



Rosemont School - Pastoral Care Policy

Reviewed: February 2022

Rosemont School's pastoral care policy is based on the school's mission statement, Rosemont's Child Safeguarding Statement (based on the Child Protection Procedures for Primary and Post Primary Schools 2017). It should be read in conjunction with other relevant policies such as our Guidance and SPHE policies, 'Wellbeing in Rosemont' document and 'Wellbeing and Virtue Programme.'

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 – Year Heads/Class Tutor
- 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. Wellbeing Class

Once a week, the Year Head and Class Tutor for each year group 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 term everyone in the school focuses on a virtue with the aim of helping the students develop and mature as young adults. Virtues include honesty, hard work, resilience, friendship, gratitude and respect.

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

The R.E. programme is delivered within the school timetable from 1st – 6th year. 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.

Chaplaincy:

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. The Chaplain periodically gives talks on matters of faith to classes during the school year as well as on the school retreats. Our school chaplain is available for parent consultations if requested.

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 every Monday morning at 8.20am, on Holy days of obligation (when they fall during the week) and on a class basis.

Spiritual/Mindful Reading

Girls who do not take Religion or who decide not to attend Mass have a selection of spiritual and/or mindful reading available to them.

Confession

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

3. Coaching system

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, Wellbeing, Virtue Programme, RE dovetail in what they are offering the students in the school.

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. Coaches prepare the meeting by talking to the relevant subject teachers for any updates on the student's progress.

4. Parent Liaison

Building Leadership – All parents are encouraged to avail of the ‘Building Leadership’ talks which take place twice every term. All of these talks are recorded and are available on the website: [Building Leadership - Rosemont School](#). These talks focus on topics which are at the forefront of parent’s minds and cover subjects such as ‘Resilience’, ‘Teenage Friendships’, ‘Dealing with Challenges and Disappointments’ and many more. Through our ‘Building Leadership’ talks for Parents we hope to share with you the content of the programme that your daughters are receiving and to reflect on ways to support you in your work of parenting.

Parent-teacher meetings occur for each year group once per year.

Teachers are available to talk to parents when needed. All staff members can be contacted using their Rosemont e-mail address. Parents are notified of communication channels in September each year.

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.

5. Teachers

a. Student Support Team

Each year has a Year Head and a Class Tutor assigned to them. These roles are filled by members of the teaching staff with a special pastoral care emphasis. As well as having specific administrative duties, they monitor class progress and atmosphere. 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 Year Heads, Class Tutors, Coaches and 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. “TLC”

The TLC system informs teachers of difficult personal circumstances of pupils without breaching confidentiality, by e-mail using just initials. Subject teachers may ask for specific advice as to the student concerned where required.

6. Students

a. Prefect System

All classes from 1st - 3rd year are assigned prefects 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 Year Head where required.

b. Student council

The Student Council is comprised of the Head Girl, Deputy Head Girl and Prefects from 6th year, and two representatives per year (one per class) from 1st – 5th year. 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.
- iii. Other trips may take place throughout the year, e.g Senior Student trip to Europe, Class trips to theatre, Boston trip for TY, Class trips to Jumpzone/Belfast/Emmanuel etc.

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 a minimum of 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 Procedures for Primary and Post Primary Schools 2017.

School Management

Janet Dean, Principal
Helen Boothman, Acting Deputy Principal

Chaplain

Fr. Pat Gorevan

Head of Coaching

Maria Reisz