



Serlby Park Academy

Pastoral Organisation

Policy

Setting Standards for Success

Date of Last Review/update:	December 2016
Reviewed by:	MC
Date of next Review:	December 2017

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1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Associate Assistant Principal**

2.0 Suggested Audience

All teaching and support staff. These colleagues will receive training and support as part of their academy induction or continuing professional development to help ensure that the principles and procedures in this statement are followed.

3.0 Related policies

This policy is part of a suite of policies which should also be referred to:

- Student Organisation and Grouping policy
- Assessment, Reporting and Recording policy
- Equal Opportunities for Pupils policy
- Admissions policy

4.0 Academy Mission Statement

Setting Standards for Success

5.0 Introduction

- 5.1 The sponsor, Delta Academies Trust and the Principal are committed to providing a pastoral system and additional support, to maximise the progress and attainment of every pupil. The Academy will work closely with colleagues in other Delta Academies and with Delta Academies Core Team and other personnel to ensure this statement is fully implemented.
- 5.2 The pastoral organisation of the Academy will provide its children and young people with the appropriate levels of support and guidance which each person needs in order to make informed choices about their learning, lifestyles and future progression. Learners are organised in year groups each with a dedicated Learning Manager, who will also have an important role to support tutors and class teachers, through the provision of information about pupils' attendance, punctuality, behaviour and broader pastoral development.
- 5.3 The Academy's pastoral organisation will provide each pupil with the knowledge, information, skills and support needed to make full use of the learning opportunities within the Academy and other Delta academies.
- 5.4 Delta Academies Trust will use every resource at its disposal to ensure that the health, safety, participation, enjoyment and success of each child and young person at this Academy are central to its ethos and operation. The Academy will operate on a 'small-scale' to rigorously and sensitively ensure that every child is given the support and encouragement she or he needs, in order to succeed. The Academy will consider the use of a varied programme of support for pupils. This could involve individual work, small group work,

rarely removal from timetabled lessons. At KS4 this could also include intervention lessons, where regular, planned timetabled support can be provided to small groups of pupils, to maximise their chances of success.

- 5.5 The Academy recognises the importance of parent/nursery partnerships and it is committed to the development of strong home/school links from the start of a child's education. Identifying families at risk and those that would benefit from the family services of the children's centre, local adult education provision etc. will be the priority of key workers at the Foundation and Early Years stage. Strategies will be designed and embedded that will provide the information, advice, guidance and support that might be needed to support these families.
- 5.6 Class teachers and form tutors are central to this strong commitment and the Academy will ensure that through regular professional development and clear communications between staff and with families, the Academy fully engages with every pupil. The Academy may also consider moving towards a more formal programme of mentoring, involving Academy staff and Secondary phase pupils and, peer group mentoring too.

6.0 Tutor Groups and Mentoring

- 6.1 The Academy organisation will acknowledge and support the vital role of tutors and class teachers. Tutors, class teachers and Learning Managers will be the main communication link between the Academy and parents/carers. All pupil-specific communication from the Academy will be distributed through tutors and class teachers. Tutors, class teachers and Learning Managers will be the recipients of all information regarding their tutees within the Academy. Academy protocols and practices will ensure that other members of staff routinely send information about specific pupils directly to tutors, class teachers and Learning Managers. Parental / carer information meetings will reflect this emphasis, with tutors, class teachers and Learning Managers being involved in the majority of meetings taking place with parents/carers.
- 6.2 Every day in the Secondary phase, time will be assigned for tutor groups to meet for 15 minutes. During this time, mentoring will form a key element, alongside collective worship, assemblies and registration. Pupils not participating in mentoring will take part in literacy and numeracy activities as well as Careers Guidance and individual study. In the Primary phase class groups will meet with their teachers at the beginning of the morning and afternoon sessions. Daily assemblies will be linked to the SEAL themes and have a religious element.

7.0 Guidance Programme

- 7.1 The provision of a programme of guidance which provides learners with relevant and timely information and support is an integral part of academy life. Guidance is given by staff and in learner documents, such as the pupil handbook on a wide range of issues around for example, learning, behaviour, lifestyles and uniform.

- 7.2 In the Primary phase, guidance and support will be provided as an integral element in every activity, with registration, assembly and circle time opportunities providing a greater profile to this important element.
- 7.3 More specifically, guidance is provided in several areas:
- PSHE, and Citizenship curriculum
 - Careers Education, in the tutor time programme and in separate sessions, which may involve regular timetabled learning and also suspending the regular timetable, to provide 'one-off' sessions.
 - Specific health guidance, involving small groups or individuals and medical staff, such as school nurses or doctors
 - Mentoring
 - Homework, through verbal and written comments
 - Formal reports to parents/carers
 - Parents' Evenings
- 7.4 To support the Academy's strong aspirations around the promotion and development of pupils' aspirations and personal well-being, pupils will also receive careful guidance around sensitive issues connected with health and child protection

8.0 Monitoring and Review

This policy will be reviewed every year by Associate Assistant Principal as a minimum or as soon as possible after any changes in best practice or guidance.

9.0 Approval by Local Education Advisory Board and Review Date

This policy has been formally approved and adopted by the Local Education Advisory Board at a formally convened meeting.

Signed: _____
Chair of Local Education Advisory Board

Date: _____

Review date: _____

End of Statement