

Rosemont School

Pastoral Care Policy

Developed: May 2008

Reviewed: Oct 2010

Reviewed by: J Dean

Comments:

- i) Updated list of Pastoral Policies
- ii) Included ref to Guidance Co-ordinator and Careers Consultant

Due for Review: Aug 2013

Rosemont School's pastoral care policy is based on the school's mission statement.

Rosemont challenges

Ireland's leading teachers inspire students to aim high, set goals, and take ownership of their learning.

Commitment

A student educated at Rosemont will:

Achieve, while adhering to high academic standards.

Set goals, and take ownership.

Have a greater understanding of the Catholic faith.

Be adaptable, and initiate positive change.

Be ready to lead, instead of follow.

Use their freedom for the good based on solid moral principles.

Seek out opportunities to give back to their community.

Be interested in their education and their future.

Possess people skills in order to succeed at work.

Be encouraged by an effective parent-teacher partnership.

Our motto translates as Truth Conquers, which is reflected in the emphasis on honest intellectual enquiry and personal integrity among all those with a role in our school.

Aims of Pastoral Care System in Rosemont School.

To foster a strong partnership between parents, teachers, students and all members of the school community.

To promote a school environment that is open, happy and inclusive.

To encourage parents to play an active role in the education of their child.

To encourage students to be proactive and help others, both in school and in society

To help students to strive to achieve their potential in all aspects of life.

To encourage the development of individual talents.

To encourage co-operation and responsibility for one's actions.

To encourage self-discipline

To encourage mutual respect amongst all members of the school community.

To develop personal integrity in the students.

To encourage a spirit of service amongst all members of the school community.

Members of school community with direct Pastoral care input

Coaches

Class Teachers

Board of Management

Teaching Staff

Student Council/Prefects for year groups

Class Parents

Chaplain

Guidance Coordinator

Careers Consultant

School Management

Administrative Staff

Methods we use to provide pastoral care

Coaching system

At Rosemont there is an emphasis on the individual. Each student is assigned a personal coach who is a member of staff. The student can meet with her coach every three weeks, or when necessary.

The coaches encourage her to set targets and goals for herself. Our coaching system is effective because it focuses on the needs of each individual and challenges them to maximise their qualities and their time.

Coaches promote learning at every level of the person; academic, spiritual, human, social, personal, interpersonal.

Coaches liaise regularly with parents to ensure their involvement in their daughter's education. Parents can see coaches at least once per term. Coaches also make personal contact with parents if necessary by telephone /letter/email. Coaches prepare the meeting by talking to the relevant subject teachers for any updates on the student's progress.

Coaching sessions: below is an indication of the average time taken according to year group:

1st yr – 5-10m / 2nd yrs – 10min / 3rd yrs - 15m / 4th yrs – 15-20m / 5th yrs – 20-30m / 6th yrs – 30m-40m

Coaching with parents:

30-40mins each term

Coaches hold meetings every two weeks.

Parent Liaison

Parents' all-round education meetings regularly

Parent-teacher meetings - 2 per year

Teachers are always available to talk to parents formally/informally. Channels of communication are very open directly between parents and teachers-email/phone/letter

Class Parents System. Each year has a designated set of class parents. Their role is to promote communication between all parents of the class, to develop a positive atmosphere amongst parents, to be a further link between school and parents, to take on the organisation of events such as the Christmas Concert during the school year. The class parents meet with the Principal and the coordinator of class parents every month.

Homework journals. Parents monitor journals on a weekly basis to check homework and note teacher comments.

Advent/Lent preparation for mothers.

The Guidance Co-ordinator

The Guidance Co-ordinator is a member of staff with relevant coaching experience who is timetabled to co-ordinate the Guidance provision in Rosemont. The Guidance Co-ordinator looks after the following areas:

Coaching: The Guidance Co-ordinator works with the Head of Coaching to convene meetings with the team of coaches when required to (i) provide helpful resources to coaches (ii) update coaches on how coaching can support the current school development priorities (iii) discuss and resolve any common issues arising in coaching sessions. Coaches can ask the Co-ordinator to liaise concerning students who need to be assessed by the NEPS for exam exemptions etc., or who need to arrange assessment with the Careers Consultant. The Guidance Co-ordinator also takes care of documentation of students who wish to change subject/level.

Careers consultant: The Guidance Co-ordinator liaises with the Careers Consultant concerning appointment requests from students and/or parents; ensuring documentation concerning NEPS assessment or other assessments is communicated confidentially between the parties concerned and that information is securely stored.

Assemblies: The Guidance Co-ordinator sources useful material for assemblies for Class Teachers and communicates this material to them.

Parents: The Guidance Co-ordinator works with Management in researching and communicating to parents useful information on matters relating to students' personal development and welfare, as well as parenting matters. This information is communicated through:

- The School website
- Meetings for parents in school
- Talks for parents in school
- Liaising with Class Parents to ensure that all parents are sufficiently informed of material and talks/meetings etc that are arranged for them.

Referral

An individual Coach may recognise the need for assistance from other qualified helpers both within and outside the school. Then the Guidance Co-ordinator will act as liaison to organise the provision of such assistance, while informing the school management, parents, and relevant authorities. In addition to voluntary referral a situation may arise when referral to social services may be necessary. This is done in collaboration with the relevant social worker, depending on the address of the student concerned. At all times the Child Protection Guidelines are followed.

