



‘Achievement for All’

# ST JOSEPH’S BOYS’ SCHOOL

## PASTORAL CARE POLICY

**Section 1- Policy Guidelines**

**Section 2- Discipline Guidelines**

**Section 3- Pastoral Guidelines**

Agreed SMT

Date:

Principal

Agreed BOG

Date:

*Review Date:*

*MARCH 2017*

**Section 1**

**Policy Guidelines**



## PASTORAL CARE POLICY

### Achievement for All

The school fosters the ideal of “Achievement for all” and through its Pastoral Care and Curriculum on offer, aims to enhance the spiritual, moral, cultural, intellectual and physical development of pupils at the school. By doing so, the school hopes to enable each pupil to contribute in a meaningful way to society and be prepared to undertake a fulfilling and rewarding role in life. This will include having the skills necessary for life long learning and the qualities to become a responsible citizen in the 21<sup>st</sup> century.

To facilitate this aim, the school seeks to create a Catholic community in which understanding and tolerance flourish, where each individual is seen as unique and where there is respect shown for a diversity of opinion and view points. Religion is taught as a subject throughout the School Years 8-14. In the case of Non Catholic pupils, special arrangements will be made on Parental request.

### Aims

- At St Joseph's we seek to help each pupil.
- Develop as an individual who aspires to reach his full potential within society.
- Develop skills, abilities and attitudes, relevant to and necessary for life long learning.
- Learn to work in partnership with others and to develop the following core skills:
  - Communication
  - Literacy
  - I.C.T.
  - Problem solving
  - Whole Person Thinking
  - Numeracy
  - Teamwork
  - Decision Making
- Learn to explore and evaluate his environment in order to develop ways to improve the quality of life.
- Evolve a value system to live by through the relationship between God, himself and others.

## Expectations

In St Joseph's we expect:

- That each student will use and develop his talents.
- Pupils to support each other in their learning.
- Our senior students to encourage and give good example to junior pupils at all times.
- A high level of commitment, whether in the classroom, in the playing fields, in representing their school or in home studies.
- Our pupils to participate fully in the life of the school.
- Our pupils to take pride in their achievements and those of the school.
- All our pupils to develop their powers of communication, building the self esteem which will enable them to take their place in society with pride.
- All our pupils to show respect for themselves, others, equipment and the school facilities.

### Definition

Pastoral care is those aspects of a school's work and structures concerned to promote the general welfare of pupils, particularly their academic, social and personal development, their attitudes and their behaviour. Pastoral Care is an essential aspect of the educational provision that is given to the pupils. By stressing the importance and appreciation of each individual pupil, it provides the support and reassurance that are necessary to allow each to grow to his or her maximum potential, spiritually, morally, socially and academically.

### -Ethos

The **Catholic tradition** is important to our ethos and well-being, but we welcome people of all faiths, and race and value the diversity this brings.

Assemblies can offer a range of experiences, although the spiritual is paramount. The teacher should share his/her values and beliefs with the pupils and not only his/her knowledge. Life skills are central to the ethos of the school.

The importance of example by staff and senior students cannot be over stressed; - young people learn by role models. Staff are expected to treat their colleagues and the pupils with respect and appreciation.

We devote as much care and attention to the progress of all our pupils in recognition of our vision "Achievement for All". We believe in stretching our students but not allowing pressure to turn into stress.

Through the implementation of this policy St Joseph's School Aims:

- To foster self-confidence and self-respect by making pupils more aware of their own identity and worth as human beings.
- To enable pupils to accept responsibility for themselves and their actions by helping them to understand, express and control their own thoughts and emotions.
- To emphasise courtesy, consideration and concern for others.
- To prepare pupils for their adult roles in society as responsible parents, citizens and consumers.
- To create an awareness of the importance of health, safety and hygiene at school, at home and in the workplace.

## **Parents as Partners**

To support their children and the school parents should:

- Read and sign parental awareness of school rules in pupil daybook.
- Get to know the school policy about promoting good behaviour and support it.
- Encourage their children to obey the school's rules and to show respect for other pupils, school staff and property.
- Support the school in implementing strategies to support individual pupils with both their behavior and academic progress. An information leaflet for parents is issued every academic year. (**Appendix 5**)
- Make sure their children have all they need for school and have done their homework.
- Respond quickly to concerns raised by the school.
- Make every effort to come to parent evenings, progress and career meetings.
- Take part in school activities to support partnership and learning.
- Treat school staff with the respect they would expect to receive themselves.
- Tell the school promptly of any concern about their children.
- Ensure that pupil daybook is reviewed and signed weekly.

## **In St Joseph's Boys' school**

We believe that pupils have a right to:

- Be valued as members of our school community.
- Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.
- Make mistakes and learn from them.
- Be treated fairly, consistently and with respect.
- Be consulted about matters that affect them and have their views listened to, and as far as reasonable acted upon.
- Be taught in a pleasant, well managed and safe environment.
- Work and play within clearly defined and fairly administered codes of conduct.
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.
- Develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- Come to school on time with homework done, and suitably equipped for the lessons in the day ahead.
- Respect the views, rights and property of others, and behave safely in and out of class.
- Co-operate in class with the teacher and their peers.
- Work as hard as they can in class and during study periods.
- Conform to the conventions of good behaviour and abide by school rules.
- Seek help if they do not understand or are in difficulties.
- Accept ownership for their own behaviour and learning, and develop the skill of working independently.

## **Relationships**

**Our provision of Pastoral care** is seen on a daily basis through the Form Teacher, Year Head or Head of School and also through the curriculum, which is designed to challenge pupils with aspects of social and moral responsibility at each stage of their development. Pupils are not only given support via the school structure, but they are also encouraged to help each other. Each pupil has the freedom to approach *any* member of staff in order to ask for help or advice or to contact the school council.

Opportunities occur in academic lessons when pupils can be exposed to spiritual, moral and social dilemmas. Although unplanned work can be valuable, it is planned work which allows for maximum benefit. Such opportunities are detailed in Departmental Handbooks.

Pupils are expected to co-operate and be responsible for themselves and for others. Senior pupils are encouraged to help younger pupils by assisting at clubs and activities. The year 13/14 pupils are encouraged to help younger pupils, and to give them a good example.

We take the social lives of our pupils seriously; they work best in an environment where they are happy, have plenty of like-minded friends, and know and trust their teachers. We believe in educating the whole person and helping individuals to manage their own time so that they can pursue both academic success and also varied sporting, social and recreational activities. Our pupils work and play hard; wherever an individual's strengths and interests lie, within the security of a traditional framework, we aim to make the pursuit of learning an absorbing, enjoyable experience.

