



Pastoral Care 2006



Key Aspects

**A Self Evaluation
Guide for Boards of
Governors and Principals**

Pastoral Care 2006



Foreword

A strong Pastoral Care provision is a hallmark of a Catholic school. It is integral to the life of the school and is intermeshed with the academic, social and cultural dimensions. Indeed it is there to ensure the fitness of the student to benefit fully from learning and living.

This document is intended to assist those Governors, Principals and other leaders in considering how they might improve a range of Pastoral Care provisions in their schools. Pastoral Care is fundamental to ethos, in fact it is ethos made tangible.

A recent Department of Education Research Briefing (RB4/2005) on Personal Development comments on the important role of Principals.

‘having vision - principals having a straightforward, clear vision of what they are trying to do and acting on this vision personally’.

This document is not about providing you with predetermined outcomes. It is about, informing the vision. It is intended to help you find some answers in each of the six identified areas of Pastoral Care. But take your time. No more than one or at the most two in a year. Remember too that providing Pastoral Care for pupils does not diminish our responsibility for Pastoral Care for ourselves and our colleagues.

One of the many strengths of our schools is their emerging capacity for self-evaluation as a means of monitoring performance and striving for improvements. It is a constant process which informs School Development Planning, Target Setting and Action Planning. As a process it involves all the key contributors to the achievement of positive outcomes for all our young people.

This is a self-evaluation tool for school managers and leaders. It reflects the views of those schools and priests acknowledged in the ‘Acknowledgements/Recommended Reading’ page in this document, who deserve our thanks for sharing their expertise, experience and time.

I hope you find this useful and that you and your colleagues continue to provide for the development and care of the whole child.

Jim Clarke
Head of Education
Deputy Chief Executive



CONTENTS

Preface for Boards of Governors of Catholic Maintained Schools	2
Preface for Principals of Catholic Maintained Schools	3
I INTRODUCTION	
1.1 Catholic Ethos and Pastoral Care	4
1.2 Use of Guide.	5
1.3 Steps for Self-Evaluation.	6
1.4 Essential Considerations.	7
2 PERSONAL DEVELOPMENT	
2.1 General Background.	8
2.2 Quality Indicators.	9
3 INCLUSION AND SPECIAL EDUCATIONAL NEEDS	
3.1 General Background	10
3.2 Quality Indicators.	11
4 POSITIVE BEHAVIOUR MANAGEMENT	
4.1 General Background.	12
4.2 Quality Indicators.	13
5 SUSPENSION AND EXPULSION	
5.1 General Background.	14
5.2 Quality Indicators.	15
6 CHILD PROTECTION	
6.1 General Background.	16
6.2 Quality Indicators.	17
7 ANTI-BULLYING CULTURE	
7.1 General Background.	18
7.2 Quality Indicators.	19
APPENDIX A	
Personal Development - Staff Questionnaire.	21
Personal Development - Parents' Questionnaire.	23
Personal Development - Pupils Questionnaire	25
APPENDIX B	
Evaluation Pro Forma	27
ACKNOWLEDGEMENTS/RECOMMENDED READING	
Inside Back Cover	

Pastoral Care 2006



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Glendermott Primary School, Derry

Preface for Boards of Governors of Catholic Maintained Schools

The Board of Governors of a Catholic Maintained school has overall responsibility for ensuring effective provision in all areas of school life for all pupils attending the school. Governors need to be aware of the effectiveness of such provision. This guide is intended to provide a support for Boards of Governors in fulfilling their responsibilities in the area of Pastoral Care.

While the Governors have ultimate operational responsibility for a school, they will delegate to the Principal and Senior Management Team. School Management should ensure sound working partnerships are formed which encourage all members of the school community to participate in decision making and policy formation. The school community includes teaching and non teaching staffs, parents, pupils and Governors.

“In the Catholic school, Governors and staff devise Pastoral Care structures that are discussed and based on the shared understanding of what it means to be a Catholic school. They agree principles that reflect the care of the Good Shepherd and which underpin their Pastoral Care programme.”

(Life to the Full 1996)

One of the key indicators of the effectiveness of a school’s general provision is the quality of its Pastoral Care, which in Catholic Maintained Schools is embodied in the Catholic ethos of the school. Where Governors and other partners work towards ensuring excellence in Pastoral Care this may well result in positive improvements in other areas of school life, such as pupils’ attainments.

