

ST MICHAEL'S CATHOLIC GRAMMAR SCHOOL

THE PASTORAL CURRICULUM POLICY STATEMENT

Departmental Review Report

The Pastoral Curriculum plays an important part in bringing relevance, balance and breadth to the curriculum and facilitates the academic achievements of the pupils. We support the principles of the Education Reform Act which says that the curriculum should be:

- balanced and broadly based
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare the pupils for the opportunities, responsibilities and experience of adult life.

As a Catholic school we approach these principles within the framework of a Christian, Catholic education. We hope that the ministry of Jesus Christ and His example of justice, compassion and charity will be reflected clearly in all aspects of this part of the curriculum.

We hope that the Pastoral Curriculum in this school will encourage effective learning and high expectations of pupils with a challenging and stimulating approach.

Objectives

- To support the development of certain personal qualities and attitudes such as
 - independence
 - self discipline
 - growth in self respect recognising that each of us is created in the image of God
 - consideration for others together with a sense of fairness.
- To encourage a commitment to promoting the well being of the community through democratic means and develop a concern for the conservation of the natural world
- To encourage a respect for the processes of law and legal rights and for ways of life, opinions, and ideas different from one's own.

Personal responsibilities

At different ages the pupils should gain knowledge and understanding of:

- their personality, needs, abilities and interests together with a growing awareness of their particular strengths and weaknesses
- human growth including emotional, psychological and social development
- how to pursue ways of life that promote mental and physical health and how to avoid ways of living that increase the risk of disease, disability and accident
- relationships in families, peer groups and work
- how to learn strategies to deal with bullying and abuse of any kind; this includes how and when to seek help

Social Responsibilities

At different ages the pupils should gain knowledge and understanding of

- the nature of rules and why they exist
- moral and spiritual aspects of sexual relationships and marriage
- the nature of work, including the understanding of career opportunities and how these relate to personal aspirations
- rights and responsibilities of citizenship
- decision making in a democratic society

This is a broad outline of the objectives of the Pastoral Curriculum. One of the most important aspects of this area of the curriculum is the flexibility of teaching according to need and circumstance.

The detail of the lesson content is available in the Pastoral Curriculum Handbook.

POLICY ON PASTORAL CARE

including SCHOOL DISCIPLINE and PUPIL BEHAVIOUR

"We should always teach children who they are. We should say to each of them: 'Do you know who you are? God created you. You are a marvel, you are unique. In all the world there is no other child like you ... you have the capacity for anything and you must cherish one another'".

Pablo Cascals

The approach to Pastoral Care at St. Michael's School is founded on two important principles:

1. That the ministry of Jesus Christ, the Good Shepherd, be reflected clearly in all aspects of the school's life, so that the whole community: pupils, parents, staff and governors experience the justice, compassion, forgiveness and charity which emanate from a commitment to the Gospel.
2. That the teacher is not simply a professional person who systematically transmits a body of knowledge or evaluates a range of skills through particular teaching styles or assessment techniques, but is to be understood as the educator who helps to form people by enthusiasm, values and beliefs. In "loco parentis" the teacher is given custodianship of certain responsibilities in the care of the child, and this is the most precious concession dispensed by the parent. The partnership between teacher and parent is founded on a mutual trust essential to its function.

The organisation of Pastoral Care

The Deputy Head and Assistant Heads responsible for pupils at each Key Stage have a special responsibility for Pastoral Care and one of the Assistant Heads co-ordinates the Pastoral Curriculum.

Pastoral care is based on the Year Team. Each Head of Key Stage and his/her Deputy guide the form teachers in the administration of the school's policy of individual care and guidance. Form teachers take a personal interest in the welfare and progress of each pupil in their form. In this they are assisted by other members of staff. The School Chaplain and Welfare Officers are also involved in the personal guidance and welfare of pupils. Parent/Teacher Meetings for each year group are arranged every year. The Head, Deputy Head and Assistant Heads are always available, by appointment, for consultation with parents. It is the policy of the school to work as closely as possible with parents, and each pupil is encouraged to develop her own potential to the full.

A. Behaviour/Discipline

The Home School Agreement, containing the Positive Discipline procedure, School Rules and Uniform List and Regulations, is signed by parents and pupils when they join Year 7.

The Sixth Form Regulations and Dress Code are made available to all Sixth Formers at the beginning of Year 12 and to new students before they start: they and their parents sign this.

These are reviewed regularly at Staff, Heads of Departments, Year Team and School Council Meetings and approved by the Governors.

Discipline procedures should always have at their heart the intention to form and develop moral conscience within the context of the Church's teaching. This demands that our community's values should include:

- telling the truth
- keeping promises
- respecting the rights and property of others
- acting considerately towards others
- helping those less fortunate and weaker than ourselves
- taking personal responsibility for one's actions
- self-discipline

Our School values utterly reject:

- bullying; this includes cyber-bullying which means that use of the Internet, text messages, email, video or audio to bully another will never be tolerated
- racism
- cheating
- deceit
- cruelty
- irresponsibility
- dishonesty
- disability discrimination

Procedures

The most commonly set punishment is a detention although an imposition may also be set. A detention for bad behaviour or for poor work is organised and supervised by a senior member of staff every Wednesday and Friday from 3.45 to 4.30pm. When a member of the teaching staff places a pupil in detention s/he gives the pupil a pro-forma letter completed and signed by him/her. This informs the parents of the nature of the disciplinary offence and ensures they know about the detention by means of a reply slip. If a child persistently fails to return a reply slip, the Welfare Officer is asked to contact the parents by phone to inform them.

