

Heywood Community School

Pastoral Support Structures

Care Team and Pastoral Support Guidelines

This document outlines the role of the Care Team and all school personnel in relation to the pastoral care of students

Care Team

The school's Care Team meets weekly. The purpose of the meeting is to ensure that the pastoral needs of individual students who are in difficulty are being met. At each meeting, referrals from members of staff (including members of the Care Team) are considered. Members of staff make such referrals by means of Microsoft Form. Actions to support each student are agreed and delegated by the Care Team. The team comprises of:

- Principal (Designated Liaison Person),
- Deputy Principals (one of whom is the Deputy D.L.P.),
- Guidance Counsellor
- Chaplain
- Learning Support Coordinator

Pastoral Support

All personnel in Heywood have a pastoral role in the context of the school's Mission Statement and Child Safeguarding Statement. When dealing with all matters (e.g. academic, behaviour, attendance etc.), school personnel are mindful of the possibility of factors that might impact a student's wellbeing, academic performance, relationship with teachers/peers, behaviour, involvement in school activities etc. These factors can include:

- Home circumstances
- Physical health including use of prescribed medication.
- Attendance
- Experience of trauma
- Extra-Curricular Activities/Other commitments outside of school
- Health
- Mental health
- Diet
- Sleep
- Quality of personal relationships
- Conflict with peers/family
- Bullying/social media
- Financial

- Use of alcohol/other substances
- Academic ability
- Poor study skills/organisation

The school will aim to support the student, usually in cooperation with parents/guardians, in such circumstances and explore ways of supporting the student. Where it is believed that abuse is the cause of such issues (physical, emotional, sexual, neglect) the school's Child Safeguarding Statement will also be followed.

Where it is believed that the threshold of abuse is not met, the following staff members will be involved in the pastoral care of the student. (In the case of the threshold being met and a referral made to Tusla, the student will continue to come under the care of the school's pastoral support structure).

Students	Students may often be the first to have concerns about their classmate/friend. Students are advised to seek the support/advice of a member of staff if they have such concerns and to be caring towards the student in difficulty.
Secretarial/Caretaking/Canteen/Cleaning	All personnel working in the school can become aware of issues affecting a student. Where concerns arise, the student's Year Head should be spoken to or appropriate tutor.
Teacher/Special Needs Assistant	<p>The role of teacher/SNA allows a particular insight into the well-being of a student. Furthermore, he/she is often someone trusted by the student who may come to their teacher/SNA for help or a 'listening ear'. In many cases, an informal chat with the teacher/SNA will be all that a student needs. If the teacher/SNA is concerned that further interventions are required, she/he should fill out a referral form. The teacher/SNA might like to speak with the student's Class Tutor or Year Head before doing so.</p> <p>A Special Education Teacher develops a key relationship with students who face challenges in their learning. For this reason, and for the fact that the Special Education Needs department can have an involvement in the planning of interventions for students with emotional/behavioural problems, a SEN coordinator is a member of the Care Team.</p> <p>In the case of a possible Child Protection issue, the teachers/SNA must consult the Child Safeguarding Statement and the Designated Liaison Person or Deputy Designated Liaison Person, and, in such case, a pastoral referral is not submitted.</p> <p>Menu of strategies.</p> <ul style="list-style-type: none"> • Assure the student that you want to support and help them. In many cases, all the student needs to know that there is an adult they can talk to and who is interested in their wellbeing. • Offer advice to the student e.g. study skills, encouragement, reference to available supports, friendship advice etc. • Speak with the class tutor to work out strategies: e.g. forming friendships, resolving disputes, communication to the girl's teachers. • Referral to the Care Team via Microsoft Form if it is felt that the above strategies have not been successful or if it is considered that the concerns go beyond such interventions.