The purpose of this guide is to assist Governors and school managers to make informed judgements on the quality of provision across a range of pastoral issues.

Preface for Principals of Catholic Maintained Schools

It is recognised that the quality of provision in a school is determined by the ability, drive and determination of the Principal. The role of the Principal is pivotal to the delivery of quality Catholic education.

“Effective leadership is a vital ingredient in a Catholic school. It shapes and influences the entire experience of living and learning within the school community.”

(Life to the Full 1996)

The Principal should have a clear vision for the direction and future development of the school and by working with the whole school community make this vision real.

The CCMS document, Partnership for Quality 2001, provided guidance for Governors and Principals to evaluate school provision in a range of areas. This guide focuses on key aspects of Pastoral Care identified in a recent CCMS school survey. It is hoped that Principals will be able to use the guide to evaluate and clarify the quality of Pastoral Care within the school and the direction which the school should take to enhance current provision.

By following the guide a school should be able to identify aspects of Pastoral Care for inclusion in the School Development Plan. The guide should be used in conjunction with “School Development Planning – A Guide for Principals & Boards of Governors” (CCMS 2004)

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Hollybush Primary School, Derry



This guide has been designed to enable schools to use individual sections as required. It is recommended that schools address one area in any year.

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St. Mary's High School, Newry

I INTRODUCTION

I.1 Catholic Ethos and Pastoral Care

The ethos of a Catholic school promotes the spiritual, intellectual, social and personal development of all its pupils and is rooted in the Christian Gospel spirit of freedom and love. It takes account of the uniqueness of pupils and of their need for individual support and guidance.

“The ethos of a Catholic school is clearly seen in its Pastoral Care. This is because the values which sustain Pastoral Care are inspired by Christ the Good Shepherd and his faithful love for his flock.”

(Life to the Full 1996)

In a Catholic school the Pastoral Care dimension is the ethos of the school in tangible form. What determines good Pastoral Care is the quality of relationships at all levels in the school.

The Pastoral Care of pupils has always been a focus for Catholic Maintained schools. In the present climate of rapid and complex social change which is resulting in substantial uncertainty, insecurity and stress in families and society in general, it is even more important that the Pastoral Care of pupils is given high priority.

Pastoral Care cannot be thought of in separate terms from teaching and learning within the school. It is a key determinant of successful learning. Strong Pastoral Care is exemplified by:

- Quality teaching and learning
- Positive discipline
- High expectation of pupil performance
- Caring relationships at all levels

The principal means of working towards a better Pastoral Care system is through the curriculum and the provision of the most appropriate environment for learning.

I INTRODUCTION

I.2 Use of Guide

The guide is intended to be used as a prompt/catalyst by all schools which wish to review and develop their current practice.

In a recent CCMS survey on Pastoral Care and Special Needs the following six areas were identified as those where schools would benefit most from guidance:

- Personal Development
- Inclusion & Special Education Needs
- Behaviour Management
- Suspension & Expulsion
- Child Protection
- Anti-bullying

The guide provides for each section: background information; quality indicators; questionnaires for staff, parents and pupils and evaluation Pro Formas. The questionnaires ask for a view on a series of statements which are closely linked to the quality indicators. An opportunity is provided for further comment which may add qualitative insights.

The questionnaires for the Personal Development section are included in the guide as exemplars. All other questionnaires and evaluation Pro Formas can be found on the CCMS web site.

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St. Brigid's College, Derry



Pastoral Care 2006



St. Colum's Primary School, Portstewart



I INTRODUCTION

I.3 Steps for Self-Evaluation

As part of the Self-Evaluation cycle Governors and Principals should consider one area of Pastoral Care in any school year to enable manageable improvement to be set in place.

Governors and Principals will determine how the questionnaires should be used. The following suggestions may help.

