



Nendrum College

COMBER

PASTORAL CARE POLICY



Signed Chair Board of Governors: _____

Date Ratified by Board of Governors: _____

Review Date: 24 September 2025

Member of staff responsible for policy: Mr Andrew Walker

Date approved by Board of Governors: September 2025

Date of next review: June 2027



Our Shared Vision: At Nendrum College Comber, our vision is to develop confident, compassionate, and engaging young people who are prepared to make meaningful contributions to both local and global society. We are committed to providing a nurturing, inclusive, and aspirational learning environment, where every pupil is supported to reach their full potential, in a modern and digital world: academically, socially, spiritually, and emotionally.

Through high expectations, mutual respect and a culture of personal growth, we encourage educational excellence. These principles, embedded in our core values of nurture, commitment, and community, aim to foster a strong sense of belonging and responsibility in everyone.

Introduction

This policy is founded on the principles of the UNCRC and particularly with regard to Article 4: 'The Government through the College must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights'.

In Nendrum College we recognise the central importance of pastoral care as we seek to provide for our pupils a safe and caring environment in which they can develop their full personal and academic potential. The quality of pastoral care influences the ethos and tone of the whole College, and we accept that pastoral care must permeate all aspects of the school's daily routines, its curriculum and its extra-curricular activities.

Nendrum College aims:

- To provide a disciplined yet caring and supportive environment in which each pupil is encouraged to attain his/her true potential both academically and socially.
- To promote a safe, personal and flexible educational experience in which the individual is well known, safe, valued, respected and happy
- To build an atmosphere of trust
- To respond in a sympathetic way to the concerns, fears and worries of our pupils
- To make children aware of the potential dangers through the teaching of RSE
- To maintain the highest standards of teaching and learning
- To guide pupils in terms of pastoral care and to encourage pupils to develop worthwhile leisure pursuits both inside and outside school

Structure

In order to fulfil these aims the pastoral structure has been designed so that both teachers and pupils can clearly identify the appropriate support when the occasion demands. Pastoral and behaviour aspects of College life are interlinked. One should always act in support of the other and not in conflict. The process of pastoral care is brought about by the daily interaction between staff and pupils, staff and parents and outside agencies. Subsequent good communication between staff at all levels is considered essential for the wellbeing of the pupils in our care. The normal classroom/subject contact is enhanced by the organisation of the Learning for Life and Work Programme which is interlinked with the Form Teacher structure.

The school aims through its pastoral ethos to prevent rather than correct infringements of the good order considered essential to effective learning and development. All staff are involved in duties that play a part in maintenance of a positive school ethos and this ethos is reflected in the moral, intellectual, personal and social development of our pupils. This is achieved by all the staff promoting and facilitating an atmosphere of respect within the formal and informal life of the school community.



Relationships

A good relationship between staff and pupils is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between:

- Staff and Pupils
- Pupils and their peers
- Members of teaching staff
- Senior Leadership Team and all staff
- Teaching, Supervisory, Cleaning and Building Management staff

Pastoral care arrangements

All members of staff, teaching and non-teaching have a responsibility for the pastoral care and welfare of pupils and regular staff development and training is provided to ensure that knowledge and skills are kept up to date.

All teachers therefore have a role in creating an environment of care and trust, to promote effective learning.

This role would include:

- Knowledge of individual needs, aspirations and abilities of pupils
- Ensuring that the emotional and physical welfare of pupils is as important as their academic progress
- Showing respect for the pupils
- Ensuring that pupils feel free from emotional and physical harm
- Ensuring that pupils feel happy and confident in their environment, able to learn in an atmosphere of trust
- Providing reassurance and support for pupils, building confidence and self-esteem which will increase pupil motivation and commitment
- Putting in place appropriate interventions and support to meet the needs of pupils and overcome any barriers to learning
- Ensuring that clear boundaries are in place so that pupils can differentiate between acceptable and unacceptable behaviour
- Consistency in dealing with issues
- Communicating issues to parents and other members of staff when appropriate
- Allowing for opportunities for pupils to celebrate their achievements

For the purposes of the pastoral system each Form Class is devoted to the care of a Form Tutor and the work of the Form Tutor in each Year Group is coordinated by a Head of Year, a Senior Leader Positive Behaviour for Learning and a Senior Leader for Character & Currency. The Year Heads and Form Tutors constitute a Pastoral Year Team. The pastoral system is under the supervision of the Senior Leader for Positive Behaviour for Learning and the Vice Principal.

Each Form Class meets the Form Tutor from 8.45 to 9.00 am Monday, Tuesday, Wednesday and Friday. On Thursday there is an extended registration period from 8.45 to 9.30 am to facilitate age appropriate RSE and personal development sessions.

Each Year Group has a regular Year Assembly taken by the Year Head in which issues of particular relevance to the Year Group may be addressed and there is a key stage assembly taken by a member of the Senior Leadership Team in addition.



Pastoral Teams

Form Tutors in Year 8 remain static as the Year 8 team as we feel the transition from primary school to the College is a big step in our pupil's educational journey and it is important for consistency, pupils transferring to the College get the same high quality experience while integrating into College life. The Head of Year 8 has the responsibility for the induction and welfare of pupils during the Year 8 year. Other Heads Year oversee Key Stages and will either alternate between Years 9 & 10 or Years 11 & 12. Form Prefects known as Buddies or Mentors are attached to each Form Class in Year 8, who assist in helping the Year 8 pupils find their way here in Nendrum College.

