

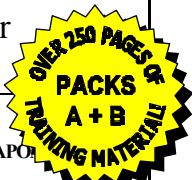


PASTORAL TRAINING: TRAINING ACTIVITIES & REFERENCE MATERIAL FOR:

SSER LTD. MANAGEMENT
INFORMATION IS ALREADY
USED IN OVER 98%
OF ALL INDEPENDENT
AND LEA SECONDARY
SCHOOLS IN THE U.K.


- **CASE STUDIES - EVERYDAY SITUATIONS FOR TUTORS;**
- **INCIDENTS - SITUATIONS ENCOUNTERED BY PASTORAL MANAGERS;**
- **PARENTS' EVENINGS - DEALING WITH TYPICAL DIFFICULT SITUATIONS;**
- **THE ROLE OF THE TUTOR - YEAR SPECIFIC ROLES ARE ALSO ANALYSED;**
- **DAILY DECISIONS - MANAGING THE WORKLOAD & STRESS MANAGEMENT;**
- **PLANNING ASSEMBLIES - SELECTING MUSIC, DELIVERY, SMSC CONTENT;**
- **PSHE LESSON PLANNING - IDENTIFYING LINKS WITH CITIZENSHIP, SMSC.**

Aimed to enhance the training of Form Tutors and Pastoral Managers (e.g. Year Heads). This outstanding collection of activities (Pack A) and reference documentation (Pack B) will allow you to share best practice and to greatly enhance your training and documentation. Training staff to be effective members of the pastoral system is demanding on finance and limited INSET time - we can save you that time and offer a cost effective system! Both Packs are now available exclusively on CD ROM. The CD ROM provides all the software you need to view and print multiple copies or duplication masters of the activities and reference material - it even has an interactive index that takes you straight to the relevant section (see back page for further details). All master documentation on the CD ROM is also provided in Word For Windows 2000 format.



Pastoral INSET - SECTION C - Incidents

Incident 12 Leroy Brown



Following a letter home from you to his parents (Father a doctor, Mother a teacher), regarding lack of effort and disruptive behaviour in a number of top sets, Leroy's mother phones you and suggests that the problem could be caused by the fact that Leroy is a gifted child who is not being academically stretched.

What signs would support or reject this suggestion?

What will you do?

Lift the flap to reveal further information

If it is later proven that Leroy is a very gifted child, what special arrangements (IEP) would you make in your school?

- INCIDENTS & CASE STUDIES (PACK A)**
- Parental rights of access & divorce;
 - Trespass and illegal weapons;
 - Bullying and racism;
 - Learning difficulties;
 - Homework and ineffective learning;
 - Child Protection issues;
 - Detention;
 - Supporting bereaved pupils;
 - First Aid and dealing with accidents;
 - Teenage pregnancy;
 - Vandalism;
 - Smoking and drugs;
 - Truancy;
 - Poor attendance;
 - Holiday requests in term time;
 - Liaising with parents;
 - Confiscation & searching bags;
 - Gifted and Talented pupils;
 - Dealing with intruders;
 - Organizing a school trip.

PASTORAL I.N.S.E.T. - APPENDIX 21

SCHOOL SECURITY - TRESPASSERS & OFFENSIVE WEAPONS

Removing Trespassers:
Only certain people may remove from the School premises anyone whom they reasonably suspect is committing or has committed an offence under section 547 of the Education Act 1996. These are:

- a police constable;
- a person authorised by the LEA in this case it is the Head teacher or the acting deputy.

N.B. in a foundation, voluntary aided or foundation special school, the person can be authorised by the governors.

Offensive Weapons:
It is a criminal offence to carry an offensive weapon or knife onto school premises, including playing fields. Offensive weapons are defined as 'any article made or adapted for causing injury to the person, or intended by the person having it with him for such use by him or some other person. The Head teacher has ensured (via the INSET programme) that all staff are clear on how they should handle incidents involving offensive weapons. As a general rule, the police are called to deal with any incident believed to involve a weapon. However, in certain cases members of staff may decide that, in their professional judgement, the incident is innocent and that the matter may be dealt with internally. However, if there is any doubt, the police should be informed and given an assessment of the seriousness of the incident. Staff are aware that they are under no obligation to search pupils themselves, but that when a pupil agrees to co-operate, it might be appropriate to do so to prevent an incident. Where the pupil declines to co-operate, a search should always be undertaken by the police who are trained for such procedures. Staff are also aware that where a person suspected of carrying a weapon is not on the School role, or where an incident takes place outside the School premises, any search should always be conducted by the Police.

