

PASTORAL CARE

POLICY

CRUMLIN
INTEGRATED
COLLEGE



RATIFIED: 28/5/26
REVIEW DATE: JUNE 2027

Crumlin Integrated College is committed to fostering our core values of:

Community: We build strong connections, show empathy, and take responsibility for doing what's right to create a sense of belonging.

Respect: We treat everyone with kindness, fairness, and dignity, and care for our environment.

Unity: We work together towards shared goals, celebrating what connects us as one school community.

Motivation: We believe in ourselves, work hard, aim high, and celebrate our progress and achievements.

Leadership: We empower individuals to speak up, build confidence, and take initiative. ·
Inclusion: We celebrate differences, value each person's uniqueness, and ensure everyone feels welcome and accepted.

Nurture: We prioritise wellbeing and safety through caring relationships and meaningful learning experiences.

We believe in our vision that Crumlin Integrated College champions every learner by empowering them with the confidence to flourish. We nurture and celebrate personal excellence and achievements as each individual thrives on their unique journey towards a bright future.

The Board of Governors (BOG), Senior Leadership Team (SLT), and staff of Crumlin Integrated College acknowledges that a robust Pastoral Care system is vital to achieving our vision. Our approach integrates leadership and management with quality of provision, care and welfare to ensure that every aspect of school life contributes to the well-being and success of all, reinforcing our commitment to the personal, academic, and social development of our students.

Our aims in the context of our vision statement and core values are:

To provide a safe, inclusive, and caring environment where the social, emotional, and physical development of everyone is prioritized, ensuring every individual feels valued, supported, and treated with dignity.

To foster a strong sense of personal identity, self-esteem, and resilience in our students, empowering them to take initiative, speak up with confidence, and bravely overcome any challenges or adversity.

To cultivate a unified school community where staff and students work together toward shared goals, motivated to believe in themselves, aim high, and celebrate every step of their progress and achievements.

To champion an environment of tolerance, equality, and mutual respect, where we actively celebrate differences, value each person's uniqueness, and ensure everyone feels genuinely welcome and accepted.

To deepen and enhance our active working partnerships with parents and carers, placing students' overall wellbeing, safety, and meaningful learning experiences at the heart of our collaboration.

To strengthen active links with the wider community, encouraging staff and students to show empathy, care for their environment, and take responsibility for doing what is right for the mutual benefit of all.

Aim	Effective Practice
<p>To provide a safe, inclusive, and caring environment where the social, emotional, and physical development of everyone is prioritised, ensuring every individual feels valued, supported, and treated with dignity.</p>	<p>The promotion of well-being, care for each other and resilience lies at the core of all that we will do at Crumlin Integrated College. A structured whole school Pastoral Care approach with clear lines of communication as well as designated roles & responsibilities is embedded. Whilst the overall responsibility for Pastoral Care is assigned to the Senior Leader for Pastoral Care, Heads of Year, Form Teachers, the Learning Support Coordinator, the Safeguarding Team, the well-being officer and all staff at Crumlin Integrated College have a pastoral duty to themselves and others.</p>
<p>To foster a strong sense of personal identity, self-esteem, and resilience in our students, empowering them to take initiative, speak up with confidence, and bravely overcome any challenges or adversity.</p>	<p>Each Year Head, supported by the Senior Teacher for Pastoral Care oversees the general well-being of all students within their Year Group. Each student is assigned to a Form Teacher. Form Teachers in collaboration with their Year Head, well-being officer, SENCO and Head of LLW assist in the:</p> <ul style="list-style-type: none"> ✓ Planning, implementation and review of the school's Preventative Curriculum. ✓ In the maintaining high attendance for each of their Form Students ✓ In the implementation of intervention strategies for individual students if and when deemed appropriate
<p>To cultivate a unified school community where staff and students work together toward shared goals, motivated to believe in</p>	<p>Teachers will be actively supported and facilitated to engage in high-quality, ongoing professional development, ensuring their practice remains innovative and firmly grounded in research-informed pedagogy.</p>

