

## **Pastoral Care Policy**

### **Preamble:**

North Coast Integrated College (NCIC) aims to ensure that all students develop as valuable and valued members of the College community. Our mission statement is to facilitate “young people becoming empowered, confident, caring citizens, pursuing excellence through integration.”

The College’s Pastoral Care system is one of the primary means through which we seek to achieve these aims for all of our students. The Pastoral Care system promotes both formal and informal care to deliver a process of Learning Guidance which collectively incorporates:

Behaviour

Academic progress

Curriculum offer

Careers (Separate policy)

### **Pastoral Care**

All staff at North Coast Integrated College hold responsibility for the pastoral care, and the safeguarding of all students. The College aims to work in partnership with students, parents/guardians and teachers to deliver the pastoral care provision. The value of these relationships cannot be under-estimated. On occasion, the professional services of outside agencies may also be required. At all times, the College aims to work harmoniously with all stakeholders, however, it is acknowledged that pastoral issues can sometimes result in disagreement with parents/guardians, particularly if a behavioural concern arises. The College aims to make every effort to restore a pleasant and harmonious relationship with parents/guardians should disagreement arise.

The Student Council and The Parents’ Forum also form an integral part of the partnership between home and school.

### **Pastoral Teams**

Each year group has their own Pastoral Care Team at North Coast Integrated College. The team comprises a Head of Year, who coordinates a number of Form Teachers. Heads of Years are accountable to the Senior Teacher for Pastoral Care, who is in turn accountable to the Vice Principal. Pastoral Care Teams work closely with all staff, including Learning Support (L.S.) and the Safeguarding Team for Child Protection, to provide consistent pastoral care in conjunction with Parents/Guardians and outside agency support services, such as Counselling Support Services (Family Works), Education Authority (EA) Youth Service, Care Team, Education and Welfare Services (EWS), Educational Psychology and Child Services, where appropriate.

## **Communication**

Good communication between home and school is essential if students are to thrive both academically and pastorally. The Homework Diary aims to be the main source of communication between the College and home. Parents/guardians are encouraged to sign the Homework Dairy weekly, and to use it to record any notes they wish to send in to school. Teachers will also communicate with parents/guardians via the Homework Diary. Parents/guardians are also able to communicate with staff via email, letter and telephone. In the first instance, parents/guardians are encouraged to contact their child's Form Teacher if they have a concern, however, the Head of Year (HOY) is also available.

## **Staff Protection**

If a pupil makes a defamatory allegation against a member of staff, parents/ guardians will be asked to come into a meeting with the Principal and the staff member involved. If the allegation is spurious with the deliberate intent to cause damage to the staffs' reputation, there will be disciplinary action. This disciplinary could result in suspension and/or the staff member being supported in refusing to have any further interactions with the pupil. This will apply to any incidents which occur both inside and outside school.

## **Code of Conduct**

It is expected that all staff and students at NCIC will treat each other with the respect that is central to the integrated ethos upon which the College is founded. There is an agreed code of conduct for all students and staff, and all students at NCIC sign up to an agreed Students' Charter as seen below. A copy can also be found in the Homework Diary.

### **Student's Charter**

We, the students of NCIC, have agreed that the following guidelines should always form the basis of how we work in the classroom:

1. Students and teachers should listen and speak to each other with respect.
2. Students should bring the appropriate equipment to school.
3. Students should raise their hand to gain the teacher's attention.
4. With permission, students will be allowed to drink water in certain classrooms.
5. Students should stay in their seat until asked to move.
6. Students should not damage any property belonging to their peers or to the College.

We, the students of NCIC, have agreed that the following guidelines should always form the basis of how we behave outside the classroom:

1. Students should have respect for all property and their surroundings.
2. Students should walk quietly between classes.
3. Students should show good manners to all students, staff and visitors to the College.
4. Students should respect the College as a non-smoking environment.
5. Students should follow a 'no litter' policy.
6. Students should not engage in any 'rough play' and should show consideration to others during break and lunch.

## **Behaviour Management**

North Coast Integrated College promotes a process of assertive discipline in order to encourage good behaviour and classroom management. Assertive discipline is a positive behaviour management system which affords each teacher the tools with which to manage challenging classroom behaviour.

If a student is engaging in challenging behaviour, the teacher is encouraged to follow the behaviour steps below:

### **Behaviour Steps**

STEP 1: Verbal Warning.

STEP 2: Sit apart.

