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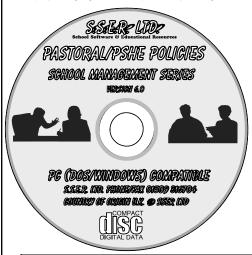COUNTRY OF ORIGIN U.K. © SSER LTD
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_____ SCHOOL - PASTORAL CARE
AIMS AND OBJECTIVES.

SECTION 1. PREFACE
These aims are consistent with, and so reinforce, the ethos and general aims of the School. The separation of the pastoral and curricular aspects of a teacher's function or the School Curriculum is only for the benefit of analysis and exposition. If the separation is more real the pastoral system can be reduced to an inferior welfare system that responds to the inadequacies of pupils and/or their parents/guardians. The pastoral system does not merely support the academic curriculum but has its own educative purpose supported by its own detailed schemes of work. Personal, social, health, careers and religious education are all closely linked.

SECTION 2. AIMS
Collectively, the pastoral system works towards achieving the following aims:

1. To empower pupils with the basic skills, experiences, knowledge and attitudes that are required for work and leisure in a rapidly developing society. The pupils should be prepared to be active, confident and responsible members of society.

2. To enable pupils to become progressively responsible for their own:
   i. personal development;
   ii. social development;
   iii. health education;
   iv. academic education.

3. To produce an atmosphere in which all pupils are confident that they:
   i. are well known;
   ii. are safe;
   iii. are valued;
   iv. are respected;
   v. have their progress regularly checked and reported on.

4. To contribute towards the maintenance of good behaviour and an orderly atmosphere in the School which is condusive to achieving the aims and ethos of the School and more specifically to ensuring that pupils reach their true academic potential.

5. Offer sympathetic, confidential and effective guidance and counselling to the pupils as and when it is required.

6. To offer suitable pastoral training programmes for both newly qualified and experienced teachers and to actively involve all the teachers in the pastoral system.

7. To contribute towards strengthening the links between the parents and the School. This recognises that the education of a child is a shared task involving positive contributions from parents/guardians, pupils and teachers.

8. To contribute towards strengthening the links between the community and the School.

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THE MOST TIME EFFECTIVE WAY TO DEVELOP PASTORAL POLICIES!

_____ SCHOOL - PASTORAL CARE
TUTORING AND COMMUNICATION SKILLS

The purpose of this policy is to encourage tutors to recognise those skills that they already use (many of which are used in their general teaching role or personal lives), to identify new skills that need to be developed, and to consider the most appropriate use of such skills within their tutorial role. The list of skills (although comprehensive) cannot indicate the complexity of the interaction between a tutor and a pupil, and the list should be looked upon as being purely descriptive and not prescriptive. All of the tutoring skills are common to good teaching practice, however not all of the skills common to good general teaching are common to good tutoring. Many of these tutoring and communication skills can be equally well applied to good interview technique and are suitable to enhance the clarity of communication between parents and teachers, etc.

(i) Attention
This is perhaps the most fundamental set of skills in guidance and tutoring. By practising attentive skills the tutor can goes a long way towards making the pupil feel accepted and respected by the tutor.

(a) *Eye-contact*
The tutor looks at the pupil in a supportive way which indicates that the pupil has the tutor's full attention. The pupil may avert eye contact as he/she takes time to search for the right words or expression, but when he/she looks back to the tutor, there is nothing more disconcerting than to find the tutor's gaze is fixed on something else and not the pupil. Caution should be exercised with eye contact as in some cultures it is a sign of respect to avert one's gaze.

(b) *Posture*
A tutor indicates that the pupil is the centre of attention by:
   i. facing the pupil but at a slight angle which allows for the pupil to temporarily relax by averting eye contact;
   ii. sitting or standing in a relaxed way;
   iii. maintaining a posture that is open and relaxed and that does not use crossed arms and/or legs - which can signify less attention and involvement.

(c) *Head movements and facial expression*
A smile and a hand shake at the start of the meeting can help to create a relaxed friendly atmosphere. Facial expressions or head movements can convey attentiveness and assimilation of the pupil's statements without interrupting the pupil, e.g. nodding when relevant and at regular intervals indicates that the tutor recognises the importance of the occasion and is paying attention.

(d) *Suspending value judgements*
First impressions are difficult to adjust in the light of experience and knowledge. A tutor should try and avoid making value judgements on the appearance or reputation of the pupil. We are all 'innocent till proven guilty' and have a right to be heard and to defend ourselves!

