



Pastoral Care Policy

This policy applies to all pupils, including EYFS.

Aim

The aim of NGHS is to provide high quality education for girls within a happy, challenging, supportive and caring environment. Pastoral care is not seen as a 'safety net' for girls with problems, but as a positive strategy for encouragement and support for each girl, whilst at the same time recognising that problems may arise.

A successful pastoral care programme will only thrive where there is a positive and supportive school climate and atmosphere. More than anything else we seek to nurture positive relationships as the core resource in developing a pastoral care approach. The aim of this policy is to put in place the framework necessary to underpin and support that approach.

Pastoral roles and responsibilities

The Head has the ultimate responsibility for each girl, but she relies upon a communication system for information on welfare, progress and problems.

The organisation of the pastoral system is delegated to the Deputy Head, Mrs Handford-Smith. In practice, pastoral care is a responsibility shared by everyone. All staff are involved and should understand the relevant channels of communication.

The Pastoral Team is made up of:

Tutors

Heads of Section

School Nurse

Head of Educational Support

Member of SLT

Role of the Tutor

During their time in the senior school students change Form Tutor at the end of Years 7 and 11. We believe that this provides continuity. Form Tutors and Heads of Section also develop the knowledge to deal with academic and pastoral issues associated with a particular group. The tutor should be the first port of call for parents, staff and girls. See Tutor Expectations Appendix 1

Role of Heads of Section

The Heads of Section are as follows:

Head of Lower School, Years 7, 8 and 9, Mrs A Shipman

Head of Upper School, Years 10 and 11, Mrs J Cann

Head of Sixth Form, Years 12 and 13, Mrs P Flewitt

The Heads of Section, on behalf of the school community, oversees the welfare of a key stage so that the student's learning and welfare is supported at every level. The Head of Section works in conjunction with other members of the school community.

Links with subject teachers

Tutors and Head of Section are available to subject teachers to support them in their work. The Heads of Section along with Heads of Department offers particular support to new members of staff who may be experiencing difficulty with classroom management.

The School Nurse

The School Nurse is Mrs Brenda Williams. Students have easy access to the school nurse if they have emotional concerns or health problems. Where appropriate the nurse liaises with staff, parents and outside agencies. These agencies provide medical and emotional support, and the nurse refers those students. The school nurse meets with Deputy Head, Mrs Katrina Handford-Smith and Head of Educational Support, Ms Cate Harvey weekly to share information.

Head of Educational Support

Ms Cate Harvey is the Head of Educational Support. She works very closely with the rest of the pastoral team to identify and support pupils with educational needs so that every pupil can participate in the full range of school life and activities, and succeed to their individual potential. The Head of Educational Support facilitates a range of mentoring and intervention strategies which are tailored to each individual's needs.

Communication

Communication between staff, parents and students is a vital element in ensuring that students perform to the best of their ability and enjoy their school experience. We therefore have the following systems:

- internal referral procedure to inform all necessary bodies if a student is experiencing difficulties which may affect her school progress and behaviour
- regular meetings between the school nurse, the Head, the Deputy Head and the Head of Educational Support to discuss students with health or emotional problems
- Section Head meetings six times a year (The Pastoral Consultative Committee)
- Form tutor meetings with the Heads of Section six times a year
- regular reports to parents
- regular parent consultation evenings
- regular 1:1 meetings

Confidentiality

All staff are aware of the rules of confidentiality and child protection to ensure that students' privacy is respected wherever this is possible. The school nurse operates under rules of medical confidentiality. (See "Safeguarding Code of Practice").

Discipline and Sanctions

Minor disciplinary matters are dealt with by the subject teacher or form tutor. More serious or recurring instances are dealt with by the Head of Department and/or Heads of Section. The Deputy Head becomes involved at the next stage, and students causing serious concern are seen by the Head. Parents may be contacted by the Form Tutor, Subject Teacher, Head of Department, Heads of Section, Deputy Head or Head when appropriate.

Our procedure for temporary or permanent exclusion of students follows that laid down by the Trust: See Exclusions Policy.

The procedure for placing students in detention is laid down under Sanctions section of the Behaviour policy.

Student behaviour

The standards of behaviour we expect from students are stated in the following documents:

- Behaviour policy
- Anti-bullying policy
- E-Safety Policy
- ICT Code of Conduct

Further related policies:

Pastoral care of pupils includes providing them with information to help them make judgements, both while they are with us in school and in later life. See the following policies:

- PSHCE
- drugs education
- sex education
- careers education

Resources and professional development

The school is committed to providing the necessary resources to underpin this pastoral policy. In particular we are committed to providing tailored professional development programmes for Heads of Section. There will also be annual opportunities for the staff to review the effectiveness of these roles and other pastoral issues in the Performance Management Planning (PDP).

Policy monitoring and evaluation

Effective policy requires constant monitoring and evaluation to ensure successful implementation and to review what adjustments may be necessary from time to time.

The Head and the Deputy Head will be responsible for monitoring the implementation of this policy. Such a review should occur every year.