STEP 3: Sanction given.

STEP 4: Incident recorded/ Removed from class to Buddy.

At every stage of the four behaviour steps, the student is given the opportunity to amend their behaviour to an acceptable level.

If Step 3 is reached, the sanction will be recorded in the Homework Diary Sanction Page. A parent/guardian must sign the Sanction Page at the appropriate place to show that they are aware of their child's behaviour, and that they understand the reason for the sanction given.

If Step 4 is reached, the teacher will ask the student to leave the room. In the first instance, the teacher should use the 'buddy' system and send the student to the room of another teacher who has already agreed to act as 'buddy', i.e., to accept a student who needs to be removed from class. If a 'buddy' is unavailable, it may be necessary to send the student to their Form Teacher. The teacher should then record details of the incident or concern on the SIMS Behavioural Management System at the first opportunity, and send a copy of this information to the Form Teacher.

Having received this information, the Form Teacher is then in a position to discuss the situation with the student and to decide if it requires further intervention. If the situation is of academic concern, the Form Teacher may, in the first instance, pass it on to the relevant HOD whilst also informing the HOY and AP. If the situation is deemed to be of a pastoral concern, the information will be forwarded to the HOY and Pastoral Care teachers on the SLT team AP and EC. The parent/guardian will be informed.

**As a general rule, the form teacher will decide the action when a pupil has not signed a behaviour management contract. If the pupil is on contract 1, the Head of Year will follow up incidents. EC contract 2 pupils and AP contract 3 pupils. If a pupil has broken contract 3 they will be invited, by the Principal, to discuss their continued attendance at school at a consultation meeting with the Board of Governors.**

No contract	Form Teacher
Contract 1	Head of Year
Contract 2	Senior Pastoral Teacher (EC)
Contract 3	Vice Principal (AP)
If contract 3 is broken	Principal

## **SIMS Behavioural Management System**

The SIMS Behavioural Management System is accessed via the C2k network. Staff have received training in how to use the system to record both behaviour concerns, and achievements.

## **Sanctions and Detention**

Actions taken to resolve a situation, and/or sanctions given, can be recorded on SIMS Behavioural Management System.

All after-school detentions will be recorded in the Homework Diary in the appropriate section, and 24 hours notice must be given.

## **Persistent Behaviour/Academic Concerns**

Persistent behavioural or academic concerns may require the implementation of the College's Tracking System. The Tracking System allows for individual behaviour and/or academic targets to be set for the student and affords the student an opportunity to amend their current pattern of behaviour.

These targets are used to create a tracking sheet which the student carries from class to class. The student is scored on how well they achieve their targets in each class, and the tracking sheet is then taken home to the parent/guardian who signs the sheet before it is returned to school each day.

This action is only taken after careful consideration, and in conjunction with the parent/guardian.

## **The Behaviour Management Process and Special Educational Needs**

The Behaviour Management Process is primarily pastoral in nature but links to the Special Educational Needs Policy through the "Tracking" and Contract system.

Tracking has two levels which may be used by the Form Teacher to work with students to modify unacceptable behaviour:

### General Tracking

Students are on tracking for a two-week period during which they use the tracking sheet to improve identified concerns. This is the lowest level of tracking signifying that the student's behaviour is of moderate concern.

### Positive/Negative Tracking

If general tracking has been unsuccessful, students are placed on positive/negative tracking with a clearly set score that they must achieve. Failure to reach their targeted score may result in withdrawal or suspension. This tracking may continue for a two-week period of time or for longer if deemed necessary by the joint decision of the Form Teacher and Head of Year. At all times the Form Teacher and HOY may consult with the Senior Teacher for Pastoral Care.

If tracking has not helped improve the behaviour the student will be placed on Contract 1, a parental meeting will take place attended by the student’s HOY. The SENCO may also attend this meeting.

*\* The student could still be following the tracking system at this stage if it is still considered to be a positive and constructive method of monitoring their behaviour and progress.*

**Behaviour Contract**

The Behaviour Contracts run concurrently with the Stages of the Learning Support Policy:

- Contract 1                      Stage 1 Learning Support Register
- Contract 2                      Stage 2 Learning Support Register
- Contract 3                      Stage 3 Learning Support Register

Students who do not respond to the Tracking, and Contract scaffolds will be referred to Educational Psychology at Contract 3.

