



**Dominican College Sion Hill
Pastoral Care Policy
December 2020**

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Section 1. Introduction

Dominican College, Sion Hill, founded in 1836, is one of the oldest secondary schools for girls in Ireland. Though trusteeship of the school has been transferred to the Le Chéile Schools Trust, the school is strongly committed to carrying on the Dominican approach to education which is based on the ideal of developing the whole person.

Mission Statement

Dominican College Sion Hill aims to help each student achieve her full potential academically, spiritually, physically, emotionally and socially in a happy secure environment.

Rationale

The Pastoral Care Policy of Dominican College, Sion Hill is underpinned by relationships of trust, co-operation, and partnership, shared responsibility among staff, students, parents, guardians, other family members and all others involved in the school community. Our policy is concerned with the development of the whole person. This policy is compatible with our vision statement and is supported by processes; programmes and structures that enable students to achieve their full potential, academically, spiritually, physically, emotionally, socially in a happy secure environment.

It aims for a school community based on Christian teachings where dignity, self discipline, justice and forgiveness are evidenced so that all involved experience a sense of belonging.

We are acutely aware of the difficulties faced by our students growing up in the 21st. century and the many influences that they encounter from society. Our Pastoral Care policy provides for ongoing policy development, professional development, review of outcomes, in order for appropriate staff training and effective structures to be put in place to address the many issues that face our students, in particular areas such as bereavement, special needs and crisis response.

This policy sets a formal structure for pastoral care, setting out clear and defined roles and expectations to ensure that every member of our school community has access to relevant pastoral structures and procedures.

Pastoral Goals

1. To provide a safe, caring and supportive environment for students.

2. To care for and support each member of the school community. Priority is given to the nurturing of teaching and learning relationships

.Aims of a Pastoral Care Structure

- To clarify roles, responsibilities, tasks and procedures.
- To create links between all areas of the Pastoral Care Programme.
- To promote an environment which meets the needs of each student.
- To acknowledge and support each person's role in the school community.
- To nurture teaching and learning relationships.
- To recognise talents and abilities.
- To monitor progress at every level for the student.
- To act as an early warning system for the early detection of "at risk" students.
- To help the young person to make their own decisions through greater self-awareness and independence.
- To promote clear values that animate our school.
- To support an engaging curriculum, through related policies.
- To involve all partners in the life of the school.

Section 2. Pastoral Policies

This Pastoral Care Policy is part of Dominican College Sion Hill's School Development Planning and intersects, links and overlaps with elements of the following policies.

- Mission Statement
- Admissions Policy
- Anti-Bullying Policy
- SPHE and RSE Policy
- Critical Incidents Policy
- Code of 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
- Continuous Professional Development
- Parents' Association
- Student Record Keeping
- Extra-curricular
- The School Guidance Policy

- Religious Education Policy

This Pastoral Care Policy is aware of and informed by the legislative requirements of:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- Education for Persons with Special Needs Act (2004)
- Dignity at Work Charter (2007.)

Section 3. The Student Support Team

Dominican College Sion Hill has in place a number of pastoral supports to help ensure students have a healthy and fulfilling school life. As young people have a wide range of social, emotional, behavioural and learning needs many of these supports are provided for all students in the school while some are provided in response to the individual needs of students.

1. School support for all is a focus which recognises that all students have wellbeing needs and even those who might appear to engage with school and their education with relative ease also need to be supported in achieving the outcomes of Wellbeing.
2. At the second level, there are some students who may be identified as being at risk, or showing signs, of developing difficulties. These students will require additional support and should have timely and appropriate access to school support structures.
3. Finally, there are a few young people who have complex and enduring needs. These students may be receiving or require support from external agencies.

Every member of the school community is part of the care network and contributes to its effectiveness. Because it is considered vital that a student is able to confide in a person of her choice in the school it is inappropriate to set up a care network hierarchy.

Pastoral Care Personnel

3.1 Pastoral Care Team

We take a collaborative approach to Pastoral Care in Dominican College Sion Hill and therefore, each staff member has a role to play in its implementation. However, there are a number of personnel who have a specific role to play.

These include:

- Board of Management
- The Principal
- Deputy Principal
- Year Heads
- Tutors
- Critical Incident Team
- Guidance Counselor
- SPHE Coordinator
- Prefects
- Subject Teachers
- Student Council Liaison Teacher

Board Of Management	The Board of Management supports the principles of inclusivity and equality of access. The Board will have overall responsibility for the development and monitoring of policy. The Board will ensure in so far as it's practicable and in keeping with the Dept. of Education and Skills allocation that adequate resources are allocated for the provision of Pastoral Care.
Principal and Deputy Principal	Overall responsibility for the management of the school
Guidance Counsellor	Guidance and Counselling The Guidance Counsellor provides for the needs of the students under 3 integrated areas: personal/social guidance and counselling, educational and career guidance. The Guidance