Class Teachers

Each class has a class teacher assigned to them. The class teacher is a member of the teaching staff with a special pastoral care role. As well as having specific administrative duties, the class teacher monitors class progress and atmosphere and organise trips for their class. Class teachers see their class for assembly three times a week. They act as a point of contact for subject teachers and deal with any issues that may arise within the class. There are class teacher meetings on a fortnightly basis.

Subject Teachers

Personal oral feedback and encouragement both in the class and outside

Closely monitor class atmosphere and the demeanour of individuals and discuss with class teacher if concerned about a particular child or the class as a whole.

Use of homework journal as a medium for positive motivation and constructive guidelines.

Teachers employ a wide range of techniques and methodologies to reach out to the different learning styles of students.

Supervise the implementation of the cleaning rota of classrooms after school.

Foster and encouraging good manners and respect for others during class by insisting that the pupils raise their hands in class, listen quietly while others are speaking etc.

Actively encourage the development of values such as empathy, kindness, generosity, sincerity and integrity etc., within the context of the classroom.

Teachers regularly communicate with Principal to ensure that we are attending to the needs of all students.

There is open communication between Class teachers, Coaches and Subject teachers to collaborate to achieve specific, student-centred goals and to ensure an awareness of the specific needs of any pupil at a certain time.

Teacher and Coach Self Evaluation

Teachers and coaches regularly reflect on their performance. They complete a detailed self evaluation form which involves qualitative and numerical evaluations of their performance in teaching/coaching. They then have a one to one meeting with a member of the management team to discuss their progress and set new personal goals.

Assembly

Every day each year group has an assembly for 10 minutes. This is run by the individual class teacher on 3 days, held by the designated class prefect on one day and the final day is a whole school assembly conducted by the Principal. General class issues, notices, problems etc. are dealt with and the daily roll call is taken, and materials provided by the Guidance Coordinator are transmitted to the class.

"TLC"

There is also a TLC system in place which allows for the class teacher to inform teachers of difficult personal circumstances of pupils without breaching confidentiality, by simply posting a note the staffroom notice board that TLC is required for a student in X year. Subject teachers may ask for specific advice as to the student concerned where required.

Prefect System

All classes from 1st year-5th year are assigned a prefect from 6th year. The Prefects liaise with the class and the teachers and act as a support system for students; they also perform specific duties for the class teacher and conduct the class assembly one day a week.

Transition Year Trip

Rosemont organises a trip for TYs to celebrate their Junior Cert results. This trip will be to Carlingford Adventure Centre. (from 2010)

1st yrs trips

Incoming first-year students have the opportunity to avail of three trips during the summer prior to starting school. This gives them a chance to get to know each other and one or more of the teachers before joining the school.

Open Afternoons

Prospective students can avail of open days prior to selecting their second-level school. Generally they are invited to an Open day while in 5th class. This allows them to experience the school and its atmosphere before deciding whether to apply.

Religious Education

Religious education in Rosemont gives students a deeper appreciation of the Catholic faith. It encourages them to reflect, to resolve doubts and to act on the basis of personal conviction. It helps them to discover the relevance of faith to everyday life: study, work, friendship and family. A priest of Opus Dei is available regularly to celebrate Mass. He is also available in the confessional for those who wish to receive the Sacrament of Penance and for those who wish to chat to him.

Retreats

4th/5th/6th years have the opportunity to avail of a two day, one night retreat at the Lismullin Conference Centre, Co. Meath. This gives them the chance to take time out and reflect. They can openly discuss various issues and ask for advice. It is also a time for team-building amongst the class members.

Advent preparation

All Years are provided with a 2 hour Advent preparation session in early December with the School Chaplain or a Religious Education teacher.

Lenten preparation

All Years are provided with a 2 hour Lenten preparation session with the School Chaplain or a Religious Education teacher.

Mass in school

Girls have the opportunity to attend Mass once per week. During Lent, mass is offered on a daily basis at lunchtime.

Spiritual Reading

Girls who decide not to attend Mass have a selection of spiritual reading available to them.

Confession

Students can avail of confession in school on a regular basis.

Social Personal and Health Education

The S.P.H.E syllabus deals with many areas of personal and health education, in keeping to the school's Catholic ethos. All students from 1st-3rd Year have classes in S.P.H.E. according to D.E.S guidelines.

Code of behaviour

All students have agreed to comply with, and have signed, a code of behaviour. This is signed at the beginning of each school year. Parents also sign the code. This code provides students with guidelines as regards their behaviour and responsibilities.

Student council

The Student Council is comprised of the Head Girl and Prefects. The role of the Student Council is to help further the aims of the school and to promote school spirit. The Student Council also have input into policy development.

Confidentiality

Personal student's information will be shared only in a 'need to know' basis, amongst teachers/coaches, as laid out in the 'Child Protection Guidelines' for Post Primary Schools.

Pastoral Policies

Mission Statement
Admissions Policy
Anti-Bullying Policy
Code of Behaviour
Special Needs
Homework Policy
Substance Abuse Policy
IT Policy
Pastoral Care Policy
Suspension & Expulsion Policy
Child Protection Policy
Career Break
Job Sharing
Homework Policy
Health & Safety Policy
SPHE Policy
The School Plan
Guidance Plan
1st year Induction Plan

School Management – Margaret Kelly (acting Principal)

Janet Dean (acting Deputy-Principal)

Chaplain – Fr. Phillip Griffin

Guidance Coordinator – Julia O'Malley

Administrative Staff – Kerrilee Hempenstall