Confiscation of Weapons under the Criminal Justice Act 1988:
Certain authorised members of staff may take possession of a knife or other weapon brought to school by a pupil which contravenes the Criminal Justice Act 1988 even when the pupil does not wish to co-operate. A member of staff in possession of a confiscated weapon should secure it and either:

- arrange without delay to surrender it to the police;
- where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or guardian of the pupil from whom it was taken. However, some weapons are *per se* offensive (e.g. flick knives and knuckle dusters) and should in no circumstances be returned. In cases where weapons are returned, a written record is kept by the School.

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BROWSING, SELECTING & PRINTING THE ACTIVITIES IS EASY!

INSET & PROFESSIONAL DEVELOPMENT IN PASTORAL CARE PACK A – TRAINING ACTIVITIES



Pack A

Section A	Teacher Notes (General)	Page
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	Activity 7 - Daily decisions	5
	Activity 8 - Rewards & sanctions (matching situations to rewards)	
	Activity 9 - Role of the form tutor (tutor roles are analysed)	
Section B	Further Teacher Notes (including detailed outcomes)	
	Activity 4 - Case studies (everyday situations for a form tutor)	
	Activity 5 - Incidents (situations encountered by pastoral managers)	
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	Activity 7 - Daily decisions	
Section C	Training Exercise/Task Sheets	
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	Activity 4 - Case studies (everyday situations for a form tutor)	
	Activity 5 - Incidents (situations encountered by pastoral managers)	
	Activity 6 - Parents' evenings (dealing with typical situations)	
	Activity 7 - Daily decisions	
	Activity 8 - Rewards & sanctions (matching situations to rewards)	
	Activity 9 - Role of the form tutor (tutor roles are analysed)	

Pastoral INSET - SECTION C – Incidents

Incident 6

Julian Jones



Julian has been told by other pupils that Julian has drugs in his pencil case in school.

What will you say to Julian?

For more information

Click on the links to go to the relevant information and resources pages

What will you say to Julian?

Pastoral INSET - SECTION C - Assemblies Spiritual, Moral, Social And Cultural Development

Sayings

Match the sayings given in the table below to the following possible moral messages:

Greed	Charity
Sacrifice of others	Consideration for others
Kindness	Prejudice
Care for the environment	Effort and hard work
Violence solves nothing	Honesty

Saying

Moral message

The love of money is the root of all evil

If at first you don't succeed try, try again

It is better to give than receive

At the end of the day, it's not what you have in the bank that matters

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Pastoral INSET - Section B - No

Incident 10

What will you do?

Ask to see Peter's maths book and look at the marking that has like to check the books of some other pupils in the same class, about the marking of Peter's book and see if there is any reason marked.

Sample letter

Dear Mr and Mrs Smith,

Further to your letter dated _____, having looked at Peter's M records I must agree with you that his book has not been mark is clear that up until _____ Mrs. Duncan (Maths Teacher) ha line with school policy which states that pupils' books should I

I have spoken to Mrs. Duncan about this matter and she has in absent recently when the Maths books were collected in for m had not brought his maths book to school.

As to your comment about Peter's work being marked wrongl a number of mistakes in marking his work, but that does not m marking their work wrong. This is a widely used technique w to the pupils and can help them understand any mistakes they

If you wish to discuss this matter any further do not hesitate to

Yours sincerely,

TITLE

I acknowledge receipt of NA

Pastoral INSET - SECTION C

Measure a person by their character, not their appearance – Prompt sheet

Martin Luther King

Martin Luther King was born on 15 January 1929, he was the eldest son of Martin Luther King Senior and Alberta Williams King. He studied to become a Baptist minister and in 1954 he was appointed pastor of the Dexter Baptist Church in Montgomery Alabama.