The Form Tutors maintain daily contact with pupils in Form Class and act as the first point of contact for pupils and their parents. Their responsibilities include routine administrative tasks as well as the provision of pastoral care.

Form Tutors:

Within this College the Form Tutor is central to the success of the pastoral process. He/she is supported by a Year Head, Senior Leader Positive Behaviour for Learning and Vice Principal. The Form Tutor will teach the class and this gives added opportunity to get to know the pupils well and encourages continuity of care.

- record and monitor attendance and punctuality.
- maintain standards of uniform and behaviour in accordance with the school Positive Behaviour Policy.
- complete and check school reports.
- review academic progress. The Form Tutor will informally have conversations with each pupil in his/her Form Class after each assessment window. Pupils are encouraged to take responsibility for their progress and to set personal targets.
- encourage pupils to participate fully in the life of the school and monitor their involvement in extra-curricular activities.
- liaise with colleagues and parents in the interests of pupils.
- help and support pupils in coping with problems.
- Form Tutors in Years 11 & 12 are involved in the Learning Guidance structure
- deal with areas of concern in relation to pupils. Academic problems are dealt with initially by the subject teacher and referred where necessary to the Head of Department; concerns of a personal, social, emotional or behavioural nature are dealt with initially by the Form Teacher and referred where necessary to the Head of Year.
- More serious issues are referred to the Senior Leadership Team.

Registration and absence

Pupils report to their Form Tutor at 8.45am where their attendance will be recorded. Pupils arriving after 8.50am should report to the office where they will be marked present and recorded as late. Registration activities take place until 9.00am, on days when pupils go for assembly they are expected to meet their Form Tutor in the Assembly Hall. Key Stage 3 assemblies will run on alternative weeks to key stage 4.

Form Tutors and Year Heads will monitor attendance. Parents know that letters are essential to explain absence. Persistent late coming will be reported to the Heads of Year and a letter will be sent to parents informing them that the pupil will be detained in the afternoon unless the situation improves. If an absence is requested for an appointment, the Form Tutor should receive written notification from parents. This will be recorded in the school office. The Senior Leader for Positive Behaviour for Learning will monitor attendance alongside our Attendance Officer and contact parents of pupils whose attendance falls below a satisfactory level



or if there is not a satisfactory explanation. Pupils whose attendance falls below 85% will be referred onto Education Welfare Services where an EWO will be appointed to work with the pupil and their family on improving school attendance.

Special Educational Needs

Arrangements for pupils with Special Educational Needs are dealt with by the Senior Leader Learning Support Coordinator. The Learning Support Coordinator supports form tutors in meeting the needs of pupils with Special Educational Needs (SEN) by providing detailed guidance on individual learning profiles and recommended strategies. They ensure that tutors have access to appropriate resources and interventions, and facilitate effective communication between staff, parents, and external agencies. This enables form tutors to create an inclusive and supportive environment in which all pupils can thrive.

School Assemblies

A system of Key Stage Assemblies and Year Assemblies provides the opportunity for an act of worship during which personal, social and moral issues are explored within a Christian framework and the ethos and values of the school are promoted.

Personal, Social & Health Education (RSE)

- All Pupils have lessons in Personal Development as part of their extended registration on Thursday mornings and additionally years 8-10 in their Learning for Life and Work programme.
- As they progress through the school pupils are helped to develop study skills and encouraged to take responsibility for independent learning.
- Health Education is taught as a Theme and by a number of external speakers, who deliver a programme which is aged and staged appropriately.

Child Protection

The College recognises that its pupils have a fundamental right to be protected from harm. A statement of the College's Child Protection Policy and Procedures, including procedures for handling complaints can be found on the school website or requested by contacting the General Office.

Extra-Curricular Activities

The school places a very strong emphasis on the value of extra-curricular activities as a contribution to the education of its pupils, particularly in developing social skills, self-esteem, initiative and the ability to work as part of a team. All extra-curricular activities are provided by staff on a voluntary basis. Up-to-date information about clubs, societies and sporting events is given daily at Form or Main Assembly. All pupils are encouraged to become involved in extra-curricular activities which meet either at lunch-time or after school, and pupils (under staff guidance) take a leading part in their organisation and management.

House System

The House System promotes a sense of belonging and a spirit of healthy competition. Through regular House Assemblies pupils are encouraged to participate in a range of House activities. Each pupil is allocated to one of 3 Houses - Darragh, Enler or Gillespie. Each House is led by a House Director, a member of staff and House Captains the pupils who have specific roles and responsibilities.

Primary School Liaison

A well-developed system of liaison with Primary schools aims to ensure a smooth transition to the College. Each year members of staff visit feeder Primary schools in the summer term to meet P7 pupils who are to transfer to Nendrum College in the next school year, to speak to their Form Tutors and to provide information on the pastoral system and structure of the College.



Liaison With Parents

The work of Nendrum College is based on a partnership of parents and staff, operating in the interests of the pupils and on the belief that pupils prosper academically and socially in conditions of strong home support for the pupil and the College. In addition to the Parents' Consultation meetings which are held annually for each year group.

Parents are always welcome and are encouraged to contact their child's teacher, Year Head or a member of the Senior Leadership Team, if they have any concerns or worries. To do this they should contact the school office and make an appointment.

Urgent concerns will be given immediate attention. We do encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any information will be treated as confidential and used on a "need to know" basis. Staff will discuss Pastoral care issues at the monthly Year Team meetings.

Student Council

The School Council which is made up of representatives from each year group and members of staff meets once a month to consult on school issues.

Related School Policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Child Protection Policy
- Anti-bullying Policy
- Positive Behaviour Policy





