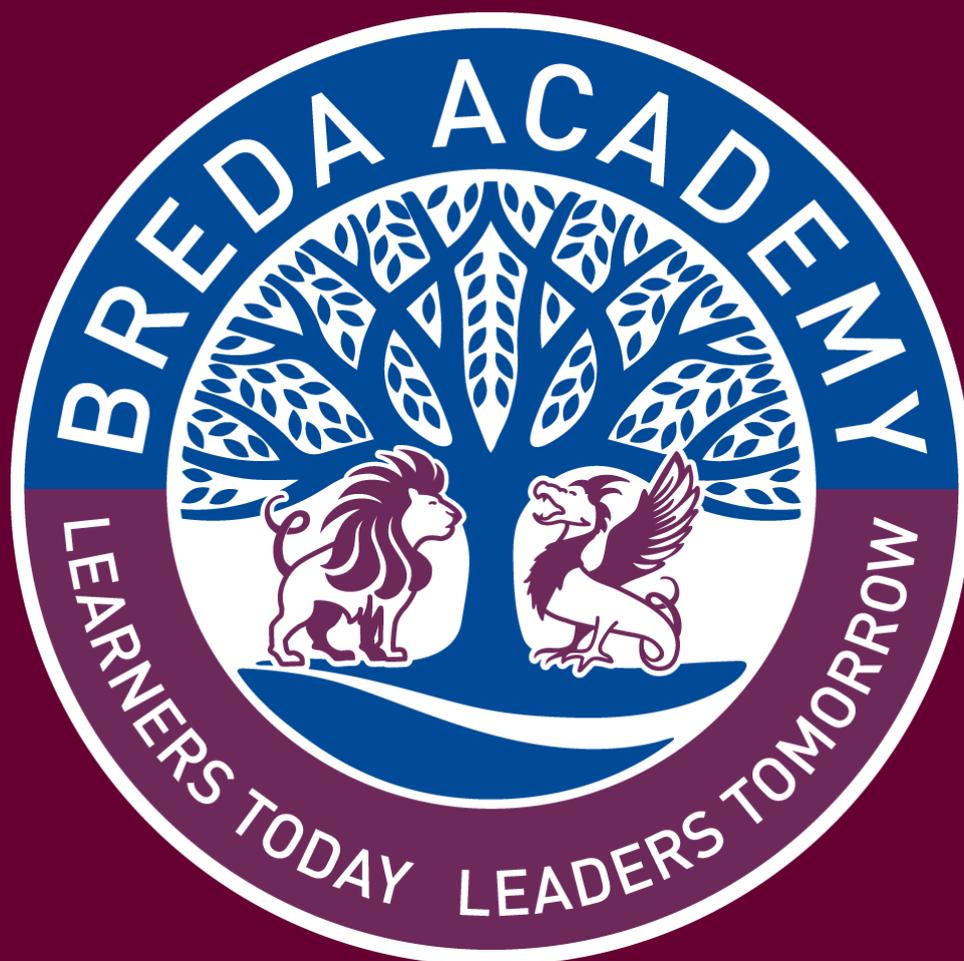


# **PASTORAL CARE POLICY AND PRACTICE**



**BREDA ACADEMY**

## **AIMS OF THIS POLICY**

- **To promote inclusion and equality of opportunity, a concern for individual students and respect and tolerance for diversity;**
- **To seek to meet the additional education and other needs of students to help them overcome barriers to learning;**
- **To follow the Child Protection guidelines and practices;**
- **To support children in making healthy choices through the provision of a healthy environment (balanced lifestyle);**
- **To provide a diverse, broad and inclusive curriculum including education on Mental, Physical and Social Wellbeing;**
- **To help students develop a growth mindset, resilience, independence, tenacity, positive self-esteem and confidence as they experience challenges, opportunities and experiences;**
- **To provide support and guidance to enable students to make progress and achieve in their learning;**
- **To provide advice, guidance and support on personal issues and guidance and counselling on educational and vocational matters.**

This document is based on the 'Every School a Good School Policy – A policy for school improvement' (DENI 2009) <https://www.education-ni.gov.uk/publications/every-school-good-school-policy-school-improvement> and sets out our school's policy and practice in relation to the care of students and the promotion of an environment where students and staff practice the ethos of our school.