When appropriate, a senior member of staff will arrange for "community service" (carrying out a useful task), but protective clothing is always supplied if required, and this punishment always has regard to the respect owed to every pupil as a member of this Christian community.

Confiscation may also be used to maintain an environment conducive to learning.

Persistent infringements of the rules on School Uniform may be punished by a Detention.

Persistently poor work or behaviour leads to isolation in the Deputy Head's Office for a day after which the pupil is placed on report.

In rare cases of serious infringement of school rules the Headmaster may decide to remove a pupil from lessons to engage in private study isolated from other pupils or even to send a pupil home. Her/his parents will always be informed.

If the Headmaster should find it necessary to exclude a pupil, the procedures laid down by legislation (Education Acts 1986 and 1997, DfES Circulars 7/87, 10/99 and 1/03, DCSF Guidance 9/06 and 6/07) will be followed, having regard for the guidelines of the Westminster Diocese Education Service.

B. Attendance/Punctuality

All absences require a parental letter of explanation addressed to either the Headmaster in advance (for an expected absence) or the Form Tutor when the child returns to school (if the absence is unexpected). Parents are asked to inform the school by phone on the first day of absence before 9:30am. Form Teachers immediately alert the Welfare Officer if they become concerned about persistent absence or long-term absence not explained by a parental phone call, or about patterns of absence. She will contact the parents in order to acquire full information or to alert them about any suspicious absences. The Head of Key Stage and Deputy Head are informed immediately an absence is suspected as truancy.

All teaching staff are vigilant in identifying possible truancy or absence from lessons when the pupil is present in school.

Persistent failure to bring explanation of absence results in a pro-forma letter being sent to parents which warns them that their child may be removed from lessons to do private study.

If a pupil needs to leave the premises during the day for any reason, she/he must "sign out" using the book provided. If she/he returns that day, she/he should then "sign in".

Lateness Procedure

Any pupil who arrives in their Form Room after registration has started at 8.40am is LATE. If she/he arrives after Registration (morning or afternoon) she/he must "sign in", in the Book provided and complete a LATE SLIP to be handed to their Form Teacher at the next registration time. Any pupil who is late once, may have an excuse. Any pupil who is late twice in 5 school days, for any reason (apart from unavoidable disasters) is to be put into Late Detention. The detention for lateness is held each Wednesday and Friday from 3.45 to 4.30pm.

Lateness for lessons during the day is dealt with by subject teachers who will issue a red warning in a pupil's Homework Diary (see Positive Discipline in Home School Agreement) for KS3 and KS4 pupils.

C. Procedure for dealing with unacceptable behaviour e.g. bullying; racism; abusive language; violence, whether reported by pupils or staff.

The unacceptable nature of any behaviour which does not show full respect for every individual member of the school's Christian community is made absolutely clear at all times: inside and outside the classroom and

through the medium of Assemblies, Liturgies and the Pastoral Curriculum (Education for Living lessons and the Tutorial programme) as well as through School Council Meetings.

Subject teachers and Form Teachers watch for signs of distress in their pupils and report any incidents of bullying or racial or sexual harassment, whether brought to their attention by pupils or observed or overheard by accident, to the Deputy Head or Heads of Key Stage who will take immediate disciplinary action. Cheating or suspected cheating in school examinations is always reported to the Head of Key Stage who will usually cancel the examination paper and write to the parents. Dishonest practices in public examinations are reported immediately to the Head via the Examinations Secretary.

Members of staff take care not to promise children to keep disclosures a secret, as they might thereby be condoning unacceptable behaviour and so be allowing the bully to flourish. Instead, the action taken will always be in full consultation with the victim. They encourage the victim to trust that the School's procedures for dealing with bullying will always show compassion for the bully while absolutely condemning her/his behaviour, and assure the victim that the School will make certain that no reprisals will result from reporting the instance of bullying.

D. Pupils with emotional problems or with physical disabilities or learning difficulties

Parents are asked to provide the school with full information about physical disabilities experienced by their daughters/sons, so that the School can do all in its power to provide full access to the curriculum for all pupils.

Staff are provided with information on individual pupils who require special attention or consideration. The procedure for Medical Emergencies is as follows:

All cases needing medical advice are referred to the Welfare Officer.

Pupils sent from lessons must report to her directly.

If necessary, a pupil will be withdrawn from further lessons by her. She will send a written notification to any teachers of that pupil.

No excuse for absence from lessons due to sickness is accepted unless accompanied by such a notification.

Pupils who experience learning difficulties or emotional problems may be referred by the Deputy Head or Heads of Key Stage to local support services such as:

London Borough of Barnet Child Guidance/School Psychological Service,

The Bishop Harvey Family Service (Catholic Children's Society),

The London Borough of Barnet Educational Welfare Service,

The London Borough of Barnet Specific Learning Difficulties Service.

Staff who are concerned over the welfare or learning of any pupil report their concern as soon as possible to the Head of her Key Stage.

E. Child Protection – see our Safeguarding and Child Protection Policy

Revised September 2014