LAGAN COLLEGE BELFAST

Pastoral Care Overview

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1. Introduction

We in Lagan College have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential.

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes. Through the pastoral care arrangements and provision, the school demonstrates its continuing concern for its pupils as individuals, actively encouraging them to be secure, successful and fully participating members of the school and its wider community. Pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life.

2. The Importance of Pastoral Care in Lagan College

The importance placed on the pastoral care of our pupils is reflected by, and embedded within, our vision:

To educate to the highest standards Catholics, Protestants and others of goodwill, of all abilities, together.

Our Christian ethos is expressed in the commitment to be one community who learns and worships together based on the principles of equality, respect, reconciliation and service to others.

In order to further these aims the College recognises that the whole school staff, student, body, parents and wider community must work together consistently. Mutual support, good communication is also essential in this regard.

All members of the school community are expected to work together in order to create and maintain an atmosphere that is calm and safe and which enables teachers to teach and students to learn.

Lagan College is also a health promoting school. It teaches areas of health education and strives to protect and improve the health of those within it. The school provides a secure and stimulating

environment which encourages pupils to be health and safety conscious. It makes provision for pupils to take initiatives and exercise responsibility.

This policy links with the United Nations Convention on the Rights of the Child (UNCRC) by taking into consideration the below articles of the UNCRC.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Children who cannot be locked after by own family must be looked after properly, by people who respect their religion, culture and language.

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24: Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy.

Article 32: The government should provide ways of protecting children from work that is dangerous, or might harm their health or their education.

Article 36: Children should be protected from any activities that could harm their development.

Article 39: Children who have been neglected or abused should receive special help to restore their self-respect.

There is also good liaison with parents, outside agencies and specialist services to advise, support and contribute to the promotion of health within the school.

Pastoral care is an integral part of the whole educational experience offered to our pupils and is not a distinct entity. It underpins every aspect of the pupils' experience in school, and exists, not for its own sake, but to enable pupils to achieve their potential.

3. The Aim of Pastoral Care

The school's Pastoral Care aim is:

'To offer the best possible pastoral care by providing support and guidance for pupils in an environment which is characterised by good relationships, equality, mutual respect, service, reconciliation and tolerance.'

We strive to continue to create an atmosphere in Lagan College

Where our pupils:

- feel secure and accepted in a safe environment;
- know that they are valued as individuals;

• are encouraged in their learning, take pride in their work and develop a positive approach to learning;
• can grow in their self-esteem, confidence and independent thinking;
• develop self-discipline and a sense of responsibility;
• have the ability and knowledge to make informed decisions in relation to life choices;
• develop a positive approach to extra-curricular activities and healthy living;
• contribute to the life of the school and the wider local community;
• foster good relationships among their peers and with staff;

Where staff:

• know that they are valued as individuals;
• are treated with respect;
• use their professional knowledge and judgement to offer the best support and guidance possible to pupils and parents;
• use their professional knowledge and expertise to praise and encourage pupils to fulfil their potential;

And where parents:

• are well informed;
• are reassured that their children are being educated in a safe and caring environment;
• have opportunities to act in partnership with the school;
• display a sense of responsibility in terms of the support they provide at home to supplement learning in school.