A fundamental characteristic of the School which we cherish is its positive relationships. The genuine promotion of good relationships between pupils and staff means that the strong community spirit at St. Joseph's Boys' School is constantly promoted. We firmly believe that education depends on this partnership.

All members of the school community are expected to behave in a way which raises the self-esteem of the community and its individuals.

## **Implementation**

The following documents comprise the Policies, Guidelines and Practices of St. Joseph's Boys' School which support these pastoral aims:

Pastoral Care Policy	Visitors Policy
Religious Education Policy	Pupil Day Book
Attendance Policy	Pupil Handbook
Anti-Bullying Policy	New Pupil Handbook
RSE Policy	School Council
Child Protection Policy	The Parent/ Teacher Association
Equal opportunities Policy	Extra/ curricular Activities
Drugs and Alcohol Policy	Referral System
Special Needs Policy	Rewards and Sanctions
Primary/ Secondary Links Policy	Explicit School Rules (Appendix6)

These policies or further information can be accessed either on the school website, or by request from the main school office.

### **Pastoral Care Structure**

Our major intake into the School is at age 11 years. For the next three years the class unit is a group of 20-26. This system enables pupils to settle easily with a small number of boys the same age. Monitoring their academic progress and keeping a close eye on social welfare are a designated year head and form teacher who liaise directly with parents.

At the age of 14 all students join a class according to their chosen route, where they stay until the age of 16. At 16 pupils may decide to join the 6<sup>th</sup> form, attend another school or go to work, or pursue training / further education courses.

### **Roles and Responsibilities**

Pupils are looked after by a year team of both male and female form teachers led by the Year Head who come to know the students, their families and circumstances. Continuity has many advantages. One member of the team is responsible for each individual student's progress and well-being. If problems arise at any stage, the form teacher is able to respond appropriately, and is suitably placed with the Year Head to access support.

We do not believe in moulding students to a pre-defined model; we do believe that an individual's strengths can be better nurtured by someone who gets to know him or her well over a period of time. Each keystage is overseen by a Head of School.

The following staff make up the co-ordinating Pastoral Team; the 6 Year Heads, Special Educational Needs Co-ordinator, Heads of School and the Vice Principal (Pastoral). This team meets regularly to monitor, review and implement Pastoral Policy throughout the school and advise the Senior Management Team on issues such as, resources, discipline, staff training etc.

Whilst all staff, teaching/non-teaching have a role, staff with a particular responsibility who support the work of the Pastoral Team are: e.g.

- MAST
- Pupil Services Co-ordinator
- Education Welfare Officer
- Primary/Secondary Links Co-ordinator
- School Nurse
- School Counsellor (external)
- Health Education Co-ordinator
- Special Educational Needs Co-ordinator / Assistant Special Educational Needs Co-ordinator
- Head of Department – Learning for Life and Work
- Social Services Personnel
- Education Welfare Service
- Head of Department – Religious Education
- Other community statutory personnel
- Administrative support – attached to each Year Head and Head of School to ensure that pupil records are maintained.

- Extended Schools Programme
- Careers Service
- Mentoring Programme

### **Other Pupil Support**

- Uniform Shop – stock of uniforms is maintained and supplied daily.
- Internal Suspension Unit – to promote understanding of school rules. (**Appendix 3**)
- Education Plus Steering Group – provides advice, and a time-bound support programme for pupils experiencing difficulties in the classroom. (**Appendix 2**)

### **Monitoring**

The Pastoral Committee constantly review the practice, both formally/informally within the school. A parents survey is conducted annually and action planning put in place, if appropriate.

Year Heads monitor individual pupils progress/behaviour through the referral system and liaise closely with Heads of School to ensure whole school data is reviewed regularly. The policy is reviewed every 2 years or when necessary.

### **Evaluation**

This is carried out by: -

- Use of whole school data
- Parents/Pupils/Teacher perception surveys
- Year Head's individual assessments of guidelines/procedures
- Senior Management Team discussion
- PRSD
- Scheduled Monitoring meetings
- Regular meetings and discussion
- Pupil tracking

### **Training**

Training of all teaching and non-teaching staff is designed to meet the needs identified by the pastoral team in consultation with Year Teams, Support Staff and the Senior Management Team.

### **Resources**

Resources required to maintain, update and innovate the Pastoral System will be updated when necessary. Additional Funding may be secured by Funding Applications to various Awarding Bodies and school P.T.A.

### **Range of Pastoral Activity**

- Pupils will be supervised during the school day.
- Provision of (i) Extra Curricular Activities (lunch-time and after school)

- (ii) Counselling Service
  - (iii) Homework facility and transport
  - (iv) Support Units / Support Programmes
  - (v) Alternative programmes
- School Council
  - Parents Meetings
  - Parents Handbook
  - Parents support materials e.g. advice on homework, use of internet, mobile phones, information packs
  - Liaison with the Senior Management Team, Curriculum Committee, Education Plus Committee, Mast Meetings, Education Welfare Meetings, liaison with Social Services.
  - Parent/Teacher Meetings
  - External Agencies and community groups
  - School Reward System

### **Conclusion**

The evaluation of the school's System of Pastoral Care is effective when the school policy and planning for Pastoral Care are fully implemented, and reflected in the quality of the provision within and beyond the classroom and the effectiveness of the support arrangements for the individual pupil.

