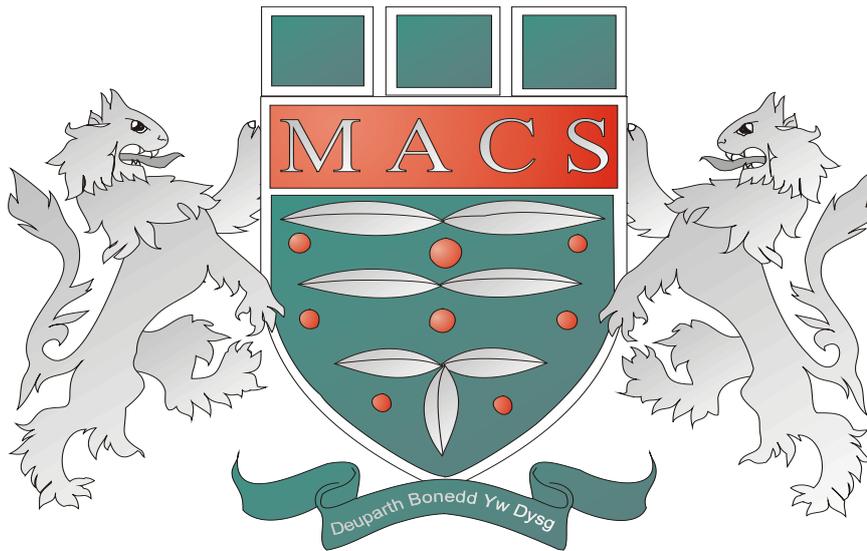


MOUNTAIN ASH COMPREHENSIVE SCHOOL

YSGOL GYFUN ABERPENNAR



THE PASTORAL & PUPIL SUPPORT SYSTEM

Signed *P. Jones* _____ (Chair of Governors)
Date 30.1.18 _____

Updated January 2018
Next update January 2021

The school's Pastoral and Pupil Support System has been evolved to assist pupils to succeed, to support classroom teaching and to encourage close co-operation between classroom teachers and Progress Managers.

The school operates a horizontal system of year groups. It is designed to promote the general welfare of all pupils, particularly their academic, personal and social development. All teachers in the school have academic, pastoral and administrative roles embedded in their job descriptions to ensure that the needs of all pupils are met as fully as possible.

AIMS

To promote the overall aims of the school by:-

- Encouraging a sense of identity in each pupil
- Encouraging a sense of security, stability and continuity in each pupil
- Ensuring that every pupil has two identified members of staff who are responsible for their wellbeing.

OBJECTIVES

- To help pupils develop good relationships with peers and staff
- To encourage them to take a positive attitude towards their school work and homework
- To identify targets and track their academic progress and effort in lessons
- To ensure that pupils identify their own strengths and areas for development
- To promote the school's rules: Ready, Respectful, Safe
- To promote the school's achievement and behaviour systems
- To emphasise the importance of excellent attendance and punctuality
- To encourage in pupils a sense of ambition to use their abilities to the full and to be the best that they can be
- To ensure the availability to all of access to careers advice and guidance on subjects and course choices
- To encourage pupil participation in extra-curricular activities

- To be a named point of contact for parents who are encouraged to visit the school at regular intervals and at times of special concern
- To assist pupils in overcoming difficulties, sometimes in conjunction with outside agencies such as AWS, Children's Services and the Educational Psychology Service.
- To ensure effective means of communicating with pupils and parents and to regularly update pupil personal records.

STRUCTURE

The support and guidance is heavily dependent upon Form Teachers and Progress Managers, and is structured upon horizontal lines. The entire pupil population is divided into year groups from Year 7 to Year 13. Each year group is divided into form groups which are the basic caring units.

The Form Teacher plays a central role in the pastoral work, and is the first point of contact for pupils at registration times and tutor periods. Each Progress Manager co-ordinates and supervises the work of Form Teachers. The generic job descriptions contain the details of the roles of Heads of Key Stages, Progress Managers, Form Teachers, Heads of Department and classroom subject teachers.

