultation with the designated teacher, will decide whether, in the best interests of the student, the matter needs to be referred to Social Services.
- **If there are concerns that the student may be at risk, the school is obliged to make a referral. The safety of a student is our first priority.**
- Unless there are concerns that a parent/guardian may be the possible abuser, the parents/guardians will be informed immediately.

Child Protection Policy and Procedures A Summary



3.3 Anti-Bullying Summary Policy

The aim of this policy is to create a non-bullying ethos in Loreto Grammar School where the relationships between:

students and students
students and staff
staff and staff

will be based on mutual respect, trust, caring and consideration for others, rather than on power and strength.

STEPS FOR A "SHARED RESPONSIBILITY APPROACH"

- Student reports threatening behaviour incident to a member of staff.
- Report of incident made to Form Teacher/ Head of Year.
- Form Teacher/ Head of Year interviews student in distress as soon as possible.

Responses to Bullying Behaviour

In Loreto we aim to support the child who has experienced bullying as well as the young person who has displayed bullying type behaviours. To determine the level of severity of bullying behaviour which has occurred, staff involved will determine the following:

- The nature of the incident
- The frequency of the incident
- The duration of the behaviour
- The perception of the child being bullied.

The facts will be collated and clarified by, listening to the views of all, with a no blame approach. They will identify undesirable / bullying behaviours will be identified and discussed fully with the individual / group involved.

The aim will be to promote understanding from the perspective of the child who has been bullied, to encourage responsibility and find a resolution.

Parents/ Guardians of the child who has been bullied and the child engaging in bullying behaviours, will be informed at the earliest convenience and their support sought.

In deciding upon an intervention, all the facts will be taken into account, including the intent of harm, the severity of the incident, the willingness to take responsibility as well as whether there was any provocation.

A level of intervention will be identified in an attempt to support and resolve the issues presented.

It is important to remember that every bullying incident will be individually assessed and an intervention chosen which best meets the needs of all pupils. In Loreto we work collaboratively to create a safe, happy and caring environment in which our students are encouraged to learn and achieve their potential, free from verbal, physical or emotional harm.

3.4 SENDO INCLUSION SUMMARY PROVISION

Special provision is made for students who cannot fully access the curriculum in the usual classroom situations, e.g. students with needs which require different or additional support. The teacher in charge of Special Educational Needs is Mrs M. Gavin.

A Special Educational Need may come under the following categories:

1. COGNITION AND LEARNING (CL) – Language, Literacy, Mathematics, Numeracy
2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW)
3. SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)
4. SENSORY (SE)
5. PHYSICAL NEEDS (PN)

What do we do?

- Determine the nature of the difficulty and therefore the provision required. The following information may be used: medical reports, psychological reports, EA reports, cause for concern reports from teachers, parents or students, formative and summative assessment information, information from parents/guardians or previous schools.
- Involve parents/guardians at the earliest opportunity and keep them informed.
- Plan for and provide additional support, where necessary.
- Review the student's progress (based on twice yearly reports) to plan for future provision.
- Create Individual Educational Plans which facilitate a collaborative approach in enabling the student to achieve their potential.

How can parents/guardians support us?

- Work in partnership with the school by providing information to assist in understanding the student's needs at the earliest opportunity.
- Provide home support in helping the student to achieve her true potential.
- Participate in progress review meetings.

The Mentoring Programme has helped me so much in many ways. It has helped me gain confidence in myself and my school work. I would highly recommend this programme to anybody that finds themselves struggling with their work or their mental health as it has helped me greatly.
Ellie



3.5 Positive Behaviour Management Policy

Loreto Grammar School promotes a positive approach to behaviour management based on respect for the rights of others. We seek to nurture in each student a positive self-image, helping her to mature as an understanding tolerant and responsible person. Our mission statement is "Our school strives for excellence as we carry forward the Loreto tradition." To fulfil this mission it is expected that the relationships between students and students, students and staff, staff and staff, are based on mutual respect, trust, caring

and consideration for others, resulting ultimately in a highly motivating learning environment. The promotion of positive behaviour management necessitates a collaborative partnership involving parent(s) / guardian(s), teachers and students to reach the highest possible standards of excellence.

We believe that the school should guide students towards appropriate behaviours, so they can enjoy school work and life to the full. The school aims to provide a framework of

affirmative, positive and caring discipline through effective and timely intervention. The school has a clear expectation that students, staff and parents will be courteous, polite, tolerant, and respectful of the views and values of others. The school recognises that students respond to encouragement and praise and measures are in place to guide students who do not adhere to the Code of Conduct.

INCENTIVES - One key objective of this policy is to encourage students to exhibit high standards of co-operation, respect, behaviour, organisation and work. We are committed to promoting self-discipline and enhancing student self-esteem by fostering high motivation levels in all students, recognising and rewarding positive behaviour. This is promoted in the following ways:

Frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded	School Pastoral Notice board highlighting achievements. Prizegivings which recognise achievements e.g. academic, creative and community outreach	Students achievements both in and out of school celebrated in Assemblies
KS3 Pastoral House system	News bulletins to staff and parents	Constructive and positive approaches to assessment, marking and evaluation
Class teacher giving oral or written encouragement	School Website	Personalised letters
Congratulations cards	Local Press	Achievement Record
Subject specific merit systems	School Magazine	Certificates
Student Profiles	Attendance awards	Classroom Pastoral Notice board highlighting achievements