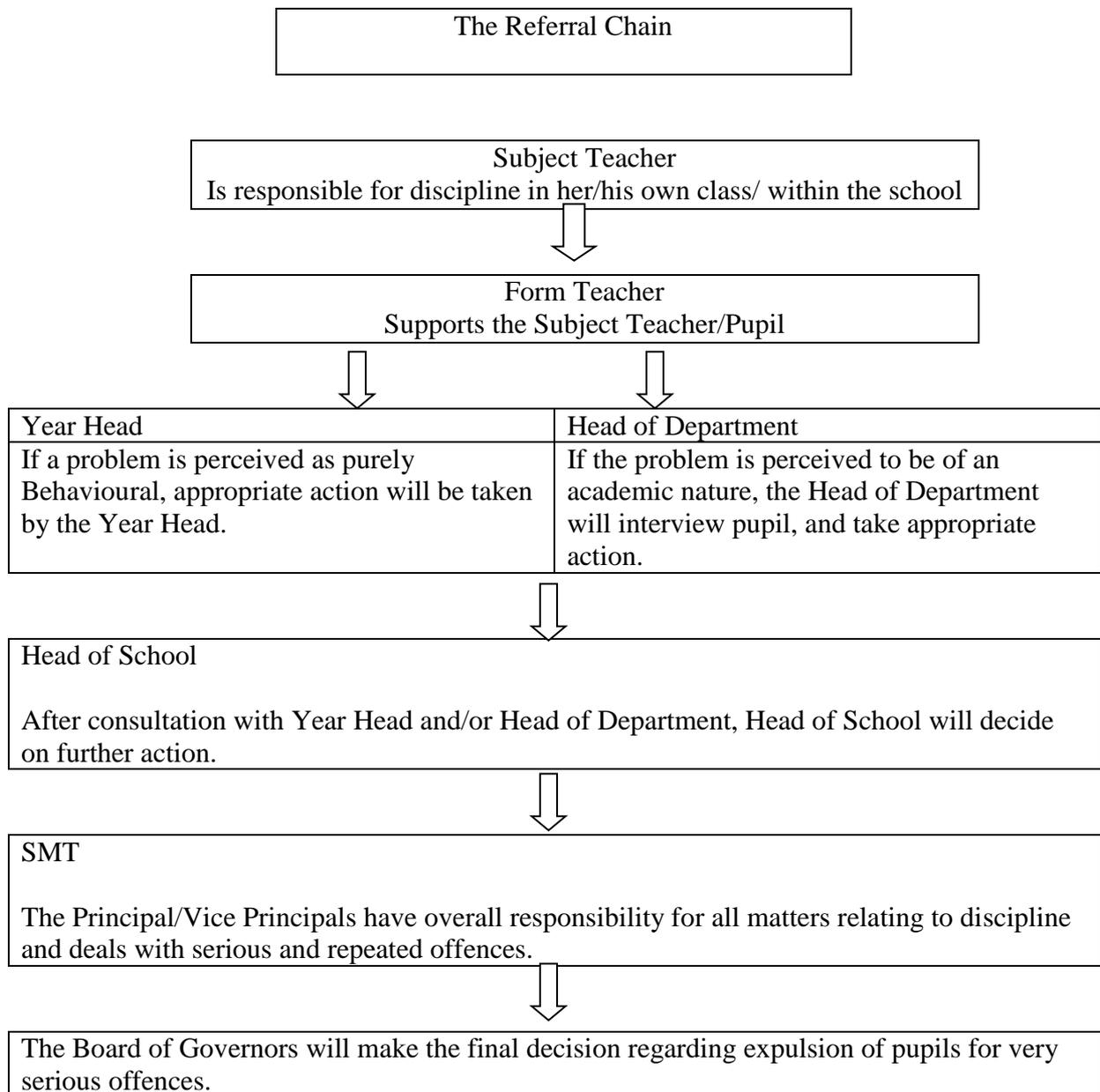
At all levels, all pupils and staff need to feel valued, safe and secure to make the school motto "Achievement for All" attainable.

## **Section 2**

# **Discipline Guidelines**

## Roles and Responsibilities

Responsibility for behaviour rests, in the first instance, with the pupil themselves. In this school, positive behaviour is the expected 'norm'. Where a problem arises this is dealt with through a referral system in which parent(s) guardian(s) may be involved at any stage.



**N. B.** In the case of serious offences the Principal/Vice Principal may short-circuit the system.

A detailed outline of the school Discipline Procedure is attached see Appendix 4.

## Pupil Referral

Referring should not be seen as a substitute for normal disciplining, but rather as an augmentation of it. Members of staff in the classroom situation at least should, as far as possible, deal with problems themselves and avoid frequent recourse to a referral system. No teacher should however feel isolated - we all can meet difficulties and indeed even experienced teachers can occasionally encounter situations where help is needed.

(i) Referral should be used however, only if a disciplinary problem becomes persistent or, in the case of a serious isolated bout of disruption.

(ii) Teacher should complete referral form (see appendix 1) and pass to the appropriate member of staff. Details of offences should be accurate.

N.B. Pupils should be informed IMMEDIATELY of the referral.

(iii) A record of those offences referred to the Pastoral Team will be retained on Sims together with a description of action taken. The appropriate member of staff will discuss the referral with the teacher concerned, after which he/she will decide the appropriate course of action and whether or not it will be necessary to involve the Year Head or Head of School.

(iv) The sequence of sanctions will vary according to the individual concerned, the number of past offences, and the nature and frequency of the offence in question. Sanction stages can move from extra homework to detention at break, lunch time or after school, isolated withdrawal from class, daily conduct report sheets, withdrawal of privileges, referral for further support, suspension and in very extreme cases, removal from school altogether. At each and every stage parents will be closely involved and informed as appropriate.

### Specific Sanctions

- The specific sanction programme outlined represents a general guideline and can vary according to circumstances.
- Wilful damage of school property, parents will be contacted and will be expected to make good the damage.
- A pupil refusing to comply with uniform regulations will be obliged to borrow the missing items of uniform from the uniform shop.
- Misbehaviour in school canteen will result in the pupil concerned being banned from using the canteen for up to five days, during which time a packed lunch will be provided.
- Misbehaviour while travelling to or from school on the bus may result in a pupil being banned from using school transport for a period of time.
- Any pupil fighting (whether as assailant or defender), or found guilty of bullying (either verbal or physical) will be suspended.
- Offences of a major and extremely serious nature will result in a "short circuiting" of the referral system, leading to immediate suspension/expulsion.

## **Rewards**

The school reward system encompasses the following strategies:

- Key stage 3 merit / sticker system / Key stage 4 rewards (**Appendix 6**)
- Note in daybook.
- Extra curricular activities, a developing sense of personal well-being and self-worth.
- Positive marking of work.
- Encouragement and praise, both public and private.
- Displays of pupils' work.
- Posts of responsibility.
- Representing the school in all sorts of activities.
- Letters home, comments in Day Book.
- Prizes, awards and certificates given in recognition of achievement and effort in various aspects of school life e.g. Attendance.
- Annual school prize-giving.
- Pupil of the month.
- Junior Prize-giving.
- Reward outings.

## **Our responsibility and that of parents**

As a school, it is our responsibility to:

- (a) provide a stimulating learning environment.
- (b) treat pupils with respect within a friendly, yet controlled and well-ordered atmosphere.
- (c) provide structures of pastoral care, through which form teachers and more especially year heads, can help pupils come to terms with problems which may be affecting their behaviour or/and attitude in school.
- (d) ensure adequate teacher supervision in all areas of the school premises.
- (e) encourage parental involvement in as many aspects of school life as possible.

It is the responsibility of parents to respond positively to our efforts, to take a close interest in their children's education, and to ensure that their behaviour, attitude and progress at school are all of a satisfactory standard.

Working together in this way, the above sanctions programme will in time become increasingly unnecessary and largely redundant, while "rewards" as outlined above will become an increasing reality for all our pupils.

In order to create and maintain proper atmosphere for learning, there is a need for actions to indicate disapproval of unacceptable behaviour, and to protect the authority of the teacher and the stability of the school community. The purpose of any action is to change the behaviour.