	Counsellor is available to meet students in class groups and for individual consultation with students and/or parents on matters related to career advice and possible personal difficulties. He/She liaises with the Principal, Deputy Principal and other staff members and members of the Pastoral Care team as necessary, in providing this support and guidance.
Year Heads	Building positive relationships and promoting positive behaviour within the Year group. Monitoring and supporting the welfare of students.
Class Tutors	Building relationships with their class groups.
Critical Incident Team	Dominican College Sion Hill has developed a Critical Incident Management Plan to cope more effectively in the aftermath of an incident. This enables the school community to reach quickly and effectively and to maintain a sense of control. The school is proactive in creating a coping, supportive and caring ethos in the school.
Subject Teachers	Responsible for the teaching of their subject areas and maintaining positive behaviour within their own classroom.
Special Educational Needs Coordinator	Responsible for the Special Educational Needs of the students.
Student Council Liaison Teacher	The main role of the student council liaison teacher is: To meet with the student council regularly and report to the Principal; To promote the interests of the student council; To assist and advise the student council; To be the link between students and teachers and management. To encourage a link with management to highlight student's needs. To encourage student voice and participation in areas affecting them. To encourage student engagement in all areas of school life.
Prefects	Prefects are an integral part of the Pastoral Care of each student in Dominican College Sion Hill. The Prefect:

	<ul style="list-style-type: none"> ● Demonstrates Respectful Leadership Liaise between students and teachers and lead by example ● Will support first year students through the Cara system ● Will implement the Anti- Bullying Policy ● Play a role in encouraging other students to get involved in extra-curricular activities
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3.2 Role of the Principal and Deputy Principal

Aim

To support the continuing development of the school towards the goal of being a Pastoral School by inculcating the values of self-respect and respect for others with a view to providing an environment where all stakeholders feel valued and students can achieve their full potential, academically, spiritually, physically, emotionally, socially in a happy secure environment.

Staff

In endeavouring to ensure that all staff is constructively involved in the 'Pastoral process' the Principal and Deputy Principal shall:

- Provide support to Tutors and Year Heads as well as any other member of staff involved in the Pastoral process.
- Meet regularly with Year Heads and other members of the Pastoral Care Team.
- Be available to staff on a one to one basis to discuss concerns.
- Be available to deal with students referred by Year Heads.
- Ensure that resource materials are available with due regard to budgetary constraints.
- Provide information and support for staff in relation to CPD courses.
- Maintain student files with regard to issues of pastoral care.

Students

- To encourage the participation of students in all aspects of school life with a view to fostering a vibrant school spirit and building positive relationships between students and between staff and students.
- To be available, in liaison with the pastoral care team, to students on an individual basis.
- Promotion of pastoral issues at regular assemblies for year groups, and other school events.
- To develop, in conjunction with the Pastoral Care team, measures to aid the development of the student at every level.

Parents

- Provide parents of incoming students with an overview of the pastoral care system in the school.
- Encourage parents to actively support the school's pastoral care system at information evenings for various year groups.
- Encourage the positive involvement of parents in the life of the school.
- Regular communication with parents on relevant issues, e.g. bullying, substance abuse etc.

3.3 Role of the Guidance Counselor

Dominican College, Sion Hill has a fully qualified Guidance Counsellor to provide educational and personal counselling as well as vocational career guidance. The Guidance Counselling service is seen as having a central role in the continuous guidance process of each individual student which begins prior to the entry of the student to the school and concludes when the student has left the school.

This service is provided by the Guidance Counsellor and members of the school's Pastoral Care team who work with a variety of others, including members of staff, parents, and other professionals outside the school setting.

(For a detailed outline of the Whole School Guidance Provision please see Guidance Policy)

3.4. Role of the Year Head

The Year Head, on behalf of the school community, oversees the wellbeing of a year group so that learning, at every level of the person, is supported. Year Heads are part of the leadership team of the school and have a clear leadership role in relation to their year group(s).

The Year Head supports the Class Tutor in implementing the Code of Behaviour, in monitoring student progress, attendance and punctuality. The Year Head and Class Tutor work closely together and constantly share information.

The Year Head is aware of the supports available to students and makes referrals accordingly. Information is shared with the Guidance Counsellor, the Pastoral Care Team and teachers. Year Heads consult with Special Needs Assistants, where appropriate.

Year Heads work together as a group to ensure a common approach to their role in the school community. The Principal, Deputy Principal and Year Heads share information on students and collaborate in dealing with problems that arise.

The Year Head has two-way communication with parents/guardians in matters relating to the student's welfare and progress. Year Heads meet with and provide support to parents/guardians, where necessary.

The Year Head carries out duties in four key areas. These are:

- Learning & Teaching
- School Spirit
- Wellbeing
- Positive Behaviour Management

Learning & Teaching

- Enter target grades Schoolwise. (all staff)
- Check reports and ensure that all subjects have levels associated with them
- Monitor learning progress by reviewing test results
- Discuss change of level forms and subject choices
- Review academic ratios
- Help put in place and monitor interventions when/if necessary
- Personal Attendance Record
- The Year Head monitors attendance & punctuality of each student in the year
- Organise evening events (for year group) with Principal/Deputy Principal
- Link with feeder schools as required
- Organise Career interviews

School Spirit

- Enter student activities on VShare (all staff)
- Prefect application process
- Lourdes application process
- 1st & 6th Year photos
- 'Cara' system
- Organise School Spirit Tour Day

Wellbeing

- Pastoral Advice & Support
- Regular visits to tutor/SPHE class
- Analyse PASS results
- Meet with students during the year
- Meet with parents/guardians
- Inform staff of relevant issues
- Commencement Mass
- Check in with Retreat organiser regarding relevant issues