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_____ SCHOOL - PASTORAL CARE
JOB DESCRIPTION - FORM TUTOR

Job Title: Form Tutor

Responsible to: Head of Year

SECTION 1 - GENERAL DUTIES
In addition to the role of subject teacher, a form tutor has the following duties:

Support, Guidance, Monitoring & Reporting
1. To consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. To monitor the social and academic progress of pupils, including the progress in PSHE lessons.
3. To use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
4. To support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.
5. To write the PSHE report and a summary comment on the overall progress of each member of the Tutor Group.

Rewards and Sanctions
1. To inform, reinforce and implement the 'Code of behaviour' and/or 'School Rules' and the 'Policy on Rewards and Sanctions'. Tutors have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the School.
2. To collate records of all rewards and incidents of inappropriate behaviour.
3. To check entries in Homework Diaries and to take action when necessary.
4. To check daily that correct uniform is worn and to take action when necessary.
5. To have a detailed knowledge of tutees and play a central role in the negotiations involved in forming a 'behaviour contract'.

Liaising with Others
1. To consider carefully issues of confidentiality when dealing with pupils, teachers and parents and outside agencies.
2. To inform colleagues and the Year Head promptly about social or behavioral issues or changes affecting pupils when appropriate. In particular behavioural difficulties which are common across a range of subject areas.
3. To consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
4. To contact parents if appropriate in consultation with the Head of Year.

Representing Pupils
1. To take action on behalf of pupils when appropriate.
2. To speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting.
3. To act as a 'referee' by writing a reference for the pupil to other individuals/institutions, e.g. new school/college or prospective employer.

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_____ SCHOOL - PASTORAL CARE
LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES

INTRODUCTION
Many agencies and support services are able to help identify and assess pupils' needs and to provide support for those pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals. The School has a named medical officer and a named school nurse within the local District Health Authority (DHA) to whom references are made in accordance with the SEN Staged Procedure for assessment. Before contacting an outside agency the relevant Year Head and the SEN co-ordinator should liaise in order to avoid duplication of effort, etc. Once a strategy for procuring support has been agreed all parties should be kept well informed of developments as is appropriate.

The Year Heads and the SEN co-ordinator are the School's in house experts on how best to access the LEA's support services. The LEA provides all schools with a booklet that details the range of services that are available and how they can be accessed.

The Year Heads and SEN Co-ordinator work with the following services which are provided by the LEA and the DHA:

i. Educational Psychology Service (pupils with SEN, e.g. autism, sensory impairment, severe emotional and behavioural difficulties);
ii. Child Guidance Services;
iii. Student Support Service (for pupils excluded or having attendance problems);
iv. Literacy Support Service;
v. Advice and Inspection Unit;
vi. Special Educational Needs Assessment Service;
vii. Careers and Guidance Service;
viii. Speech Therapy;
ix. Physiotherapy;
x. Occupational therapy;
xi. Advisers with an expertise in using I.T. to enhance the provision for SEN;
xii. Special Needs Teaching Team - staff specialising in supporting pupils with:
    • hearing impairment;
    • visual impairment;
    • autism;
    • general learning difficulties;
    • specific learning difficulties.
xiii. Community Education;
xiv. Access and Welfare (attendance, admissions and allocations, child employment, child protection , child abuse, exclusions, etc.);
xv. Residential Education and Outdoor Activities Service;
xvi. Multi-cultural support service;
xvii. Awards and Grants ,e.g. information and administration re: free school meals.

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_____ SCHOOL - PASTORAL CARE
STAFF I.N.S.E.T. POLICY.

SECTION 1 - GENERAL INTRODUCTION:
If tutorial work is to be taken seriously, then attention needs to be paid to the training and staff development needs of tutors and others involved in pastoral care. When designing and implementing a pastoral INSET. programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a self appraisal inventory. There are three groups of people that need to be involved.
(i) the tutors;
(ii) those involved in staff development and training;
(iii) those responsible for school management.

Five areas are particularly of concern in the design and implementation of the pastoral INSET. programme:
(1) Are tutors allowed to consider their role as described in the School handbook and relevant policies?
(2) Are tutors allowed to undergo and explore the experiences of the pupils?
(3) Are tutors allowed to explore their personal qualities and values?
N.B. This is a sensitive area and great care needs to be exercised. The different experiences of the tutors and the different demands made upon them will inevitably affect their style of tutoring.
(4) Are tutors allowed the chance to develop the required skills?
A useful approach to helping tutors develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating check-list - see policy on tutoring and communication skills.
(5) Are tutors given enough time and opportunities to prepare adequately for their role?