Recommended strategies include:

- Verbal warning.
- Focused acknowledgement of positive behaviour by pupils.
- On the spot checking / warnings at end of class.
- Discussion reason / quiet word.
- Move to different seat within classroom.
- Time out and arrangement to see pupil later.

- SIMS Flag Monitoring System
- Contact parents, telephone / letter / day book
- Discussion with HOD / Form Teacher / HOY/ HOS / Support Unit Team
- Placed on report / Form teacher / HOY / HOS
- Extra work
- Time out / Host / Buddy System / Contact SMT Rota
- Confiscation
- Removing Graffiti
- Pay for damage / restitution
- Withdrawal of privileges
- Parental review / meeting
- Refer to SENCO
- Inclusion in out of school diversionary programmes
- Individual Educational Plan across subjects
- Detention – Subject, Departmental, HOY, School
- Head of School / V.P. Pastoral Progress Meetings.
- Completion of Risk Assessment
- Discipline Strategy Committee meeting
- Removal from class (Support Centre)
- Referral to EWS
- Completion of Risk Assessments
- Referral to and placement in Laurel Support Centre
- Referral to Behaviour Support Team/AEP
- Suspension — Internal / External
- Expulsion

Details of strategies at each level in the Pastoral Referral System are outlined in the Pastoral Referral Form (Appendix 1)

*In all encounters with a pupil, the teacher is the professional and should endeavour to treat the pupil with respect.*

## **UNACCEPTABLE BEHAVIOURS**

### **Minor and Frequent breaches of Discipline**

- Persistently not producing homework on time
- Unsettled – Initial / continuous / time prompted
- Producing work which does not meet the pupils usual standard / Persistent lack of homework.
- Defiance
- Talking in class.
- Abusive / argumentative.
- Breaches of uniform rule / Persistent.
- Shouting out
- Dangerous behaviour
- Rudeness / Disrespect and insolence
- Graffiti

- Avoidance of work / out of seat
- Chewing gum / dropping litter
- Bad but not extremely offensive language
- Answering back
- Fighting (low level)
- Over-familiarity
- Internet abuse
- Lack of social graces
- Persistent truanting from classes.
- Coming late / Persistent
- Lack of equipment / Persistent
- Other behaviour deemed by the Principal to be a minor breach of discipline.
- Mobile phone use in school

### **Major Breaches of Discipline**

- Fighting (serious aggression) in class / school area
- Physical violence / assault of other pupils
- Mistreating school property / vandalism
- Mistreating the property of others (this includes journey to and from school)
- Verbal abuse directed at staff
- Substance abuse
- Persistent bullying
- Serious disrespect towards any member of the school community both inside and outside school.
- Smoking on school premises
- Consistently refusing to follow instructions.
- Foul or offensive language.
- Making threats or allegations
- Theft
- Assault
- Refusal to take direction from staff
- Disrespect / insolence
- Persistent use / inappropriate use of mobile phone
- Possession of knives / air guns etc.
- Offensive Graffiti
- Other behaviour deemed by the Principal to be a major breach of school discipline.

## **CODE OF CONDUCT ON THE BUSES TO AND FROM SCHOOL**

Pupils are expected to adhere to all the rules which they observe inside the school regarding their behaviour, attitude, conduct towards others and care for property belonging to others.

Pupils and parents are reminded of the following points:

- On a moving bus, failure to be seated and behave in an acceptable manner can be dangerous to all pupils on the bus and in some cases to other road users. This means all incidences of misbehaviour will be investigated thoroughly by the school and the company and will be treated as serious incidents.
- In the event of misbehaviour reported by pupils, the driver or road users, the school will seek video footage and still photographs from the bus company.
- The bus companies are not affiliated to the school and they are not obligated to carry any pupil if they have caused serious or persistent problems.
- If the bus company brings an issue to the school and provides video footage/still photos of a pupil misbehaving or causing damage, the school will help identify the pupil and will contact the parent/guardian of the pupil (s) involved. In the first instance the school will not provide any details of pupils to an external agency such as the bus company.
- We would draw the attention of parents and pupils to the fact that Ulsterbus operate a policy of “Pay or be Prosecuted.” In the event that a pupil wilfully damages the bus, Ulsterbus will seek repayment from the parent of the pupil (arranged by the school). If this arrangement does not work, Ulsterbus will seek prosecution to recover the damages. The school will fully co-operate with the company in this even and may at that point be required to provide information about the pupil.
- At assemblies and in form class pupils will be reminded that their conduct on Ulsterbus/other bus services bringing them to and from the school should be exemplary.

## **CODE OF CONDUCT AT NWRC**

Pupils who opt to take lessons at NWRC as part of their St Joseph`s curriculum will be given an induction which makes them clearly aware of the pastoral processes and rules of that college.

Among other rules, the North West Regional College insists that when present, pupils:

- Wear the appropriate safety gear which they have been issued ie boots and overalls.
- Arrive on time for lessons or be sent back to the school.
- Refrain from wearing any sports gear eg football tops while in the centre.

In simple terms pupils who attend NWRC on placement are considered at all times to be “at St Joseph`s” in the sense that all of our rules and expectations still apply even when they are at this college. In the event that a pupil misbehaves the college are asked to contact the school and then send the pupil back to St Joseph`s. In the event a pupil is not engaging with these rules it is likely their placement will be terminated.

### **Pupil Procedure for being Out of Class**

Pupils should only be out of class with teachers' permission. This includes requests for toilet use as there is a designated rota for toilet openings throughout the school day. Pupils without teacher's permission will be sent immediately back to class.

### **EMERGENCY PROCEDURE**

In the event of an emergency for example a pupil with a serious injury, fire etc. the staff member should contact Head of School/SMT immediately either by phone or by sending another pupil.

**ASSISTANCE WILL BE AVAILABLE AS QUICKLY AS POSSIBLE**

# **Section 3**

## **Pastoral Guidelines**

# REGISTRATION

## Form Time / Registration

During Registration the following procedures should be implemented:

- School Prayer
- Class Roll Call
- Uniform/equipment checked
- SIMS information monitored / Action taken
- Day Book Checked
- Absences/attendance/punctuality checked
- Reward System Implementation

## PUPIL DROP OFF/PICK UP

In the interests of safety, parents are requested not to use the designated bus lay-by, and adhere to the one-way signage in the school carparking area. Parents should not enter school car park.

## Break

As part of our Health Promotion Drive we would ask parents to encourage pupils to bring bottled water as opposed to fizzy/sugary -drinks. Pupils are also advised to bring a healthy snack eg. fruit for break. All pupils are expected to be in the yard at break-time unless directed otherwise or weather permitting. Eating and drinking (other than bottled water) is not allowed in class. Refusal to put food and drink away may result in it being removed from the pupil.

