



Policy: Pastoral Care

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<i>By:</i>	Mr Hugh Conway
Chair of Governors:	Mrs S Saiger
Head Teacher:	Mrs L Rodham

Pastoral Care

Rationale

Wellfield School is firmly committed to the principle that **all pupils** are valued equally. The school has pupils' learning at the core of all that it does and seeks to ensure that pupils make maximum progress with their learning. The school is also firmly committed to the principles of inclusion and provides a range of educational experiences for all pupils with the aim of developing their individual potential and talents. The pastoral system exists, not only to enable this to take place, but to ensure that it does. Attitudes, values and behaviour are crucial issues as well as spiritual, moral and cultural development. The pastoral system provides a network of support for pupils and parents alike to ensure that each individual pupil makes maximum progress personally, socially and academically in order to become equipped for life in a rapidly changing world. Pastoral staff accept their role of establishing and maintaining appropriate relationships with every pupil and parent; offering support and guidance for pupil achievement; focussing on learning experiences and their impact; encouraging a caring and orderly environment; showing how a social system beyond the family works.

Purpose of the policy

To ensure the maximum progress of every pupil academically, personally and socially within a caring and supportive atmosphere and to provide opportunities for all pupils to achieve their potential in all aspects of school life.

Guidelines

1. The pastoral system is organised into five horizontal year groups, each being led by a Head of Learning and Year Manager who oversees a team of Form Tutors.
2. Form tutors have 20 minutes contact with their groups each day. *At the time of writing this Policy the school is consulting stakeholder on an additional 30mins being added to the school day for the purpose of boosting literacy skills via (mainly) reading. If this is adopted then Tutors will play a key role in leading this time with their Tutor Group.*
3. Heads of Learning monitor pupil progress in time protected for the purpose and Form Tutors oversee individual pupil progress.
4. Heads of Learning are responsible for the creation and maintenance of individual pupil files, which are held in the Year Manager's office. This work is supported by the Year Managers.
5. The Deputy Head Teacher(s) is responsible for both pastoral and curriculum matters and the Assistant Headteacher Inclusive Education and Assistant Head Teacher (Inclusion) have overall responsibility for pastoral matters.
6. Form Tutors have a specific role to play in pupil progress and development. (See Appendix A)
7. Attendance and punctuality are monitored by the Form Tutors, Year Managers, Attendance Officer, AHT (Inclusion), and the EWO. (See Appendix B)
8. Year Managers and the Learning Support Unit Manager are responsible for managing pupil behaviour. This is done using clear procedures including referral to the Learning Support Unit (LSU) that covers all aspects of the support system we have available to us (inc. Behaviour Workers, multi-agency meetings, EWS, Social Services, CAMHS, Parent Support Advisor, etc.)

9. Admissions to the school are the responsibility of the School Bursar who seeks support from the appropriate Head of Learning, Year Manager, AHT Inclusion (who is also SENCO) and other as required.

10. Home/School Agreements

11. Home/School Agreements are issued to every family when they join the school and are an important part of our attempt to establish a partnership with home with the child at the centre of everything that we do. The content of the agreement was decided by the Senior Management Team, Pastoral Team and the students. It is discussed with students by Form Tutors and signed copies are held by the school and the family. The agreement is updated and reissued to all students when there is a significant change in school policy.

Monitoring and Evaluation

The Senior Team will evaluate this policy every two years, or sooner if required.

Appendix A

The Role of the Form Tutor

Wellfield is a community committed to the academic, personal and social development of all the pupils within its care. Each child belongs to a year group under the care of a Head of Learning & Year Manager supported by a team of Form Tutors.

Form Tutors and Year Managers ideally remain with their group throughout the five years, although, because of staffing situations, this may not always be possible. The Year 7 Form Tutor meets his/her group prior to transfer from primary school and this helps to make the cross phase transition easier. The new Year 7 team meets in the Summer term prior to transfer to plan for September.

The role of the Form Tutor is to ensure the maximum progress of each pupil academically, personally and socially, within a caring and supportive atmosphere which provides opportunity for all pupils to achieve their potential in all aspects of school life.

Duties of the Form Tutor

- ***To promote good attendance, good punctuality and enforce the school's uniform policy.***
- ***To register pupils.***
- ***To monitor and sign Student Planners on a weekly basis.***
- ***To offer curriculum support by monitoring homework and coursework completion via the student planner.***
- ***Interrogation and use of available data to set targets for improvement.***
- ***To monitor pupil progress and set targets for improvement.***
- ***To report progress to parents at Parents' Evenings / Consultation Days.***
- ***To prepare pupils for School Council business.***
- ***To liaise between academic and pastoral teams.***
- ***To comment on achievement for the pupil's Records of Achievement.***
- ***To assist with the spiritual, moral, social and cultural development of pupils by enabling by reinforcing assembly themes.***
- ***To ensure that absences are authorised in the event of illness or other reasons in liaison with Year Managers.***
- ***To assist with Award Ceremonies.***
- ***To complete other administrative duties as required.***

Appendix B

Attendance and Punctuality

The monitoring of attendance and punctuality is essential as both are prerequisites for learning. The school places a high priority on attendance and punctuality and data is shared regularly with staff, pupils and parents.