- Questionnaires should be distributed to all staff. The questionnaires for parents and pupils may be completed by all, or by a sample group depending on the size of the school.
- Schools may choose to modify the language used to reflect more closely the background of the school and/or age of the pupils involved.
- Governors should set aside time for detailed discussion about the information collated from all three sets of stakeholders and the views of the Principal.
- It is possible that some responses may be perceptions and are not necessarily an accurate comment on provision. However, perceptions are also important and any negativity should be addressed as part of the continuous improvement process.
- Any obvious mismatch in response from the three groups may highlight issues of communication or collaboration which may also require action.
- For each indicator the Governors should reach agreement on which of the four statements below best represents the school's actual position:
 1. A Major Strength
 2. A Strength
 3. Needs Development
 4. Priority For Development

The Governors should complete the overall evaluation of provision and consider what action, if any, should be taken. Any action required can then be included within the School's Development Plan for the future.

I INTRODUCTION

1.4 Essential Considerations

Cognisance must be taken of the following six factors when undertaking improvement in any area of Pastoral Care.

(a) Legislation

Relevant legislation must be taken account of when devising and implementing pastoral policies and programmes.

(b) Consultation

Policies and programmes should be consulted on and collectively developed to ensure whole school ownership and successful implementation.

(c) Training

Training in pastoral issues should be adequately budgeted for in terms of staffing, professional needs, allocated time and material resources.

(d) The Use of External Agencies

Where external agencies engage with a school they must work in support of the school's ethos. Programmes should:

- be consistent with Catholic teaching
- be agreed in advance and in writing
- be integral to the curriculum
- have a teacher present throughout delivery.

(e) School Development Planning

Pastoral Care impacts on all areas of pupils' lives and it is therefore crucial that planning for improvement is staged over a number of years to ensure success.

Quality Pastoral Care is a recognised defining characteristic of Catholic Maintained schools and as such should form the basis of all school planning.

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St. Joseph's College, Coalisland



Pastoral Care 2006



St. Patrick's and St. Brigid's Primary School,
Ballycastle



2 PERSONAL DEVELOPMENT

2.1 General Background

Personal Development is a statutory area of the new primary curriculum and in post-primary schools it is a strand within Personal, Social & Health Education (PSHE).

There are many components of Personal Development but this guide focuses only on those aspects most closely aligned with Pastoral Care.

Personal Development as a separate area of learning within the primary curriculum provides the opportunity for specific attention to be given to:

- emotional development
- health and safety
- physical activity and exercise
- relationships with others
- the development of moral thinking, values and action

At post primary level, pupils experience many challenges relating to their:

- physical health
- mental and emotional health
- self-image, confidence and self-esteem

Personal Development at this level encourages each pupil to lead a healthy, safe and fulfilled life and to become a spiritual, confident, independent and responsible citizen.

Personal Development seeks to address the risk taking behaviours of smoking, alcohol abuse, drugs misuse and early sexual activity which are all statistically associated.

Early proactive, validated programmes that educate pupils in these areas and include the enhancement of protective factors are more effective than later reactive interventions.

Schools increasingly use external agencies to deliver aspects of Personal Development. As outlined in 1.4, it is the responsibility of the Governors and the Principal to ensure that all programmes delivered within the school are in keeping with Catholic ethos.

All Personal Development programmes, their content and style of delivery should be agreed in writing prior to introduction, and a member of the teaching staff should be present during all sessions.

2 PERSONAL DEVELOPMENT

2.2 Quality Indicators

Governors and Principals should consider how the school can currently be rated against the following quality indicators.

- 1 The School has a clear vision for Personal Development and has consulted with staff, parents and pupils on all related programmes.
- 2 Staff report to parents on the Personal Development and well being of their children, and take account of feedback from parents.
- 3 Pupils have opportunities to reflect on and evaluate their learning and to identify ways to improve it. They are praised for their achievements.
- 4 Pupils' self-esteem, confidence and independent thinking are developed. The importance of forming and maintaining relationships and the value of the family as a caring unit are emphasised.
- 5 Staff ensure Personal Development is integrated throughout the curriculum. Teachers select issues on the basis of pupils' needs and the challenges and pressures they may face.
- 6 Learning is active, with pupils being encouraged to investigate issues for themselves, to suggest solutions and to make decisions based on what they have learned.
- 7 Where external agencies are used the programmes are taught in partnership with teachers and conform to the values of the school's Catholic ethos.
- 8 The School prioritises the need to support and develop good mental health and wellbeing among pupils. If they have personal concerns or worries pupils know how to seek help and advice.
- 9 Relationships and Sexuality Education is taught in the context of the Catholic ethos which values stable relationships and personal responsibility. It is matched to pupils' needs and maturity levels. Teachers are at ease with, and have specialist training in, this area.
- 10 Programmes which address risk taking behaviours such as smoking, alcohol abuse and drugs misuse are in place. Such programmes focus on developing social and personal skills and strongly emphasise family bonding and parental involvement while respecting different family structures.