- Organise workshops/guest speakers on areas of positive mental health

Positive Behaviour Management

- Regular checks of diaries & uniforms
- Assemblies
- Organise lockers at the start of each year and the clean up of lockers at the end of the year
- Send out the following to parents/guardians
 - Internal Suspension Letters
 - Orange Report Card Letter
 - Frequent Absence letters
 - Failure to attend detention
 - Saturday Detention letter
 - Uniform Letters
- And record on VShare
- Liaise re. complaint form, decide on
 - Orange report Card
 - Lunch time & Saturday detention
 - Internal Suspension and record on VShare.
- Organise Tutor/Year Head Meetings
- Attend Assistant Principal Meetings
- Year Heads/Deputy Principal/ Principal
 - Red Report Card
 - Smoking Letter/Discipline Letter.
 - Suspension
 - Academic Review
 - Individual Appointments with students/parents

3.5 Role of Class Tutor

The Class Tutor takes a special interest in his/her tutor class and in the welfare of each of its individual students. The Class Tutor will have access to relevant information on the students in their class. Likewise, the Class Tutor will share information, as appropriate with relevant members of the staff.

The Class Tutor will work closely with the Year Head in the implementation of the Code of Behaviour. He/She will ensure that each student in the class properly maintains the Student Diary. The Class Tutor will help promote compliance with the Code of Behaviour through positive affirmation. He/she will help develop students' confidence and self-esteem. He/she will encourage involvement in extra-curricular involvement.

The Tutor carries out duties in four key areas. These are:

- Learning & Teaching
- School Spirit
- Wellbeing
- Positive Behaviour Management

Learning & Teaching

- Enter Target Grades on VSware (all staff)
- Complete tutor reports
- Review monthly assessment marks in tutor class

School Spirit

- Liaise with class representative on the student council and committees

Wellbeing

- Pastoral Advice and Support
- SPHE programme
- Compulsory Sports
 - It is important to keep on top of compulsory sport attendance for your tutor group. You can do this by accessing the Whole School Sport document which the PE Teacher circulates at the beginning of the year – search for your students amongst the tabs and check that they have or have not attended.

Positive Behaviour Management

- Start of School Year
 - School Rules/Detention/ Extra Curricular Activities
 - Fill in Extra Curricular Timetable in diary
 - Signature in diary
 - Health & Safety
 - School Committees
 - Schoology contract
- Weekly Diary check
 - VSware Points and discipline code marks.
 - Decide on the date of detention
 - Stamp the detention stamp in the diary
 - Inform year head & Deputy Principal
 - Send out letter to parents
 - Homework
 - Weekly Study Timetable
- Attendance

- Explanation for absence notes to be removed and signed
- Uniform Checks
- Check lockers regularly to ensure that they are locked
- Organise Cleaning Rota
 - Put a copy of the rota in the staff room, Open space, Red Stairs Cafe, Siena House & Sr Olive's Canteen
- Teachers/Tutors give the following forms to the Year Heads
 - Complaint Forms
 - Change of Subject Form
- Attend Year Head/Tutor Meetings

3.6 Role of the Special Educational Needs Coordinator

The Special Educational Needs Coordinator (SENCO) is responsible for coordinating the provision of special educational needs throughout the school. This role involves:

- Overseeing the day to day operation of the school's SEN policy.
- Managing the SEN team of teachers, liaising with and advising fellow teachers on students with SEN.
- To coordinate Individual Education Plan for all students with SEN in consultation with parents, student, SEN team and teachers.
- Coordinating provision for pupils with SEN.
- Application for RACE.
- Informing staff of all students with SEN.
- Overseeing the records on all pupils with SEN, ensuring that these records are kept up to date.
- Informing all new members of staff in their induction of the SEN policy and provisions in place for students with SEN.
- Advising school management on current legislation and information regarding students with SEN.
- Advising management on relevant CPD and resources for all staff.
- Acting as a support to staff for information regarding students with SEN and where necessary the completion of an IEP.
- Liaising with other professionals in the interest of the student with SEN where appropriate. E.g. Child psychologists, speech and language therapists
- Making applications for resource hours.
- Co-ordinating the process of identifying students with SEN

- Arranging to meet with parents of students identified with SEN during October/November and April/May and maintaining a record of these meetings.
- Liaising with external agencies including :
 - Special Education Needs Support Service
 - National Education Psychology Service (NEPS)
 - Special Education Needs Organiser (NCSE)
 - State Examinations Commission
 - Psychologists, Speech & language Therapists, Occupational Therapists
 - Dyslexia, Dyspraxia Associations
 - Autism/Asperger Support Ireland

(This list is not exhaustive and the school will further develop links with outside agencies as the needs of the students dictate.)

3.7 Role of Student Council

Sion Hill has an active Student Council which gives the students an opportunity to be involved in the life of the school.

The school supports the role of council, which it sees as having a beneficial impact on the environment of the school. The council has helped in the creation and maintenance of a positive school atmosphere and has allowed for a more caring, supportive and inclusive environment to be developed.

Members of the teaching staff are nominated as staff representative on the Students' Council, with responsibility for ensuring effective communication between the two bodies.

The Student Council has a positive educational benefit by providing an introduction to the principles of the democratic system through the election process. The management and organisation of the Council helps in the development of communication and leadership skills of students.

It provides a support network for students where they can contribute their ideas on ways to enhance student life.

