

Sir Tom Finney Community High School

Pastoral Care Guidance and Practice

This document is based on Every School a Good School (DE 2009) and sets out our school's guidance and practice in relation to the care of pupils and the promotion of an environment where pupils and staff are safe and secure. The success, achievements and attainments of everyone are celebrated. The challenge of diverse individual needs are met by responsive and differentiated teaching and care to ensure all are able to access, participate and achieve through what is offered. OFSTED commented "There are many outstanding ways the school cares, guides and supports students. Huge attention is paid to keep pupils/students safe, healthy and protected from risk"

Child centred provision

At Sir Tom Finney Community High School we aim to meet the needs and aspirations of the pupils/students within the school through providing a rich and stimulating curriculum with high expectations which prepares young people for their future.

We promote equality of opportunity, high quality learning, a concern for individual pupils/students and a respect for diversity. The school regards each young person as a unique individual and offers each opportunity through inclusion as a process.

We seek to meet the additional education and other needs of pupils/students and to help them overcome barriers to learning by pulling together the experience of our staff to develop solutions. This may lead to seeking support from external agencies including health and social care.

We believe in and support pupil/student participation and involvement in decisions about school life. We do this through their participation during pastoral classes and through the school council which feedback information to the pastoral classes.

The school follows fully the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DCSF March 2009) and our own child protection guidelines.

We support the pastoral needs of the children which includes making healthy choices and providing opportunities for the students/pupils to share their concerns. Our curriculum includes "circle time" which is used to raise issues immediately relevant to the students/pupils and to develop understanding of PSE topics. Care is taken in regards to the discussions of sensitive issues.

High quality teaching and learning

We provide a broad and relevant curriculum as is evidenced by the change in focus of the curriculums from KS3 to KS4 and FE. The curriculums are reviewed each year. KS3's curriculum is based upon the national curriculum subject areas. In KS4 and FE there are some options offered from which the students choose what they'd like to learn. This offers an increase in emphasis on a personalized timetable of accreditation, option choices and sensory/alternative provision.

We promote positive relationships between teachers and their pupils and with other school-based staff through department meetings to discuss strategies that are intended to build the pupils'/students' emotional resilience, positively promote achievement through assemblies, run department events, staff positively engage pupils/students in conversations or activities during breaks. If relationships have been damaged during an incident time is taken to repair the relationship.

Teachers use a range of teaching strategies that respond to the diversity within the classroom. Staff actively engage and stretch every pupil/student to develop their confidence and competence. Staff provide creative learning experiences that are suitable for the needs of every pupil/student.

Teachers reflect on their own work and the outcomes of individual pupils/students through assessment for learning (the young person's criteria) and internally generated data (PIVATS and accreditation). Lesson objectives and intended outcomes are shared and the pupils/students are encouraged to reflect on their own learning. Planning and targets are influenced and a picture of performance is generated.

Effective leadership

Governors understand their responsibility for the pastoral care of pupils/students. They do this by being aware of the work staff carry out with groups of pupils/students and individuals, aware of the PSE plans, visit lessons with a focus on the personal-social skills pupils/students are learning and aware of parents views regarding pastoral care. Governors monitor and evaluate the academic progress, personal development, behaviour and attendance of the young people in school.

In relation to pastoral care we support the professional development of staff, sharing and learning from best practice through INSET sessions, course information fed back to staff at department meetings, internally run development sessions, external agency feedback to staff.

We monitor and evaluate our pastoral care practices in a number of ways. There is a constant focus on learning, excellence and high standards. Through observations, walk through, student voice and the analysis of performance data/indicators of progress towards individual milestones, the pupil/student targets are suitably challenging. We listen to and act on the pupil/student voice.

A school connected to its local community

Good relationships and communication between the school and its parents and the wider community are crucial to our pupils'/students' health and wellbeing, learning and achievement. These are developed through regular and reliable communication and sharing of information between the school and the young people's families. There is full visibility of the pupils'/students' interests and strengths as well as information about school events and developments. Details about achievements and rewards are relayed as well as information when things go wrong or the young person is experiencing difficulty/problems. Technology is used to aid communication mostly in the form of mobile phones (voice, text). The wider community are invited to support and strengthen the school, pupils/students and families (local businesses, colleges/training agencies and other community based agencies)

The school is involved in specific programmes that meet the needs of the community and nearby schools. These include new to school transition links, transition links with colleges and training agencies, inclusion links with schools and local communities. Links with local businesses through careers, work related learning and work experience. Links with enterprise activities and also, local and national initiatives.

(September 2012)

Pastoral Care Policy reviewed summer 2016

Appendix 1: Related policies

Anti bullying

Child Protection

Complaints Procedure for Parents

Curriculum policies for RE, Physical Development and PSHE

Health and Safety

Positive Behaviour/Discipline

Safe Working Practices

Use of Restraint

Appendix 2: Related pastoral roles and responsibilities (2011-12)

Name	Role/Responsible for
Mrs Bridget Billington	Designated Teacher for Child Protection
Mrs Rosemary Hurley	PSE Curriculum leader
Mr Shaun Jukes	Deputy Designated Teacher for Child Protection
Mrs Bridget Billington	SENCO
Mr Barry Bradshaw	Extended Schools Coordinator
Mrs Rosemary Hurly	School Council Link Teacher
Mrs Bridget Billington	Child Protection and Pastoral Care coordinator

Appendix 3: Pupil Pastoral
Promises



All the adults at school make these promises - the **Governors, teachers and other adults who work in school.**

- We will encourage you to do your best at all times
- We will keep your family informed about what we are doing through your house book, newsletters and telephone calls
- We will provide you with a balanced curriculum to meet your needs
- We will arrange parent's evenings, annual reviews and discussions about your progress
- We will send home annual reports and end of Key Stage profile to celebrate achievement
- We will support you through any crisis, difficulty or concerns you may have.