



Sgoil Lionacleit

Guidance and Pupil Support Policy

June 2009



GUIDANCE AND PUPIL SUPPORT

Rationale

There is a clear recognition that all schools have a responsibility not only for the delivery of a formal academic education but also for the care and welfare of all young people in their charge. The document "A Teaching Profession for the 21st Century" makes clear that all teachers have an increased contractual responsibility for the overall support of pupils. This document formalises the pastoral responsibilities of all teachers and makes it clear that pastoral care is a process in which every teacher is involved and has responsibility. The duties of every teacher in primary and secondary school include:

- promoting and safeguarding the health, welfare and safety of pupils;
- working in partnership with parents, support staff and other professionals;
- providing advice and guidance to pupils on issues related to their education;
- contributing towards good order and the wider needs of the school.

Therefore, this extended role of all teachers as outlined places a prime responsibility on each individual teacher for the care and welfare of all pupils in their charge. It is therefore envisaged that all teachers will take a proactive role in the provision of advice and support for pupils under the terms of the agreement.

Broad Aims of Guidance at Sgoil Lionacleit

- To ensure that each pupil knows and is known personally by at least one member of staff. To provide personal support appropriate to the needs of the individual;
- To provide curricular support and guidance specific to the needs of the individual;
- To provide careers advice for every pupil;
- To deliver an appropriate programme of Personal Social Health Education;
- To promote pupil achievement in all areas of school life;
- To support and improve pupil attainment;
- To foster feelings of identity which contribute towards a positive and inclusive school ethos.
- To provide a management structure which ensures that the information on every student is co-ordinated and channelled to provide the most effective support.
- To support/direct the work of teachers in their role as first level support staff

Guiding Principles

The School is committed to ensuring that pupils at Sgoil Lionacleit will receive:

- guidance and support appropriate to their individual needs on personal, curricular and careers matters.
- a progressive and appropriate PSHE programme.
- a positive and inclusive school ethos which promotes self esteem.
- access to the support of a designated member of staff who takes an active interest in their welfare.

Pastoral Support for Pupils

- The school's aims, values, policies and practices should support the personal care and development of each pupil and ensure their safety and security.
- The Head Teacher is the Child Protection Co-ordinator.
- Attendance is monitored each week with the assistance of the Inclusion Worker. Concern about a young person or action taken is reported to the Pupil Support Team each week.
- Pupils should be able to identify a key teacher whom they can approach for assistance in personal matters.
- Each young person should be entitled to at least one planned one to one interview with his / her designated teacher each year.
- All teachers have responsibility to identify pupils they consider to be vulnerable or "at risk" and to take steps to refer pupils for further support to promoted staff. Pupil Support staff can give advice to their colleagues on how to respond to pupils' needs in these respects.
- The provision for "Looked After Children" is co-ordinated through the Pupil Support Team
- Guidance duties in respect of pupils with complex needs and/or those who display challenging behaviour will be undertaken by staff with particular responsibilities for such pupils and will be co-ordinated through the Pupil Support Team.

Monitoring and Evaluation

- Senior promoted staff should be involved in reviewing, monitoring and supporting pupil support or guidance within the school.
- Head Teacher should ensure that the roles of staff in providing personal support are clearly defined and those with responsibility have sufficient time and resources for undertaking their remits. Rigorous and systematic use should be made of the quality indicators in publications such as 'How Good is our School?' and 'Taking a closer look at Guidance'.
- A structured referral system is in place to ensure that any teacher or classroom assistant / auxiliary can alert promoted staff about concerns relating to individual pupils.
- Staff are encouraged to report the achievements of individuals as part of a whole school system of promoting behaviour through celebrating success.
- Guidance staff should play an important role in supporting and monitoring the academic progress of individual pupils as part of a whole school approach to raising standards. They should work closely with subject teachers and the SMT to monitor progress and set challenging but achievable targets for improving pupils' attainment.
- Pupils should be involved in setting their own targets including those in PSD. Targets with a clear focus should be set for all pupils. Clear focussed targets will ensure that pupils can monitor their own progress more effectively.
- Progress towards targets should be discussed with pupils at regular intervals.
- IEPs should always include PSD targets for pupils. These IEPs should be subject to annual review. The contents of the IEP should be shared with pupils to support involvement in their own learning. Pupils should be encouraged to keep their own progress log of assessments in the NQs they are studying.
- Where senior pupils attend college for part of their course, their progress should be monitored very carefully.

Standards for Personal Support In Schools

- Makes opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support through life.
- Provides access to information to help children and young people make informed decisions and choices.
- Makes opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society.
- Provides regular review of progress in learning, and personal and social development.
- Helps with transitions between stages in education and between different providers of education and personal development opportunities.
- Helps to plan for the future.
- Provides access to staff by children and parents who need support.
- Co-ordinates support between agencies and schools, wherever learning takes place.
- Respects confidentiality.
- Ensures time and space to seek help.

The Role of Teachers

- Teachers require a range of skills and qualities that should be a focus in the training and support of new teachers and the continuing professional development of the whole school community. Teachers should:
- Build positive relationships with individual children and young people and understand the importance of this in their lives.
- Encourage and support pupils to take responsibility for their own learning and progress and plan their own next steps in learning.
- Be an open and accessible source of information and support, provide confidentially, and ensure children and young people know they are willing to listen.
- Be able to identify needs and concerns regarding children's and young people's welfare and personal development, as well as their academic progress.
- Understand the role of specialist staff in schools and other agencies and have the ability to support children and young people to approach specialist staff and refer to them appropriately.
- Be able to communicate effectively with parents and other professionals, with and on behalf of the child or young person, sharing information on progress as well as problem solving.
- Be accountable for the identification of children's and young people's needs, and subsequent responses and actions, in partnership with others in the school community and other services as required.

The Role of Principal Teacher Pupil Support

Principal Teachers of Pupil Support (Guidance and SFL) have a key role to play in the delivery of coherent and coordinated policy with regard to supporting all young in their schooling. Where appropriate, PT's Pupil Support have a contribution to make in the following areas;

- Curriculum development and quality assurance.
- Contributing to the development of school policy in relation to the behaviour management of pupils.
- The management and guidance of colleagues.
- Reviewing the CPD needs, career development and performance of colleagues.
- The provision of advice, support and guidance to colleagues.
- The leadership, good management and strategic direction of pastoral care within the school.
- The development of school policy for the behaviour management of pupils.
- Assisting in the management, deployment and development of pastoral care staff.
- Implementation of whole school policies dealing with guidance issues, pastoral care,
- Assessment and pupil welfare.
- Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

The Role of Senior Managers and Head Teachers

Senior Managers must develop the vision of the school as a caring community, and provide leadership to staff ensuring all fulfil their role. They should:

- Communicate and model respect and a sense of equality, creating a climate of co-operation and collaboration amongst staff, as a necessary pre-requisite for promoting this amongst children and young people.
- Plan to improve support to children and young people and evaluate progress against clear objectives, integrating these with developments in their implementation and development of Integrated Community Schools and Health Promoting Schools where appropriate.
- Ensure that the school follows a framework of appropriate stages of intervention, in conjunction with multi-agency and authority level structures.
- Drive the development of partnerships to maximise support to the schools and to pupils, ensuring effective collaboration in Co-ordinated Support Planning and integration of support for the whole school.
- Ensure that staff development leads to enhanced support to children and young people, and that there are opportunities for reflection and challenge for staff.
- Be responsible for excellence in supporting pupils.