The Council is an intermediate body between staff, management, parents and students. The Council meets the Board of Management annually to exchange views. The council is a valuable resource to management, teachers and other students.

Section 4. Pastoral Care Programme

4. Pastoral Care programme

- 4.1. Aims
- 4.2. Pastoral Care Programme
- 4.3. SPHE
- 4.4. Whole School Wellbeing Supports
- 4.5. Extra & Co-curricular Activities

The Pastoral Care Programme in Dominican College Sion Hill aims to:

- Encourage and facilitate students achieving their potential, in a happy and secure environment
- Be inclusive, providing for the needs of all students – junior, senior and special educational needs – the entire spectrum from learning support to gifted.
- Develop an awareness and acceptance of their talents and abilities.
- To assist students in the development of positive self-esteem thereby helping them to live full and fruitful lives.
- Provide support for learners to enable them to make wise and informed personal, educational and career choices.
- To provide students with appropriate support in times of difficulty, crisis and trauma.
- To facilitate their integration into the school community through various peer related activities.
- To identify students at risk and put in place appropriate strategies to help them deal with the difficulties they may be experiencing.
- To provide, where possible, appropriate support for parents/guardians where such support is deemed necessary.
- Liaise with outside agencies such as:
 - Department of Education and Skills
 - NEPS: Learning Support Teacher and Guidance Counsellor have regular contact and meetings with the school psychologist.
 - Social Workers/TUSLA: where necessary guidance counsellor has meetings with social workers in supporting vulnerable students.

- Community Gardaí - Teenagers and Guards (TAG Programme)
- Primary schools.
- Local Community
- Health Service Executive
- Training and workshops

The pastoral care programme is delivered by the tutor during pastoral care class once a week. It is divided into Tutor and SPHE class.

The year plan (attached) is divided into four main areas of focus:

- 1. Learning and Teaching**
- 2. School Spirit**
- 3. Wellbeing**
- 4. Positive Behaviour management**

4.2.1 First Years

1. Learning and Teaching

- Diary
 - Homework check
 - Communication between parents and subject teachers
 - Target Grades
 - Study Guides and other useful documents
- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Development of effective Study Skills, Personal Organisational Skills and Time Management Skills
- I-Pad Training.
- Supervised Study
- Academic Survey/review
- Interventions put in place if/ when they are needed.

2. School Spirit

- Extra-Curricular announcements
- Feedback from Leadership committees
- PASS report (Pupils attitude to self and school)
- School Events and Calendar

- Each First Year student is paired with a 6th year 'Cara'. This senior student acts as a mentor for the new First Year and events are organised throughout the year for 1st year girls and their Caras.
- First Year Parents and Students Social Evening (January): To enhance communication and relations with the parents, and to provide a vital opportunity for social interactions between parents and students alike.
- School spirit day
- Retreats
- Whole school events e.g the coin race and sports day

3. Wellbeing

- Step up Programme
- SPHE programme
- PE
- Compulsory Sport
- Issues related to Positive Mental Health – Bullying and Cyber-Bullying and safe use of social media.
- Extra-Curricular activities

4. Positive Behaviour Management

- Weekly review of diaries
- Communication with parents
- VSware points
- 1st and 6th year CARA mentoring programme
- Personal attendance record (diary)
- Email etiquette
- Uniform checks

4.2.2 Second Years

1. 1. Learning and Teaching

- Diary
 - Homework check
 - Communication between parents and subject teachers
 - Target Grades
 - Study Guides and other useful documents
- Academic Tracking System
- Parental Exam Review (Student Diary)

- GAT (Gifted and Talented) Mentoring programme
- Development of effective Study Skills, Personal Organisational Skills and Time Management Skills
- Supervised Study
- Academic Review

2. School Spirit

- Extra-Curricular announcements
- Feedback from Leadership committees
- PASS report (Pupils attitude to self and school)
- School Events and Calendar
- School spirit day
- Retreats
- Whole school events e.g the coin race and sports day

3. Wellbeing

- PASS report (Pupils attitude to self and school)
- Tutor class programme.
- Continuing development of self knowledge, personality, qualities and potential through SPHE and RE programmes.
- PE
- Compulsory Sport
- Issues related to Positive Mental Health – Bullying and Cyber-Bullying and safe use of social media.
- Extra-Curricular activities

4. Positive Behaviour Management

- Weekly review of diaries
- Communication with parents
- VShare points
- Personal attendance record (diary)
- Email etiquette
- Uniform checks

4.2.3 Third Years

1. Learning and Teaching

- Diary
 - Homework check
 - Communication between parents and subject teachers
 - Target Grades
 - Study Guides and other useful documents
- Academic Tracking System
- Academic review (diary)
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Development of effective Study Skills, Personal Organisational Skills and Time Management Skills
- Supervised Study
- Easter Supervised Study offered to all students.
- A TY work experience workshop is delivered to all Third Year groups where they learn about CV preparation and ways to find appropriate work experience placements. This is delivered by the Programme Coordinator in consultation with the Guidance Counsellors and 3rd Year Tutors.
- A Transition Year Information evening takes place for all Third Year parents/guardians

2. School Spirit

- Extra-Curricular announcements
- Feedback from Leadership committees
- PASS report (Pupils attitude to self and school)
- School Events and Calendar
- Extra-Curricular Events
- Acknowledgement and Commendation of extra-curricular achievements through intercom, website, VShare and award ceremonies.
- School spirit day
- Retreats
- Whole school events e.g the coin race and sports day