Pastoral Care 2006



St. Joseph's College, Enniskillen



Pastoral Care 2006



St. Francis' Primary School, Lurgan

3 INCLUSION AND SPECIAL EDUCATIONAL NEEDS

3.1 General Background

From Sept 2005 the Special Education Needs and Disability Order applies to all schools. As a result there is an increased requirement to be more inclusive of pupils with a wide range of educational and other special needs, which is in keeping with Catholic Ethos.

It is a defining quality of Catholic Maintained schools that each pupil is regarded as a unique person and has the right to have access to the whole curriculum and to take part in the varied activities and opportunities of school life.

CCMS is committed to the promotion of Inclusion and deems Inclusion to be the necessary core of a school's policy on Special Education Needs.

The inclusive school tries to adopt systems and structures that fully involve all pupils and adults. These may include, for example, adaptations to the curriculum and buildings.

The inclusive curriculum is characterised by the setting of suitable learning challenges where all pupils have the opportunity to experience success. A generic approach, lacking differentiation or the recognition of the base line from which each pupil is working, is avoided.

School policies and practices conform to the requirements of the Special Educational Needs Code of Practice.

Making provision for all pupils, especially those with specific physical or cognitive learning needs can be challenging, and can have significant implication in terms of appropriate resources. This challenge must be positively embraced.



3 INCLUSION AND SPECIAL EDUCATIONAL NEEDS

3.2 Quality Indicators

Governors and Principals should consider how the school can currently be rated against the following quality indicators.

1. The school openly embraces an inclusive approach to education which enhances the educational experiences of all.
2. Pupils with Special Educational needs, including those in units, are integrated as fully as possible into mainstream classes and all areas of school life, including extra curricular activities.
3. Parents are closely involved in the school's provision for Special Educational needs and are consulted on their children's education plans.
4. Pupils with specific educational needs are taught, where reasonably possible, by teachers who have had appropriate training.
5. The school has an appointed SENCO who is committed to an inclusive approach to education and who has a key role within the decision making process of the school.
6. The school makes effective use of the Code of Practice and ensures that additional support is available for pupils as necessary.
7. All relevant policies and practices conform to SENDO 2005.
8. The school has a policy for assessment of pupils attainment across a range of educational areas and for early identification and intervention for pupils with Special Educational needs.
9. A range of teaching and learning strategies ensure that the needs of all pupils are met. Teachers have high expectation of their pupils and provide appropriate challenge in their lessons.
10. The school has effective links with a wide range of statutory and voluntary agencies that provide support for pupils who have special needs.

Pastoral Care 2006



Blessed Patrick O'Loughran Primary School,
Dungannon



Pastoral Care 2006



Sacred Heart College, Omagh



4 POSITIVE BEHAVIOUR MANAGEMENT

4.1 General Background

The ethos of a Catholic school promotes the spiritual, intellectual, social and personal development of all its pupils and is rooted in the Christian Gospel spirit of freedom and love.

It is the duty of the Board of Governors of the school to safeguard and promote the welfare of pupils. Education & Libraries Order (NI) 2003, Article 17

This duty is met through the development within the school of a strong Positive Behaviour policy.

It is essential that the school ensures that disciplinary measures and sanctions are approached, not as punitive actions, but as concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and breaches of order.

There are some pupils whose personal and social problems are manifested in behaviours which are potentially disruptive or harmful. The impact which such pupils have on a school is largely determined by the support measures put in place to meet the needs of these pupils and those affected by their behaviours.

Since 2003 Governors have been required to ensure that parents and pupils are consulted about any changes to the Behaviour Management policy of a school.

As a crucial part of achieving parental support in dealing with specific incidents it will be essential that parents understand, and are supportive of, the school's Positive Behaviour policy.

