



DAME ALICE OWEN'S SCHOOL

PASTORAL CARE POLICY PACKAGE

Agreed by the Governing Body Curriculum Committee
To be reviewed
(reviewed annually)

Summer 2019

To be monitored by Dr Dave Mitchell, Assistant Head Pastoral, the Pastoral Team and the SLT

- PASTORAL STRUCTURE
- HOMEWORK POLICY
- POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE UNABLE TO ATTEND SCHOOL FOR MEDICAL REASONS AND LOOKED AFTER CHILDREN (CSF)
- POLICY ON THE USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN STUDENTS

THE PASTORAL STRUCTURE:

An Assistant Head is supported by Pastoral Director and Pastoral Manager for each Key Stage.

The Form Tutors and Pastoral Managers are the everyday face of pastoral care and guidance. Form Tutors see their Form Group 3 days per week for Form time. The Form time follows a structured program of activities, these activities follow a PHSE program and allow the form tutor to cover other topics of interest - current affairs etc

Pastoral care operates on both a social and a learning perspective. Matters that affect social and emotional well-being - bereavement, ill-health, family breakdown, child protection - are all supported through school. In addition to this very important role, pastoral care and guidance provides vital learning support. The pastoral teams closely track and assist the academic objectives of all students - through a system of reporting formally to parents and students, target grades, and where greater support is needed, monitor students with Report Cards, Individual Learning Plans and Pastoral Support Plans.

Glossary:

AH: Assistant Head teacher

PD: Pastoral Director

PM: Pastoral Manager

AIO: Attendance Improvement Officer - employed by CSF.

CAF: The Common Assessment Framework for identifying the needs of a young person and fulfilling the statutory obligations to them

CEOP: Child Exploitation On Line Protection Service

CSF: Children, Schools and Families. The organisation of children's services provided by Hertfordshire County Council

DCSF: The Department of Children, Schools and Families responsible for national policy

DSP: Designated Senior person for Child protection in the school

KS: Key Stage - National Curriculum phases for formal testing: in secondary school there are three Key Stages: KS3; KS4 and KS5.

HOMEWORK POLICY

It is the belief of the School that the use of Homework is an intrinsically valuable practice in promoting student self-discipline in learning and thereby contributing to the high-achieving ethos.

Teachers are expected to set homework according to the published timetable. To assist in the organisation of homework all pupils in Years 7 to 11 are given a Student Planner

Year 7 - normally two homeworks for English, Mathematics and Science and one homework for other subjects per week, lasting 20 minutes each. There are typically three subjects most nights and four subjects two nights.

Year 8 - Two homeworks for Maths, English and the two languages. Other subjects have one each. Each homework should be for 20 minutes.

Year 9 - As Year 8.

Year 10 - 11 - Two homeworks for English, Mathematics and Science and two homeworks for each Option Line per week and lasting 35 minutes each in Year 10 and 40 minutes in Year 11. Typically, there will be three homeworks per evening. At GCSE level the courseworks often last over a set of homework sessions which makes individual time planning essential. In Key Stage 4 a final record of coursework deadlines is published on the school's website.

Years 12 and 13 - will be appropriate to level of study. The amount of homework time which a student should expect to spend on each A Level subject is in the region of 5 hours per week. This will consist of specific homework tasks backed by individual research and reading more widely around the subject. Study periods will enable a certain amount of this to be done at school.

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POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE UNABLE TO ATTEND SCHOOL FOR MEDICAL REASONS

Rationale

Children and young people with temporary or recurring medical or mental health needs are valued as full and participating members of Dame Alice Owen's School. The school will do its utmost to ensure that such children are supported through their period of absence from school and sensitively reintegrated once they are well enough to attend.

Children with medical needs will not be disadvantaged regarding admissions to this school. Every application will be considered according to the published admissions criteria as required by law.

The aim is to minimise the interruption and disruption to the pupil's schooling by continuing education as normally as the child's condition permits, and working towards their reintegration into school as soon as possible.

The designated teacher who is responsible for ensuring that the needs of all pupils with medical needs are met will be Dr D. Mitchell.

The school will at all times aim to work in partnership with parents/ carers and relevant outside agencies to ensure the best possible outcomes and a return to school as soon as possible. For reintegration we will look at the curriculum and modify it in such a way that enables the student a successful reintegration. The school will implement procedures for ensuring that pupils who are unable to attend school for medical reasons have access to public examinations, possibly as external candidates, and applications for special arrangements will be made to the awarding bodies where appropriate.

We will refer pregnant girls at any age to HHE in order to make sure appropriate support (e.g. teaching, childcare) is available if needed.

The pupil will remain in school for at least 24 weeks and longer if she is fit and able to do so. If it is agreed that an alternative short term placement out of school is required this will be supported in the same way as a child with medical needs.

