

STRATFORD



COLLEGE

## **PASTORAL CARE**

Ratified: Mr Michael Gilbert, School Manager

Date: January 2008

### Mission Statement

**Stratford College is a teaching and learning community committed to quality and excellence in education.**

We are dedicated to:

- Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.
- Instructing Jewish students in their religion while fostering mutual respect for all traditions.
- Promoting personal achievement and academic success.
- Respecting the unique potential of every student and encouraging each to maximise it.

**The personal development of students is a core value of Stratford College. We believe that teachers care for their students and that education takes place in a genuinely caring atmosphere. All this reflects the reality summed up by Marland and Rogers: Schools are increasingly looking for ways to form positive and active partnerships with parents. They are also becoming more involved with those other social and health service agencies, both statutory and voluntary, which engage with families in the welfare**

Principal: Patricia Gordon    Deputy Principal: Roderick Cody

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**interests of children and young people. (Marland and Rogers, The Art of the Tutor, 1997).**

Pastoral Goals for the School

- Personal attention to value and develop every student.
- Acknowledgement of, and support for, each person's role in the school community.
- Promoting an environment which meets students' needs.
- Priority given to the nurturing of teaching and learning relationships.
- Recognition of talents and abilities.
- Clear values that animate the school.
- Strong collaborative leadership.
- Clarity of policies, roles, responsibilities and tasks.
- Support for an engaging curriculum - content & methodologies.
- On-going monitoring of progress at every level for the student.

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- Accountability, support and evaluation at every level.
- Involving all concerned in the life of the school.

Pastoral Policies

Mission Statement  
Admissions Policy  
Anti-Bullying Policy  
SPHE and RSE Policy  
Critical Incidents Policy  
Code of Discipline and Behaviour  
Special Education Needs Policy  
Homework and Assessment Policy  
Guidelines for the Protection of Children  
Attendance Policy  
Awards Ceremony  
Substance Abuse Policy  
Student Computer User Policy  
Student Council Constitution  
Parent Communication Policy  
Continuous Professional Development  
Parents' Association  
Student Record Keeping  
Pastoral Care Policy  
Extra-curricular  
The Guidance Plan

Pastoral Care Programme

**Code of Behaviour and Discipline**  
**1st Year Information Night for in-coming parents**  
**1st Year Orientation and Assessment**  
**1st Year Induction**  
**1st Year Study Skills for Parents**

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**Study Skills for 2nd, 3rd, and 5th Years**  
**Information Meetings for TY, 5th and 6th Years**  
**Mentor Training**  
**Student Council; Leadership Training**  
**Anti-Bullying workshops**  
**Class Tutor Time**  
**Social, Personal and Health Education (SPHE)**

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Pastoral Care Team

Principal and Deputy Principal	Overall responsibility for the management of the school
Guidance Counsellor	Guidance and Counselling and Social, Personal and Health Education (SPHE)
Dean of Discipline	Responsible for the management of discipline within the student body
Class Tutors	Responsible for the well-being of their class groups. They provide the day to day contact with parents.
Subject Teachers	Responsible for the teaching of their subject areas.
Learning Support	Responsible for the Special Educational Needs of the students
Rabbis/Jewish Studies	Responsible for the spiritual and pastoral care and development of the school's Jewish students

ROLE OF CLASS TUTOR

Pastoral/Organisational/Disciplinary

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**It is the policy of this school that each class is designated one teacher as Class Tutor who is responsible for that class in a special way. The duties of the Class Tutor include instilling a good class spirit and collective responsibility amongst students. The Class Tutor takes an interest in each individual student with particular regard to their personal difficulties.**

**During the school year the Class Tutor carries out the following:**

- **Explaining the school's Mission Statement, the goals of the school, the Code of Behaviour, the schools' rules, classroom guidelines, personnel, time-table and fire drill procedure.**
- **Promoting in each student a good class spirit, e.g. cards to someone sick etc.**
- **Encouraging participation in school activities.**
- **Instilling a sense of collective responsibility as a class group**
- **Taking an interest in each individual student**
- **Reviewing academic and other progress of students**
- **Following through on the Behaviour Code**
- **Addressing the needs of vulnerable students**
- **Reviewing involvement in extra-curricular activities**
- **Monitoring absenteeism and consistent late arrival at school**
- **Subject and exam level options**
- **Providing point of contact of families in difficulties**
- **Liaison with outside agencies**
- **Liaison with staff.**
- **Liaison with Parents**
- **Preparation for, attendance at and delivery of information/graduation, parent-teacher and/or induction meetings as appropriate**

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**N.B. Generally 'problems' that arise regarding a student are dealt with in the following way; Class Teacher – Class Teacher – Dean of Discipline. When students are sent to Dean of Discipline an incident form should be forwarded to him from the teacher in question.**

### **Regular Duties of the Class Tutor**

- **Take registration daily: 10.55 – 11.05**
- **Mark official Roll Book and report absences to office**
- **Check absences (collect letters of explanation and give to Deputy Head)**
- **Elect Student Council Rep**
- **Assign places to students in class (Class Plan)**
- **Draw up class clean-up schedule**
- **Distribute messages/letters/tickets etc.**
- **Have regular checks on uniform/ school diaries/classrooms/lockers/books**
- **Make general comments regarding each student on the mid year and summer reports**
- **Award merits/demerits as appropriate.**
- **Notify the Dean of Discipline of students for detention.**
- **Notify the Principal, in writing, of meetings/discussions with parent(s)/guardian(s).**

### Role of the Guidance Counsellor

**Advocates the needs of the student within school and to work with the staff, students and parents to that end.**

### Role of the Learning Support Teacher

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Provides educational support to children with Special Educational Needs through Individual Education Plans (IEP) which are prepared for students by the Learning Support Teacher in collaboration with the Principal, Class Teachers, parents and students themselves.

## Role of Student Council and Mentors

### The Student Council provides

- ⇒ **A support network for the students where they can contribute their ideas on ways to enhance student life;**
- ⇒ **An intermediate body between staff and students;**
- ⇒ **A mentor system where 5th Years help 1st Years to adjust to Stratford**

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## Appendix 1

### Web Site

Stratford College is a member of the Irish Association of Pastoral Care in Education (IAPCE) [www.iapce.ie](http://www.iapce.ie)

### Reading List

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Dublin : Columba Press

Monahan L. 1998b **The Year Head: A Key Link in the School Community** . Dublin : Irish Association of Pastoral Care in Education

Monahan L. 1999a **Moving Forward with Students** . Dublin : Irish Association of Pastoral Care in Education.

Monahan L. 1999b **Suicide, Bereavement & Loss** . Dublin : Irish Association of Pastoral Care in Education

Monahan L. 1999c. Making Collaboration Real in **Re-thinking Pastoral Care** Collins U. & McNiff J. (eds). London : Routledge.

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