The Development Plan highlights our priorities for the year ahead, and in the medium and longer term. Integral in our planning must be professional development and creative use of our INSET. budget.
a) The School bids for and receives an INSET. quota from GEST. funding each year. Currently the INSET. bid is an integral part of the School's Development Plan.
b) The Headteacher is responsible for the detailed planning of INSET. The INSET. provision involves both teachers and non-teaching staff. An allocation of £ ___ has been made to the INSET. budget for '96 - '97.
c) INSET. time for teachers within the School may also be purchased with the money that accompanies trainee teachers. The allocation of these funds is mutually agreed between the ITT Co-tutor and the Headteacher. The Headteacher attempts to use all funds as effectively as possible - sometimes combining funds from two or more sources in order to have a considerable INSET. session.
d) Full details of INSET. provision are collated by the Headteacher and are securely kept in a folder. N.B. for a full list of INSET. undertaken in the last three years, by current members of staff see Appendix ___ .

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RECORDING AND REPORTING POLICY.

PREFACE:
'What is taught' and 'what is learnt' are rarely the same. Effective assessment, recording and reporting can reduce the margin between what is taught and what is learnt, and thereby increase pupil achievement.

SECTION 1 - MONITORING AND FOLLOW-UP PROCEDURES:
Several different systems are employed to monitor the effectiveness of this policy and the degree to which it is being implemented:
1. Form tutors regularly monitor their pupil's homework diaries. Amongst other things this can show:
   - the degree of parental involvement - they are asked to sign the diary every week.
   - organisational problems, e.g. a pupil may be given too many tests in the same week. A form tutor may be able to avoid repetition of this in the future by liaising with the subject teachers.
2. Spot checks are undertaken by each Head of Year to ascertain how well the various policies concerned with assessment/recording and reporting are being implemented.
3. Each department meeting has an agenda item concerned with 'pupils'. Those pupils causing concern as well as those who are excelling are discussed, and certain names and information will be passed onto the relevant form tutor and Head of Year on completed proforma sheets. Those pupils who are suspected of underachievement, including children of average or higher ability who are doing just enough to get by, are the focus of discussion. The form tutors will form an overall picture of individual pupils and will liaise with the Year Head as necessary.
4. Each pastoral meeting has an agenda item concerned with the 'scheme of work.' This allows tutors to share their successes and failures in teaching the course.
5. There are half termly meetings between Heads of Year and their nominated 'line manager' on the SMT - issues related to recording and reporting feature high on the list of items discussed.

SECTION 2 - REPORTING TO PARENTS:
N.B. See Appendix ___ for guidance notes for the completion of reports.

Statutory Requirements:
Schools must send parents at least one written report every school year and notify them as to the arrangements for discussion of those reports.
The required minimum of information to be reported includes:-
(i)   the pupil's progress in all National Curriculum subjects studied together with Religious Education. Details here must draw attention to strengths and particular achievements together with any weaknesses, possibly expressed as targets for development. The targets are often set after a constructive discussion between the teacher and the pupil has taken place.
(ii)   details of a pupil's general progress. This should be an overview of the pupil's academic progress; her/his behaviour; her/his contribution to the life of the school; and any special achievements during the year.
(iii)   a record of attendance.

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_____ SCHOOL - PASTORAL CARE
PUPILS WITH BEHAVIOURAL & EMOTIONAL DIFFICULTIES.

INTRODUCTION
The School's 'Policy for Rewards and Sanctions' in general, seeks to promote behaviour based on mutual respect between all members of the School community.

A lot of the support that is needed within the School is for pupils with emotional/behavioural difficulties - some of whom may or may not be statemented. Year Heads and SEN staff offer individual support to pupils who experience emotional/behavioural difficulties and to their teachers - sometimes within the classroom. N.B. Gifted pupils may experience social/emotional problems and need specialist support as well as their less academically gifted peers.

The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils - however it is inevitable that in certain cases the relationship will break down or never be forged. Emotional and behavioural difficulties take many forms, i.e.

- a pupil may become withdrawn and unable to make friends;
- a pupil may be unable to concentrate on classwork or homework;
- a pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School and pastoral team in particular believe in the importance of "negotiating". This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher-pupil relationship and greater self-motivation.

Close liaison with all concerned individuals and agencies, e.g. parents, form tutors, pastoral heads, E.W.O., Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.

HEALTH RELATED CAUSES OF EMOTIONAL/BEHAVIOURAL DIFFICULTIES
Many instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems such as hearing loss, visual impairment, depression, anorexia, or bulimia. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional/behavioural difficulties. This is often severe in the case of treatment for childhood cancers when treatment inevitably leads to prolonged periods away from mainstream school. In such instances there must be

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ANTI-BULLYING POLICY.