3. Wellbeing

- PASS report (Pupils attitude to self and school)
- Tutor class programme.
- Continuing development of self knowledge, personality, qualities and potential through SPHE and RE programmes.
- PE
- Compulsory Sport

- Activities organised through the Mind, Body and Soul Committee
- Extra-Curricular activities
- Internet Safety

4. Positive Behaviour Management

- Weekly review of diaries
- Communication with parents
- VShare points
- Personal attendance record (diary)
- Email etiquette
- Uniform checks

4.2.4 Fourth Years

1. Learning and Teaching

- Assessment Tests administered by the Guidance Counsellor and other staff members.
 - CAT 4 (Cognitive ability test) for new students
 - Careers assessment designed to match student interests and suitability for specific courses in College known as Eirquest. www.coa.co.uk
 - Cambridge Assessment
- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Careers and Guidance programme (see policy)
 - One time-tabled career guidance classes per week.
 - The Reach + online programme which covers career planning, self - assessment, study skills, World of Work and World of Education.
 - Framework of Qualifications
 - Preparation for work experience
 - Interview skills
 - Cover letters, CV's and applications
 - Research skills...use of internet, college prospectuses
 - Identification of skills, hobbies, interests and work values.
 - Career Investigation
 - Work Experience questionnaire
 - Work Experience diary
 - End of year portfolio interview
 - Attend conferences and workshops
 - Career and College Information Evening for parents/guardians and students

- Extra classes on subject choice are delivered to each TY class in January before each student submits their subject choice form.
 - Each TY student has the option if required to meet with the Guidance Counsellor for a Guidance Interview in preparation for making decisions on subject choices.
 - A presentation on Leaving Certificate subject choice is delivered to TY students in January.
 - Invitations extended to parents/guardians lecturing in Third Level to address group on careers in all areas.
 - Depending on their subject combinations Transition Year students are invited to choose the Leaving Certificate Vocational Programme, known as the LCVP. For further information: www.lcvpslss.ie
- Intensive Study Skills support and information: www.careersportal.ie – All students from Transition Year have a personal account on this website. They can then enter the **school** section of the site.
 - Supervised Study
 - Academic Survey/Review
 - Schoology
 - TY journal

2. School Spirit

- Extra-Curricular announcements
- Feedback from Leadership committees
- PASS report (Pupils attitude to self and school)
- School Events and Calendar
- Extra-Curricular Events
- Acknowledgement and Commendation of extra-curricular achievements through intercom, website, VShare and award ceremonies.
- School spirit day
- Retreats
- Whole school events e.g the coin race and sports day
- All 4th students take part in a St. Vincent de Paul Social Action workshop where they plan a social action
- TY Graduation
- Gaisce award

3. Wellbeing

- PASS report (Pupils attitude to self and school)
- TY journal and reflective practice
- Tutor class programme
- RSE module
- Karate module
- Ways to Wellbeing programme
- Individual counselling/guidance meetings available by referral or on request.
- Topics such as decision making skills, personal development, taking responsibility, peer pressure addressed during formal guidance and RE classes.
- Extra-Curricular activities
- Gaisce Programme

4. Positive Behaviour management

- TY Journal
- Weekly review of diaries
- Communication with parents
- VSware points
- Personal attendance record (diary)
- Email etiquette
- Uniform checks
- Schoology

4.2.5 Fifth Years

1. Learning and Teaching

- PASS report (Pupils attitude to self and school)
- Tutor class programme
- Assessment Tests administered by the Guidance Counsellor and other staff members.
 - Centigrade - Term 2
 - Career and College Information Evening for parents/guardians and students
- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme

- Intensive Study Skills support and information: www.careersportal.ie – All students have login details from Transition Year and have a personal account on this website. They can then enter the **school** section of the site.
- Supervised Study
- Academic Survey/Review
- Schoology
- LCVP students - cv, career investigation, report on work experience

2. School Spirit

- Extra-Curricular announcements
- Feedback from Leadership committees
- PASS report (Pupils attitude to self and school)
- School Events and Calendar
- Extra-Curricular Events
- Acknowledgement and Commendation of extra-curricular achievements through intercom, website, VShare and award ceremonies.
- School spirit day
- Retreats
- Whole school events e.g the coin race and sports day
- Lourdes Pilgrimage Application process

3. Wellbeing

- PASS report (Pupils attitude to self and school)
- Tutor class programme
- Individual counselling/guidance meetings available by referral or on request.
- Topics such as decision making skills, personal development, taking responsibility, peer pressure addressed during formal guidance and RE classes.
- Relationships and Sexuality Education as part of RE classes
- Extra-Curricular activities

4. Positive Behaviour management

- Weekly review of diaries
- Communication with parents
- VShare points
- Personal attendance record (diary)
- Email etiquette
- Uniform checks
- Schoology

4.2.6 Sixth Years

1. Learning and Teaching

- PASS report (Pupils attitude to self and school)
- Tutor class programme
- Individual counselling/guidance meetings available by referral or on request.
- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Intensive Study Skills support and information: www.careersportal.ie – All students have login details from Transition Year and have a personal account on this website. They can then enter the **school** section of the site.
- Supervised Study
- Easter Supervised Study offered to all students.
- Academic Survey/Review
- Schoology
- LCVP students - cv, career investigation, report on work experience