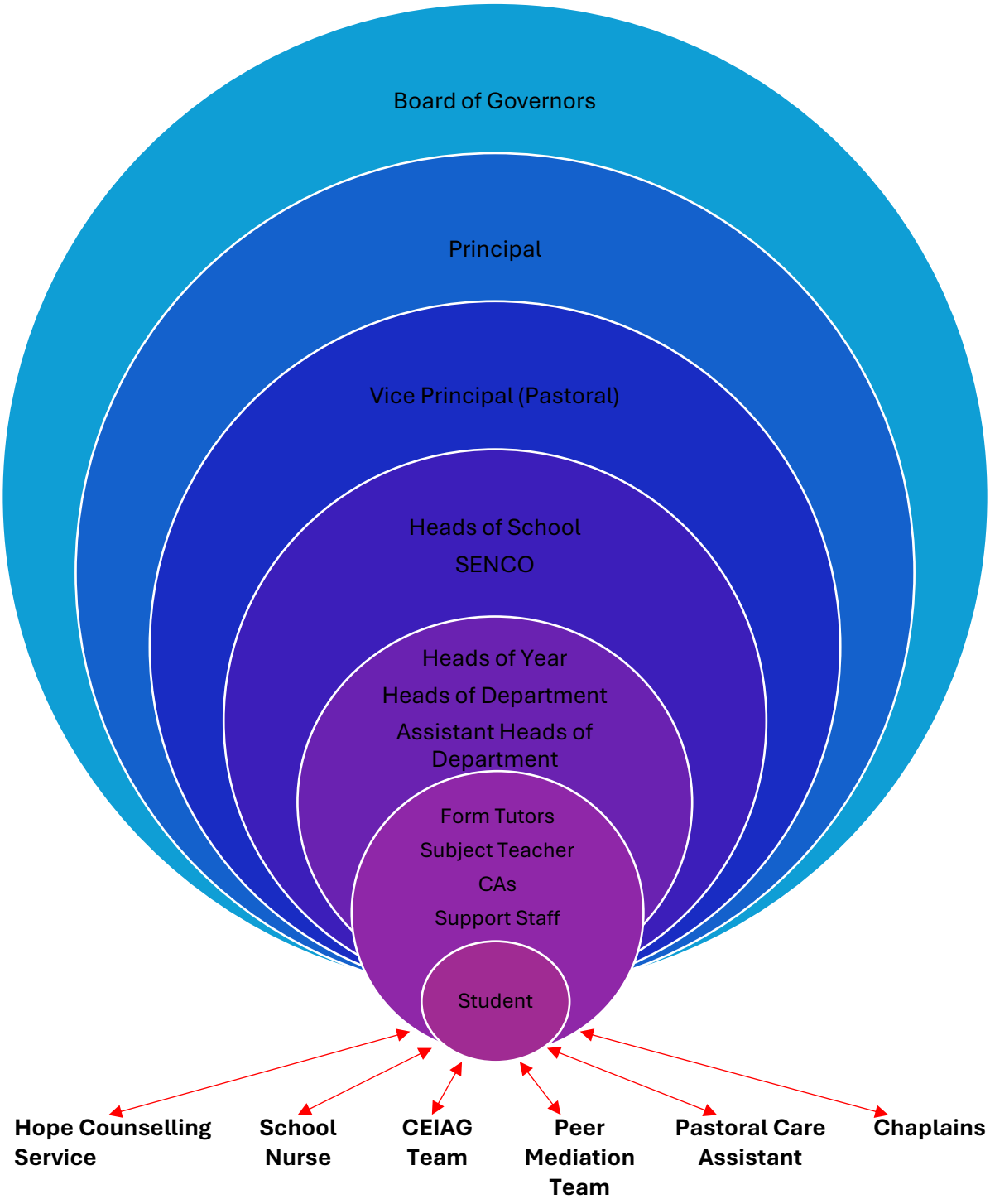
The Pastoral Care system should provide academic and emotional support and help to promote good discipline and challenge unacceptable behaviour. In the College we undertake the following strategies to help us to achieve our Pastoral Care aim:

• ensure that Pastoral Care is central in the daily life of the school and is fully embedded within the school curriculum;
• ensure a well-developed assembly programme and act of prayer/reflection weekly
• develop a timetabled programme of study for all pupils (within the Personal Development programme);
• ensure a well-developed programme of Careers Education, Information, and Advice & Guidance (CEIAG) is offered throughout the school;
• devise policies and procedures which ensure the physical and emotional security of our pupils (Safeguarding Policy, Positive Behaviour Policy, Learning Support Policy, Addressing Bullying in Schools Policy and any others which may be relevant);
• put in place a pastoral structure which identifies staff with particular specialised roles and responsibilities;
• monitor pupil progress and communicate this to parents;
• offer a wide variety of extra-curricular activities;
• help and guide pupils through critical transition times by providing advice, support, mentoring and counselling;
• liaise with parents and other agencies for the benefit of the pupils;
• create a caring and orderly community which is sensitive to the needs of pupils, staff and parents and promotes good relationships;
• aim for high standards of behaviour to provide an environment in which pupils can achieve their potential;

• provide support services (Chaplains, School nurse, School counselling – Hope Counselling, Education Welfare Officer, Ardmore Outreach)

4. The Organisation of Pastoral Care in Lagan College

The individual guidance and welfare of pupils is provided through a year-based pastoral system as seen in the diagram below:



Transition to Lagan College

On entry to the school each pupil is allocated to a tutor group with a Form Tutor who has daily contact with the pupils and is responsible for dealing with day-to-day matters, as well as monitoring overall progress and providing educational guidance and wellbeing.

All tutor groups have one session each of Personal Development weekly. Form Tutors are supported by experienced Heads of Year, Heads of School and a Vice-Principal who work closely with the Principal, parents, support services and welfare services.

Once the pupils have been accepted into the school from primary school they are invited to an induction evening in the month of June. They will have an opportunity to meet the Chaplains, their Year Heads, members of SLT, the Vice Principal and the Principal.

Year 8 pupils are assigned to a tutor group with a Form Tutor. The Year Head has responsibility for all pupils in Year 8 and liaises with the primary schools from which the pupils are transferring. Year 8 pupils participate in an Induction Day at the start of the year to familiarise themselves with the school and its daily routines.