For Post 16 students, we will ensure that all young people who are absent from school for medical reasons will be referred to the Connexions Hertfordshire service at the earliest opportunity. They will have access to advice and guidance from the Connexions Hertfordshire service to help them prepare for their next steps in education and work to overcome any barriers to participation. One of our aims will be to give intensive support to pupils facing complex problems.

Where a young person has had their education significantly disrupted for medical reasons, we will work with ESTMA to ensure that they are able to complete their statutory education.

CHILDREN LOOKED AFTER

A copy of the CSF policy for Children Looked After is available in school and there is also a Handbook for the Guidance of the school's Co-ordinator for Children

Looked After (Mrs M Lloyd). A key aspect of this policy is the school maintenance of a Personal Education Plan (PEP) for any young person in Local Authority Care.

THE USE OF FORCE TO CONTROL AND RESTRAIN STUDENTS

Use of Force to Restrain Students

Staff are recommended not to use force on students.

Wherever practicable, staff will issue a warning to a student that force may have to be used before using it.

Staff authorised to use force

All teachers and members of staff, who have the Head's authorisation to be in control of or take charge of students, automatically have the power to use force.

Deciding when to use force

Staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- a. Committing any offence
- b. Causing personal injury to, or damage to the property of, any person (including the student himself); or
- c. Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Any force used must be in proportion to the consequences it is intended to prevent.

The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified:

- Student attack on staff or student
- Students fighting
- Damage to property
- Rough play
- Use of dangerous objects
- Absconding if likely to involve safety
- Persistent refusal to leave a classroom
- Serious lesson/event disruption

Using force

Wherever possible, staff should tell the student to stop and be calm and measured. They should not give the impression of acting out of anger, frustration or punishment. *Force should cease quickly.* Examples include: standing between

students, leading by the arm, hand on the centre of the back and finally, appropriate restrictive holds.

The degree of force used should be the minimum needed to achieve the desired result.

Reasonable force may also be used to search students without their consent for weapons. The DCSF strongly advises schools not to search students where resistance is expected, but rather to call the police.

Always avoid touching or restraining in such a way that could be interpreted as sexually inappropriate conduct.

Sometimes physical contact may be proper or necessary - such as sport and first aid. Touching may also be appropriate where a student is being congratulated or praised, or where the student is in distress and needs comforting.

Staff training

There may be particular needs for staff that work closely with students with additional needs or disability; however, training will be offered to all staff.

Staff should be made aware of this policy and procedures during their induction

Recording and reporting incidents

Systematic records of any serious incident are kept using the specific form available in LS

It is very important to have *a witness* to what happened.

After any recordable incident, parents should always be informed - (telephone first and then confirm in writing).

Dealing with complaints and allegations

Parents and students have a right to complain about actions taken by school staff and should contact the Headteacher.

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Appendix 1

SCHOOL RULES

For the guidance of parents and students

1. General Appearance, Conduct and Attendance: in accepting the offer of a place at this school, parents agree to accept the requirements of the school for their sons and daughters. These include the wearing of the correct school uniform, a smart and acceptable general appearance, including conventional haircuts, orderly behaviour to and from school, and sensible and co-operative conduct at all times. Full attendance is expected and holidays must be taken in school holiday time.

2. School Uniform: must be correctly worn at all times unless prior permission has been given to the contrary (e.g. on a Field Studies Visit). Uniform details are given elsewhere. All items of uniform and games equipment must be clearly labelled with the student's name. Outdoor clothing should be left in students' lockers.

3. **Access to the School:** all students should enter the school site via the Main Gate (unless advised otherwise) and either remain in the Main Playground or go to their Year Areas. Only students in the Sixth Form are allowed to use the Main Entrance to the school. All other students should use the Playground Entrance. Staff are on duty from 8.30 am each morning. Breakfasts are available from **8:00 am** in the Sixth Form dining room. Students carrying musical instruments should go directly to the Music Centre.

4. **Punctuality and Attendance:** Registration is at 8.50 a.m. each day. The end of the school day for all students is at 3.45 p.m. There are five 1-hour lessons each day and lunch is from 12.35 to 1.40 p.m. Students who are late for school or lessons on 3 or more occasions in a term will be required to serve a one hour school detention. Students not present for registration, on arriving after 8.50 a.m., check in at the School Office. Registration closes at **9:10 a.m.**

5. **School Lunches:**

Food may not be eaten on the school premises other than in the Dining Hall or in designated areas out-of-doors. Chewing gum is forbidden at all times and must not be brought on to the school premises.

6. **Motor Cycles, Cars:** Students are not allowed to park on the school site during the school day.

7. **Illness at School:** students taken ill during lessons should request permission to report to reception where they will be seen by the First Aid Officer on duty at that time. On no account should students telephone their parents requesting that they be collected from school because they are unwell. The School First Aid Officer will decide if a student should go home, in which case she will contact the parents to arrange this.