Pastoral INSET - SECTION C – Incidents

Incident 1

Karen



During discussions with Karen regarding her truancy from school, Karen tells you took the afternoon off to go to the family doctor for the morning after pill. Karen by telling you that when she got to the surgery she was unable to go ahead and see Karen's parents are unaware of her truancy and of her concerns regarding the possibility of being pregnant.

Pastoral INSET - SECTION C - Incidents

Incident 13

Nazir Hussain

You are working in your classroom during lunchtime and three girls that you teach say that they have seen some Year 9 boys physically bullying a Year 7 boy in your year group called Nazir Hussain. The girls also report that racist comments were also being exchanged.



What do you say to the girls?

What should you do now?

Having believed the incident had been dealt with effectively you are surprised to hear that (three weeks later) the Headteacher has received a letter from Nazir's parents saying that the bullying and racist name calling has started again – but this time on the way to school and on the way home.

What will you do next?

What do you expect the Headteacher to do now?

Pastoral INSET - SECTION C - Parents' Evenings

Parents' Evening 7

Jennifer Jones

Jennifer is an awkward, argumentative girl who regularly disrupts your lessons and distracts other pupils. Her work is often unfinished and of a poor standard, she regularly hands her homework in late.

At Parents' Evening Jennifer's parents argue with the points you try to make, Jennifer herself keeps interrupting you and arguing with what you say. Both Jennifer and her parents start raising their voices at you.

What will you say to Jennifer and her parents?

What else will you do if the argumentative nature of this meeting continues?

Parents' Evening 8

Vincent Cheng

Vincent is making satisfactory progress in your middle set, but recently you have put him in detention for failing to produce two pieces of homework.

At Parents' Evening Vincent's parents claim that they always supervise Vincent doing his homework and are sure that he always does the homework that is set.



What will you say to Vincent and his parents?

What else could you do to ensure that this does not happen again in the future?

Parents' Evening 9

Mitchell Bee

Mitchell is a very pleasant boy who is making slow but steady progress in your middle set, he usually hands his homework in and completes most of his classwork on time. However, he does work with a group of friends who regularly have to remind to stop chatting and get on with their work.

At Parents' Evening Mitchell's parents complain that he is being bullied by the other boys and that they are stopping him from getting on with his work.

What will you say to Mitchell and his parents?

What else could you do to ensure that this does not continue to happen in the future?

**INSET & PROFESSIONAL DEVELOPMENT IN PASTORAL CARE
PACK B – REFERENCE MATERIAL**



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- **ASSESS THE QUALITY OF YOUR OWN SCHOOL POLICIES;**
- **CHECK FOR CONFORMITY TO STATUTORY REQUIREMENTS;**
- **IMPROVE UPON THE STRUCTURE OF SCHOOL POLICIES;**
- **PACK B FULLY COMPLEMENTS THE PACK A ACTIVITIES.**

**PASTORAL I.N.S.E.T. – APPENDIX 5
CHILD PROTECTION**

SECTION 3 TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

Child abuse can be categorised into four distinct types, i.e.
 1. **Physical Abuse:**
 2. **Sexual Abuse:**
 3. **Emotional Abuse:**
 4. **Physical Neglect:**
 5. **Grave Concern/at risk** – this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor or the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

1. **Physical Abuse:**
 This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. Typical signs of Physical Abuse are:

- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **slap marks** – these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **bruising on both sides of the ear** – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and
- **grip**
- **down**
- **shak**
- **brain**
- **requ**
- **sexua**
- **black**
- **conta**
- **bruise**
- **dam**
- **mouth**

**PASTORAL I.N.S.E.T. – APPENDIX 26
STRESS MANAGEMENT**

Section 1 Introduction:

This policy conforms to the Education Service Advisory Committee/Health & Safety Commission's (ESA/HS/C) definition and advice on managing occupational stress. The School recognises that stress can be a major problem at both the individual and institutional levels - particularly in education where change appears to be constant yet resources or support are finite and limited. Therefore, the School attempts to prevent, identify, manage and remove stress at both the individual and institutional levels and has therefore adopted a whole school approach to the management of occupational stress. The associated benefits, to the school, of good stress management are manifold. However some common benefits are:

- increased performance by staff and pupils;
- increased job satisfaction and retention of good staff;
- a more effective use of the available school budget, e.g. the budget for supply cover should reduce and will then be available for other purposes.