Progress reports will be sent to parents/guardians after to Christmas and full reports at the end of the school year. Parents/guardians are invited to a Parent/Form Tutor Meeting with Form tutors in September/October to discuss how their child is settling in.

Another Parental Teacher meeting is held in May, at the end of Year 8. Pupils experiencing difficulties may be placed on report which will communicate progress with parents/guardians. Pastoral staff will communicate with parents if an issue arise.

Years 9 to 12

Pupils remain in the same tutor group with the same Form Tutor as far as is possible. This enables the Form Tutor and the pupil to develop a good relationship.

The Year Heads have responsibility for all pupils in a year group and works closely with their colleagues to maintain co-ordinated support for pupils.

Careers Education Information and Guidance (CEIAG) is provided to pupils in Years 10 and 12, before selecting the courses they wish to study. Individual careers interviews are arranged in Year 12 for all pupils with the Careers Service. In addition, representatives from the Careers department in school and the Careers Service attend transition meetings for those pupils who are on Stage 5 of the SEN register and in Years 10 and above to ensure that all relevant information is available.

Year 13 and Year 14

Post GCSE, pupils are regrouped into six form tutor groups to encourage greater mixing and enable new pupils to integrate easily into the school.

An Induction Day for Year 13 takes place before school commences. In Year 13 this provides an opportunity to mix informally with other members of the year group, including members transferring from other schools.

The Personal Development programme for pupils in Year 13 and 14 focuses' on relevant issues, including career pathways and the procedures for applying to university.

Pupils have the opportunity to study independently, under supervision, and are given the opportunity to relax in the Common Room.

The academic progress of pupils is tracked to ensure that all pupils are fulfilling their potential, and this can lead to extra support measures being put in place if there are difficulties which are causing the pupils to underachieve.

Pastoral Roles within the College

Form Tutor
Most members of staff are required to act as Form Tutors. This is a very responsible role which is vital both to the efficient running of the school and successful pastoral care of the child. A Form Tutor is accountable to the Year Head.

The Form Tutor should be the first person to whom a pupil will turn for help or advice, although it may sometimes be necessary to refer the matter to the Year Head (or Designated Teacher as per Safeguarding Policy), to the appropriate member of the senior staff or, through them, to an outside agency.

Daily contact with the Form Tutors ensures that unobtrusive care is exercised.

The main functions are as follows:

• **Registration and routine business** - The Form Tutor should be in position to receive pupils and is responsible for the accurate daily marking of the class register at the beginning of the Registration Period and for seeing that all information is maintained and up to date. Other returns of a routine nature should be dealt with as required, together with the distribution of information to pupils and parents. All absences must be accounted for by parental notes which should be retained for one year and failure on the part of pupils to supply these should be reported to the Year Head.

• **Reports and Records** - The Form Tutor is expected to comment on reports and to cover aspects of achievement and personal progress which are not included in academic reports.

• **References and special reports** - In consultation with colleagues, Form Tutors may be expected to prepare initial drafts for references, testimonials and reports to outside agencies as required.

• **Personal appearance and conduct** – Form tutors are expected to keep a close eye on the personal appearance and behaviour of the pupils in their charge and to insist on that all students adhere to the College Expectations at all times.

• **Student Learning Planners** - Form Tutors should check and initial Student Learning Planners during registration periods.

• **Assemblies** - Form Tutors are required to attend assemblies with their classes and to record attendance in assembly, when possible.

• **Year Meetings** - Class Tutors are required to attend meetings called by the Year Head.

• **Partnerships with Parents**
Form tutors are also encouraged to foster good home-school partnerships. It is hoped that parents would see Form Tutors as a matter of priority when making contact with the College.

• **Attendance and Punctuality** – Form Tutors should supervise attendance and punctuality using their attendance registers once a week and checking reasons for absence, truancy and punctuality. Assistant Year Heads should be made aware of any pupil whose record is unsatisfactory.

Head of Year
The Year Heads have a key role to play in the school's pastoral structure and provide information, support, encouragement and guidance for each pupil in their year group. They are also responsible for challenging unacceptable behaviour and promoting alternative positive behaviour. Each Year Head leads and manages his/her team of Form Tutors, co-ordinating and overseeing their work. In addition to dealing with individual pupils, the Year Head establishes a relationship with each tutor group and promotes a sense of year group identity, through Year Assemblies, and other year group activities. Year Heads work in close partnership with parents. The Head of Year takes an active part in the raising of student achievement via target setting interviews, mentoring, homework monitoring and meeting with groups of students and parents to discuss work and learning skills. The Head of Year will regularly visit form classes to monitor attendance. They will collate weekly attendance data reporting monthly to the Head of School on significant attendance issues. Additionally, they will implement strategies to improve attendance and punctuality.