For a very small number of pupils, it may be determined that their needs are such that they cannot reasonably be met within the school setting. In such extreme circumstances, the school should ensure that the needs of these pupils are identified through the statutory assessment process so that they can avail of appropriate support and/or education elsewhere.

A school discipline policy supports all pupils within a caring framework of self discipline and personal responsibility, and where Positive Behaviour is encouraged and promoted.

4 POSITIVE BEHAVIOUR MANAGEMENT

4.2 Quality Indicators

Governors and Principals should assess how the school can currently be rated against the following quality indicators.

1. The staff has a strong sense of loyalty to the school and its goals and relationships at all levels are good.
2. Pupils show a strong sense of belonging to the school community. Their views are considered in the drawing up of the school's Positive Behaviour policy.
3. The school places great emphasis on the quality of learning and teaching and on the behaviour of pupils.
4. Parents have opportunities to be involved in the education of their children and accept their parental responsibility to promote good behaviour.
5. The achievements of all pupils are recognised, valued and celebrated and are used to enhance positive behaviour and pupils' self-esteem.
6. Discipline protocols and practices aim to facilitate the development of responsible self-discipline among pupils.
7. The school has an effective early identification system to deal with misbehaviour.
8. Discipline, Pastoral Care and Special Needs policies are properly integrated and the school uses the Code of Practice to address challenging behaviour.
9. Positive Behaviour management is given a high profile and staff training is updated annually.
10. There is effective consultation with, and support from, relevant external support services to assist in the management of challenging behaviours.

Pastoral Care 2006



St. Brigid's College, Derry



Pastoral Care 2006



St. Mary's High School, Newry



5 SUSPENSION AND EXPULSION

5.1 General Background

It is a statutory requirement that pupils and parents are made aware of, and consulted on, the use of Suspension and Expulsion, including the circumstances when a school is likely to resort to such serious sanctions.

A new common scheme is being devised by DE. In the interim Maintained Schools should follow the procedures set out in the CCMS Scheme (2002).

A recent CCMS survey found a huge disparity in the levels of suspension across similar types of school. One of the reasons for this disparity is the use of suspension too early in the disciplinary process which is likely to make the sanction less effective. Suspension should be used only for serious issues as outlined in the school's discipline policy.

SENDO 2005 requires schools to take greater cognisance of any pupil who has special needs or a disability. Schools must ensure that a pupil is not suspended /expelled for any behaviour directly relating to his/her statement without first having put in place appropriate measures to meet the pupil's needs. The measures and any proposed sanctions should be discussed with the parents and pupil.

When considering Suspension/Expulsion schools must consider any specific circumstances which may have led to untypical challenging behaviour, such as family break-up.

Expulsion is only used as a last resort as it may lead to the life chances of a vulnerable young person being diminished. Before resorting to expulsion Governors must be satisfied that all help from school resources and external services have been exhausted, including the use of risk assessment.

5 SUSPENSION AND EXPULSION

5.2 Quality Indicators

Governors and Principals should consider how the school can currently be rated against the following quality indicators:

- 1 Parents and pupils have been consulted on and informed about the Suspension and Expulsion policy.
- 2 The school adheres to the CCMS scheme for Suspension and Expulsion. There are no unofficial suspensions.
- 3 Parents are informed at an early stage of any concerns about their child's behaviour and are involved in improvement strategies.
- 4 The school, parents and pupils appreciate the severity of suspension as a sanction. Suspensions are only used when other strategies have been exhausted.
- 5 The school has in place strategies to discourage challenging behaviour and to address pupils' personal difficulties.
- 6 The use of suspension within the school is very limited and is balanced by a positive behavioural approach which includes a range of rewards.
- 7 The Governors and management of the school monitor the use of suspensions regularly to consider the impact and effectiveness of the policy.
- 8 The school ensures that pupils are not suspended/expelled for behaviours relating to their statement of needs before all appropriate measures have been used.
- 9 After suspension a positive behaviour approach is used as part of the pupil's re-integration, including setting future targets for behaviour which are reviewed regularly.
- 10 Before considering the expulsion of a pupil, the school undertakes a risk assessment.