**Contract Progression**

Should a student be considered to have broken their Contract, a decision to place them on the next Contract must be taken by the Form Teacher and Head of Year, in conjunction with the Senior Teacher for Pastoral Care. This decision will only be made following careful consideration, which may also include a return to initial tracking as a way to further monitor progress and behaviour. Parents will be kept informed at all times, and will be encouraged to attend any relevant meetings.

**Therefore the whole process looks as follows:**

<b>Contract</b>	<b>Tracking</b>	<b>Staff Responsibility</b>	<b>Learning Support</b>
<b>Pre Contract</b>	1. Behaviour tracking 2. Positive and Negative Tracking	Form Teacher Monitors	No referral to LS
<b>Contract 1</b>	1. Behaviour tracking 2. Positive and Negative Tracking	HOY Monitors	Stage 1 LS Register
<b>Contract 2</b>	1. Behaviour tracking 2. Positive and Negative Tracking	HOY Monitors in conjunction with Senior Teacher	Stage 2 LS Register – place name on waiting list for educational psychology for potential assessment for outreach behavioural support
<b>Contract 3</b>	1. Behaviour tracking 2. Positive and Negative Tracking	HOY Monitors in conjunction with VP, Principal informed.	Stage 3 LS Register – referral to educational psychology for outreach behavioural support

**If contract 3 is broken, the pupil will be suspended from school and invited to attend a meeting by the Principal with the Board of Governors where their future at school will be reviewed.**

\*Positive and Negative Behaviour Tracking is a second stage of the tracking process which is only employed after the initial two-week period of tracking has been unsuccessful.

## Academic Progress

A strong pastoral care system which promotes an effective learning environment is essential if students are to make academic progress and achieve their full potential. Form Teachers and HOYs continually monitor and evaluate academic progress in conjunction with the subject teacher, HODs and SLT (see process below).



The process of academic progress is inexorably linked with SEN and SEN procedures should be followed at all times (see SEN policy). It must also be acknowledged that a student may require a class move, up or down, for either pastoral or academic reasons. A class move for any student will only be made after careful consideration and communication between Form Teacher, HOY and subject teachers, in conjunction with HODs and the Senior Teacher for Pastoral Care and Pastoral VP.

## Curriculum Offer

Classes are streamed in KS3 and students are initially placed into classes using KS2 information from Primary Schools, CAT scores and teacher internal assessment outputs. All pupils follow a broad-based curriculum which conforms to the requirements of the Northern Ireland Curriculum. Guidelines on Homework, Assessment, Individual Needs and Differentiation are available on separate policy statements. Arrangements for Individual Educational Needs consist of: initial testing of all pupils, differentiated material in all subjects, paired reading schemes, small group work, support teaching, use of classroom support and other support from outreach services. The College also provides a range of extra-curricular activities to enrich the curriculum.

NCIC meets its Entitlement Framework EF requirements through ongoing collaborations with the Coleraine Area Learning Partnership (CALP).

NCIC acknowledges that students spend a significant portion of their teenage years with us. It is important that their personal and social needs within education are catered for within the College environment, so that their ability to focus on their formal education is maximised. Effective pastoral care minimises the

impact of crisis and concerns, and develops skills and attitudes useful in coping with both negative and positive situations. It is our aim that all students leave our care, able to fully participate as confident and caring citizens of the wider community, and the world at large.

## Learning Journal

Pupils complete a Learning journal every half term which encourages them to reflect on their progress across subjects, engage in action planning, set targets to improve their learning and develop a 'growth mindset'. Pupils record their attendance and are encouraged to reflect on the correlation between attendance and academic success. The Learning Journal also enables pupils to record their contribution to extra-curricular activities.

## Careers

The Careers Education, Information, Advice and Guidance (CEIAG) at NCIC is given a high priority in preparing pupils for the opportunities and challenges for working and adult life. All pupils have access to a coherent and progressive Careers programme at each stage of their career. CEIAG is seen as playing an important role in motivating our pupils, promoting equality of opportunity and maximising their personal and academic achievement. (Also refer to CEIAG Policy, Work related Learning Policy.)

Abbreviations used in this Policy

AP	Angela Passmore
CALP	Coleraine Area Learning Partnership
CEIAG	The Careers Education, Information, Advice and Guidance
EA	Education Authority
EC	Eileen Casson
EF	Entitlement Framework
EWS	Education and Welfare Service
HoY	Head of Year
LS	Learning Support
NCIC	North Coast Integrated College
SLT	Senior Leadership Team
VP	Vice Principal