This policy will be reviewed annually considering current good practice and guidance.

Albeit evidence is presented for each category, it is not an exhausted list and other initiatives and practices may be included as and when they are put in place.

AIMS	EVIDENCE
<ul style="list-style-type: none"> <li>• <b>To promote inclusion and equality of opportunity, a concern for individual students and respect and tolerance for diversity;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teaching lessons will differentiate learning and include all students in learning and making progress</li> <li>• Disability Policy to ensure equality and inclusion for all our students</li> <li>• Positive Behaviour policy encourages ‘Kindness’, tolerance and inclusion</li> <li>• Welcome pack for newcomers, making and maintaining communication links with individual families through EAL specialist staff</li> <li>• Community links e.g. ‘Learning Together Programme’ through EA / links with local Youth Club and churches</li> <li>• EWS and EWO support for newcomer students</li> <li>• Celebrating use of different languages and cultures through EAL noticeboards and special assemblies e.g Chinese New Year</li> <li>• Citizenship and PHSE classes in LLW for all students in KS 3</li> <li>• LLW scheme of work to promote diversity, inclusion and equality</li> <li>• EAL classrooms and specialist EAL teachers to support pastoral welfare of EAL students</li> <li>• Access to interpreters to ensure effective communication with newcomer students and families</li> <li>• Talks, presentations and plays from external organisations to highlight, inform and celebrate inclusion and diversity</li> <li>• Two weekly assemblies - one from a member of SLT and one from the HOY</li> <li>• All students receive core Religious Studies in KS3 and 4</li> <li>• The Kindness initiatives in school encourage tolerance and respect for diversity and inclusion</li> <li>• Student voice encourages inclusion, diversity and tolerance</li> <li>• Year 13 and 14 Mentors and Prefects promote inclusion, diversity and tolerance</li> <li>• Enrichment opportunities and subject specific clubs/activities are offered to all students</li> <li>• Student uniform encourages inclusion</li> </ul>

AIMS	EVIDENCE
<ul style="list-style-type: none"> <li>• <b>To seek to meet the additional education and other needs of students to help them overcome barriers to learning;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Extensive Pastoral team meets the needs of all students including colleagues responsible for Safeguarding and Child Protection</li> <li>• Student Attendance Policy encourages high level attendance at school</li> <li>• Promoting good attendance e.g. attendance awards,</li> <li>• Attendance Officer works with families and students to help overcome barriers to learning and attending school</li> <li>• Promoting positive behaviour through Positive Behaviour Policy and practices</li> <li>• Points for rewards placed on student's SIMS profile with awards presented for attendance, achievement and for making progress in learning</li> <li>• Welcoming newcomer students and their families and maintaining good communication links through Form Tutors, EAL and SEN staff</li> <li>• SEN provision, SENCO, support staff, withdrawal system to identify and meet additional needs of students</li> <li>• Liaising with external support services e.g. Educational Welfare Officer, SEN support staff, Educational Psychologist, Social Services, Counselling Service, Area Youth Worker, CAHMS, the Intercultural Education Service</li> <li>• Intervention programme for KS4 and 5 with mentoring</li> <li>• Breda Tracking of regular assessments to identify possible concerns regarding individual students and put in place interventions to support students to make progress in their learning</li> <li>• Learning Together programme supported by EA and Youth Workers and EA to develop self-esteem, confidence, resilience for chosen students / cascade skills to other students</li> <li>• All students in each year group take part in 'Young Enterprise' events</li> <li>• EAL support for teachers where student language difficulties are a barrier to learning / Diversity and Inclusion support for Staff</li> <li>• Buddy System in Year 8 and Mentoring Programme in Year 9 involving Senior students</li> <li>• Staff received training in 2019 on meeting the needs of LGBTQ+ students</li> <li>• Staff received training in 2019 on meeting needs of students with Mental Health concerns</li> <li>• Anti-bullying Policy</li> </ul>