<p>themselves, aim high, and celebrate every step of their progress and achievements.</p>	<p>Through the BRAVE learning cycle, teachers will plan purposeful learning sequences, design inclusive, well-structured lessons that meet the diverse needs, learning styles, and social and cultural backgrounds of all pupils. Pupils, in turn, will <u>play an active role within the BRAVE cycle</u>. They will engage fully in lessons, <u>take responsibility for their learning</u>, and reflect meaningfully on feedback to Enhance their progress and learning experiences. Through structured opportunities such as self-assessment, group work, themed projects, mind-mapping, and revision planning, pupils will develop independence and ownership of their learning journey. The perspectives of both pupils and staff will be regularly sought, valued, and acted upon to strengthen teaching, learning, and the wider school experience.</p>
<p>To champion an environment of tolerance, equality, and mutual respect, where we actively celebrate differences, value each person's uniqueness, and ensure everyone feels genuinely welcome and accepted.</p>	<p>All staff will create and maintain a caring inclusive environment where all students can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way. Policies such as Promoting Positive Behaviour, Addressing Bullying, Relationships & Sexuality Education will be adhered to. Diversity including ethnicity, religion, sexuality etc will be recognised and appreciated within specific subject areas</p>
<p>To deepen and enhance our active working partnerships with parents and carers, placing students' overall wellbeing, safety, and meaningful learning experiences at the heart of our collaboration.</p>	<p>Ongoing activities to ensure parental involvement include:</p> <ul style="list-style-type: none"> Electronic communication via SIMS Parent teacher meetings Prize giving Open nights Pastoral call home from Heads of Year and Form Tutors
<p>To strengthen active links with the wider community, encouraging staff and students to show empathy, care for their environment, and take responsibility for doing what is right for the mutual benefit of all.</p>	<p>To enhance our Pastoral Care, external agencies will be used as sources of information and support. These agencies may include:</p> <ul style="list-style-type: none"> The school counsellor The educational welfare officer

	<p>PSNI</p> <p>CARA Friend</p> <p>Love for Life</p> <p>Women's Aid</p> <p>Aware</p> <p>Action Mental Health</p> <p>Smashed live</p> <p>New view Well-being</p> <p>EA Child Protection Services and any other relationship with the wider community which will support the holistic development of students and staff</p>
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The BOG, SLT and staff of Crumlin Integrated College strive to achieve the above aims through the following examples of effective practice

Role	Responsibility	Action
Form Teachers	<p>Monitor attendance, behaviour and progress of each student in their Form Class.</p> <p>Establish acceptable standards of uniform.</p> <p>Ensure that equity for all children prevails insofar as is possible.</p> <p>Implement incentives and or intervention strategies if appropriate to enable individual pupils to overcome barriers to learning</p> <p>Contribute to the delivery of the Preventative Curriculum through form class periods as allocated in KS3.</p>	<p>Analyse all SIMs data for positive and negative behaviour points.</p> <p>Disseminate information on rewards points provided by the Head of Year weekly.</p> <p>Analyse attendance tracker as updated each fortnight. Update tracker as required when contact has been made with home.</p> <p>Check uniform during morning registration.</p> <p>Liaise with the students, their subject teachers, and parents, Heads of Year as well the Well Being officer & SENCO if appropriate.</p> <p>Individual student pastoral Care tracker to be updated</p>