Head of School
There are three Heads of School within the College: Junior HOS (Year 8-10), Senior HOS (Year 11 -12) and Head of Sixth Form (Year 13-14). Heads of School support the relevant Heads of Year and their team of form tutors to carry out their pastoral responsibilities and duties. Heads of School are members of the Leadership Team and have overall responsibility for development of their relevant Key Stage Year Teams in terms of Pastoral Care. They are responsible for the monitoring and evaluation of progress and raising achievement to ensure that each student achieves his/her full potential. Additionally, Heads of School are responsible for safeguarding issues within their year groups. They meet regularly with the Principal and Designated Teacher to discuss any child protection issue that may arise and take appropriate action.

Additional Educational Needs (AEN)
Pupils who are identified as AEN/SEN learners (for example, pupils with specific learning difficulties, emotional and behavioural difficulties, physical disabilities, sensory impairments, speech and language difficulties, medical conditions) are placed on the AEN register at the appropriate stage and a Personalised Learning Plan (PLP) is agreed by the Head of Additional Needs, Head of School, Year Head, parents and pupils. All subject staff have an input to this plan and it will be reviewed annually. Once the plan has been agreed, a copy is made available to each member of staff and those who teach the pupil create subject specific plans for that pupil.

If appropriate, the pupil will receive support from classroom assistants and may additionally receive support from the school nurse, the Educational Welfare Officer, Educational Psychologists and an outreach worker from Ardmore Behavioural Outreach service, as appropriate. The school makes necessary adjustments to provide full access for those with physical disabilities. The Head of

Additional Needs and Assistant Head of Additional Needs liaises with the examinations officer to ensure that special examination access arrangements are in place for those pupils entitled to such arrangements. Those pupils who are in Years 10 and above will also attend a transition review meeting annually, enabling consideration to be given to suitable career options.

School Counsellor

Hope Counselling work in partnership with most post-primary schools in Northern Ireland and provide a counsellor to work in Lagan College two days per week. The counsellor provides an opportunity for pupils to discuss and try to resolve concerns or problems they may have in a confidential manner. Pupils can refer themselves by speaking with any member of staff who will then pass on the referral to the Pastoral Vice Principal. Parents can also request a referral to Hope Counselling for their child.

Attendance at any counselling appointment is voluntary and pupils may withdraw at any time. The focus is very much on empowering the pupils to formulate their own ways of dealing with the circumstances in which they find themselves. All information discussed during an appointment will remain confidential between the pupil and the counsellor, unless it relates to a Child Protection issue, in which case the counsellor will share the information with the Designated (or Deputy Designated) Teacher for Child Protection who will the take the appropriate action, as is required by the law and the safeguarding of the pupil (see Safeguarding and Child Protection Policy). Brief confidential notes are kept by the counsellor, and a weekly appointment log of the pupils' names and times is coordinated by the Pastoral Assistant and the Pastoral Vice Principal (to enable all pupils to be accounted for in the case of an incident such as a fire).

Medical Support

The College has a medical support which is based in the medical room. This is a vital part of the pastoral care and welfare of pupils and is available from 9.00 am until 3.30 pm. Any pupil who feels unwell in school should ask permission from a member of staff to absent themselves from class and report to the medical room, accompanied by another pupil, if necessary. Staff members must sign the student's learning planner. The nurse will decide on the appropriate treatment and may contact a parent/guardian if necessary. The medical room may also be used at the discretion of pastoral staff, as a place for a short period of 'time out' for those pupils who require this facility.

Chaplaincy

The Chaplaincy plays a prominent part in College life. It is open to students before school, break time, lunch time and after school. The Chaplains are available for the students if they wish to speak to one of them in regard to a concern or worry. Sixth Form students are trained as mediators and work with Junior school students to resolve issues through conflict resolution.

The Chaplains take a joint ecumenical approach, working together wherever possible. As well as pastoral care of staff and students, the Chaplains co-ordinate collective worship at assemblies. The Chaplains make every effort to ensure that school worship is relevant to young people living in today's world. Current events and issues are explored in the light of Scripture and brought into community prayer. Special assemblies are held to mark the principle Christian feasts (Christmas, Easter), significant days (Ash Wednesday, Remembrance, Harvest) or other special events (e.g. the beginning or end of school years; the death of a prominent figure, or member of the school community; important college anniversaries). Visiting speakers from other faith traditions are invited on occasion to share in assemblies and other aspects of school life, and attention is drawn to significant

celebrations in other religious and cultural traditions. Assemblies can also be based on a secular theme.