Pastoral Care 2006



Glendermott Primary School, Derry



Pastoral Care 2006



Hollybush Primary School, Derry



6 CHILD PROTECTION

6.1 General Background

Article 13 of the Education & Libraries (NI) Order 2003 legally requires Governors to have in place appropriate Child Protection measures. Governors should also have regard to DE 1999/10 and Evaluating Pastoral Care 1999. Governors must regularly review their policy and measures and ensure that they are made known to parents.

As Child Protection encompasses such a wide spectrum of possible abuse/neglect it is likely that any school will have some pupils who are at risk. Schools must ensure that safe-guarding pupils and identifying those at risk is a priority.

All staff have a duty, not only to protect pupils within school, but also to be aware of any possible signs of abuse. Staff should make their concerns known to the Designated Teacher who will determine what action, if any, should be taken.

A school with strong pastoral arrangements and good staff/pupil relationships will create an environment where pupils feel confident to disclose abuse or neglect. It is essential that staff, teaching and non teaching, have Child Protection training which is kept up to date.

Protection for staff is also important. To ensure that staff are protected from malicious allegations, policies and procedures that preclude the circumstances that can give rise to such allegations, should be in place.

It is good practice that a school assign two Governors who have specific responsibility for Child Protection. From 2006 this will become a requirement.

It is the Governors' responsibility to ensure that the school's pastoral arrangements are such that all members of the school community can have confidence in them.

6 CHILD PROTECTION

6.2 Quality Indicators

Governors and Principals should consider how the school can currently be rated against the following quality indicators.

1. The wellbeing of the pupil is central to all aspects of school life and the welfare of the pupil is always paramount.
2. The Child Protection policy is known and understood by the school community and includes clear procedures and reporting lines for dealing with child protection issues.
3. The parents are regularly sent copies of the school's Child Protection Policy, including the names of the Designated and Deputy Designated Teachers.
4. All staff are aware of the signs of abuse or neglect and are confident to report concerns to the Designated Teacher.
5. Integrated across the curriculum are strategies that develop positive self-esteem, aid pupils' understanding about how to avoid harm and how to deal with uncomfortable or worrying situations.
6. There is good communication between staff, parents and pupils.
7. There are well-developed links with other statutory agencies who are involved in child protection matters.
8. The school has in place safeguards to ensure that all child protection matters remain confidential, and are only shared on "a need to know basis".
9. All staff and Governors are provided with regular opportunities for training in Child Protection organised by the Designated Teacher or other providers.
10. Designated Teachers and Governors continually update their role specific training to ensure the best possible protection and support for pupils.

Pastoral Care 2006



St. Ciaran's High School, Ballygawley



Pastoral Care 2006



St. Colum's Primary School, Portstewart

7 ANTI-BULLYING CULTURE

7.1 General Background

Bullying is defined as the deliberate, hurtful behaviour of a person or group which results in another person or group feeling threatened, hurt or put under stress.

Bullying is widespread and persistent. It exists in many forms, for example sectarian, homophobic, racist and disability-based bullying.

The existence of bullying and persistence of it over a period of time affects the whole life of a pupil and, if ignored, can severely impact on a pupil's spiritual, social, psychological and educational development.

Under current legislation, schools have a mandatory duty to include within their discipline policy measures to address all forms of bullying among pupils.

Any changes which schools make to their discipline policy must now be the subject of consultation with their pupils and parents.

Many studies indicate that consulting with pupils about bullying, including discussions about where it happens and what can be done to counter it, is the most effective way to eliminate it from schools.

Policy development and practice must be underpinned by an inclusive approach where pupils are understood, respected and listened to, so that their rights to feel safe and protected are upheld.

To prevent or reduce bullying, a school community requires a range of approaches to enable and empower pupils to participate in the development of anti-bullying policies and strategies.

Teachers and other adults who work with pupils need trained in the skills and knowledge required to create a safe environment which can counter bullying effectively.



7 ANTI-BULLYING CULTURE

7.2 Quality Indicators

Governors and Principals should consider how the school can currently be rated against the following quality indicators.