## LUNCH

Pupils who live close to the school are permitted to go home if they have a pass. Passes will be issued to pupils on receipt of a written statement from their parents. Supervised facilities are provided for boys who bring a packed lunch. Parents are requested to provide healthy lunch options as much as possible.

The School Cafeteria offers a wide selection of nutritious meals. A digital thumbprint system has recently been installed and all pupils will be expected to register their details in order to access canteen facilities.

Pupils are expected to adhere to School Rules in canteen:

- Full and proper uniform must be worn.
- All pupils must line up as per year group and procedure.
- All pupils must follow directions given by canteen supervisors and school staff.
- Incidents in the canteen will be recorded in an incident logbook by the Senior Lunchtime Supervisor and reported to the appropriate member of Pastoral Team. Appropriate sanctions will be implemented as necessary.
- Pupils must return used trays to the designated area when finished eating, without exception.

- Pupils are not permitted to leave the school grounds at break-time or at lunch-time without a pass.

### **PROCEDURE FOR PUPIL LEAVING SCHOOL DURING CLASS – TIME**

All pupils should be encouraged to make medical appointments after school, but where this is not possible they should **A:** show written request from parent / guardian to their form teacher. **B:** have their request signed by their form teacher or head of year if form teacher not available.

### **ILL PUPILS**

Pupils who complain of feeling ill and where the subject teacher feels there is a cause for concern should send the pupil to the housekeeper Mrs McLaughlin. She will make contact with home if necessary, but where this is not possible pupils will return to class and should be given permission to sit at the back of the class. Please inform Mrs McLaughlin if contact has already been made with home prior to pupil being sent to the medical room.

**ACCIDENTS:** as above but where it is deemed necessary arrangements will be made to take the pupil to hospital. An accident form should be completed as soon as possible and given to Lila in the General Office.

### **DAYBOOK**

At St Joseph's, homework plays a key role in learning and assessment.

Each pupil is given a daybook. This book is very important, it contains relevant School Policy Sections and other important information, but it is also used as a **HOMEWORK DIARY**. When a teacher gives homework, it must be written into the daybook.

Teachers can use your Daybook to write messages to parents about progress and vice versa. It is also important that if there was an absence from school that a parent provides a reason by completing the absence slip in the daybook. The Daybook must be signed each week by Parents. Daybooks will be monitored weekly by Form Teachers and monthly by Year Heads and termly by Vice Principal (Pastoral) / Head of School. Parents are also asked to sign daybook to indicate that they are aware of our school rules.

## **APPEARANCE**

### **UNIFORM AND PE GEAR**

The uniform is compulsory and consists of:

1. Black school trousers (no jeans, combats, or tracksuit bottoms)
2. Bottle green, v-necked sweater with school crest.
3. Black blazer with school crest
4. Broad striped school tie for senior school, tie with school crest for sixth form and striped school tie for junior school.
5. White shirt
6. **Plain black footwear** with no metal on heels, toes or soles.

OPTIONAL: White polo shirt with school crest may replace 2, 4 and 5 during the summer term from Easter to June. An outdoor overcoat may be worn to and from school.

**NO SPORTS TOPS, NO TRACKSUIT HOODED TOPS, NO HOODED TOPS (HOODIES), NO DENIM JACKETS, NO LEATHER JACKETS WILL BE PERMITTED.**

PE GEAR: Physical Education is compulsory by law. The fitness and health of young people today is giving rise to great concern. Failure to bring PE gear to school on any occasion, therefore, will be viewed very seriously.

JEWELLERY: Pupils may wear **ONE STUD EAR RING ONLY**. In the interest of safety the wearing of hooped rings or other body piercing jewellery is forbidden and pupils will be required to remove them.

HAIR: Hair should be of a reasonable length, style and natural colour suitable for school. Red, green, purple or any loud colour of hair is prohibited. Hairstyles that include loud blonde stripes throughout or dyed patchwork hairstyles are not suitable. If a pupil arrives in school with an unsuitable hairstyle then the parent/guardian will be contacted and asked to address the issue with them before returning the next day.

### **UNIFORM SHOP**

In the event of pupils being unable to attend school in the correct uniform or PE gear, a uniform store has been established and pupils may borrow an item or items for the day. Footwear is disinfected after each use and items of clothing are regularly laundered and renewed.

### **SCHOOL RULES**

(See **appendix 7**) The school rules are explicit both in daybooks, school displays and focused on during form time and school/year assemblies.

### **ATTENDANCE**

Parents/Guardians must provide a reason for any absence by completing the absence slip in the daybook which must be shown to the Form Teacher. Form Teachers must also be informed if the following occurs:

- Late in the morning
- Change of address or telephone number. Parents are asked to ensure that the school has the correct information in case of an emergency.
- Where possible medical appointments should be made outside school time. When this is not possible, parents should send in their son's appointment card so that it can be recorded.
- Pupils should report to the office before leaving the premises during the school day.

## **MOBILE PHONES ARE NOT PERMITTED IN SCHOOL.**

The school does not accept any responsibility for phones that are **broken, lost or stolen on school premises** or as a consequence of staff having to remove phones during the school day.

A procedure is in place for confiscated phones as follows;

- The phone is taken to the school office and placed in an envelope with name of pupil and date of removal recorded and stored in a secure place within the office.
- If the phone has to be removed more than once a term it will be retained in the school until a parental meeting has been arranged to discuss and phone returned to parent and a signed guarantee that the phone will not be brought to school again.
- Persistent use of the phone will be in breach of school rules and the school discipline policy and may incur appropriate sanctions.
- Any damage reported during this process will not be the responsibility of the school.

**This is strictly enforced.**

## **BEHAVIOUR CODE IN THE CLASSROOM**

### **Pupils Are Required to:**

- Wear full and correct uniform
- Be punctual for class with all necessary books, pens etc.
- Line up quietly outside the room and do not enter the room without a teacher being present.
- Enter the room quietly and sit down quietly.
- Always sit in the seat given to you by the teacher.
- Take out the correct books including day book and homework for the class.
- Avoid any behaviour that is a distraction to other pupils and your teacher.
- Always write your homework in your day book.
- Only get ready to leave the classroom when the teacher gives instructions to do so.
- Always leave the room quietly.
- No eating or drinking in class.
- Do not interfere with fixtures / fittings in the classroom.

