



ROSEMONT
SCHOOL

Rosemont School - Pastoral Care Policy

Reviewed: October 2017

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

Definition of Pastoral Care:

Pastoral care is the focusing on the all-round well-being of all students – physical, emotional, spiritual.

Mission and ethos:

Rosemont is an academically stimulating school with a Catholic ethos that encourages girls to live their faith in the ordinary events of every day. Christian faith is the reason why each individual girl in Rosemont is respected and valued, whether she is a believer or not. Our educational mission draws life from ideals that are sincerely Catholic; these same ideals are open to people with a wide array of beliefs and backgrounds. This partnership is possible because the Catholic faith is a truly humanising faith: the salvation it offers is a salvation that makes us more genuinely human. St. Josemaría Escrivá wanted people to discover in their Catholic faith a basis for unity and solidarity in working with others to build up an authentically human ecology in the world.

Our school was founded by a group of forward-thinking parents in 1977. They recognised that strong, effective partnerships between parents and teachers are essential for children to achieve their greatest potential. From birth to adulthood parents are the primary educators of their children. By forming a real partnership with parents, Rosemont gives students a powerful advantage. We have found that success is certain for students whose teachers and parents collaborate with them in the development of their goals and strategies for pursuing academic excellence.

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.
To foster a deep understanding of the Catholic faith

Members of school community with direct Pastoral care input

Parents
Coaches
Student Support Team-Class Teachers
Board of Management
Teaching Staff
Student Council/Prefects for year groups
Chaplain
Guidance Coordinator
Careers Consultant
School Management
Administrative Staff

Methods we use to provide pastoral care

1. Well-being Assembly

Three times per week, at assembly, the Student Support Team deliver Rosemont's Wellbeing programme. This programme dovetails with the aims of Rosemont's Virtue programme and Coaching programme.

Rosemont has a three year virtue programme which began in the academic year 2013-14. Each half term everyone in the school focuses on a different virtue with the aim of helping the students develop humanly and mature as young adults. Virtues include honesty, hard work, resilience, order.

Once per week, whole school assembly is led by the Principal, for 10 minutes. Student wellbeing is supported at Whole-School Assembly as student successes and endeavours are highlight and commended publicly.

2. Religious Education

Religious education in Rosemont gives students a deeper appreciation of the Catholic faith. Students also study other faiths. 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. Head of R.E.

The head of the RE department in school meets with the other RE teachers regularly to evaluate teaching and learning. They also oversees the updating of each classes' programme as and when deemed necessary.

b. Retreats

Students have the opportunity to avail of a retreat, either within school or at another location. 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.

c. Advent preparation

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

d. Lenten preparation

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

e. Mass in school

Girls have the opportunity to attend Mass in school on a monthly basis. Occasionally we have Mass for Students and parents for a special occasion.

f. Spiritual Reading

Girls who decide not to attend Mass have an Enrichment Reading class, where they a selection of spiritual reading in the case of Catholic students and other enriching literature for non-Catholics. They also present on their reading within the class.

g. Confession/Spiritual Guidance

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

h. Chaplain

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 receive guidance. His role includes working with the other members of the pastoral care team to help maximise the well-being of all our students.

I. Co-ordinator/Head of Coaching

This position is allocated to one of the pastoral care team. This person's role is to ensure that all areas of formation – Coaching, the Virtues Programme, RE dovetail in what they are offering the students in the school.

3. 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 meets with her coach every three weeks, or when necessary.

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

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

Coaches liaise regularly with parents to ensure their involvement in their daughter's education. Parents meet 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, 4th, 5th & 6th years – 15 min

Coaching with parents:

20-30mins each term

Coaches hold meetings every 4-6 weeks

4. Parent Liaison

Parents' all-round education meetings regularly.

Parent-teacher meetings - 2 per year

Teachers are available to talk to parents formally/informally. Channels of communication are email/phone/letter, as appropriate

a. Parent's association

The Parents association has a Chairperson and Secretary. Parents are invited to meetings approximately every 6 weeks. The aim is to help the school in the various initiatives that are going on. These can be organising traditional events such as the sixth year graduation, social events for parents or occasionally fundraising events.

b. Homework journals

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

c. Advent/Lent preparation (Evenings of Reflection) for mothers

5. Teachers

a. Student Support Team-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. Class teachers see their class for

assembly once a week. They act as a point of contact for subject teachers and deal with any issues that may arise within the class.

b. Subject Teachers

Subject Teachers are encouraged to:

- i. Give personal oral feedback and encouragement both in the class and outside affirming hard work and good effort.
- ii. Closely monitor class atmosphere and the demeanour of individuals and to discuss with class teacher if concerned about a particular child or the class as a whole.
- iii. To use homework journal as a medium for positive motivation and constructive guidelines.
- iv. To employ a wide range of techniques and methodologies to reach out to the different learning styles of students.
- v. To foster and encourage good manners and respect for others during class by insisting that the students raise their hands in class, listen quietly while others are speaking etc.
- vi. To actively encourage the development of values such as empathy, kindness, generosity, sincerity and integrity etc., within the context of the classroom.
- vii. To regularly communicate with Principal to ensure that they are attending to the needs of all students
- viii. To have open communication between Class teachers, Coaches and their Subject-teachers in order to collaborate to achieve specific, student-centred goals and to ensure an awareness of the specific needs of any student at a certain time.

c. Teacher and Coach Self Evaluation

Teachers and coaches regularly reflect on their performance. They complete a self evaluation form which involves meaningful 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 in their teaching. They also meet with the head of coaching twice per year.

d. “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.

6. Students

a. 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 where required.

b. Student council

The Student Council is comprised of the Head Girl, Deputy Head Girl and Prefects from 6th year, and one representative from 2nd – 5th year, and an International Student Rep. The 1st years elect a Student Rep for their class in the middle of the first term, when they are more settled into Secondary School. The role of the Student Council is:

- i. To create in cooperation with the Principal, staff and students, a better school life for the students of our school.
- ii. To provide students with opportunities of leadership and to develop in all students a sense of responsibility.
- iii. To encourage the students in the school to become more aware of how the school is run and to constructively identify and express their needs.
- iv. To contribute to overall school development by being involved in school policy development and to be a resource in working in partnership with the management of the school.
- v. To act as liaison where appropriate between the students and the teaching staff and management.

c. Trips

- i. Transition year trip: Rosemont organises a trip for TYs to celebrate their Junior Cert results. This trip is to Carlingford Adventure Centre.
- ii. 1st years go on a Literary Tour early in September to promote friendship and settling into school.

d. Sample Afternoons

Prospective students can avail of sample afternoons prior to selecting their second-level school. They are invited to a sample afternoon while in 3rd, 4th, 5th or 6th class. This allows them to experience the school and its atmosphere before deciding whether to apply.

7. 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.

8. 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.

9. P.E class and extra-curricular sports

Rosemont has a vibrant P.E. and sports department, which offers a range of sports and opportunities to support student well-being. All students take two classes of P.E. per week.

Confidentiality

Personal student's information will be shared only on 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
Coaching Policy
Job Sharing
Homework Policy
Health & Safety Policy
SPHE Policy
The School Plan
Guidance Plan
1st year Induction Plan

School Management

Janet Dean, Principal
Julia O'Malley, Deputy Principal

Chaplain

Fr. Phillip Griffin

Head of Coaching
Administrative Staff
School Manager

Maire Cassidy
Eilis Bennet & Aveen Haughton
June Meehan