1. School ethos is such that bullying is completely unacceptable. The emphasis is on preventing bullying through the operation of clear and robust strategies.
2. To provide good role models for pupils all staff set an example of the behaviour they seek to promote.
3. Staff demonstrate their rejection of bullying behaviour by ensuring that bullying is dealt with promptly and effectively.
4. Peer pressure against bullying is encouraged. Pupils are aware of their responsibility to not comply with bullying behaviour and to report any incident.
5. The school empowers victims of bullying to seek help, and those involved in bullying to modify their behaviour. The support strategies include use of group work and peer support schemes, a focus on self-control and self-discipline and encouraging and giving praise.
6. Parents and school are aware of the early signs of bullying and there are procedures for the sharing of information and/or concerns.
7. An Anti-Bullying Policy has been devised through consultation with pupils, parents and staff. All bullying incidents are recorded and future positive behaviour targets set.
8. Pupils are given regular opportunities through the curriculum and group work to discuss bullying and raise their own concerns.
9. Pupils are taught about understanding emotions, the skills of friendship making and alternatives to aggressive behaviour.
10. Anti-Bullying strategies address bullying in and out of school, including bullying through use of chat rooms and texting via mobiles.

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Blessed Patrick O'Loughran Primary School,
Dungannon





APPENDIX A

Personal Development - Staff Questionnaire

Statements refer to specific Quality Indicators, QI	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 All members of the school community including parents have been consulted on the Personal Development programmes. QI.1					
2 Parents have the opportunity to discuss the Personal Development progress of their child /children. QI.2					
3 Pupils are involved in setting targets which are designed to boost their self-esteem and confidence and increase their achievements. QI.3					
4 All pupils are encouraged to have high aspirations about their learning and their successes are celebrated. QI.3					
5 Pupils explore the qualities of relationships and are taught how to avoid and resolve conflict. QI.4					
6 Pupils are taught to understand the importance of the family as a caring unit. QI.4					
7 Staff ensure that Personal Development is catered for across the whole curriculum. QI.5					
8 Staff select the issues taught on Personal Development programmes on the basis of pupils' needs and the pressures they face in society. QI.5					
9 Personal Development programmes encourage and develop pupils' commitment to learning and their ability to work independently. QI.6					
10 Teachers' planning and evaluations reflect this independent learning component. QI.6					
11 Any programme delivered by an external agency is integrated into the curriculum and conforms to the school's Catholic ethos. QI.7					
12 A member of the teaching staff remains during all sessions delivered by an external agency QI.7					

continued overleaf

Personal Development - Staff Questionnaire - continued

Statements refer to specific Quality Indicators, QI	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
13 An age related and developmentally appropriate programme promoting emotional health and well being is in place for all pupils. QI.8					
14 The school has a range of strategies for taking actions if pupils report any concerns about emotional well being and all incidents are recorded. QI. 8					
15 The Relationships and Sexuality Education programme is well matched to pupils' needs and levels of maturity and is in keeping with Catholic teaching. QI.9					
16 Relationships and Sexuality Education is taught by staff who are trained and are at ease with this area QI.9					
17 Risk taking behaviour programmes emphasise personal responsibility and how to handle peer pressure. QI.10					
18 All school programmes are sensitive to the pupils' varying family structures. QI.10					

Priorities for Improvement

1 _____

2 _____

3 _____

Please note: All questionnaires are returned anonymously and treated confidentially.

Thank you for your co-operation

PHOTOCOPY AS REQUIRED

Personal Development - Parents' Questionnaire

Please note: Questionnaires are anonymous and are treated confidentially

Statements refer to specific Quality Indicators, QI	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 I have been consulted about the school's Personal Development programme. QI.1					
2 I feel that the staff is concerned for the wellbeing of my child. QI.1					
3 The staff make time for me if I need to speak to them about my child. QI.2					
4 Staff encourage my child to reflect on what he/she has learned and to examine ways they can improve. QI.3					
5 My child is regularly praised for his/her achievements. QI.3					
6 The school encourages my child to have a positive self image and confidence in him/herself. QI.4					
7 My child is taught about the importance of forming friendship and the importance of family life. QI.4					
8 I am content with the school's Personal Development programmes. QI.5					
9 My child is frequently given opportunities to discuss Personal Development issues at school. QI.5					
10 My child is gaining confidence and developing new skills. QI.6					
11 The staff encourage my child to form and hold his/her opinions. QI.6					
12 My child is being taught problem solving and decision making skills. QI.6					

continued overleaf

Personal Development - Parents' Questionnaire - continued

Statements refer to specific Quality Indicators, QI	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
13 The school keeps me informed when it uses external agencies to deliver aspects of Personal Development. QI.7					
14 The staff give appropriate attention to the emotional wellbeing of my child. QI.8					
15 The school ensures that my child knows who to turn to if they become worried about themselves or others. QI.8					
16 I am aware and content with the Relationships & Sexuality Education programme that the school delivers. QI.9					
17 The school encourages my child to talk to me about Relationships & Sexuality Education. QI.9					
18 The school helps my child to make good decisions in relation to personal health and safety. QI.10					
19 The school teaches my child that there are many different types of families and to respect differences. QI.10					