Career Guidance (See guidance policy)

- Formal class contact with guidance counsellor timetabled for one period per week throughout school year.
- One Individual Career Guidance meeting is mandatory for each Leaving Cert student but students are encouraged to request an appointment with the Guidance Counsellor via the appointment card at any time. All 6th year students attend the Higher Options career event in September.
- LCVP students - formal class contact for one period per week for the full academic year.
- Career and College Information Evening for parents/guardians and students
- Attendance at other Open Days encouraged – students are given a calendar of career events at the beginning of the year
- Organisation of Career Talks: Dublin Institute of Technology, Institute of Art, Design and Technology Dun Laoghaire, Trinity College Dublin, University College Dublin, Maynooth University, Dublin Business School and Griffith College Dublin.
- Seminars on the CAO application system
- Career Fair Choice South Dublin
- Better Options Conference
- Seminars on the HEAR and the DARE scheme. DARE stands for the **Disability Access Route to Education**. This route is available to all students who have been diagnosed with a : Specific Learning Difficulty

such as Dyslexia: a Physical Disability or a Mental Health issue or Disability

- *Classroom Guidance to include*
 - Self assessment personality/ Values/ abilities/ interests/, aptitudes/ strengths/ weaknesses,
 - Introducing Apprenticeships
 - CVs and Interviews and Employable Skills
 - Destinations of Graduates
 - The Labour Market and Skills shortages
 - UCAS
 - CAO
 - Colleges
 - Different Occupations
 - How to research a Career, a college and a Course eg relevant websites, College literature, etc
 - Eunicas and Studying in Europe
 - QQI courses
 - Erasmus
 - STEM Careers
 - Review of the System 2nd.. Level and 3rd. Level
 - Transition to College
 - HEAR and DARE
 - SUSI
 - Scholarships
 - Specialised Entry routes
 - Communications
 - Study Skills and Examination Preparation

2. School Spirit

- Extra-Curricular announcements
- Feedback from Leadership committees
- PASS report (Pupils attitude to self and school)
- School Events and Calendar
- Extra-Curricular Events
- Acknowledgement and Commendation of extra-curricular achievements through intercom, website, VShare and award ceremonies.
- School spirit day
- Retreats
- Whole school events e.g the coin race and sports day
- 6th Year CARA (mentoring programme for 1st years)

3. Wellbeing

- PASS report (Pupils attitude to self and school)
- Tutor class programme
- Individual counselling/guidance meetings available by referral or on request.
- Topics such as decision making skills, personal development, taking responsibility, peer pressure addressed during formal guidance and RE classes.
- Relationships and Sexuality Education as part of RE classes
- Extra-Curricular activities

4. Positive Behaviour management

- Weekly review of diaries
- Communication with parents
- VSware points
- Personal attendance record (diary)
- Email etiquette
- Uniform checks
- Schoology

Each year has a Parent Teacher Meeting. This is an effective method of exchanging information on individual students. 2nd, 3rd, and 6th year meetings are held during the first term. 1st, 4th and 5th Years meetings are held in the second term.

4.3 Social, Personal and Health Education

Social, personal and health education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships.

The Education Act (1998) places an obligation on schools to promote the social and personal development of students and to provide health education for them.

The Aims of SPHE:

- To enable the students to develop skills for self-fulfilment and living in communities
- To promote self-esteem and self-confidence
- To enable the students to develop a framework for responsible decision-making
- To provide opportunities for reflection and discussion
- To promote physical, mental and emotional health and well-being.

SPHE is a part of the Junior Cycle Curriculum. It builds on the various Life Skills, Health Education and Pastoral Care programme.

In Transition Year the “Personal Development” module builds on the Junior Cycle SPHE Programme.

Dominican College Sion Hill strives to provide a supportive school environment in which

- People feel valued
- Self-esteem is fostered
- Fairness and tolerance are evident
- High expectations are the norm
- Those having difficulty are supported
- Communication is open
- Effort is recognised
- Difference is valued
- Conflict is handled constructively
- Initiative and creativity are stressed
- Social, moral and civic values are promoted.

The recommended time allocation for SPHE is one class period per week or equivalent. SPHE provides opportunities for teaching and learning directly related to health and wellbeing. Through the use of experiential methodologies, including group work, SPHE aims to develop students’ positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the student’s capacity to develop and maintain healthy relationships. Through studying aspects of SPHE, students have time to focus on developing personal and social skills including self-management, communication, coping and problem-solving.

The ten modules are:

- Belonging and Integrating
- Self-management: A sense of purpose
- Communication Skills
- Physical Health
- Friendships
- Relationships and Sexuality
- Emotional Health
- Influences and Decisions
- Substance Use
- Personal Safety

(For more details on these programmes see the relevant policies/plans)

- **Belonging and Integrating.**

Developing and enhancing group skills and communication skills. Learning to plan personal and group goals and targets. Examining the dynamics of family relationships and understanding individual responsibilities as a member of the school community. Identifying consequences and types of loss. Recognising bullying and being aware of school policy. Identifying staff for help.

- **Self-Management: A sense of purpose.**

Reviewing effective work and study practices including organising homework, personal work schedules and study skills. Increasing awareness of personal strengths and weaknesses. Understanding the importance of teamwork and identifying sources of personal support.