Last review: October 2016

Next review: October 2017



Tutor Expectations



Tutor Expectations

The role of the form tutor is to contribute to providing an outstanding education for all the school's pupils by providing pastoral care with expertise and enthusiasm, to support the academic, emotional and social well-being of the girls.

Pastoral Care

Tutors are expected to work with colleagues to create a positive culture of pupil welfare, including taking an active role in pastoral matters, by:

- Working towards and supporting the school vision and the current school objectives outlined in the School Strategic Plan.
- Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare of pupils.
- Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- Supporting pupils on an individual basis through academic or personal difficulties by liaising with appropriate colleagues and attending pastoral meetings when necessary.

Specific Requirements:

All tutors are expected to: Pastoral Care:

- Build relationships with tutor group, showing a genuine interest in the students.
- Keep a record of students' special skills, achievements, interests, health issues or sensitive personal circumstances.
- Act as a mentor for students, providing advice, information and direction as appropriate.
- Be aware of individual or form issues. E.g. in relation to friendships, bullying, diversity, anxiety, etc.
- Respond to concerns, issue sanctions and give praise for achievements.
- Complete regular cycle of 1:1s with students. Discuss progress, targets, welfare etc. Work with Head of Section to address concerns.
- Liaise with parents, Head of Section, School Nurse, Head of Educational Support, Head of Department or SLT to give praise and encouragement or to work together if problems arise.
- Be the first point of contact for students, parents or subject teachers.
- Contribute to the social, moral, spiritual, physical and cultural well-being of the students.
- Support students in making their subject / university / career choices.

Tutor Programme:

- Deliver the age specific Tutor Programme effectively.
- Liaise with Heads of Section to contribute resources to the Tutor Programme.
- Plan and lead form time activities.

Form Administration:

- Be on time to all tutor group sessions to check attendance and mark register as present/late/absent as appropriate.
- Amend the register to take account of planned absences in advance of the date if possible.
- Monitor attendance data and work with Head of Section to address concerns.
- Monitor late data and work with Head of Section to address concerns.
- Monitor PAL grades and examination results, discuss at 1:1 meetings and work with Head of Section to address concerns.
- Collect reply slips, deal with issues raised and hand to Head of Section.
- Monitor uniform / dress code and issue appropriate sanctions.
- Encourage / support form's charity events.
- Organise work to be sent home for tutees absent for more than three days.
- Write reports for tutor group and check reports accordingly.
- Reinforce school expectations.
- Attend tutor meetings / tutor briefings.
- Respond to information sent by e-mail.
- Attend tutor sessions on INSET days.
- Distribute relevant notices.
- Maintain form notice board.

In addition, Sixth Form Tutors are expected to:

- Support transition from Year 11 to Year 12.
- Support Induction Programme.
- Help new girls settle into tutor group.
- Aid bonding in tutor groups between year groups.
- Encourage the development of responsible and independent students.
- Support students through UCAS process.
- Write UCAS testimonials.
- Offer advice on completing UCAS forms.
- Complete Common Room Duty.
- Record planned attendance e.g. university open days / interviews and for examinations during study leave.
- Where possible, attend on Results Day.

Year 10 and 11 Tutors are expected to:

- Encourage / aid retention through discussion, support, 1:1s and by attending specific retention events.
 - Encourage and support students to plan assemblies.
 - Guide / advise on A-Level option choices.
 - Monitor students on Tracker Report.
 - Monitor rewards and sanctions.
 - Oversee the organisation of prom, form books, hoodies etc.
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- Support and guide students through Controlled Assessments and exams.
 - Write references for students leaving at end of Year 11.
 - Where possible, attend on Results Day.

Year 8 and 9 Tutors are expected to:

- Facilitate bonding activities to create a happy transition from Year 7.
- Encourage active participation of all tutees in registration activities.
- Support and monitor new starters arriving mid-year and help them settle in.
- Guide and organise Form Reps in duties and responsibilities.
- Guide / advise on GCSE option choices.
- Encourage and support students to plan assemblies.
- Monitor rewards and sanctions.

Year 7 Tutors are expected to:

- Help transition from Year 6 to Year 7.
- Play an active role in the Year 7 Welcome Day.
- Attend Year 7 'Settling In' Evening.
- Attend the Ice Breaker Evening for girls and parents.
- Attend the evening meeting for parents new to the GDST in April.
- Attend the evening meeting for new Year 7 parents in June.
- Support Induction Programme.
- Help new girls settle into tutor group.
- Be available at lunchtimes at the start of the year to help girls to settle into school.
- Encourage and support students to plan assemblies.
- Monitor rewards and sanctions.
- Check uniform and P.E. kits are named.
- Hold handover meetings with new Year 8 tutor.

Part of the GDST network of schools www.gdst.net

Nottingham Girls' High School 9 Arboretum Street, Nottingham NG1 4JB t: 0115 941 7663
enquiries@not.gdst.net
www.nottinghamgirlshigh.gdst.net

FriendsofNGHS

@NottmGirlsHigh