## **BEHAVIOUR AROUND THE SCHOOL**

- Always walk.
- Use proper stairs.
- Walk on the left on stairs and corridors.
- No eating or drinking in classrooms, corridors or stairs.
- Always have manners. Remember they cost nothing!
- Always be polite and courteous to fellow pupils, staff and visitors.
- Care for the school. Use the bins for all litter and take care of the environment.
- Always be proud of your school.
- Pupil access in the morning is via the school yard and science door. No access by main front door except in exceptional circumstances.
- Pupil late for school should enter by the Caretaker's entrance where a member of staff will record lateness.
- Access at lunchtime is also via science entrance or R.E. corridor entrance

## **ADVICE**

- It is important that pupils check school bags to ensure that the books and equipment required for the school day are correct.
- Please ensure that all belongings are clearly marked with pupils name and class.
- Money or gadgets (MP3 or ipods) are not permitted in school. If large amounts of money are brought to school - please give it to your Form Teacher for safe-keeping.
- Day Books contain information relating to procedures, policies and helpful guidelines for pupils.

## **EXTRA CURRICULAR ACTIVITIES**

St Joseph's has always been proud of the wide range of activities and experiences available to our pupils. An updated list of activities is available at the beginning of each academic year. More information can be obtained by contacting the school.

Parents are asked to encourage their sons to take part in at least one, as each activity is essential for character building and team spirit.

## **COUNSELLING**

Pupils may avail of counselling services within the school at any time during their years in St Joseph's. More information can be obtained from the Pastoral Team.

## CONCERNS

If you have a concern, please contact:

- The Form Teacher
- The Year Head
- Heads of School
- Any member of Senior Management
- The Principal

An appointment will be provided as soon as possible.

Parents please note that meetings will only take place by appointment through the main office. (See visitors policy for details).

### Other Useful Information

St Joseph's Boys' School Pastoral procedures are supported by a range of policies available on request from main school office or on the school website.

- Pupil Attendance Policy
- Anti Bullying Policy
- Drugs Policy
- Medication Policy
- RSE Policy
- Child Protection Policy
- Health Education Policy
- Health and Safety Policy
- Nutrition Policy
- School Pastoral and Discipline Procedure. (see appendix 4)
- Visitors Policy
- Mobile Phone Policy/procedure
- Special Educational Needs Policy

## MONITORING AND REVIEW OF POLICY

This policy will be reviewed as part of the school's policy review cycle, by the Vice Principal Pastoral and Pastoral Team biannually or as appropriate.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_



Achievement for all

# ST JOSEPH'S BOYS' SCHOOL REFERRAL FORM

## Appendix 1

### Student Profile Please fill out **ALL** sections (pupil data available on SIMS)

Student Name _____	Class _____	Form Teacher _____						
Date _____	Referred By _____	SEN Stage _____						
Time	<input type="checkbox"/> 8-9 am	<input type="checkbox"/> 9-10 am	<input type="checkbox"/> 10-11 am	<input type="checkbox"/> 11-12 pm	<input type="checkbox"/> 12-1 pm	<input type="checkbox"/> 1-2 pm	<input type="checkbox"/> 2-3 pm	<input type="checkbox"/> 3-4 pm
Location	<input type="checkbox"/> Classroom	<input type="checkbox"/> Corridor	<input type="checkbox"/> Playground	<input type="checkbox"/> Canteen	<input type="checkbox"/> Other			

### Pupil Behaviour Please rank behaviours in order of severity e.g. 1,2,3 etc...

Minor and Frequent	Serious
<input type="checkbox"/> Absent with no permission <input type="checkbox"/> Abusive language <input type="checkbox"/> Dangerous behaviour <input type="checkbox"/> Defiance <input type="checkbox"/> Persistent no books / equipment <input type="checkbox"/> Persistent Inadequate Work <input type="checkbox"/> Ignoring Teacher Instruction	<input type="checkbox"/> Vandalism <input type="checkbox"/> Persistent Lateness <input type="checkbox"/> Internet Abuse <input type="checkbox"/> Persistent H/W Failure <input type="checkbox"/> Persistent Uniform Issues <input type="checkbox"/> Disrespect / insolence <input type="checkbox"/> Disruptive behaviours
<input type="checkbox"/> Drug /Solvent Incident <input type="checkbox"/> Smoking on premises <input type="checkbox"/> Theft <input type="checkbox"/> Throwing objects <input type="checkbox"/> Vandalism <input type="checkbox"/> Assault <input type="checkbox"/> Bullying	<input type="checkbox"/> Fighting in class / school area <input type="checkbox"/> Verbal Abuse of other pupils <input type="checkbox"/> Verbal Abuse directed at staff <input type="checkbox"/> Making Threats / allegations <input type="checkbox"/> Serious damage to school property <input type="checkbox"/> Other.....

**Brief description of behaviour (please mention frequency for minor behaviours)**


### Tick the appropriate box This section **MUST** be filled in for Minor and frequent behaviours

Other people involved	Teacher Action	Further Action (Resolved)
<input type="checkbox"/> None <input type="checkbox"/> Other Staff (Please name below) <input type="checkbox"/> Substitute / Student Teacher <input type="checkbox"/> Unknown <input type="checkbox"/> Other Pupil(s) (Please name below)	<input type="checkbox"/> Told to stop (verbal warning) <input type="checkbox"/> Discussion / Reason / Quiet word <input type="checkbox"/> Strategically ignore <input type="checkbox"/> Move the student <input type="checkbox"/> Class Record Sheet <input type="checkbox"/> Contact parent via daybook / letter (delete) <input type="checkbox"/> Denial of privilege	<input type="checkbox"/> Send copy to Form/Year Head for record keeping <b>Unresolved Issue Further Action</b> <input type="checkbox"/> Discuss situation with Head of Department <input type="checkbox"/> Refer to Form Teacher (Minor and Frequent) <input type="checkbox"/> Refer to Year Head (Serious) <input type="checkbox"/> Refer to Year Head (Minor and Frequent unresolved)
1		
2		

