



Parkhall Integrated College

Pastoral Care Policy

Agreed by Board of Governors: November 2024

To be reviewed: November 2027

Rationale

At Parkhall Integrated College, we believe that effective pastoral care is fundamental to the success and well-being of our students. Our pastoral care policy is designed to create a supportive and nurturing environment that promotes the emotional, social, and academic development of all students. This policy aligns with our vision of providing an inclusive, caring learning environment where every student feels valued and respected and is empowered to reach their full potential.

Purposes

At Parkhall Integrated College our pastoral care system:

- ensures that every student's well-being is prioritised, fostering a positive college culture.
- provides guidance and support that enables students to achieve their full academic potential.
- helps students develop essential life skills, resilience, and a sense of responsibility.
- cultivates strong relationships among students, staff, and the wider community.

Guidelines

Pastoral care is only effective when it relates to and permeates all the work in the college. The pastoral care policy at Parkhall Integrated College is integral to our mission of fostering a supportive and inclusive learning environment. By prioritising the well-being of our students and providing comprehensive support, we aim to empower them to thrive academically and personally.

The following activities contribute to the Pastoral care system in the College.

- A framework for the pastoral care team to work together.
- A planned Learning for Life and Work (LLW) programme (incorporating the taught personal development programme).
- A programme of study skills pertinent to each year group.
- A careers guidance programme which is complimented by the pastoral programme.
- Counselling provision in the college.
- Pastoral preventative programmes run in the college to meet the needs of the students.
- A transition plan to ensure a successful transition into Parkhall Integrated College from primary colleges.
- A wide range of extra-curricular activities.
- A Behaviour for Learning Policy which emphasises the positive and includes rewards.
- A student council and a college prefect system in key stage 3 and in the sixth form designed to encourage responsibility and student leadership.
- An attendance policy designed to promote high levels of attendance throughout the college.
- Reports shared with parents/guardians regarding their child's progress, attainment and effort.
- Parent/guardian meetings with Form Tutors through our Tutor Review meetings in the Autumn Term.
- Parent/guardian meetings with subject teachers once per academic year.
- Parent/guardian Voice and involvement of parent/guardians in college events.
- Support and training for staff.
- Monitoring and evaluating of all aspects of the pastoral care system.

It is the fusion of all these elements which constitutes our pastoral care. It must not be seen in isolation or apart from the academic work in the college and it must consider the developmental needs of the young people. Therefore, every member of staff contributes to maintaining the college's pastoral provision.

Structure of Pastoral care

1. Pastoral Teams

Each year group in key stage 3 and 4 will have a designated pastoral team, including a Head of Key Stage, Head of Years, Form Tutors, and support staff. Pastoral teams will be responsible for monitoring students' well-being, attendance, and academic progress.

2. Well-Being support

We will provide access to well-being resources, including counselling services and mental health support. Regular workshops and seminars will be offered to promote mental health awareness and resilience-building. The Pastoral and Youth Worker helps to support targeted students as identified by the wider pastoral care team.

3. Communication with parents/guardians

We will maintain open lines of communication with parents regarding their child's well-being and academic progress. Regular sharing of information through our Principal's Weekly Bulletin, information on our social media pages and website, messages sent via the SIMS Parent App and parent-teacher meetings will be held to keep parents informed and engaged.

Roles and Responsibilities

The Form Tutor's role:

On entry to the college each student is allocated to a tutor group with a Form Tutor who has daily contact with the students and is responsible for dealing with day-to-day matters, as well as monitoring overall progress and providing educational guidance and wellbeing.

Most members of staff are required to function as Form Tutors. This is a very responsible role which is vital both to the efficient running of the college and successful pastoral care of the child. A Form Tutor is accountable to the Heads of Year. .

The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Heads of Year (or Designated Teacher as per Safeguarding Policy), to the appropriate member of the senior staff or, through them, to an outside agency.

The Head of Year's role:

The Heads of Year have responsibility for all students in a year group and works closely with their colleagues to maintain co-ordinated support for students. Each Head of Year leads and manages a team of Form Tutors, co-ordinating and overseeing their work. In addition to dealing with individual students, the Heads of Year establishes a relationship with each tutor group and promotes a sense of year-group identity, through year assemblies, and other year-group activities. Heads of Year work in close partnership with parents/guardians. The Head of Year will liaise with the Attendance Coordinator on significant attendance issues.

The Heads of Key Stage 3 and 4 role:

Heads of Key Stage 3 and 4 support the relevant Heads of Year and their team of Form Tutors to carry out their pastoral responsibilities and duties. Heads of Key Stage 3 and 4 have overall responsibility for development of their relevant key stage year teams in terms of pastoral care. The Heads of Key Stage interpret data to help inform the design and implementation of various pastoral care support programmes. They are responsible for the monitoring and evaluation of progress and raising achievement to ensure that each student achieves his/her full potential. Additionally, Heads of Key Stage 3 and 4 are responsible for safeguarding issues within their year groups. They meet regularly with the Head of Pastoral Care to discuss any student causing concern that may arise and take appropriate action.

The Head of post-16 role:

The Head of post-16 has responsibility for the pastoral care, attendance, behaviour, punctuality and dress for post-16 students. The Head of post-16 works closely with the sixth-form Form Tutors and Sixth Form Study Supervisor in this role to support sixth-form students.

Health and wellbeing support

The college has a medical support room and a number of First Aiders around the college site. The college works closely with the school nurse team to ensure the health and wellbeing of students is in place.