- Registration is taken at Tutor Time (am) and lesson 4 (pm) and at the beginning of each lesson. Absences are checked and followed up using the electronic data. Year Managers are responsible for chasing up absence from lessons.
- If parents do not inform the school, either in writing or by telephone, of the reasons for absence then the Year Manager and Attendance Officer (supported by the Main Office) will attempt to make contact (by text, phone and/or letter)
- Persistent truancy/other long term absence is dealt with by the Attendance Officer, EWO and the Year Manager.
- Year Managers, supported as required by the Head of Learning (HOL), Attendance Officer and/or the EWO agree reintegration packages to facilitate the return of those pupils who return after long term truancy/absence in consultation with the LSU Manager if required.
- Year Managers have a weekly meeting with the Attendance Officer to monitor attendance in each year group and arrange home visits/telephone calls to problem attenders. They will also agree when legal action is to be taken.
- Good attendance is rewarded with Vivos, certificates, prize draws and letters of congratulation.
- The importance of good attendance is commented on in the termly newsletters to parents and by HOLs and Year Managers in assemblies.
- The school has a system for First Day Absence contact via Year Managers, Attendance Officer (supported by the Main Office) using the Keeping Kids Safe website.
- Lateness to school and lessons is monitored by the Year Managers. Persistent lateness will be sanctioned via an after school detention. Students truanting a whole lesson are issued with an after school detention.
- Year Managers/HOLs also monitor lateness via SIMS. Lateness is also challenged by the senior team who tackle pupils as they arrive late at the school gates.

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Appendix C

Admissions

Please refer to our Admissions Policy.

In addition to the Admissions Policy, please note:

The majority of our admissions take place when pupils move from Primary to Secondary school and Wellfield follows the Durham LA admission arrangements for transferring between the Lower and Upper School (Y8 into Y9).

Parents sometimes consider a school transfer for their children at other times when:

- They move house to a new area of the county or country;
- Their child has experienced difficulties at school;
- They themselves have experienced difficulties in their relationship with the school;
- Their child is not making progress at their current school;
- Their child has been permanently excluded from a school.

Factors to consider

In the case of a house move or a permanent exclusion, a school transfer may be unavoidable. At other times, the decision to change school requires careful consideration and Wellfield seeks to discuss the following with parents when a transfer is being considered:

- **TIMING** - a transfer is generally better at the end of a school term or year to minimise the disruption to the pupil's education. Parents should be made aware that there will be a period of adjustment after transfer when performance may be affected. While all schools teach the National Curriculum, topics and the timing of these topics may be different.
- **CURRICULUM PROVISION** – In Upper School (Y9, Y10 & Y11) when pupils are preparing for GCSE Examinations, schools may offer different subjects outside of the core. In addition, they may use different examination boards with different examination requirements. Pupils who transfer during this stage may not be able to complete examination courses and this must always be discussed fully with them and their parents.
- **FRIENDS** – Friendship groups can be very important to young people, but should not be seen as a sensible reason for a move.
- **FRESH START** – sometimes, a change of school can be thought of as a means to solving a problem by giving a fresh start. However, this does not always happen and unfortunately, the difficulties sometimes transfer with the child.

We believe that there are very few issues which cannot be resolved by a frank, reasonable discussion between the school and the parent. Outside agencies can be contacted to help resolve problems. Parents are encouraged to settle any differences within school and only transfer their child as a last resort.

The Role of the Educational Welfare Officer (EWO)

Our EWO will become involved in pupil transfers if specific difficulties arise and/or assistance has been requested by a parent, the school or an officer of the LEA. The EWO can help resolve any difficulties by negotiating with the parent and the schools concerned. This will include:

- Giving advice on the availability of places at the preferred school by liaising with the Pupil Casework Team at County Hall and the school.

- Investigating the facts presented on the school transfer form by using a combination of home/school visits and written responses by the schools involved.
- Ensuring that parents understand fully all the issues involved in considering a school transfer.
- Offering advice, guidance and assistance when needed.

The Role of the School

The school can be alerted to the fact that a pupil wishes to transfer schools by a number of means:

- A parent may arrive in reception seeking an admission for their child without prior notice. If the transfer is from a school within the county staff will advise the parent/carer to contact the Education Department at County Hall on 03000 26 0000.
- The school may receive a telephone call from the Pupil Casework Team. The Bursar works with the Casework Team so that the parent can make an appointment.
- The school may receive a copy of the School Transfer Request Form. Parents are contacted and a meeting is arranged.

Meeting with the parents and pupil

The School Bursar meets with the parent and pupil before admission. Sometimes the Attendance Officer and/or EWO will be present if there have been attendance issues. During the meeting, information about the school will be given, a school brochure will be issued to the parent and the parent and pupil will be shown round the school. The Bursar will complete an admission form and this will be circulated to all staff after consulting the HOL, YM and others as required.

If the pupil has been permanently excluded the AHT Inclusion will lead the Admission Process and will ensure that a meeting with a member of the Pupil Referral Unit is held in advance in order to plan for the transition eg use of IEPs, behaviour plans, contracts etc.

The pupil will be allocated to a Tutor Group and may be introduced to pupils in the group. The parent will be given details of school uniform and Physical Education kit, both of which are available from the reception. Details about school transport will also be given where appropriate. Information is obtained from the parent about the pupil eg SEND; medical details; religious beliefs; dietary requirements. An admission date will be set and the Bursar will then request records from the previous school.

The HOL will then open a pupil file and previous records will be included when they arrive. Any attainment information is passed to the relevant Subject Leader.