Although the causes and signs of stress are well documented many of the symptoms taken in isolation can occur in situations where no stress is occurring, will occur or has ever occurred. Many of the signs of stress may also be indications of other medical, social or psychological problems. Management therefore need to be careful, thoughtful and sensitive in ascertaining whether stress is being caused or experienced. The responsibility for monitoring stress levels is undertaken by all line managers as this important function appears in their job description. The large number of signs and symptoms described in this policy need to be considered in the light of normal human personality and mood swings.

Section 2 The Symptoms of Stress and Distress:

a) The Individual

From a personal level, when an individual is suffering from occupational stress he/she will

**PASTORAL I.N.S.E.T. – APPENDIX 11
GIFTED & TALENTED CHILDREN.**

SECTION 3 The Need For Early Identification:

Gifted children have a great thirst for knowledge and it is vital that this need is identified as early as possible so that parents and teachers can give them the required level of support in order that they may develop their talents. Pupils who are thought to be gifted or talented are identified and assessed as early and thoroughly as is possible and necessary. Referral, assessment and identification can come from a multitude of sources, e.g.

- subject teachers request following observations or use of checklists;
- pupil self request;
- parental request;
- peer group request;
- management request;
- DHA or GP request;
- following information from
- following blanket testing of
- following diagnostic tests (f
- following individual interv
- following evidence from ou
- following a SEN teacher tra

Like many other children gifted and talented may be unable to cope with their identification, assessment and provision of child for the following reasons:

1. It can minimise the difficulties provision occur. These difficulties
 - low confidence and self-esteem
 - high degree of frustration and poor study skills;
 - social isolation and a belief peers;
 - avoidance of academic requirements with concentration
 - living in their own "private"
2. It can maximise the likely potential of children who are underachieving by achieving a high IQ
3. It can allow for a temporary leave to be unaffected.
4. If the child's learning difficulties alone the external agencies can succeed.

The process starts through liaison with Primary Liaison visits our feeder schools to meet prospective pupils and

**PASTORAL I.N.S.E.T. – APPENDIX 21
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- arrange without delay to surrender it to the police;
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**PASTORAL I.N.S.E.T. – APPENDIX 27
PUPIL ATTENDANCE**

SECTION 2 INITIATIVES TO IMPROVE ATTENDANCE RATES:

There are many reasons why pupils miss school without permission. Conversely, there is no one solution to the problem of absenteeism. For example setting reward schemes, such as certificates, school trips and breakfast clubs. It is important that wherever possible the School works alongside the LEA in supporting and implementing attendance initiatives which:

- help children develop the habit of regular attendance;
- show parents clearly that unjustified absence will be noticed and challenged;
- minimise problems in secondary schools by helping pupils transferring from primary schools.

The School has considered initiatives that are best for the School and always takes into account a pupil's individual circumstances. For example setting reward schemes, such as certificates, school trips and breakfast clubs. Other helpful initiatives include:

- implementing first day contact with parents of children who are absent from school without prior knowledge. It is hoped that this sends a clear signal to pupils and parents that absence is a matter of concern and will be followed up;
- encouraging attendance checks, scheduled or unscheduled, which is effective in monitoring post registration truancy;
- having a senior member of staff responsible for attendance;
- pupil passes confirming authority to be out of school (helpful in Truancy Watch areas);
- the introduction of the **Education Maintenance Allowance (EMA)** - this is a financial incentive to young people from low-income families to encourage more of them to stay on in learning beyond age 16. Young people who qualify for an EMA must complete a learning agreement, signed by the young person, a parent and the school or college which includes a learning programme, agreed learning goals, homework and attendance requirements. N.B. EMA payments may be stopped if the young person breaks the learning agreement and they do not affect other earnings or benefits. Improved attendance rates in the older pupils including those of non-statutory school age has certainly proved to be an effective model to some younger pupils;
- the introduction of mentoring. Learning mentors are paid, school-based employees who help identify and support pupils by early intervention, and by helping them overcome problems inside and outside of school, leaving teachers more free time to teach.