Student Council

Parkhall Integrated College has a student council which represent the student voice throughout the college. Each tutor group are encouraged to nominate a member of the class to stand for election for the Student Council. Students on the council are selected by their peers in a democratic election process at the start of the academic year. The student council:

- Meets regularly.
- Represents students and gives them a voice in how the college is run.
- Enables students to identify issues that concern them about the college and to communicate those concerns to teachers and the college's leadership team.
- Has an input in the drafting and implementation of new college rules and policies.
- Gets to question the principal at regular question and answer sessions.
- Runs campaigns on particular issues such as recycling or other general issues in the college.
- Provides an opportunity for students to acquire valuable citizenship skills and to contribute to the college community.

Student Leadership

At Parkhall Integrated College we recognise the potential in all of our students and, as future leaders, we offer a range of opportunities and roles for students to become involved in leading others, influencing practice and embedding change in preparation for life beyond college. We aim to encourage all students to explore our leadership roles in year 10 and year 14. In year 10 our Junior College Prefects will take on the role as a year 8 mentor, helping them settle into their new college life. Furthermore, they will become anti-bullying ambassadors for the college undertaking training to help support our younger students. Our year 14 Senior Student Leadership Team will take on a variety of responsibilities. These will include become actively involved in leading one of our committees:

- Eco Club
- Mental health and well-being
- Formal
- Charity

Our Senior Student Leadership Team will also become involved in weekly duties to help with supervision within a number of areas of college.

Parkhall Integrated College appoints student leaders in the summer term ready for September of each academic year. Our year 13 students will start the recruitment process in April with interviews taking place in May. Our year 9 students will start their recruitment process in May with interviews taking place in June. All students applying for positions will be required to complete an application form giving them the opportunity to discuss their personal qualities and skills, their leadership roles to date and how they would like to develop the role even further.

Extra-curricular activities

At Parkhall Integrated College, we are proud to offer a wide range of extra-curricular activities, from Breakfast Club every morning to after-college clubs in almost every department in the college and, of course, our leisure and sporting activities. A timetable of our extra-curricular activities is collated at the start of each of the academic terms and published on our website. All students are encouraged to develop and pursue their interests through a wide-ranging programme of activities. These activities afford students the opportunities for personal and social development, acquiring and refining skills, facing and overcoming challenges and co-operating with others, whilst engaging in an enjoyable activity. These voluntary activities take place before and after college, during lunch time and sometimes at weekends.

Health promotion

Parkhall Integrated College is an accredited Take 5 steps to Wellbeing school. A healthy lifestyle is promoted throughout the college and at all times during the year. Students are encouraged to eat healthily in the canteen. Students are asked to refrain from bringing products which contain nuts into college. This is to minimise the risk to

those with severe nut allergies. Students are also encouraged to actively participate in PE and Games lessons. Students are encouraged to drink water, as fizzy drinks are not permitted, to keep hydrated.

Pastoral curriculum

The pastoral curriculum is mainly delivered through the area of Learning for Life and Work (LLW). Students are provided with a taught programme which focuses on the three key strands of:

- Personal Development - topics include feelings and emotions, safety and managing risk, drugs awareness and self-image.
- Local and Global Citizenship - topics include equality and social justice, human rights and social responsibility.
- Employability - topics include career action planning, self-awareness, CVs and application forms.

The taught programme is complimented by a series of other presentations and workshops covering aspects of the pastoral curriculum including, attendance, conflict resolution, healthy eating, relationships and sexuality and e-safety.

Liaising with other agencies

Counselling

The college engages with external providers for the whole-college counselling provision. A separate counselling policy is in place for this provision.

Social services

The Designated Teacher Mrs McKibbin liaises with social services if child protection matters arise. Where appropriate the Heads of Year attend child protection case conferences and discussions.

E.W.O

Regular meetings with our E.W.O take place with. We work as a team, understanding the background and reasons why some of our students do not attend regularly and to improve their attendance.

Rathmore guidance centre

Students in key stage 3 displaying continuous disruptive behaviour are supported by Parkhall Integrated College with the help of Rathmore Guidance Centre.

EOTAS

Our Local EOTAS is Loughan in Ballymena and Loughshore Education Centre.

Anti-bullying alliance

Parkhall Integrated College is an active member of the Anti-Bullying Alliance. The college takes an active role in promoting the annual anti-bullying week. A separate Addressing Bullying in Schools Policy is in place.

Other agencies

Parkhall Integrated College has a working relationship with a number of outside agencies to support the pastoral care needs of the students. This include:

- CRUSE (Bereavement)
- ZEST (Self Harm)
- Antrim Adolescent Partnership
- C.A.M.H.S
- Women's Aid
- START360
- PSNI
- Barnardos
- Young Enterprise

Monitoring and evaluation

In order to improve and maintain the quality of our pastoral provision and keep it a dynamic aspect of the college life monitoring and evaluating will take place as outlined in the Monitoring and Evaluating Policy.

The effectiveness of pastoral care will be regularly monitored through feedback from students, parents/guardians, and staff.

These policy Guidelines are translated into action through other policies and procedures, for example:

- Child and Adult Protection Policy
- Behaviour for Learning Policy
- Addressing bullying in Colleges' Policy
- Counselling Policy
- Drugs Policy
- Curriculum Policy
- Assessment Policy
- Internet and VLE Acceptable Use Policy
- Monitoring and Evaluating Policy
- The Critical Incident Management Plan