Pastoral Care Assistant

The role of the Pastoral Care Assistant is to support students when necessary and provide a safe space during unstructured periods. The Pastoral Care Assistant office is situated near the student entrance. Pupils who arrive late to school report to the Pastoral Care Assistant and their time of arrival is recorded. Students who need to leave school for a medical appointment need to sign out or in with the Pastoral Care Assistant. The Pastoral Care Assistant monitors attendance at detentions, transport issues and student welfare matters. The role also incorporates supporting the Pastoral Team, especially the Heads of Year with administration tasks. The Pastoral Care Assistant links regularly with the school Medical Officer, Chaplains, Head of Additional Needs and the Pastoral Vice-Principal to share information in regard to students who are in need of pastoral support.

Personal Development Programme

All pupils in Years 8 to 12 have timetabled classes for Personal Development. In these taught classes pupils cover discrete topics relating to their personal and social development. The pupils have an opportunity to develop inter-personal and study skills and self-discipline. Pupils are encouraged to discuss issues relating to healthy living, relationships and sexuality, citizenship and employability and to think about the consequences of choices made and actions taken.





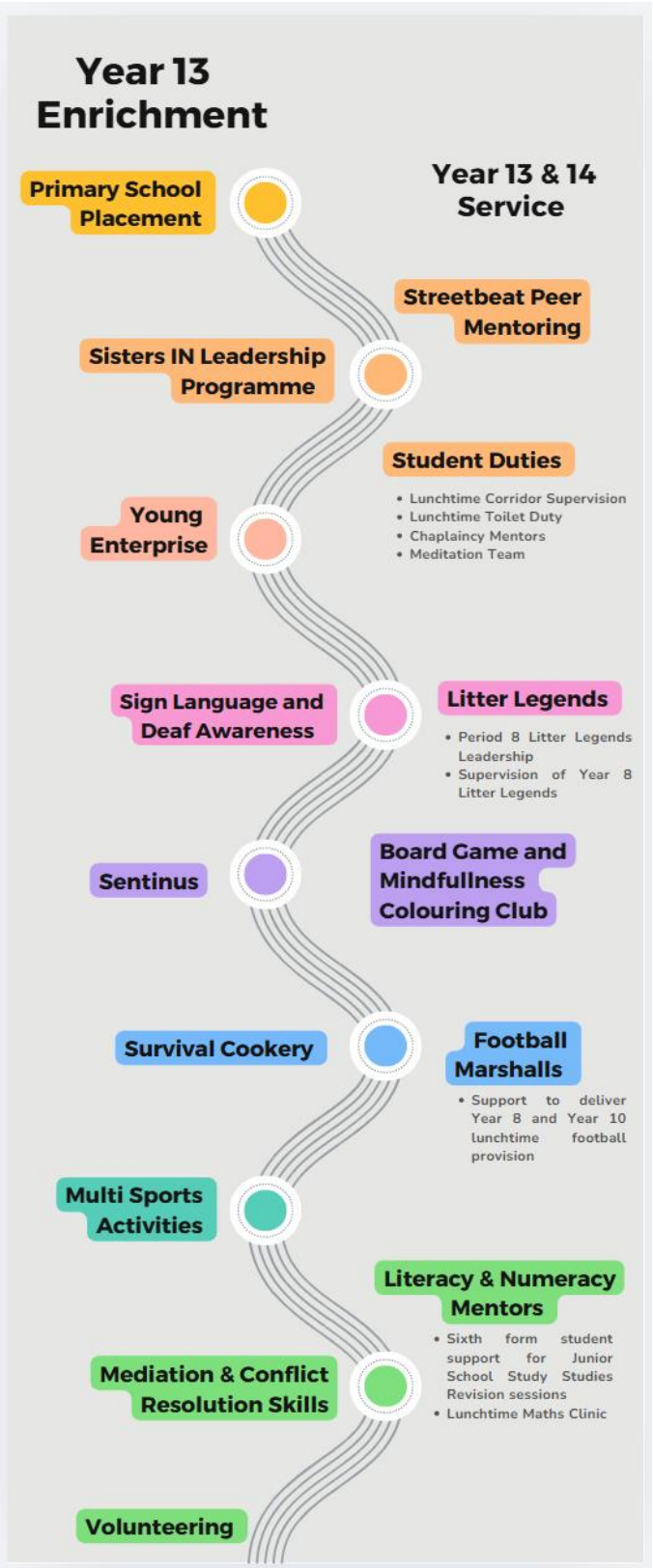

Year 10 Preventative Curriculum
Student Induction
• Induction Day
• Class Contract
• Student Expectations
• Who Looks After Me at LCB
• Key Skill: Self Awareness
Prizegiving Event
1. Substance Abuse: Drugs
• What Do We Know About Cannabis?
• Types of Drug Use and Media Influence
• Making My Mind Up on Illegal Drugs
• Risk/Protective Factors
• Cannabis/Dealing with Stress
• Key Skill: Self Awareness and Health Awareness
Harvest Assembly
Anti - Bullying Week
Young Enterprise Earn To Learn Workshop
2. Study Skills
• After School Revision Study Sessions
• Revision Booklet
• Key Skill: Self Awareness
3. Relationship & Sexuality Education
• Consent in Relationships
• What Does Consent Mean and Why is it Important in a Healthy Relationship?
• Stereotypical Behaviour - The Impact on Consent
• Abortion & the Law
• Contraception and Conception
• Being a Parent
• Key Skills: Personal Health and Relationships
CaraFriend Workshop
Rembrance Assembly
Winter Wellbeing Session
4. Christmas Celebrations
• Christmas Hampers Appeal
• Staff Concert
• Christmas Jumper Day
Christmas Assembly
Recognise and Reward Shop
5. Careers Programme
• Every Other Tuesday Period 1, Careers Period with Careers Team
• September - February
• Key Skills: Self Awareness
Achievement Assembly
6. Decider Programme
• What does Good Health and Wellbeing Look Like?
• What Affects My Wellbeing?
• What Happens When You Feel the Fizz?
• Life Skills Strategies
• Using Life Skills
• Importance of Listening - Values and Respect
• Key Skills: Self Awareness, Personal Health and Relationships
Integrated Education Month
7. Community of Lifesavers Programme - Part 2 workshop
• Suspected Heart Attack
• Cardiac Arrest - Part 1 - CPR
• Cardiac Arrest - Part 2 - CPR & AED
• Key Skills: Personal Health
Summer Wellbeing Session
Summer Assembly
End of Year Staff Concert


Year 11 Preventative Curriculum
Induction
• Induction Day
• Class Contract
• Student Expectations