- **Communication Skills**

practicing the skills of listening and self-expression. Being sensitive to the opinion of others. Learning and using appropriate communication. Learning the skills appropriate to conflict resolution. Understanding different types of communication.

-

- **Physical Health**

Learning the importance of personal hygiene. Exploring the meaning of a balanced diet and physical exercise for general health and well being. Examining eating patterns and personal exercise. Looking at the symptoms of common ailments. Being aware of occasions when help may be needed.

- **Friendships**

Defining the nature and characteristics of good friendships. Changing friendships and the impact of gender of friendships. Relationships between siblings. Identifying and developing skills for dealing with bullying behaviour.

- **Relationships and Sexuality**

In planning for the RSE module individual schools will be guided by its RSE policy which will have been prepared in consultation with parents, teachers and management authorities.

This module is designed to develop communication and decision making skills in relationships. To look at the causes of conflict in relationships. Explore some aspect of sex stereotyping. Give young people knowledge of the physical, emotional and psychological changes related to adolescence. Have a clear understanding of male and female reproductive systems and the development stages from conception to birth. To emphasise the three 'R's, respect, rights and responsibility.

- **Emotional Health**

Recognising the common moods and feelings in adolescence and respecting the feeling of others. Looking at issues of body image and self-confidence. Appreciating

stress and the consequences of stress. Developing skills for expressing feelings.

- Influences and decisions.

Evaluating some of the strongest influences on attitude and behaviour and heightening awareness of who influences them and why. Learning to respect the individuality and uniqueness of each person. Learning skills to make and apply decisions. Thinking ahead.

- Substance Use

Examining the use and misuse of medicines and drugs. Examine ways of avoiding smoking. Implication of alcohol use and patterns of alcohol use in Ireland. Effects of drug use.

- Personal Safety

Examine ways of keeping safe, road safety, fire drills. Exploring potential Hazards travelling to and from school. Looking at areas where they might be at risk of attack, assault, abuse, intimidation or where their personal safety might be threatened. Sources of crisis support such as help agencies.

4.4 Whole School Wellbeing Supports

Sport: Sport plays an essential role in the school and is integral to a holistic and fulfilling educational experience for our students. All students receive one class of PE each week. The PE teachers offer a wide range of sporting experiences to cater for all abilities, interests and aptitudes. Extracurricular sport is compulsory for all 1st-3rd Years.

SPHE: All students in Dominican College Sion Hill receive a class of SPHE each week. This subject directly addresses the pastoral needs of students through modules such as personal development, RSE and Staying Healthy. 1st Years complete the **Stepping Up Programme** and **Friends for Life Programme** which seeks to build resilience in young people and which equips them with the social skills needs to build healthy relationships.

Religion: Our students are provided with Religious Education from 1st Year through to 6th Year. This provides an opportunity for our students to grow spiritually and learn about different cultures and societies. This promotes tolerance and multiculturalism and is part of their holistic education.

CSPE: Again, Civic, Social & Political Education is a subject which helps to develop many different dimensions of a person and prepares them for active and responsible citizenship

in society. It addresses issues such as rights and responsibilities as well as human dignity and community spirit – all values that are in keeping with the pastoral development of the students.

Induction: The school operates an Induction Programme for incoming 1st Years to ease the transition from National School to Dominican College Sion Hill. This involves completing the Stepping Up Programme, a sports afternoon and a 6th Year mentor or 'Cara'. There is also an information evening for Parents.

Anti-bullying policy, procedures & charter: The school has developed an Anti-bullying and set of procedures which fully comply with the National Procedures published in September 2013. These procedures adopt a restorative and pastoral approach to dealing with bullying.

Resources

- SPHE and RSE books and resources
- School Diary
- TY Journal
- Schoology
- School website and app
- cao.ie
- careersportal.ie
- coa.co.uk
- shoutout.ie
- spunout.ie
- belongto.org
- bodywhys.ie
- b4udecide.ie
- childline/isppc

4.5 Extra-curricular & Co-curricular activities

Dominican College Sion Hill offers all students the opportunity to engage in a wide range of activities that will allow them to develop as a whole person. Involvement in extra curricular activities is rewarded at our annual Spirit Awards Ceremony.

Student Council: Our school recognises that students should have a say in how the school is run. We have a vibrant Student Council who meet regularly to discuss ways of developing the school for the students and who act as advocates for the student body.

The student council promotes the "One Good Adult" campaign, which highlights the positive impact that the presence of an adult that you can talk to when something is on your mind can be a key indicator of how well a young person copes with their struggles. They have conducted surveys with all student body and continue to work on the results presented.

Student Leadership: As well as our Student Council we also have 6 Leadership Committees who help us to achieve our vision of helping each student achieve their full potential academically, emotionally, socially, spiritually and physically in a happy secure environment.

Annual Awards Ceremonies: Dominican College Sion Hill recognises the achievements of our students in a number of ways and also acknowledges the importance of this for the pastoral development of the students. Our annual ceremonies include, Leadership Awards, Academic Awards, Spirit Awards and Prize Day.

Confidentiality

An essential element of the Care Team is maintaining clarity around the boundaries of confidentiality. It is essential for all members of the team, as well as all staff and students, to understand the concept of confidentiality in regard to child protection guidelines.

