



Pastoral Care Policy

Author:	Mary Hall, Vice Principal
Approval needed by:	LGB
Consultation required:	N/A
Adopted (date):	28 April 2021
Date of next review:	April 2022

RATIONALE

The policy outlines the structures the academy operates to ensure that all our students are supported in their personal development and engagement and that their welfare is of prime importance.

"Children with higher levels of emotional, behaviour, social and school well-being on average have high levels of academic achievement and are more engaged in school, both concurrently and in later years." *DfE, 2012*

We aim to offer well-targeted support for all students to enable them to make the best of the opportunities provided by the academy. We want our students to be known as self-assured individuals who have high levels of confidence in the academy's ability to advise and support them effectively.

The policy also includes details about how the academy works with families, children and a range of agencies to sustain the learning, development and well-being of individual students facing challenging circumstances.

PASTORAL CARE

Form Tutor

Students are attached to a form group on entry into Year 7, where they normally remain until the end of Year 11. Students register with their form tutor each morning for 20 minutes prior to their first lesson.

The role of Form Tutor is to oversee student's personal development, behaviour, welfare and progress on a daily basis. The Form Tutor is the first point of contact for parents/carers.

Progress Leader

Each year group is overseen by a Progress Leader who has overall responsibility for the year.

The role of the Progress Leader is to intervene with students in terms of progress, behaviour and welfare and initiate Early Help support.

Leadership Team Links

The Progress Leader for each year will be supported by a member of the Leadership Team.

Vice Principal

There are two Vice Principals, one of whom has overall responsibility for the management of inclusion and achievement within the academy. However, each Vice Principal takes oversight of either Key Stage 3 or Key Stage 4/5.

The Vice Principals have overall responsibility for ensuring that the students in each Key Stage are supported in their personal development, behaviour and that their welfare is secure. The Vice Principals must ensure that all avenues are explored to support vulnerable students in securing effective outcomes.

Designated Safeguarding Lead

- Develops and reviews policy on child protection.
- Reports to Governors.
- Plans, implements and reviews procedures for reporting suspected safeguarding concerns.
- Takes appropriate action on all concerns.
- Liaises with outside agencies.

- Provides training, guidance and support for all teaching and non-teaching staff.
- Speaks to students about safeguarding themes every term.

STUDENT SUPPORT CENTRE

“Achievement is not what people expect or think of you, it’s about having a dream or a goal and achieving it despite setbacks and adversity.”

Aims

- Remove barriers to learning.
- Minimise disruption to teaching and learning.
- Reduce exclusions.
- Improve attendance.
- Re-engage students.
- Improve social skills.
- Support individuals.

Principles

- Provide a positive environment to deliver personalised learning.
- Work with small groups.
- Subject teachers retain responsibility for progress and assessment.
- Timescale dependent on individual needs.
- Holistic approach to education and learning.
- Multi-agency approach.
- Uninterrupted focus on achievement wherever possible.
- Personalised plans developed to meet needs of the individual.

Process

- Lunchtime provision for drop-in group.
- Support with induction.
- Enhanced Transition offered for individuals from partner primary schools/academies.
- Positive Support sessions for vulnerable students and CIC.
- Breakfast club.
- Form time support.
- After school clubs.
- Signposting to counselling sessions.
- Arrange and attend all relevant meetings.
- Liaise closely with parents/carers.
- Personalised packages of education.
- Continuing professional development on training days.
- Peer mediation.
- Liaise with the intervention team, Head of Family Services and SENDCo.

Procedure

- Referrals from Progress Leaders, Heads of Faculty, Head of Family Services or Leadership Team with objectives and targets.
- Letter sent home stating length of referral.
- Work requests sent upon referral.
- Weekly progress meetings with Progress Leader, SENDCo and Attendance Officer to address any issues.
- Internal and external support as required.
- Effective communication with all parties involved in a referral.
- Required measures put in place to aid a positive re-integration.
- Set targets and achievable goals for time in Student Support Centre.
- Holistic focus on education of each individual.