• Who Looks After Me at LCB
• Key Skill: Self Awareness
Prizegiving Event
1. Substance Misuse
• Risk Taking Behaviours: Alcohol and Drugs
• Key Skill: Self Awareness and Personal Health
Harvest Assembly
Remembrance Assembly
Year 10 Restorative Practice Ambassadors
Anti - Bullying Week
2. Study Skills
• Revision Tips
• Subject Revision Study Sessions
• Revision Booklet
• Key Skill: Self Awareness
Remembrance Assembly
Bounce Programme
• Understanding the Process of Making Informed Decisions
• Consent in the Context of Relationships
• Societal Values and Attitudes
• Young People Support Networks
• Healthy Reproductive Health: Pregnancy, Contraception, STIs and Safer Sex
• Sexual Orientation: Homophobia
• Misogyny and Cohesive Relationships
• Key Skill: Personal Health, Self Awareness and Relationships
3. Bounce Programme
Youth Justice Agency Alcohol Awareness
Winter Wellbeing Session
4. Christmas Celebrations
• Christmas Hampers Appeal
• Staff Concert
• Christmas Jumper Day
Prisoner to Peace Programme
• Introduction/Recap to Key Terms in Irish History
• What Do We Mean by 'Political Ex-Prisoners'?
• Why Did People Get Involved?
• Reflecting on the Experience (Of Prison)
• Imaging the Prison Experience
• Reality of the Prison Experience
• Impact of Prison Experience
• Positive Roles of Political Ex-Prisoners
• Reflecting on the Roles of Political Ex-Prisoners
• How Can I Play a Positive Role in My Community
• Key Skills: Self Awareness and Personal Health
Christmas Assembly
5. Prisoner To Peace Programme
Achievement Assembly
Integrated Education Month
6. GCSE Modules Study Leave
7. Work Experience Programme
• Work Experience Preparation
• Work Experience
• Work Experience Write Up
• Key Skills: Self Awareness
Summer Assembly
End of Year Staff Concert


Year 12 Preventative Curriculum
Induction
• Induction Day
• Class Contract
• Student Expectations
• Who Looks After Me at LCB
• Key Skill: Self Awareness
Prizegiving Event
Harvest Assembly
Bloom Mental Health Programme
• What is Resilience?
• Exam Stress
• Making Decisions About the Future
• Managing Studies
• Social Pressures
• Friendships
• Key Skill: Personal Health and Self Awareness
3. Bloom Mental Health Programme
Anti - Bullying Week
2. Learning Teams
• Revision Tips
• Steps to Deal with Exam Stress
• Subject Revision Study Sessions
• Revision Booklet
• Key Skill: Self Awareness
Rembrance Assembly
Baby Borrowers Programme
• Baby Borrowers Experience
• Positive Relationships
• Assertive Communication
• Reality of Parenting
• What Makes a Good Parent?
• Parenthood: Health and Safety Considerations
• Carl & Kayleigh Story: Pregnancy Scare, Choices and Prejudices
• Key Skill: Relationships, Self Awareness and Personal Health
1. Baby Borrowers
Winter Wellbeing Session
4. Christmas Celebrations
• Christmas Hampers Appeal
• Staff Concert
• Christmas Jumper Day
5.Young Enterprise Personal Economics Workshop
• Enhancing knowledge of making, spending and saving money.
• Learning how to interpret payslips and bank statements and understand methods of payment.
• Budgeting, credit, debt and financial planning.
• Key Skills: Self Awareness and Personal Health
Christmas Assembly
Achievement Assembly
Drugs Awareness: Jackie Burke Talk
Integrated Education Month
6. Leavers Week
• Year 12 Year Book
• Leaver' Celebration Event
• Leavers' Assembly
7. GCSE Study Leave
GCSE Results Day


