



Belmont House School aims to:

- Encourage all pupils to reach their full potential and to strive for personal excellence.
- Provide a flexible educational experience which meets the needs of individuals in a welcoming, safe and supportive community.
- Promote awareness of others, understanding and mutual respect.
- Maintain collaborative partnerships within the school and the wider community.
- Nurture a sense of responsibility for local, national and global environments.

Core Values

The seven Core Values of the School are as follows:

- **Commitment**
 - Pupils and staff show a commitment to being prepared for school and to achieve their full potential.
 - Pupils show a commitment to their classwork and homework.
 - Pupils, parents and staff show a commitment to the life of the School and the wider School community.
 - Pupils, parents and staff show a commitment to others.
- **Cooperation**
 - Pupils should co-operate with one another during class and extra-curricular activities.
 - Pupils, parents and staff show a willingness to co-operate with one another.
 - Pupils should co-operate with staff to ensure very good behaviour in classes, the school building and the playground.
 - Pupils, parents and staff should co-operate to ensure all pupils achieve their full potential.
- **Identity**
 - Pupils, parents and staff are proud of their school and respect school property.
 - Pupils, parents and staff show courtesy to others.
 - Pupils and staff show self awareness and are confident, individual thinkers.
 - Parents, pupils and staff promote the corporate image of the School.
- **Individuality**

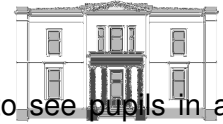


- The School promotes pupil and staff self-esteem, self-worth and talent.
 - Each pupil is nurtured and personal growth and development is encouraged.
 - Belmont House School ensures that different cultures are celebrated, as appropriate.
 - The tutor system and small class sizes ensure that each pupil is given personal attention and their individual needs are met.
- **Reliability**
 - Pupils, parents and staff keep their word and always try to do their best.
 - Pupils, parents and staff are honest in what they think, do and say.
 - Pupils, parents and staff always act fairly and consistently.
 - Pupils and staff are always on time for school and arrive punctually at classes.
- **Respect**
 - Pupils, parents and staff follow school rules, beliefs and values and respect School property and equipment and the possessions of others.
 - Pupils, parents and staff listen and respect the points of view and feelings of others.
 - Pupils, parents and staff respect the local community and environment, within and outwith the school.
 - Parents, pupils and staff express their views via pupil councils, PSE classes, PTA and the Board of Governors.
- **Responsibility**
 - Pupils are responsible for their own learning.
 - Pupils and staff are responsible for their own appearance.
 - Pupils, parents and staff have a responsibility to contribute to the life of the School and the environment.
 - Pupils, parents and staff are responsible for their own actions.

The Belmont House Structure

All teachers in Schools should regard guidance as an essential part of their duties. This is particularly true in Belmont House School where we pride ourselves on the personal and individual educational experience we offer.

The small size of the School and the small class size should ensure that all pupils are well known to the staff. A great deal of positive guidance will come from this source.



Belmont House School Pastoral Care Policy [Senior School]

Staff are expected to play a part in extra-curricular activities, which enables them to see pupils in a different environment.

All Staff are involved in duties that play a part in maintaining a positive School ethos.

The Tutor and House System

The main aim of the House System is to promote social, leisure and recreational pursuits throughout the School.

Each House contains a number of Tutors. All pupils are allocated a House and pupils from Transitus – S5 are also allocated to a Tutor. Wherever possible these pupils will stay with their Tutor throughout their Senior School career. Siblings are allocated to the same Tutor group. By keeping pupils with a Tutor it is hoped that the relationship between School, parent and pupil will become well honed and prepare the pupil for future life. This “Golden Triangle” is integral to the aims and ethos of the School.

Parents are encouraged to use the Tutor as their first point of contact at the School. If the problem tutors are asked to use their professional judgment and liaise with the Vice-Principal (Director of Studies and Pastoral Care) as appropriate. If there is problem is of an academic nature Tutors are encouraged to liaise with the appropriate Principal Teacher and the Senior Vice-Principal.

S6 are grouped together under the direction of the Vice-Principal (Director of Studies and Pastoral Care). This ensures that the pupils have “hybrid year” between School and Tertiary education. Pupils are asked to attend classes as appropriate but are permitted to leave School during the day when they have no classes. As part of collective responsibility all S6 pupils undertake a National Qualifications course in Community Involvement.

Role of the Tutor

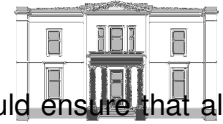
The role of the Tutor is paramount to the ethos of the School. The Tutor role is a promoted position within the School which is reviewed on an annual basis by the Principal. The Vice-Principal (Director of Studies and Pastoral Care) has responsibility for ensuring that appropriate Quality Assurance procedures are carried out and reviewed on an annual basis. Appointment of a Tutor is reviewed on an annual basis.

Tutors are asked to interview their pupils formally on a termly basis and set targets (academic, physical and social). Discussion of the formal interview is recorded electronically in the Shared Documents on the Tutor tab on the Intranet. Pupils are encouraged to speak to their Tutors at any time on an informal basis if problems arise. Tutors are also asked to assist the Senior Vice-Principal in ensuring that pupils are given appropriate advice for subject choice and careers guidance. Tutors are asked to liaise with the Head of Careers on this matter.

Value Added

The Tutor plays a major role in helping pupils to achieve targets set by individual departments. Tutors are asked to review both attainment and achievement with pupils as part of their interview process.

Registration and Attendance



Belmont House School
Pastoral Care Policy [Senior School]

Pupils report to the Tutor at 0850. This should be a formal time in which Tutors should ensure that all pupils are present. The completion of the register should not be done by proxy. The Daily Notices should be read out to the pupils at this time.

Tutors are expected to monitor attendance and latecoming. Tutors should register classes by using the electronic Pearson e1 system. Printouts of individual absences are available from the Office. Letters from parents are essential to explain absence. Tutors should follow up any extended absence by a phone call to parents. Punctuality is closely monitored. If absence is requested for an appointment the Tutor at morning registration, should receive written notification from parents. This information will be passed on to the Office Staff who will oversee signing in and out and pass information to relevant staff. Tutors should complete a green form for pupils (apart from S6) leaving School during the day.