An important role in the support and guidance system is played by the Personal and Social Education Department of the school.

Each year group is zoned in various sections of the school so the form groups are close to each other. This makes it easier for pupils to settle in at the beginning of the school year and also facilitates administration and communication. As far as is practicable, the zones are based on the principle of allowing teachers to use their own classroom as a form base. The exception of the Year 7 Progress Manager, who is also the Transition Coordinator, Progress Managers 'move through' with their groups, as pupils move from Year 8 to Year 11. As far as is possible, the same principle of 'moving through' with their groups is applied to Form Teachers.

The role of the Pastoral Support Officers and Interventions Co-ordinator are crucial to the effective running of the Pastoral system.

OPERATION

The support and guidance system operates in the following manner:

1. Tutor periods / assemblies

Each form group has four tutor periods every week, each lasting approximately twenty minutes at the beginning of the school day. Form Teachers have the oversight of these periods, whilst the materials and programmes of work and prayers are supplied by the Heads of Key Stages 3 & 4, the Progress Managers, the Assistant Head in charge of Teaching and Learning and the PSE Department. Year groups attend a year group assembly one morning per week, conducted by the Progress Manager. Special assemblies are held every term and when outside agencies are invited into school. The worship at all assemblies is predominantly Christian.

2. Mentoring Interviews

All Form Teachers interview every pupil within their registration group after each tracking period. The interviews involve discussion upon attendance, achievement, effort and behaviour and pupils are encouraged to set their own targets and to identify the assistance they may require in order to achieve these.

3. Registration

The SIMS system is used for pupil registration. The attendance clerk is responsible for ensuring all registers are taken and that parents are contacted if a pupil is absent, without informing the school in advance, through the 'truancy call' system. Parents are requested, in the case of pupil absence, to notify the school either by telephone or in writing. If attendance falls below an acceptable level, the Pastoral Support Officers intervene.

Progress Managers monitor attendance figures on a regular basis. In order to facilitate this work, it is imperative that register folders are returned to the School Office as soon as they are completed. The date and time of medical/dental appointments are to be communicated by pupils prior to the visits. This information is then recorded on Sims. Heads of Key Stages 3 and 4, Progress Managers and Pastoral Support Officers also monitor punctuality.

4. Pupil sickness / accidents

Designated staff are able to assist with first aid, where there are minor accidents or injuries to pupils, within the constraints of relevant RCT guidelines.

Wherever possible parents are contacted immediately if a pupil is unwell or sustains an accident at school.

5. Internal Truancy

In the event of truancy, parents are informed by the Progress Manager or Pastoral Support Officers.

6. External Agencies

Each Progress Manager has a fortnightly non-contact period set aside to liaise with the school's Attendance and Wellbeing Officer and the Pastoral Support Officers. Discussion focuses upon matters relating to pupil attendance, punctuality, health problems and personal problems. The AWO records all referrals and makes home visits where appropriate. Pupils may also be interviewed during these meetings and parents contacted by telephone. This arrangement assists with timely identification of pupils who may need help to ensure regular attendance at school. The Progress Managers meet on a regular basis with the Head of their key stage to exchange information, concerning pupil welfare, attendance, assessment procedures etc. The meetings are minuted.

Additionally, the school works closely with the Educational Psychologist who visits regularly to interview pupils referred either by outside agencies or by the school.

Nurse Perkins liaises with RCT's Medical Officer and sees to the administrative tasks necessary for pupil eye tests, dental inspections, BCG vaccinations, etc.

7. Admission of New Pupils

Pupils joining the school, other than at the beginning of Year 7, are interviewed, together with their parents, by the relevant Progress Manager or Head of Key Stage. The reason for change of school is ascertained and an explanation is given of the expectations in respect of the school and its code of conduct. A tour of the school is provided and a copy of the school brochure is given to the parents. Key Stage 4 pupils are matched up as closely as possible with their previous option choices. New pupils are placed by their Progress Manager in a form group and pupils are chosen to assist them in settling in.

8. Policy of Bullying

See Anti-Bullying Policy Document.