AIMS	EVIDENCE
<ul style="list-style-type: none"> <li>• <b>To follow the Child Protection guidelines and practices;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding Team notice board with photographs of team and posters in all classrooms /around school building /Football Academy</li> <li>• Dedicated Child protection staff of three with SLT lead and Principal's support</li> <li>• All students receive timetabled lessons in KS 3 LLW on internet safety (ICT) regarding child protection and PHSE</li> <li>• Form teachers inform students of the teachers responsible for child protection during induction at start of school year</li> <li>• Staff Training on CP annually</li> <li>• Child Protection included in all Board of Governor meeting agendas with principal reporting monthly to BOG and Chair of BOG as required</li> <li>• Letter at the beginning of term and website information to parents to include naming staff responsible for child protection</li> <li>• Current and up to date Access NI and DBS checks on all staff</li> <li>• Acceptable Use of Mobile Phone Policy explained and given to students and parents</li> <li>• Child protection Policy reviewed annually</li> <li>• Senior Teacher in charge of Child Protection ensures staff are informed and supported where necessary.</li> <li>• Annual Safeguarding and Counselling Assembly in September by DTCP to inform all students who the Safeguarding team are and what their role is in supporting students who may need it</li> </ul>

AIMS	EVIDENCE
<ul style="list-style-type: none"> <li>• <b>To support children in making healthy choices through the provision of a healthy environment (balanced lifestyle);</b></li> </ul>	<ul style="list-style-type: none"> <li>• LLW and PHSE programme</li> <li>• Healthy Eating Policy, Canteen Healthy Eating policy</li> <li>• Home Economics Schemes of Work</li> <li>• Home Economics healthy cookery club</li> <li>• Only water is a permitted drink in school and lessons with other healthy juices and milk available from canteen at break and lunch times</li> <li>• School ban on fizzy and energy drinks (shared with parents and students annually)</li> <li>• Canteen – healthy food option, promotion of healthy options by canteen staff</li> <li>• Break and lunchtime access to outdoor gym, playgrounds and fields to play games</li> <li>• HOY assembly encourages healthy patterns of sleep, eating and activity</li> <li>• Lunchtime sports clubs</li> <li>• Afterschool sports teams and clubs</li> <li>• Opportunity to join the Duke of Edinburgh club</li> <li>• Plan to introduce swimming to the year 8 PE curriculum</li> <li>• Positive Behaviour Policy discourages smoking and substance use</li> <li>• Signage encourages staff and students to wash hands regularly especially after eating and using the toilet</li> </ul>

AIMS	EVIDENCE
<ul style="list-style-type: none"> <li><b>To provide a diverse, broad and inclusive curriculum including education on Mental, Physical and Social Wellbeing;</b></li> </ul>	<ul style="list-style-type: none"> <li>• KS 3 curriculum is broad, diverse and inclusive. KS 4 and 5 curriculums are personalised to meet the needs of all students</li> <li>• The enrichment programme and school clubs programme promote mental, physical and social wellbeing</li> <li>• School sports day</li> <li>• Year 8 students participate in an induction week of events and enrichment activities focussed on making friends and team building</li> <li>• All students in the vocational pathway of Years 11 and 12 study OCN Personal Development</li> <li>• WEX in years 11, 13 and 14</li> <li>• All students in each year group take part in ‘Young Enterprise’ events</li> <li>• The KS 3 LLW and PHSE programme meets the needs of our students with regard specifically to mental, physical and social wellbeing</li> <li>• KS 3 and 4 core PE curriculum</li> <li>• Specific programmes of study relating to health and wellbeing e.g. ‘Learning Together Programme’ and KS 3 PHSE programme of study</li> <li>• KS 3 curriculum reviewed annually to meet changing needs of our students</li> <li>• KS 4 curriculum reviewed annually to meet changing needs of our students</li> <li>• KS 5 curriculum reviewed annually to meet changing needs of our students</li> <li>• Year 10 Options process monitored and reviewed by Curriculum VP to ensure it will meet needs of all our students related to student need/desire and job market. This involves all students receiving extensive CEIAG</li> <li>• All students in Years 10 – 14 receive a specific Careers advice lesson each week from a Careers teacher and receive external CEIAG support from an EA Careers advisor</li> <li>• Student progress is supported by through Tracking, Interventions and mentoring</li> <li>• Parents informed of regular Parent’s meetings and support events via letter, text, website, and Facebook</li> <li>• Curriculum format for parent’s consultation meetings to focus on their child’s learning and progress in each subject they study</li> <li>• Parental evaluations gathered at Parents’ meetings to inform future practices to support students</li> <li>• Curriculum VP attends area learning events to share best practice</li> </ul>