### Possible Further Actions Please tick appropriate boxes

Form Teacher	Head of Department	Year Head
<input checked="" type="checkbox"/> Discussion with pupil: Give Warning <input type="checkbox"/> Discuss with subject teacher: set targets <input type="checkbox"/> Note in Daybook (Parental Signature) <input type="checkbox"/> Denial of privilege <input type="checkbox"/> Detention <input type="checkbox"/> Get overview of Student Performance <input type="checkbox"/> Contact Parents (keeping Year/Tutor informed) <input type="checkbox"/> Discuss with Year Tutor <input type="checkbox"/> Set / Agree Targets (Booklet) <input type="checkbox"/> Monitor Class Records Sheets / Books <input type="checkbox"/> Uniform equipment check <input type="checkbox"/> Monitoring booklet <input type="checkbox"/> Refer to Year Head	<input type="checkbox"/> Punishment / Extra work / Apology letter <input type="checkbox"/> Detention <input type="checkbox"/> Discuss Teaching strategies (appropriate) <input type="checkbox"/> Discuss Learning Styles <input type="checkbox"/> Record in daybook <input type="checkbox"/> Buddy / Host <input type="checkbox"/> Overview of pupils performance <input type="checkbox"/> Contact parent <input type="checkbox"/> Extra work/punishment exercise <input type="checkbox"/> Examine curriculum content <input type="checkbox"/> Refer to Year Head	<input type="checkbox"/> Discuss problem with pupil / verbal warning <input type="checkbox"/> Analyse Class Record Sheet <input type="checkbox"/> Denial of Privilege <input type="checkbox"/> Contact Parents <input type="checkbox"/> Detention <input type="checkbox"/> Put on Report Sheet (Oversee Target Sheet/Booklet) <input type="checkbox"/> Discuss with Head of School / SENCO <input type="checkbox"/> Overview pupils performance/data analysis <input type="checkbox"/> Liaise with Pupils Services Coordinator <input type="checkbox"/> Keep FT/CT informed <input type="checkbox"/> Recommend Suspension (ISU) <input type="checkbox"/> Refer to Senior Management Team <input type="checkbox"/> Risk Assessment
Resolved Yes <input type="checkbox"/> No <input type="checkbox"/>	Resolved Yes <input type="checkbox"/> No <input type="checkbox"/>	Resolved Yes <input type="checkbox"/> No <input type="checkbox"/>
Signature _____	Signature _____	Signature _____

### EDUCATION PLUS

Stage 1: Where there is concern about a pupil (either behaviour or learning difficulties) a referral should be made to the SENCO on the subject teacher's report.

Stage 2: If difficulties are reported in a number of subject areas, every fortnight the Year Head or Head of School may:

Attend a support centre meeting to discuss the pupil and / or refer him for access to the Education Plus Programme. This requires the Year Head, Head of School and Vice Principal to discuss the pupils needs and complete subject teachers record. These are compiled on a support assessment record. The Vice Principal, Senco, Head of School and the Year Head attend the support centre meeting. If a place is available the pupil will access the programme as soon as the assessment is provided (usually the following week). Pupils will follow the education plus programme and each pupil is reviewed fortnightly. Form Teachers are welcome to attend the meetings to discuss the pupils progress.

**RETURN TO CLASS:** This is negotiated with the pupil after an initial 6 week placement and monitored on a fortnightly basis. Issues arising in class should be processed through the normal referral system, pupils must not be sent to the Education Plus area in the learning support suite.

(In the event of no improvement pupils may be referred to other external agencies, or processed through the school referral system).

Other external agencies may also be discussed and accessed for pupils if the support provided by Education Plus is not showing impact and pupil progress is not evident.

## **SUSPENSIONS**

### **Internal Suspensions**

An Internal Suspension Unit is located alongside Art and Technology Department and is staffed by Learning Support Personnel on a rotational basis.

Pupils may be placed in the Unit for an afternoon detention by Heads of Year for serious or persistent breaches of school rules.

Monitoring records are completed and returned to Heads of Year at the end of the day.

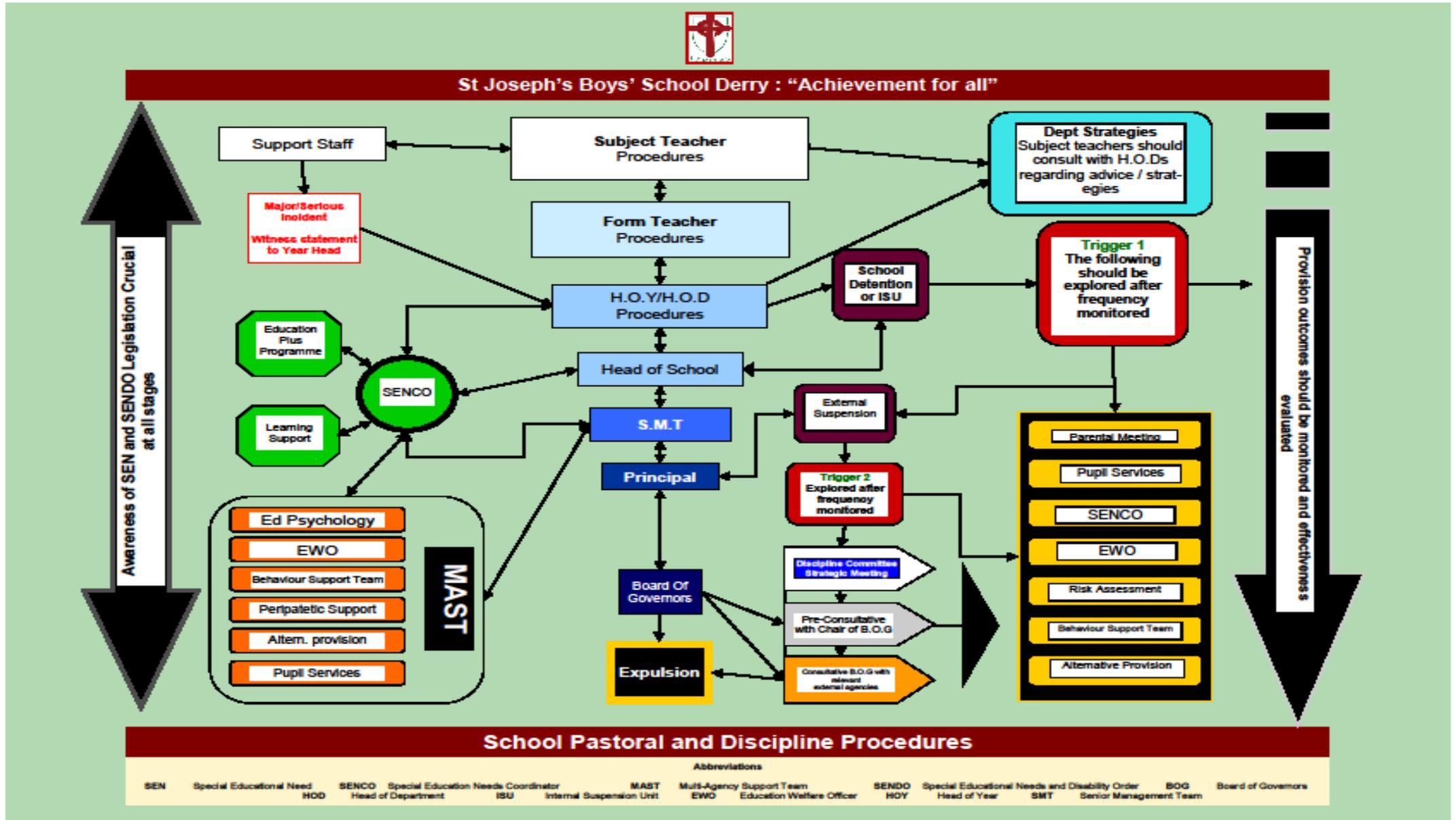
### **WORK WILL BE PROVIDED IN THE UNIT**

Pupils are expected to be in the unit from 2.35 p.m. to 4.45 p.m. Toilet breaks will be supervised.