INTRODUCTION.
Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

WHY IS AN ANTI-BULLYING POLICY NECESSARY?
The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.
All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The School also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.
It is important therefore that the School has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

WHAT IS BULLYING?
Bullying can occur through several types of anti-social behaviour. It can be:-

a).   Physical.
A child can be physically punched, kicked, hit, spat at, etc.

b).   Verbal.
Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.

c).   Exclusion.
A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.

d).   Damage to property or theft.
Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?
Remember that your silence is the bully's greatest weapon!

a)   Tell yourself that you do not deserve to be bullied, and that it is WRONG!
b)   Be proud of who you are. It is good to be individual.
c)   Try not to show that you are upset. It is hard but a bully thrives on someone's fear.

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_____ SCHOOL - PASTORAL CARE
THE CODE OF BEHAVIOUR

Principles:
There are two related principles on which the 'Code of Behaviour' is based. The two principles are explored in more detail below:

1.   All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.

This means:
a)   **show respect for others by working sensibly in lessons and do not disrupt the learning of others, e.g.**
   - When your teacher talks to the whole class you must be quiet and pay attention.
   - Put up your hand to answer questions. Do not call out.
   - Do not distract or annoy others in the lesson.
   - Bring the right equipment to lessons - books, folders, pens, pencils, ruler, coloured pencils and homework diary, etc.
   - Do not chew, eat or drink during a lesson.
   - Go to the toilet during breaks rather than during the lesson.
   - Only 'pack away' when your teacher tells you.
   - Make sure the area where you have worked is clean and tidy before you leave the room.
   - Do not leave the lesson at any time without the teacher's permission.
b)   **show consideration for others by moving around the building quietly and carefully, e.g.**
   - Walk on the right-hand side of the corridor.
   - Do not carry bags on your shoulders as you may accidentally hurt people or damage walls, etc.
   - At break leave your bag in the cloakroom or lockers and go outside.
   - Do not run or push others.
   - Open/hold open doors for other people.
c)   **all members of the school community should treat each other with respect and consideration, e.g.**
   - At lunchtime follow the sittings rota unless you have a priority pass.
   - Clear your table. Do not leave a mess for others to clear up.
   - Eat in the dining hall not in classrooms or outside because of the litter this leaves behind.
   - Do not bring chewing gum to school.
   - Do as you are asked whether it be by a teacher or lunchtime supervisor. Be polite if you wish to express your opinion.
d)   **do not say or do anything that encourages bullying, e.g.**
   - Do not punch, kick, hit, spit, etc. at anyone.
   - Do not join in any 'name calling'.
   - Do not exclude others from your discussions/activities.

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_____ SCHOOL - PSHE DEPT.
CROSS-CURRICULAR THEMES - CITIZENSHIP

SECTION 3 - PSHE & Citizenship - Modes Of Delivery
The PSHE staff and curriculum contribute to the development of Citizenship by several different but mutually supportive means, i.e.

1. **Timetabled PSHE and Citizenship lessons.**
As well as addressing the issues raised by the concept of citizenship we have introduced appropriate lessons at different phases of the school, e.g. at the beginning of Yr 7 pupils work in groups to devise board games - this can convey the need for rules. Eventually each class will produce its own ground rules for successful progress and learning.

Issues that are dealt with in PSHE are many and wide ranging, e.g.

i. Justice, forgiveness and human rights:
   - why humans have right;
   - how we should deal with criminals particularly those that may have hurt others;
   - those who have promoted human rights, e.g. Martin Luther King, Gandhi, the Quakers;
   - consider the consequences of law-breaking for themselves and others in the community.
   - learn about the laws that affect them and understand the reasons for them, e.g. the laws relating to child employment.
ii. Religion, government and politics:
   - the concept and origin of authority, e.g. sacred text, custom and practice;
   - discrimination in society;
   - the right to vote, e.g. exploring issues of conscience and freedom;
   - the significance of the religious background in present-day conflicts, e.g. the conflicts in Ireland, Israel;
   - the effects of conflict past and present on the World.
   - what happens in society when people do not speak out on an issue?
iii. The environment and related issues such as:
   - pollution and its effects;
   - religious teachings and responses to nature, e.g. Assisi declarations;
   - biodiversity, interdependence and the notion of Earth stewardship.
iv. The Family unit - what is it and what is its significance?
v. The environment, pollution and sustainable development:
vi. Scientific & Technological Advances, e.g. cloning, the Human Genome project, infertility treatment, genetic engineering, GM food.
vii. Personal and community health, e.g. mobile phones, drugs, BSE, Foot and Mouth, the physical and emotional changes that take place during adolescence.
viii. The work and financing of public services and the medical/science research councils.
ix. The role of the media in dealing with any of the above issues especially noting reference to extremism/fanaticism, the reporting of religious events or figures.

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