AIMS	EVIDENCE
<ul style="list-style-type: none"> <li>• <b>To help students develop a growth mindset, resilience, independence, tenacity (GRIT), positive self-esteem and confidence as they experience challenges, opportunities and experiences;</b></li> </ul>	<ul style="list-style-type: none"> <li>• KS 3 curriculum is broad, diverse and inclusive. KS 4 and 5 curriculums are personalised to meet the needs of all students</li> <li>• WEX in years 11, 13 and 14</li> <li>• Teaching will differentiate learning meeting the needs of all students to encourage and develop their GRIT</li> <li>• Teachers Marking and Feedback Policy</li> <li>• Rewards – teachers use SIMS Behaviour Monitor to award positive behaviour points for different categories of positive behaviour</li> <li>• Programmes of Study challenge students to make progress in their learning using ‘active’ learning, independent and group tasks/activities</li> <li>• Enrichment activities e.g. work experience, interview skills day, school trips</li> <li>• Breda Uniform policy encourages students to take pride in their appearance e.g. mirror checks, noticeboards to promote proper wearing of uniform</li> <li>• KS 3 LLW and PHSE programme for all students</li> <li>• All students in the vocational pathway of Years 11 and 12 study OCN Personal Development</li> <li>• All students in Years 10 – 14 receive a specific Careers advice lesson each week from a Careers teacher and receive external support from an EA Careers advisor</li> <li>• Student access to Counselling and pastoral support services in and out of school</li> <li>• Access to other external agencies for mentoring and support with specific issues e.g. Dreamscheme, East Belfast Alternatives, DAISY, Start 360 and Protect Life</li> <li>• Enrichment programme for Year 13/14 to develop life skills and confidence for further education and/or world of work e.g. cookery classes, football coaching course, first aid courses, driving test, OCN ICT course</li> <li>• ‘Learning Together’ programme with EA Youth Workers on weekly basis with selected students to build confidence, self esteem</li> <li>• All students in each year group take part in ‘Young Enterprise’ events</li> <li>• Students encourage to take part in assemblies / presentations to promote self-esteem and develop confidence</li> <li>• Departmental schemes of work incorporate ‘Thinking skills’ and ‘Creative’ thinking</li> <li>• Clubs and societies</li> <li>• Representing school individually and/or in a sports team</li> <li>• School sports day</li> <li>• Year 8 students participate in an induction week of events and enrichment activities focussed on making friends and team building</li> </ul>

	<ul style="list-style-type: none"><li>• Mock interviews for students in Years 13 and 14 by business leaders and professionals</li><li>• 6<sup>th</sup> Form School Prefects</li><li>• Kindness representatives</li><li>• Student Leadership roles such as in School Council</li></ul>
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AIMS	EVIDENCE
<ul style="list-style-type: none"> <li>• <b>To provide support and guidance to enable students to make progress and achieve in their learning;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Regular teacher data tracking informs student progress and intervention strategies and practices</li> <li>• Line management meetings between SLT and the Heads of Department they line manage to monitor the progress of all students</li> <li>• Teachers use their marking and feedback of students work/assessments to inform strategies and practices to ensure students continue to make progress in their learning</li> <li>• The Principal and Vice Principal for Teaching and Learning monitoring all tracking data to ensure all students access support and intervention from their teacher/s</li> <li>• KS 3 classes are differentiated and constructed based on current student ability</li> <li>• Study skills as part of the Personal Development programme, visiting speakers</li> <li>• SENCO (Special Educational Needs Co-ordinator) /IEPS / individual and class support. The code of practice and special educational needs register.</li> <li>• TA support for SEN Statemented Students</li> <li>• Two specialist EAL teachers support students with English as a second language to access their curriculum</li> <li>• All students in Year 8 and 9 receive additional Numeracy and Literacy support of 1 x 35-minute period a week</li> <li>• Numeracy and Literacy co-ordinators</li> <li>• Year 8 students are assigned a 6<sup>th</sup> Form Mentor</li> <li>• Promoting good attendance through the Attendance Policy, use of rewards</li> <li>• All students in Years 10 – 14 receive a specific Careers advice lesson each week from a Careers teacher and receive external CEIAG support from an EA Careers advisor</li> </ul>