- **Outstanding Recognition** for individual students may be recorded for:

1 Notable Achievement	e.g. Student of the Month, Academic Work, Significant Sustained effort, Competition success/Events
2 Commitment to Responsibility Roles	e.g. Peer Mentoring, Notable contribution to extra-curricular groups
3 Commitment to Leadership Roles	e.g. Prefect Duties, Member of Student Council, Senior Leadership Team
4 Commitment to the Spirit of Loreto	e.g. Respectful, A Friend to everyone, Lives the Loreto Values of Justice, Sincerity, Joy, Truth and Freedom

- When a student has received **FOUR** positive achievements; the Form Teacher will record this in the Student Planner, to communicate with parents/guardians.
- At **SIX** positive achievements, the Form Teacher will communicate this to the student by card.
- When **EIGHT** Positive achievements have been recorded, a letter will be forwarded to parents/guardians.

CODE OF CONDUCT

The Code of Conduct outlines the regulations and expectations of the school. It is intended as a guide towards good behaviour and self-discipline. The Code of Conduct covers the areas listed below and further detail can be found in the Student Planner or the full Code of Conduct can be obtained from the School Office on request.

- **SELF PRESENTATION:**
Reflected in adherence to school uniform regulations
- **PERSONAL BEHAVIOUR AND CONDUCT:**
Reflected in good language and manners both inside and outside the school.
- **INTERPERSONAL RELATIONSHIPS:**
Reflected in respect for self and others.
- **CARE FOR THE ENVIRONMENT:** Reflected in care for the classroom, the school and community environment, and the property of others.
- **HEALTH AND SAFETY:** Reflected in the regard for regulations and procedures which will ensure personal safety and well being of others.

3.6 DRUGS EDUCATION SUMMARY POLICY

This school believes we should be a drug free community. Unfortunately drugs are a reality in our lives therefore it is vital that schools, parents/guardians and the community share the responsibility to educate students about the risks and consequences of drug use and misuse. Together we can encourage young people to make healthy, informed choices by increasing their knowledge and challenging attitudes about drug misuse.

The drugs education programme followed in this school is based on guidelines provided by DENI (2004/9) and is sensitive to the age and experiences of students. For this programme to be effective the school community, parents/guardians and students must understand and accept the serious nature of their responsibility and commitment in upholding the school's policy on drugs.

The following is a summary of the guidelines relating to drugs:

Medicines - the school recommends that parents/guardians provide written details of any medical condition that individual students may have including medication they are on. The need for administration of regular medication should be indicated on the relevant page in the Student Planner. Medicines/tablets / inhalers should not be brought to school unless accompanied by a letter from a parent/guardian and they will only be administered when it is absolutely necessary by the Student Welfare Officer under supervision.

Tobacco – No cigarettes should be brought into school by a student. In the event of a student being found with cigarettes on her person, the cigarettes will be confiscated, the parents/guardians will be informed and action will be taken in line with the school's Positive Behaviour Management Policy. The school operates a No Smoking Policy.

Alcohol - No alcohol should be brought into school by students or consumed by them on the school premises, while on school trips or in school uniform. In the event of a student being found with alcohol on her person the alcohol will be confiscated, the student's parents/guardians will be informed and action will be taken in line with the school's Positive Behaviour Management Policy.

Solvents – No Solvents should be brought into school by students. The school will ensure that potentially harmful substances are stored safely and students are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluid and aerosol sprays will be discouraged at all times. Any student who abuses such substances on the school premises or on the way to and from school will be liable to action in line with the school's Positive Behaviour Management Policy.

Illegal Substances - no illegal substances should be brought to school or used on school premises. Should this happen then the designated teacher will deal with the incident according to school's Positive Behaviour Management Policy.

Legal Highs / Psychoactive Substances – no substance which fits this category should be brought into school, ingested within school grounds or passed between pupils. Should this happen the designated teacher will deal with the incident according to the school's Positive Behaviour Management Property.

Procedures

A designated teacher for child protection will keep a record of any drug related incidents and deal with them according to the school's Positive Behaviour Management Policy.

Evidence of drug use or possession of drugs will result in automatic suspension pending a full investigation of the matter.

What must a student do?

- Be aware of and adhere to the school rules in relation to drug use/misuse, including tobacco, alcohol, over the counter and prescribed medication, volatile substances and controlled drugs.

How can parents/guardians support us?

- Support the school in the implementation of this policy, including the school's procedures for handling incidents of suspected drug misuse and the drug education programme.
- Support your daughter.
- Parents/guardians of students who need to take prescribed medication in school must contact the designated teacher who will make arrangements for the students involved on an individual basis.
- Provide written details of any medical condition that your daughter may have including medication.
- Ensure that medicines/tablets are not brought to school unless accompanied by a letter and given to Mrs M. Gavin to be administered.

A full copy of the Drugs Education Policy that sets out in detail the rationale, aims, roles and responsibilities of the school and parents/guardians and the related procedures is available on request from the Principal. An abbreviated form of this document is included in the Student Planner which parents/guardians are advised to ensure their daughter has read and understood.

“
Pastoral Care in Loreto is like a supportive friend. Everyone is there to help and support us through all aspects of school life.
Emir”

“
Pastoral Care in Loreto means there is someone I can talk to and trust. There is always a place or a person to go to when there is a problem and when I need help.
Katie-Ann”