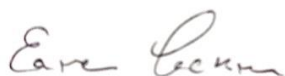
	<ul style="list-style-type: none"> Referral to the DLP if it is felt that the concerns are such that they 'cross the threshold' and are considered to be a Child Protection issue (see the school's Child Safeguarding Statement).
Class Tutor	<p>The Class Tutor's role enables her/him to build up a special rapport with a class group and individual students. Furthermore, the role of the Class Tutor in relation to building class spirit, dealing with problems and issues that arise and promoting good behaviour makes her/him especially trusted by the students.</p> <p>Therefore the Class Tutor might be the person a student will look to for help and assistance. The Class Tutor will consider the same options as outlined above but also, given the nature of the role, is ideally placed to help resolve issues in the class. The Class Tutor should liaise with the Year Head if it is felt that further interventions are required.</p>
Year Head	<p>The Year Head gains an excellent insight into students because of her/his role promoting good behaviour, attendance, academic performance and general wellbeing. Arising from this work, the Year Head may have a concern about a student's well-being. Furthermore, the Year Head may receive a referral from another member of staff as outlined above. In either case she/he may:</p> <ul style="list-style-type: none"> Meet with the student Phone home Arrange a meeting with the student's parents/guardians Devise/consider ways of resolving the issues for the student. Discuss with the Deputy Principal the need to make a referral to the Care Team.
Deputy Principal	<p>Deputy Principals (one of whom is the Deputy Designated Liaison Person) work with the relevant Year Head to plan for the pastoral support of students. Each Deputy Principal is assigned to three year groups.</p> <p>Where problems persist after previous interventions, the Deputy Principal may meet with the student in question and/or make contact with parents. The Deputy Principal attends Care Team meetings and raises issues of concern and provides the crucial link between the Care Team and the Year Heads.</p>
Chaplain	<p>The Chaplain works in harmony with school management and teachers along with the families, communities and parishes of the students, seeks to know all students within the school and may meet referred students individually on a weekly basis in the context of pastoral counselling, works as a member of the pastoral care team, critical incident management team and student support team, is involved with students who have suffered bereavement or are experiencing personal difficulties in the context of one-to-one pastoral counselling and/or group interventions, engages in professional supervision in their role of qualified pastoral counsellor, refers students to appropriate external services when required in liaison with families and other members of the student support team, liaises with the tutors and year heads on matters relating to the support of students and provides assistance as appropriate related to their wellbeing.</p>
Guidance Counsellor	<p>The school employs a full-time Guidance Counsellor who provides an educational, career and personal guidance service for students. Personal counselling may arise from student self-referral or referral</p>

	from the Care Team. The amount of personal counselling that the service can provide is limited by the other aspects of the service, in the case of a student needing more support a referral is made to external services. One-to-one personal counselling can be provided where resources allow in school. Because of their insight gained through one-to-one counselling and their training and expertise in this area, the input of the Guidance Counsellor into the planning of the pastoral support of our students is vital. All Guidance counsellors are professionally trained and attend supervision to aid their counselling work.
Care Team	<p>The Care Team meets weekly to plan the pastoral support of students. Referrals from other members of staff are considered and the response is agreed. The following interventions (not exhaustive) can be considered:</p> <ul style="list-style-type: none"> • Recommend a strategy to Year Heads, Tutors, teachers etc. • Arrange a meeting between the student and their Guidance Counsellor • Recommend an intervention through a programme delivered by the S.E.N. department. • Refer for personal counselling in the school • Arrange for contact home to recommend actions on the part of parents, e.g. G.P. visit, private counselling, accessing CAMHS or other services in the community. • Liaise with relevant faculties (e.g. S.P.H.E.) to promote whole-school initiatives. • Seek advice/support from various agencies. • Implement the Critical Incidents Policy. • Explore options for group sessions: e.g. Rainbows, Nurture, etc..
Principal	The Principal takes overall responsibility for leading the Care Team and managing the pastoral care structures in the school. As the Designated Liaison Person he can have a particular insight into issues of concern. he also assesses the possible need to make referrals to Tusla in accordance with the school's Child Safeguarding Policy (a responsibility shared with all mandated persons).



Fr. Dan Carroll:

Chairperson Board of Management



Mr. Eamon Jackman

Principal

Scenarios for school staff to consider:

I have noticed a student's mood has changed or they seem to be regularly upset.	Ask them if everything is alright or if they would like to talk about things. Staff members make a referral to Care Team via Microsoft Form.
A student tells me that he/she is not coping with their work at present.	Give them suggestions regarding organising their study. Suggest that they speak with their teachers if they find particular subjects difficult, give encouragement and other practical advice.
A student confides in me that they have fallen out with their friends and says that 'everyone hates' them.	Talk to their Class Tutor to see if she/he is aware of any issues. Fill in a referral via Microsoft Form (this will notify Care Team of your concerns - it will not be visible to others (students/parents/teachers))
A student confides in me that they are self-harming, or I notice marks consistent with self-harm	Reassure the student that help will be provided but that you will have to pass on the information to their Year Head and their parents will be contacted. Invite them to make an appointment with their Guidance Counsellor. Make a report to SMT immediately. Follow up with referral to Care Team via Microsoft Form.
I become aware that a student is engaging in other behaviours that might put them at risk (e.g. drug use, inappropriate online contact etc.).	Speak with the student's Year Head at the earliest opportunity and fill in a referral form (this will notify the Care Team of your concerns). The Year Head will liaise with the Guidance Counsellor to arrange for an assessment of the situation and to liaise with the student's parents. In relation to Child Protection Guidelines and the consideration of a possible referral, the school will expect that the parents arrange an appointment with their G.P. If the Year Head or Guidance Counsellor are concerned that appropriate action is not being followed, a Child Protection referral will be considered in conjunction with the D.L.P.
I am concerned that a student has been, is being or is at risk of being harmed by an adult or another.	Consult with the Designated Liaison Person and read the school's Child Safeguarding Statement. Be aware of your responsibilities as a mandated person.
A Student is very anxious at the start of class and tearful.	Escort student to reception area and a member of guidance/chaplain or SMT will speak with student. If anxiety persists, parents will be contacted to collect student. Original staff member makes a referral to Care Team via Microsoft Form.