**EXTERNAL SUSPENSIONS:** Will be sanctioned by the Principal Mr D Harkin, for serious incidents where the Internal Suspension Unit is deemed inappropriate.

**SUBJECT TEACHERS HAVE A LEGAL REQUIREMENT TO PROVIDE WORK FOR THE PUPIL.**

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**PASTORAL CARE GUIDANCE FOR PARENTS**  
**Achievement for All**

The school fosters the ideal of “Achievement for all”. To facilitate this aim, the school seeks to create a Catholic community in which understanding and tolerance flourish, where each individual is seen as unique and where there is respect shown for a diversity of opinion and view points.

**Parents as Partners**

To support their children and the school parents should:

- Get to know the school policy about promoting good behaviour and support it.
- Encourage their children to obey the school’s rules and to show respect for other pupils, school staff and property.
- Make sure their children have all they need for school and have done their homework.
- Respond quickly to concerns raised by the school.
- Make every effort to come to parent evenings, progress and career meetings.
- Take part in school activities to support partnership and learning.
- Treat school staff with the respect they would expect to receive themselves.
- Tell the school promptly of any concern about their children.
- Ensure that pupil daybook is reviewed and signed weekly
- 

**In St Joseph’s Boys’ school**

**We believe that pupils have a right to:**

- Be valued as members of our school community.
- Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.
- Make mistakes and learn from them.
- Be treated fairly, consistently and with respect.
- Be consulted about matters that affect them and have their views listened to, and as far as reasonable acted upon.
- Be taught in a pleasant, well managed and safe environment.
- Work and play within clearly defined and fairly administered codes of conduct.
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.
- Develop and extend their interests, talents and abilities.

**Pupils have a responsibility to:**

- Come to school on time with homework done, and suitably equipped for the lessons in the day ahead.
- Respect the views, rights and property of others, and behave safely in and out of class.
- Co-operate in class with the teacher and their peers.
- Work as hard as they can in class and during study periods.
- Conform to the conventions of good behaviour and abide by school rules.
- Seek help if they do not understand or are in difficulties.
- Accept ownership for their own behavior and learning, and develop the skill of working independently.

A fundamental characteristic of the School which we cherish is its positive relationships. The genuine promotion of good relationships between pupils and staff means that the strong community spirit at St. Joseph’s Boys’ School is constantly promoted. We firmly believe that education depends on this partnership.

**St Joseph's Boys' School Reward System Summary****Junior School**

- There is a stamper system in operation in the junior school.
- Pupils are rewarded for following basic School rules i.e. using their daybooks to record homework's, have good behaviour records and making best effort daily.
- At the end of each week the form teacher stamps the pupils day book.
- Each year team decides how many stamps will be required to access termly reward trip, usually 6 stamps. The reward trips usual include trips to the bowling alley, cinema, Bishops field for football etc. Pupils will be asked to contribute to some of the cost for two of the trips and two are free to the pupils.
- The reward system also operates a pupil of the month and pupils selected are presented with Certificates of Merit plus a Cinema ticket.
- Swimming for pupils is also available on Thursday afternoons, for pupils are selected by form teachers.
- A Christmas celebration on the last day of term is held where pupils have the chance to win prizes.
- There are other rewards that run throughout the year for example canoeing on the Foyle, trips to Foyle film festival or sailing with Irish Adventures. Year Heads will select pupils or class to go on these rewards.
- The whole reward system culminates in recognition through Junior School Prize Giving, and pupils are rewarded for achievement in class and effort throughout the year. The Head of school will select overall Pupil of the Year in years 8,9 and 10 and recognition given at our annual Prize giving Events.

**Senior School Reward System**

The main idea of the scheme is to reward pupils who set good example and are consistent in their approach to school life.

The Head of Senior and Junior School have facilitated the Heads of Year by purchasing tangible rewards eg cinema tickets. Each Year Head is able to reward 1 pupil per class per month. There are a large number of other events/activities open to the pupils which are linked to good behaviour and developing an overall loyalty and sense of belonging to the school.

**Key stage 4**

- Pupil of the month (certificate presented at assembly)
- Pupil of the month (cinema ticket presented at assembly)
- Individual form teachers making use of St Mary's Youth Club/other outings as agreed with their form class.
- All sports teams (basketball, football, Gaelic football, athletics etc.) have a code of conduct and representing the school on any of these teams is seen as a reward

**Key stage 5**

- Cinema tickets are available to distribute as a reward to sixth year pupils.
- All sports teams (basketball, football) have a code of conduct and representing the school on any of these teams is seen as a reward
- A senior school prefect team is in place. They are appointed after application and interview.

The annual Prize-giving within the school includes first in each class, individual subject prizes and recognition of good attendance.



St. Joseph's Boys' School  
"Achievement for All"

**SCHOOL RULES**

- Always be punctual for class at 8.45 am each morning and be in full uniform – hoodies are not allowed.
- Always be fully equipped for all subjects – pens, pencils, daybook, books and full kit for P.E.
- Always walk on the left hand side of the corridors in an orderly fashion.
- Always line up quietly outside your classroom and only enter when the teacher is present and immediately prepare for learning.
- Always listen to and follow teacher instructions and complete class and homework tasks to the best of your ability.
- Always show respect to staff and each other, foul language in any form will not be acceptable.
- Mobile phones are not allowed in school.

**SCHOOL AGREEMENT**

I believe that, as a valued member of the community of St Joseph's Boys' School, I am entitled to benefit fully from all the educational opportunities offered by the school. I also believe that I have the responsibility to allow others to avail of the same opportunities – therefore I accept and fully understand these school rules and promise to adhere to them.

\_\_\_\_\_ Pupil Signature

I have read and understood the above information on school rules and will adhere to its implementation.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Parent/Guardian)

## **Pastoral Care Policy – Procedural Document**

### Abbreviations – Appendix 4

SEN – Special Educational Needs

SEND0 – Special Educational Needs and Disability Order

SENCO – Special Educational Needs Co-ordinator

MAST – Multi Agency Support Team

BOG – Board of Governors

HOD – Head of Department

ISU – Internal Suspension Unit

EWO – Education Welfare Officer