Communication

Clear communication is essential. Any member of staff can refer a student to any member of the Care Team, however, it is important that there is an understanding that a person who refers a student does not need to know the details of what has been discussed in relation to the student, but they need to be assured that the student is being cared for.

Essential Elements of the Care Team

1. Child centred/ advocate for the student
2. Professionalism and Confidentiality
3. Non-judgmental
4. Solution focused as opposed to problem focused.
5. Supported by staff, senior management and Board Of Management
6. Optimistic and hopeful
7. Effective use of time and resources
8. Information sharing with wider staff
9. Accountable through record keeping

Section 5. Review

The Pastoral Care Policy will be reviewed every two years by the Pastoral Care team.

The Pastoral Care Programme will be reviewed termly by Tutors/SPHE Teachers and Year Heads.

Evaluation

The team needs to be reminded that they need to take care of themselves as well as the students. Reflection and evaluation are necessary. Evaluation will take place for this purpose at the end of each academic year

This policy will be evaluated at the end of the academic year 2020/2021 and will be reviewed if necessary.

Performance Criteria

- The Pastoral Care Programmes are being implemented effectively.
- The Pastoral Care procedures are effective.
- The Aims of the policy are being met.

This policy was ratified by the Board of Management on 10th December 2020.

Signed:

Mr Paul Meany, Chairperson, Board of Management

Date: 10th December 2020

Appendix 1. School Rules

The following should be read in conjunction with the school's Code of Behaviour

- 1. Respectful behaviour towards people and property is expected at all times.**
 - Students are required to show courtesy, respect, consideration and good manners to all.
 - Students must keep their environment clean and tidy at all times.
 - Every student is expected to actively contribute towards creating a positive learning environment inside and outside the classroom where everyone in the school community can work towards achieving their potential in a happy secure environment.

- 2. Bullying is strictly forbidden. The deliberate causing of distress, whether mental or physical, is never acceptable (see appendix 1)**

- 3. In order to facilitate learning students must:**
 - Attend all their classes;
 - Arrive punctually;
 - Sign in if late;
 - Provide a note (in diary) from parent of guardian if absent from school
 - Provide a note (in diary) from parent of guardian if leaving before the end of the school day
 - Complete homework assignments to the best of their ability;
 - Have the necessary books and equipment;
 - Have their diary with them at all times.
 - Not deface their diaries.
 - 1st, 2nd, 3rd Year students must attend Compulsory Sport activities.
 - Every four-accumulated unexplained 'lates' during the school year will incur 1 hour's detention.

- 4. All absences must be acknowledged in the school journal by parent or guardian.**
 - Students leaving early must obtain permission from the deputy principal or the principal and must sign out.
 - Students must stay within the school grounds as defined by the authorities.

- 5. Full uniform is obligatory.**
 - A high standard of dress and appearance is expected.

- Jewellery should be simple and in keeping with uniform - maximum of two rings, one pair of discreet earrings and one small chain. No facial jewellery is allowed.
- Only natural hair colouring and make-up are permitted
- Please note that the footwear (shown below) and their close 'cousins' may not be worn as part of the school uniform from August 2016. Ankle boots are not allowed.



- **Skirt:** Students must wear the Regulation school skirt as supplied by Schoolwear House
- Sports Leggings (New) are part of the sports uniform and may only be worn for sporting or related activities



Non-uniform items are not allowed and may be confiscated.

6. All mobile phones must be powered off and placed in lockers during the entire school day. (From arrival on, to departure from the school Campus)

- The penalty for being found in possession of mobile phone on school campus during the school day is confiscation and 2 hours of detention.
- Any student found in possession of a camera phone or other device capable of capturing images on the school campus at **any time** will have the phone or device confiscated and will receive two hours detention. A parent or guardian must collect the phone. A repeat offence may warrant further sanctions up to and including suspension.
- I-Pads may only be used during class time except where a teacher gives permission.

See the Acceptable Internet Use Policy for details regarding use of VLE, personal devices etc.

- 7. Students must abide by all Health and Safety regulations.**
- 8. Smoking is not allowed on school property or while wearing school uniform.**
- 9. Any involvement with alcohol or illegal substances is forbidden.**
- 10. In the interests of hygiene, chewing gum is not permitted.**

Appendix 2 - Student Support Team Referral Form

Dominican College Sion Hill - Referral Form

Teachers Name: _____ **Subject:** _____

Student's Name: _____ **Class:** _____

Concern Expressed Please tick

- Learning**
- Social**
- Emotional**
- Behavioural**

Problem Defined:

Observations in Class:

**Assessment Procedures (written exam/home-work/team
Projects/presentations/practicals):**

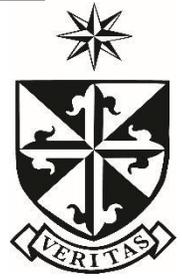
Parental Concerns:

Teachers Signature: _____ **Date:** _____

Appendix 3 - Student Support Team Record Keeping Templates

Dominican College Sion Hill

Weekly Student Review



Pastoral Care Team: _____

Date: _____

Yr	Class	Student	Risk	Concerns	Follow up

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- Risk is measured from 1 - low risk, to 5 - high risk (immediate action required)
 - Concerns: Learning, Social, Emotional and Behavioural
- Follow up: Individuals responsible on reporting back

Dominican College Sion Hill

Student Review

Team: _____

Date: _____

Name	Positive Change	Ongoing concern	Current Needs	Action