		<p>with current pastoral care strategies including, visits referrals to well-being officer, school counsellor, time out passes, toilet passes etc.</p> <p>At all times reinforce our core values of Community, Respect, Unity, Motivation, Leadership, Inclusion and nurture.</p>
Subject Teachers	Enhance the confidence and self-esteem of young people within a positive learning environment. Ensure high standards of achievement	Liaise periodically (but especially at each Assessment Point) with Departmental Heads and Form Teachers, to analyse progress & implement strategies which will enable further improvement.
Year Heads	To be responsible for the pastoral well-being and emotional development of students within their year group.	<p>Support Form teachers in the overview of the personal, social and academic development of each pupil within the Year Group.</p> <p>Regularly liaise with the Senior Teacher for Pastoral Care to discuss certain aspects of school life and or individuals.</p> <p>Liaise periodically with the Learning Support Coordinator.</p> <p>Liaise with Form Tutors & parents regarding pastoral care and attendance issues.</p> <p>Have weekly Year assemblies.</p> <p>Disseminate the appropriate information regarding Rewards points etc to Form tutors each week.</p>

<p>Learning Support Coordinator</p>	<p>To ensure that the needs of all students on the Special Education & Medical registers are addressed</p>	<p>Work with Classroom Assistants & the Pastoral Team to address the needs of such pupils.</p> <p>Inform and lead staff in the writing and implementation of Personalised Learning Plans.</p> <p>Keep staff informed and trained in supporting students on the SEN register.</p> <p>Make referrals to the school psychologist when necessary</p>
<p>Senior Teacher for Pastoral Care</p>	<p>To oversee and support the well-being & personal development of students.</p>	<p>To coordinate the Personal Development programme and support staff in its implementation.</p> <p>Liaise & support Heads of Year.</p> <p>Coordinate the school counselling programme and meet with the school counsellor on a regular basis.</p> <p>Provide guidance and support to students on a daily basis.</p> <p>Liaise with the well – being officer.</p> <p>Liaise with the Learning Co-ordinator.</p> <p>Liaise with all outside Agencies where appropriate.</p>

<p>Parents</p>	<p>To work in partnership with the school to secure the best for your child(ren)</p>	<p>Parents send their children to school.</p> <p>Children come to school in full school uniform and well prepared.</p> <p>All correspondence from school is read, signed and returned in a timely manner.</p>
<p>Students</p>	<p>To always display excellent behaviour throughout the school, within the classroom, to and from school and at all school functions.</p> <p>To come punctually to school daily and in full school uniform.</p> <ul style="list-style-type: none"> • To take responsibility for their own learning by • Being thoroughly prepared for all lessons. • Fully engaging in all lessons • Informing parents/carers of any important school related issues 	<p>Students are in school every day.</p> <p>They wear their uniform with pride.</p> <p>They move around the school with purpose but are happy to be here.</p> <p>They are seen actively engaged in lessons.</p>
<p>Prefects</p>	<p>To act as role models and to support their peers</p>	<p>Prefects will take the lead in events such as the Prize night, Remembrance assemblies. Whole school assemblies. Open night, Teacher Appreciation week, World Mental Health Day etc.</p> <p>They will be seen around the school modelling good behaviour & discouraging any form of bullying behaviour.</p>

Student council members	To provide a voice for the student body	The elected student council Prefects meet a minimum of once a term with the Senior Teacher for Pastoral Care.
BOG	Oversees the implementation of safeguarding measures, promoting equality, and ensuring that students' mental, emotional, and social needs are met alongside their academic progress.	The BOGs receive a Safeguarding CP report at each BOG meeting – every two months. This and other issues are discussed at least once a term.
Well Being Officer	To provide targeted support to those students who may struggle with emotional, social and or behavioural issues.	Once a Well-being referral is made by the Pastoral Team, the well-being officer proceeds with a set of six well-being sessions and draws up personalised plans for individual pupils.

Personal Development

The timetabled programme of Personal Development is designed to enable all students to thrive as an individual and to actively contribute to civic society.

Supporting policies:

The school will also implement key policies all of which assist the work of the pastoral curriculum. These include;

- Attendance
- Safeguarding/Child Protection
- Promoting Positive behaviour
- Addressing bullying
- Special education needs
- Drugs/misuse of substances
- E-safety
- Relationships and sexuality education
- Health and safety
- Staff code of conduct

This Pastoral Care policy is based on The Inspection and Self-Evaluation Framework (ISEF)

It will be reviewed every annually.