The role of the Mentor includes:

- i. smoothing the transition from pre-school to school; from infant to junior classes; and, from primary to secondary school by speeding up the efficient transfer of pupil information;
- ii. contributing to assessment of pupils entering or returning to school, and of all children at the end of Years 7 and 9, to help identify those needing extra help;
- iii. drawing up and implementing action plans for children needing extra support;
- iv. keeping in regular contact with families and carers of children needing support and encouraging families to be involved in children's learning;

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File Edit Document Tools View Window Help

Bookmarks

- Incident 6 - (pupils and drugs)
- Incident 7 - (drugs)
- Incident 8 - (parents and physical abuse)
- Incident 9 - (holiday requests and poor attendance)
- Incident 10 - (parents and marking policy)
- Incident 11 - (weapons and pupils)
- Incident 12 - (gifted and talented pupils)
- Incident 13 - (bullying and racism)
- Incident 14 - (dealing with intruders)
- Incident 15 - (personal internet security)
- Incident 16 - (organising school trips)
- Activity 6 - Parents' evenings (dealing with typical situations)
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 - Parents' Evenings 2 - Jane Wilson
 - Parents' Evenings 3 - John Smith
 - Parents' Evenings 4 - Stacey James
 - Parents' Evenings 5 - Julian Chambers
 - Parents' Evenings 6 - Aaron Wilson
 - Parents' Evenings 7 - Jennifer Jones
 - Parents' Evenings 8 - Vincent Cheng
 - Parents' Evenings 9 - Mitchell Bee
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- Section C Training Exercise/Task Sheets
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 - Activity 2 - Planning assemblies
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 - b) Matching SMSC, PSHE 2000 & Citizenship to assembly themes
 - c) Planning specific assemblies
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 - Martin Luther King
 - Giving to charity
 - Doctor Barnardo
 - Continued effort brings success
 - Robert Bruce
 - The Eagle and the Beetle
 - Triumph of good over evil
 - Robin Hood
 - Rama and Sita
 - Oweid
 - The Miser
 - Not telling lies
 - The boy who cried wolf
 - Honesty
 - Mercury and the woodman
 - Remembrance Sunday
 - War Poets
 - Edith Cavell
 - Simon Weston
 - Douglas Bader
 - Rules
 - Team work
 - A man and his sons
 - Scott of the Antarctic
 - Unkind words
 - Christmas
 - Activity 3 - PSHE lesson planning
 - Activity 4 - Case studies (everyday situations for a form tutor)
 - Activity 5 - Incidents (situations encountered by pastoral managers)
 - Incident 1 - Reasoning

Pastoral INSET - SECTION C
Team work - Prompt sheet

Scott Of The Antarctic



In 1910, after months of preparation, Robert Scott set off with a team to walk to the South Pole. In his team were, Dr Wilson, Captain Oates, Lieutenant Bowers and Petty Officer Evans. Scott intended for him and his team to pull a sledge with all their equipment, the 3000 kilometres to the South Pole. Having struggled for many days when they finally reached the South Pole they found they had been beaten by the Norwegian explorer Roald Amundson. Now they had to make the long haul back to their base camp. On the way back they suffered many injuries:

- Oates suffered from frost bite and could barely walk;
- Wilson suffered from snow blindness and had to be led by the others;
- Evans fell down into two crevasses suffering concussion.

Eventually one morning, Captain Oates, realising he was slowing down the progress of his fellow team mates, made the ultimate sacrifice. With the final words "I am going out now, I may be some time", he walked out onto the frozen snow and gave his life so that his friends might get back safely. Sadly, shortly after Oates had given his life the rest of the party died. Captain Scott's final words in his diary were:

"We shall stick it out until the end but we are getting weaker of course and the end cannot be far."

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