Year 13 Preventative Curriculum
Induction
• Induction Session
• Familiarisation Day for External Candidates
Prize Giving Event
1. Being a Resilient Student
• Induction Day
• Class Contract
• Student Expectations
• Passport to Lagan Booklet
• Key Skill: Self Awareness
Harvest Assembly
2. Personal Safety in Relationships
• Study Skills module
• Revision Study Sessions
• Revision Booklet
• Key Skill: Self Awareness
Remembrance Assembly
3. Alcohol Misuse & Personal Social Consequences
• PSNI Workshops
• E-Safety Modules
• E-Safety Assembly and Noticeboards
Anti-Bullying Week
Consent Workshop
4. Christmas Celebrations
• Help the Homeless - Hygiene Packs
• Christmas Hampers Appeal
• Staff Concert
• Christmas Jumper Day
Christmas Assembly
5. Peer Mentoring Programme
• Programme delivered to Year 8 by Year 13 Peer Mentors
• Module focus on Mental Health
• Key Skills: Self Awareness and Personal Health
New Driver - Driving Safety (External Provider)
Student Finance and Money Matters - BoI (External Provider)
6. Preparing to Drive
• Key Skills: Personal Health, Relationships and Sexuality Education
Integrated Education Month
Odd Balls Foundation Testicular Cancer Awareness & CoppaFeel Breast Cancer (External Provider)
7. Sexual Health
• Contraception and Choices
• Safe Sexual Health
• Sexually Transmitted Infections
• Key Skills: Personal Health
8. Managing Study/ Exam Stress
Corrymeela Leadership Residential for Senior Prefects
Summer Assembly
End of Year Staff Concert


Year 14 Preventative Curriculum
Induction
• Induction Session
• Prefect Teambuilding Day
Prize Giving Event
1. Substance Misuse
• Class Contract
• Student Expectations
• Passport to Lagan Booklet
• Key Skill: Self Awareness
Harvest Assembly
2. Budgeting & Money Matters
• Study Skills module
• Revision Study Sessions
• Revision Booklet
• Key Skill: Self Awareness
Remembrance Assembly
Annual Student Leadership Lunch @ Slemish IC
3. E-Gaming and Gambling
• Pros and Cons of particating in E-Gaming
• Risk taking behaviours - Gambling
• Addictive Behaviours
Anti-Bullying Week
Life Beyond Lagan (LCB Alumini)
4. Christmas Celebrations
• Help the Homeless - Hygiene Packs
• Christmas Hampers Appeal
• Staff Concert
• Christmas Jumper Day
Christmas Assembly
5. Prioritising Mental Health
• Programme delivered to Year 8 by Year 13 Peer Mentors
• Module focus on Mental Health
• Key Skills: Self Awareness and Personal Health
Road Safety (PSNI)
6. Suicide Prevention
• Key Skills: Personal Health, Relationships and Sexuality Education
Student Formal
Integrated Education Month
7. Preparing for Independent Living
• Contraception and Choices
• Safe Sexual Health
• Sexually Transmitted Infections
• Key Skills: Personal Health
8. Leavers' Week
• Year Book
• Wellbeing Walk
• Colour Run Event
• Leaver Celebration Evening
• BBQ/Quiz/ Fancy Dress
• Photo Booth/Shirt Signing
A-Level Results Day


Year 13 Enrichment
Year 13 & 14 Service
Primary School Placement
Streetbeat Peer Mentoring
Sisters IN Leadership Programme
Student Duties
• Lunchtime Corridor Supervision
• Lunchtime Toilet Duty
• Chaplaincy Mentors
• Meditation Team
Young Enterprise
Sign Language and Deaf Awareness
Litter Legends
• Period 8 Litter Legends Leadership
• Supervision of Year 8 Litter Legends
Sentinus
Board Game and Mindfullness Colouring Club
Survival Cookery
Football Marshalls
• Support to deliver Year 8 and Year 10 lunchtime football provision
Multi Sports Activities
Literacy & Numeracy Mentors
• Sixth form student support for Junior School Study Studies Revision sessions
• Lunchtime Maths Clinic
Mediation & Conflict Resolution Skills
Volunteering

Careers Education, Information, Advice and Guidance (CEIAG)

Careers education is an integral part of the learning experiences of all pupils. A programme is delivered through employability and is embedded as a cross-curricular theme within other subjects. Towards the end of each Key Stage (Years 10, 12 and 14) there is a focus on Careers Education, Information, Advice & Guidance as vital and important decisions are made which will affect the futures of the pupils concerned. Information relating to the subjects on offer at GCSE is available for pupils and parents and representatives from the Careers Service attend the Year 10 Parents' afternoon.

