

SHIMNA INTEGRATED COLLEGE

Pastoral Care Programme Policy



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Pastoral Care Programme Policy



1. Introduction

Pastoral care at Shimna Integrated College is supported by the curriculum. Our dedicated Pastoral Teams work together to develop a programme which is responsive to the needs of our students, enabling them to thrive academically, personally and in their relationships with others.

2. Rationale & statutory obligations

Our Pastoral Programme aligns with the Education (Northern Ireland) Order 2006 and the Education (Curriculum Minimum Content) Order (Northern Ireland) 2007. It includes Religious and Sexual Education (RSE), which is a mandatory component of the curriculum for all students of compulsory school age.

Provision is age appropriate, comprehensive and, in regard to sexual and reproductive health, scientifically accurate. The Equality Act requires schools to eliminate discrimination, promote equality of opportunity and foster positive relationships.

3. Aims:

- To enhance learners' experiences and their holistic development;
- To fulfil our duty to teach students about rights and responsibilities, acceptance, empathy, the understanding of others and how to relate to others;
- To provide a supportive, flexible, responsive and engaging programme;
- To promote positive relationships, student wellbeing, life skills, diversity, inclusiveness and the safety of our students, both online and offline.

4. Key Components of Pastoral Care Programme

- A weekly lesson of Pastoral Care is timetabled in all year groups, as highlighted in the [KS3, 4 & 5 Pastoral Programme Overview](#). It includes areas of [Personal Development](#), Employability, RSE and Money Skills, using relevant online programme such as Unifrog;
- The [RSE provision overview](#) highlights RSE content covered elsewhere in the curriculum. Local & Global Citizenship and Sex Ed elements of KS3 RSE are delivered through Integrated & Religious studies;
- The assembly programme also addresses relevant themes. We also collaborate with external agencies for drop-down sessions to supplement and enhance provision in response to current issues;
- Our SENCO, Deputy SENCO and Learning Support Assistants work with students to ensure provision is accessible for all;
- Our Resilience Programme complements the Pastoral Care Programme by providing targeted intervention programmes such as bereavement and other specialist support;
- The Peer Mentor Scheme provides another layer of support by giving Sixth Form students the opportunity to work with KS3 Form classes;
- The Young Ambassadors Programme and Sixth Form Leadership Team provide vehicles for student voice on priority issues such as wellbeing, environment, charity and addressing bullying;



- The Student Leadership Team Programme is a vehicle for leading on integration which is then cascaded down the school. It plays an important role in fostering our ethos of inclusivity, respect and personal growth;
- Our extra-curricular programme promotes personal development and teaches our students about the importance and benefits of empathy, service to others and leadership through activities such as the Duke of Edinburgh Award, Time to Shine, Lions Young Leaders in Service and community service during Activities Week;
- Students have access to College counsellors and the Family Works Counselling Service;
- Parents and carers are invited to join workshops over the year to foster a collaborative approach between home and school.

5. Roles and Responsibilities

Pastoral Leaders & Form Teachers are at the heart of the Pastoral Care Programme by:

- creating, overseeing and delivering a responsive, flexible programme for their year group which pro-actively covers a range of pastoral issues relevant to their year group;
- developing and evaluating the programme in collaboration with their Form Class teams and in consultation with students annually to inform adjustments and improvements;
- co-ordinating and leading year group assemblies that contribute to personal development, promote our core values and celebrate achievement;
- working closely with the Senior Leadership Team to ensure identified needs are met through the programme in their year group and the programme is continually developing.

Subject Leaders, including the Head of Science, the Head of Religious & Integrated Studies and the Careers Co-ordinator, play an important part in planning and delivering relevant parts of the curriculum

Staff training is provided through the INSET and Twilight Professional Development programme.

6. Review of the Programme

The Programme is evaluated annually, both by staff and through consultation with students.