

Abstract

The pastoral care of each individual is at the centre of Madeley School's philosophy.

We acknowledge that effective learning and teaching is based in a climate that is characterised by an ethos of mutual trust, support and respect which extends to all individuals who come within the influence of the school.

This ethos is underpinned by the school's core values of:

- Pride and **respect**
- **Confidence**
- **Resilience**
- **Aspiration**
- **Positivity**
- **Enjoyment**
- **Politeness**

It is also reinforced through the five British Values that we uphold of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The policy describes how we attempt to translate this philosophy into practice.

Introduction

Pastoral care is about planning for the full development of human potential. It is the fundamental part of the school's whole school curriculum and as such is the concern of every member of the school's community.

The personal and social development of pupils is one way of describing the central purpose of education.

Pastoral care and personal and social education can not be ascribed to timetabled provision or the role of individual staff only. It is everything that happens to a pupil from the moment that s/he enters the school to the moment s/he leaves and perhaps even beyond.

The cornerstone of this policy is the philosophy of the school that respects the basic rights, responsibilities and worth of every individual within the community regardless of age, ability, sex, sexual orientation, race or creed and places personal relationships based on mutual respect and trust at the centre.

This philosophy does not only apply to adults dealing with pupils but informs all dealings between people within the school whether pupils, adult colleagues, members of the support staff or members of the wider community.

This philosophy can best flourish in a school which seeks to maintain a well ordered caring environment pervaded by a spirit of community, co-operation and respect, in which young people can develop not only a sense of responsibility but also a sense of identity. This emphasis should equip pupils to take their place as citizens of the modern world.

Legally, we are in "*loco parentis*" and our dealings with pupils should reflect the way in which we would wish other people to treat our own children and set a level of expectation that we would want for our own children.

Any school policy is the practical explanation and implementation of the school's philosophy. A pastoral care policy brings together many elements of the school experience into a coherent whole.

Aims

A comprehensive pastoral policy informs and supports all that happens within the school context. The aims of this policy are therefore synonymous with those of the school.

Implementation

The threads of pastoral care are inextricably intertwined within the total management and organisational structure adopted by the school and apply to all members of the school whatever their function.

It is important therefore to have a clear view of the overall structure of the school:-

Pastoral Structure

The pastoral structure below is only used as a guide, as staffing and pastoral demand based on need and policy may change staffing. It must be noted however, that all staff have a pastoral responsibility.

The pastoral Structure is as follows:

Communication between staff may take place through the following means; these are only examples of communications and is by no means the whole list.

1. Senior Management Team
 2. Full staff meeting
 3. Heads of Faculty meeting
 4. Senior Leadership Team and Heads of Year meeting
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5. Pastoral meetings
6. Year team briefings
7. Madeley Inclusion Panel meetings
8. Fixed line management meetings
9. Support staff meetings
10. Site Supervisor meetings
11. Union Reps. meetings
12. Meetings with Kitchen Staff
13. Meetings with Cleaning Staff

Pupils

1. Member of Madeley Parliament meetings
2. Form representatives communication with their form groups
3. Senior Prefects and senior leadership team meetings/ academy council meetings
4. Prefect meetings
5. Sports captains meetings
6. Student voice through school reviews

Academy Council

1. Full Academy Council meetings
2. Academy council meetings

Organisational arrangements which reflect our Philosophy

1. A clearly defined policy and structure for staff development.
 2. The inclusion in job descriptions of a pastoral responsibility for all staff.
 3. Our practice in allocation of form teacher responsibilities. Staff remain, where practically possible, to retain the same form throughout all five years. This is also the case with heads of year.
 4. A document which defines the role of the form teacher.
 5. Behaviour Policy
 6. Lunchtime Arrangements
 7. School Dress Policy
 8. Organisation of teaching groups
 9. Option programme
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10. Extra-curricular opportunities
11. Pupil responsibility: various roles within the school e.g. peer mentors, prefects, MMPs.
12. Assessment, recording and reporting.
13. Pupils' self-evaluation in all lessons
14. The celebration of success and the reporting of achievement through assemblies and other appropriate avenues.
15. Display of pupil's work including in the main entrance.
16. The recognition of past pupils and staff in displays of photographs and work around the school.
17. The public acknowledgement of the school's history.
18. Regular features of the school's achievements in the media.
19. Links with external agencies who can support pupils.
20. The development of our links with the community.
21. The high priority placed on developing a partnership with parents.

22. An open door policy for all parental enquiries. These can be channelled to according to established procedures.
23. Frequent and regular contacts with parents through regular communications of an informative nature from the Principal, contacts regarding pupil progress and contacts regarding particular achievements or concerns.
24. The refusal to condone physical and verbal abuse whether directed at staff or pupils.
25. The prefect scheme.
26. The privileges for older pupils.
27. The entitlement for all pupils to access the curriculum
28. The entitlement of all pupils to frequent Careers advice and personal counselling.
29. Mentoring programmes
30. The adoption of an anti-bullying attitude.

Within the Timetable

All pupils have a regular daily session with form tutors and in Key Stage 3 a form period of 60 minutes once a week where Personal development is delivered. Key Stage 4 have personal development days each term.

Every week there are assemblies led by either Heads of year, SLT, faculty leads. Pupils and visiting speakers are also given assembly times.

Form time is used to monitor the daily life of pupils and to attend to particular school, form or personal concerns. Each year group has a timetable for the week, this includes literacy, numeracy, current affairs, reading and assembly.

At Key Stage 4 some of this form time is also used to support their learning through the RAPP programme.

Personal development time is coordinated and led by the PD coordinator. This is reviewed regularly and is flexible to change depending on the need of the youngsters. The PD Topics covered will focus on the cross curricular dimensions through an emphasis on health education, relationships, community education, environmental education, economic and industrial understanding, political awareness, technology, rights and responsibilities, careers education, moral issues, sex education, communication skills, self knowledge, coping strategies, study and learning skills, safety education and leisure education.

It is expected that pupils will be actively involved in the planned programme which will include group work, discussion, personal research and investigation, sharing of experiences and experimental learning but have flexibility for pupil initiated activities.

In Key Stage 4 some pupils will also be part of the RAPP group to enhance their learning further to support them in achieving their target grades and to make the most progress possible.

Assessment

Assessment within this field is not an easy matter and in many ways is a long term process. Self assessment is the underlying principle.

Within school pupil self assessment and peer assessment are used to support personal progress. Staff also use the school's SwaN system to provide pupils with feedback as well as verbal and other written forms of feedback. Other forms of feedback used are also presentations, feedback sheets and video.

Evaluation

The regular meetings of staff will debate aspects of this policy.

The annual development planning process and departmental reviews will evaluate the extent to which we are meeting our stated aims.

The expressed views of parents/ carers and other members of the school community will provide information for an evaluation of the effectiveness of the school policy.

External evaluations of the school will focus on the degree to which the ethos of the school reflects the stated policy.

The Senior leadership team will be constantly aware of the need to monitor and evaluate the organisational aspects of the policy. This is monitored through a Quality assurance system that is timetabled on the calendar.

Other performance criteria will include:

- Exclusions
 - Incidents of behaviour around the school
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- Examination results
- Visitors observations on the ethos and image of the school
- Pupilles' routes post 16
- The appearance of the environment
- Intake numbers
- Staff movement
- Staff attendance, which reflects both morale and general health
- Pupil and parent voice
- The achievements of pupils, both pre and post 16.

Policy Review:

Signed by:
Council)



(Principal)

Signed by:



(Chair of Academy

Date: 9th December 2021

Next Review Date: December 2024