Similarly, in Year 12, information relating to the subjects on offer at AS and A2 level is available for pupils and parents. Representatives from the Careers Service attend the Year 12 Parents' afternoon. In addition, all pupils in Year 12 have an individual interview with a member of the Careers Service, arranged by the Head of Careers.

In Year 13 pupils have Careers classes and, after Christmas, all pupils are offered an interview with a member of the Careers Staff within school to assist with choices in relation to further education or employment. Pupils in Year 13 are afforded the opportunity to have an interview with an experienced panel related to the area in which the pupils wish to pursue their careers.

All pupils in Year 14 are assigned a member of staff to act as a mentor for the UCAS procedure. This person will write a reference for the pupil and check the pupil's personal statement, ensuring they have made realistic choices based on their potential.

Student Council

Each tutor group are encouraged to nominate a member of the class to stand for election for the Student Council. Those elected will form a committee to liaise between the tutor groups and the council members to ensure that all pupils have a voice on the council. The Student Council meets monthly and provides the opportunity for pupils to have an input into the management of the school by:

- allowing pupils to become involved in the decision-making processes of the school
- having the opportunity to contribute to school improvement through the discussion of issues that are important to them
- encouraging the flow of ideas and opinions and promoting communication between the Principal, and the pupils representing different year groups.

Extracurricular activities

All pupils are encouraged to develop and pursue their interests through a wide- ranging programme of Extracurricular activities. These activities afford pupils the opportunities for personal and social development, acquiring and refining skills, facing and overcoming challenges and co-operating with others, whilst engaging in an enjoyable activity. These voluntary activities take place before and after school, during lunch time and at weekends. Individual music tuition with peripatetic staff takes place during the school day, with pupils missing lessons on a rotational basis to minimise the impact on their learning. All tutors are Access NI checked and have undergone Safeguarding training in school.

All pupils are strongly advised to engage in the programme on offer, using their energies, talents, skills and enthusiasm in a constructive manner which will give rise to a sense of belonging to the school and, in many cases, represent the school positively within the community.

School trips afford pupils the opportunity to travel, make new friends, experience new cultures and there are many on offer from year to year.

All activities and trips are organised and supervised by school staff on a voluntary basis and pupils are expected to show courtesy and respect at all times. All pupils are expected to be courteous and respectful to all other members of the school community and the wider community with whom they come in contact.

Anti -Bullying – (Reference LCB Addressing Bullying in Schools Policy)
Bullying is the wilful, conscious desire to physically or emotionally hurt another person or to put another person under stress. It is characterised by the abuse of power by one person over another. Bullying in all its forms is contrary to the ethos of Lagan College. Bullying is about exclusion, dominance and harm and the College's ethos is based on inclusion, equality and kindness.

Any form of bullying is unacceptable and will not be tolerated. Pupils who perceive any activity to be bullying, either towards themselves or another pupil, are encouraged to report this activity to a member of staff.

Within the College's Student Learning Planner advice is offered to children who are anxious or worried. The advice is to talk to a member of staff. Students are regularly reminded to report bullying to class teachers, Form Tutors, Year Heads, Heads of School or the Pastoral Care Assistant. Anti-bullying posters are on display around the College. Counselling is also offered as well as useful websites such as ChildLine and the Samaritans. Additionally, Concern Boxes are situated outside the Chaplaincy, Head of School offices and Medical room, where pupils can place a concern that will be followed up by the Pastoral Team.

The College marks Anti Bullying Week every November with whole school assemblies, and typical themes are cyber bullying, homophobia and racism. The message is always clear, that bullying is not tolerated and must be reported.

For further information – Reference: Lagan College Addressing Bullying in Schools Policy

Health Promotion
A healthy lifestyle is promoted throughout the school and at all times during the year. Pupils are encouraged to eat healthily in the Dining Hall. Students are asked to refrain from bringing products which contain nuts into school. This is to minimise the risk to those with severe nut allergies. Pupils are also encouraged to actively participate in PE and Games lessons, to walk to school, where possible, and to exercise at lunch time. Pupils are encouraged to drink water, as fizzy drinks are not permitted, to keep hydrated.

Review and Evaluation
This Policy will be reviewed and evaluated biennial by members of the Pastoral Senior Leadership Team.