- Encourage responsibility for own actions and learning, including the student being proactive.
- Appointments planned to minimise disruption in lessons.
- Personalised timetables offered when required.
- Links with Head of Family Services and intervention team.
- Bespoke packages of alternative provision and liaison with external providers.

Entry criteria

- **At risk of permanent exclusion.**
- **At risk of fixed term exclusion.**
- Emotional difficulties causing disruption to teaching and learning in lessons.
- In need of pastoral support.
- School/Academy refusers.
- Poor attenders.
- Transferred from other schools/academies and need support.
- Undergoing difficult personal circumstances, affecting progress.
- Having difficulty socialising.
- Disaffected and lacking in aspiration/motivation.

Monitoring and evaluation

- Student Support Workers/Progress Leaders will be involved where necessary when issues arise.
- Student Support Centre staff to attend termly Family Services meetings.
- Student Support Centre staff continually review and streamline existing systems.

FAMILY SERVICES TEAM

The Family Services Team is an academy-based service whose primary function is to support young people and families access their education. The Family Services Team facilitate essential programmes and processes that involve, educate, encourage and promote social and educational interaction.

The Family Services Team is trained to recognise the social needs of families and students to assist in encompassing these needs and ensuring that necessary support both internally and externally are established and utilised.

The support is many faceted and the strength of the Family Services Team is its links and specialist extended knowledge of multi agency involvement.

On a daily basis the Family Services Team manages the most challenging students and families, to carry out the identified support package that will allow the students to continue with a mostly mainstream education setting.

Internal processes	Student leadership	Family support	Multi-Agency links	External processes
		↑		
	Peer counselling	Student development & well-being	TAF	
		↑		
	Anti-bullying promotion	Family Services Team	CIC	
		↓		
	Activities & workshops on self-esteem, reflective behaviour, anger management	Behaviour & attendance	Alternative Education	
		↓		
	Student Support Centre			
		Student engagement		

PEER COUNSELLING/STUDENT LEADERSHIP

Through the delivery of student leadership training the academy is able to embrace the opportunity to develop the skills of students who are willing to support others. In this process, student leaders are trained in exploring all aspects of peer support.

This encompasses the skills needed to support a fellow student, the ethical issues to ensure confidentiality, practical matters involved with the set up of a peer support programme and being able to sustain the appropriate support. This programme has proved to be beneficial to both the counsellor's personal development and the recipient's empowerment to manage problematic life events.

The peer counselling programme compliments the robust anti-bullying approach used within the academy, by allowing students whose confidence has been affected to share and plan solutions to their personal issues (refer to the Anti-Bullying Policy).

External Agencies

The members of Family Services Team also work with a wide range of external agencies to further support learners and their families.

INTERVENTION TEAM

As well as an internal personal mentoring programme, the academy runs intervention for students in Key Stage 3 and 4. This is overseen by a Key Stage 3 and Key Stage 4 Data Support. Intervention staff are used to provide intervention support English and Mathematics and where students have been identified as falling below target across Key Stage 3, in both these areas. This process also occurs in Key Stage 4 to help students achieve their target grades, for English and Mathematics. Intervention is targeted at specific students following careful analysis of progress data and target grades.

INVOLVING PARENTS AND CARERS

The academy works hard to involve parents and carers in contributing to decision making about whole-school matters, with regular Parents'/Carers' Evenings, an annual Options Evening, Parents'/Carers' Information Evening and the opportunity to contribute via PTFA meetings. Text messaging, emailing and telephone contact are also used.

The academy enables parents/carers to support and make decisions about their own children's learning, well-being and development through regular assessment cycle reporting and annual

reviews for SEND students. Parents/carers have access to a range of details via MILK VLE. The academy communicates with parents/carers through the academy planner, the academy website, a regular newsletter, letters from the Principal and through provision offered by the Family Services Team.

REWARDS

RATIONALE

The reward system will be applied consistently across Years 7-13, ensuring that all students have their efforts and achievements recognised.

Reward opportunities will be regularly given.