AIMS	EVIDENCE
<ul style="list-style-type: none"> <li>• <b>To provide advice, guidance and support on personal issues and guidance and counselling on educational and vocational matters.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The KS 3 LLW and PHSE programme meets the needs of our students with regard specifically to mental, physical and social wellbeing</li> <li>• All students in the vocational pathway of Years 11 and 12 study OCN Personal Development</li> <li>• All students in Years 10 – 14 receive a specific Careers advice lesson each week from a Careers teacher and receive external CEIAG support from an EA Careers advisor</li> <li>• Guidance on academic matters from subject teachers and Heads of Department</li> <li>• Form Tutors meets students daily during registration to provide regular contact to access support as required</li> <li>• Extensive Pastoral team meets the needs of all students including colleagues responsible for Safeguarding and Child Protection</li> <li>• Employability teaching by the careers department as part of the PD programme</li> <li>• WEX in years 11, 13 and 14</li> <li>• Careers fair for students in KS 4 and 5 on Employability skills</li> </ul>

# **BREDA ACADEMY PASTORAL TEAM**

## **Senior Pastoral Team**

- Acting Principal: Mr P Perry
- Vice Principal for Pastoral Care and Inclusion: Mrs Charleen Gordon
- Designated Teacher for Child Protection and Senior Teacher: Mrs G Scott
- Head of Key Stage 4: Mr D McCann
- Head of Key Stage 3: Mrs L Parry
- SENCO: Mrs L Begemann

## **Heads of Year and the Year Group Form Tutors 2020/21**

### **Year 8: A Galbraith**

8LT	Mrs L Towse
8CA	Ms C Anderson
8MA	Mr M Armstrong
8KQ	Mrs K Quinn
8BM	Mr B Mills
8SP/GK	Mrs J Lowry / Mrs G Kelly

### **Year 9: M Lynas**

9JM	Mr J Mallon
9DB/LC	Miss D Broadhurst / Ms L Coulter
9HJ	Mrs H Jennings
9KS	Mrs K Sweeney

### **Year 10: L Boyle**

10WD	Mr L Darragh
10CR	Mrs C Riddell
10SG	Mrs S Glasgow
10JL/ND	Mrs S Patterson / Mrs N Duffy
10BT	Mrs B Towell

### **Year 11: S McWilliams**

11KM	Mrs K Millar
11LD	Ms L Davidson
11SF	Mr S Faloon
11MH	Miss M Heaney
11RP	Miss R Perry
11PR	Mrs P Ryan

### **Year 12: K Rendall**

12NM	Ms N McLaughlin
12YC	Ms Y Currid
12ST	Miss S Thompson
12MH	Mr M Holmes
12EM	Miss E McCabrey
12CH	Ms C Hamilton

**Year 13 and 14: M Henry**

13AB	Mrs A Beattie
13JB	Miss J Breadon
13SM/GP	Mrs S Mawhinney / Mrs G Patterson
14JB	Mr J Brisbane
14CT	Mrs C Taggart
14SC	Mrs S Coulter

The policy will be reviewed again before May 2023



Signature – Principal

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Signature – Chairperson of the Board of Governors

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Date: 19<sup>th</sup> May 2020

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