**TKAW Pastoral Handbook**

**2023-2024**

**KEY PASTORAL DOCUMENTS**



**Pastoral Monitoring Sheet**

**Name of Student: Form: Year Group:**

|  |  |  |
| --- | --- | --- |
| **Stage (Sanctions)**  | **Date** | **Outcome/Action** |
| Subject Teacher InterventionSubject Teacher Report  |  |  |
| Attendance and Punctuality: Report |  |  |
| Form Tutor Report  |  |  |
| Head of Year report card Positive/Negative |  |  |
| AP Pastoral Report |  |  |
| Detentions  |  | No: 30min60minSLT 1.30min |
| Contemplation  |  |  |
| Fixed Term Suspension |  |  |
| Managed Move  |  |  |
| Alternative Provision  |  |  |
| Permanent Exclusion |  |  |

|  |  |  |
| --- | --- | --- |
| **Interventions**  | **Date** | **Outcome/ Action**  |
| Inclusion Support- Behaviour(Classroom, one to one, mediation, restorative justice )  |  |  |
| SSC Support - Emotional/social (TAC sessions anger, self-esteem) |  |  |
| Counselling/Mentoring.  |  |  |
| Parental meetings  |  |  |
| Attendance support |  |  |
| Rag Timetable |  |  |
| Pastoral Support Plan |  |  |
| Behaviour Contract |  |  |
| KAS (Khalsa Around a Student) |  |  |
| Request for Safeguarding Intervention (safeguarding team, MASH). |  |  |
| Early Help Assessment. |  |  |
| School Nurse Referral |  |  |
| SENDCO Referral |  |  |
| External Agency Support (In School):CAMHSBASE 25 |  |  |

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**Personal Support Plan**

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| --- | --- |
|  | **Pastoral Support Plan** |
|  |  |
| **Pupil Information:** |  |  | PICTURE |
| Pupil Name: | Demo | Tutor Group: | 9C |  |
| SEN Status: | **Autism** |  | Statement  | No |
| Reason for statement: |  |  |
| CATS verbal:  |  | CATs   Non-verbal: |  | CATs Quantitative  |  | CATs Spatial |
| KS2 English Level:    | Reading 104 | KS3 English level:    | 1 |  |
| KS2 Maths level:     | 103 | KS3 Maths level:  | 2- |  |
| KS2 Science level:   |  | KS3 Science Level:  | 1- |  |
| Attendance  |  | Attendance To date:   | 100% |  |
|  |  |
|  | **Vulnerable Group:** |
| **Pupil Premium** | English as another Language | In care | Traveller | Gifted and Talented | Summer Born |  | SEN – school action | SEN - School action plus | SEN - Statement |
|  | Other Vulnerable Group: |
|  |  |
|  | **Context - Barriers to Learning:** |
|  | **Barriers to my learning:**I distract other students by talking and calling out in classroomI find it difficult to understand the teacher in French and PunjabiSitting next to or close to Dylan Bassi and Karanveer. Seating plans when I am around people I can talk or turn around too.I do not work well with big whole targets. I get angry and can't focus on work.Finds French, Punjabi, Art and sometimes ScienceSometimes I do not understand the lessons - depending on teacher I ask for help - but not often enoughUsing my mobile late at night makes I tired at school the next day.  |
|  | **Khalsa Academy staff that are helping me with my behaviour:** |
|  | **Staff who help me**Ms Mulloy - she listens to me and understands what I say. Mr Ward - he talks to me and is reasonable with me |
|  |  |
|  | **External Agencies / Who else is Involved:** |
|  | **External Agencies**none |
|  |  |
|  | **I respond well when…** |
|  | **I respond well:**If I can sit as close as I can to the teacher to avoid distractionsI am better at working on - we do **tasks independently** or silently doing - we do tasks.When I have small tasks with smaller understandable targets to meet.Given timeframe to complete tasks to keep me focusedTeacher checks my work to ensure I am doing it correctly.I work better in practical lessons as I am busy and do not get distracted.  |
|  |  |
|  | **I have difficulties when…** |
|  | **I do not respond well when:**I sit next to people who I distract  Dylan Bassi and Karanveer When I am encouraged to misbehave by my friendsWhen I find work really hard I do not ask to helpWhen I have finished my work in maths and English I get bored and misbehave |
|  |  |
|  | **How I see myself…** |
|  | **How I see myself:**ImmatureI try to be funny in the classSometimes I feel dumb - sometimes in Science and DTI have trouble processing my thoughts in lessons Naughty and can be rude to other studentsI need my teachers to have patience with me when I am struggling – to help me progress within the lesson I need my teacher to check my understanding throughout the lesson, it would help me if teachers gave me a separate worksheet to right me answers on with the teachers asks the class questions which can then be checked to identify any knowledge gaps or misconceptions.  |
|  |  |
|  | **What I really need to be successful…** |
|  | **What I need to be successful:**Ask for help No to distract others in the classMake better choices - give myself time to think Sit towards front of classThink before I speak **I know I need to implement all these into my day / lessons.** |
|  |  |
| **Date created:** | BDU | 28.02.2022 |
|  |  |
| **Review Date:** | Demo Pupil |                                       07.03.2022 |
|  |  |  |

**RAG Timetable**