Please add below any other comments about Personal Development that in your opinion would lead to further improvement in this area.

1 _____

2 _____

3 _____

Please note: All questionnaires are returned anonymously and treated confidentially.

PHOTOCOPY AS REQUIRED

Personal Development - Pupils Questionnaire

Please note: Pupils questionnaires are designed for year 8 and will require amendments for use with other year groups.

It is considered best practice that pupil questionnaires be completed in school, preferably in the morning. Completion of questionnaires should follow on from a discussion on Personal Development that includes ensuring that the pupils understand the specific language and the questions asked.

Statements refer to specific Quality Indicators, QI	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 Staff ask my opinion on topics that are relevant to me. QI.1					
2 My parents are kept informed about school life. QI.2					
3 I am praised when I do well and my achievements are celebrated. QI.3					
4 The staff encourage me to work to the best of my ability. QI.3					
5 At school the staff teach me how to think for myself. QI.4					
6 School teaches me about the importance of being a good friend and a good member of my family QI.4					
7 I learn useful skills which make me feel more confident. QI.4					
8 Staff make lessons interesting by focusing on issues that are important to me. QI.5					
9 I often learn by investigating and working in groups to find solutions. QI.6					
10 My opinions and views are listened to and respected. QI.6					
11 The Staff encourage me to investigate how I learn best and to think about what I have learned. QI.6					

continued overleaf

Personal Development - Pupils Questionnaire - *continued*

Statements refer to specific Quality Indicators, QI	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
12 I am taught how to understand my emotions and feelings. QI.8					
13 I know who to speak to at school if I have worries. QI.8					
14 I am taught how important it is for family members to talk to one another QI.8					
15 I learn about relationships and sexuality. QI.9					
16 I learn about the risks associated with drinking, smoking and drugs. QI.10					
17 We are encouraged to discuss with our parents the lessons we are taught. QI.10					
18 I understand that there are different types of families. QI.10					

Three things I think would make Personal Development better in my school

1 _____

2 _____

3 _____

Thank you for your help.

PHOTOCOPY AS REQUIRED

APPENDIX B

Evaluation Pro Forma

For Governors to be able to develop a sense of the school's current practices in a specific area it is recommended that the three sets of questionnaires are analysed separately and a consensus reached after discussion. Only one box for each quality indicator should be ticked.

Quality Indicator Number	Major Strength (Strongly agree)	Strength (Agree answer)	Needs Developed (Disagree)	Priority for Development (Strongly disagree)	Don't Know
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Using the above results complete the following **Overall Evaluation** of this specific area.

Overall Evaluation of _____ on a scale of 1 – 10

.....

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

Please list aspects of provision to be prioritised for action

.....

.....

.....

Lead responsibility should be identified and a review date agreed by Governors

PHOTOCOPY AS REQUIRED

Notes

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Hollybush Primary School, Derry

St. Ciaran's High School, Ballygawley

St. Colum's Primary School, Portstewart

St. Comgall's Primary School, Bangor

St. Eoghain's Primary School, Moneyneaney

St. Joseph's High School, Coalisland

St. Joseph's Primary School, Slate Street, Belfast

St. Patrick's & St Brigid's Primary School, Ballycastle

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Internet Reference

www.onlineccms.com Council for Catholic Maintained Schools

Recommended Reading

Catholic Bishops of Northern Ireland, Proclaiming The Mission 1996

CCMS, Life To The Full 1996

CCMS, Partnership for Quality 2001

CCMS, School Development Planning 2004



**160 High Street
Holywood
County Down
Northern Ireland
BT18 9HT**

**Telephone (028) 9042 6972
Fax: (028) 9042 4255**

www.onlineccms.com