



# **HUNTERHOUSE COLLEGE**

## **STUDENT PROGRESS (PASTORAL CARE) POLICY**

**Date/Date Reviewed: 2020**

**Date Ratified: 15<sup>th</sup> June 2020**

**Previous: 2018**

**Next Review due: 2022**

This policy is available in pdf format on the College website

[www.hunterhousecollege.org.uk](http://www.hunterhousecollege.org.uk)

or on request from the Office 028 9061 2293

[info@hunterhouse.belfast.ni.sch.uk](mailto:info@hunterhouse.belfast.ni.sch.uk)

## **Inclusion & Diversity**

The College aims to establish an inclusive community where all students and staff are treated with dignity and respect, regardless of individual differences including, but not limited to, culture, race, religion, beliefs, sexual or gender orientation, appearance, ability or disability.

## **Rationale**

The support of student progress is concerned with the care and promotion of all students' personal and social wellbeing, ensuring progress and fostering positive attitudes. Through its provision, the College demonstrates its continuing concern for its students as individuals, actively encouraging them to be secure, successful and fully participating members of the College and of the wider community. In addition, the support of student progress is central to the College achieving its educational aims of enabling students to reach their academic potential.

## **Aim**

The aim of the Student Progress Policy, through its role in reducing and removing barriers to learning, is to create a caring, supportive and safe environment which is child-centered in its approach, values individuals for their unique talents and abilities and is one in which all students can reach their full potential.

## **Student Progress Policy and Practice**

This document is based on Every School a Good School, DE 2009 (see Appendix 1) and sets out the College's policy and practice in relation to the care of students and the promotion of an environment where students and staff adhere to the ethos and the aims of the College.

## **Support of Student Progress at Hunterhouse College**

The College's Student Progress team aims to support all students in overcoming barriers to learning using a range of intervention and support strategies. The team recognises that students' needs and issues span a wide range and are different for every individual, affecting each student differently both in extent and impact.

Areas in which the Student Progress team provides support to students includes, but is not limited to, attendance; behaviour; progress; SEN; EAL; social integration and peer relationships; sexual and gender orientation; medical conditions; pregnancy and parenthood; young carer roles; family relationships and changes; anxiety; self-harm; eating disorders and bereavement.

The highly individualised nature of such issues means that the College does not operate a fixed programme of support and interventions, instead, its approach is tailored to each individual student and their specific situation. Working in partnership with the student, parents/carers and College staff, a bespoke support package is put together for each student as required.

## **Roles and Responsibilities**

Student Progress and safeguarding are the concern of all College staff and the structures within the College aim to support them in this overall responsibility. (see appendix 2)

## **Board of Governors**

The Governors of Hunterhouse College have overall responsibility for the curricular provision (including pastoral aspects) and safeguarding arrangements for students in the College.

## **Designated Governor for Safeguarding & Child Protection**

Mrs B McNeill works closely with the Designated and Deputy Designated Teachers for Safeguarding & Child Protection on the management of Safeguarding & Child Protection issues in the College. Further information can found in the College's Safeguarding & Child Protection Policy.

### **Principal**

The Principal has overall responsibility for the implementation of policies agreed with the Board of Governors and for the wellbeing of all students and staff in the College.

### **Vice Principal**

In addition to leading the College's Safeguarding Team, the Vice Principal, Mrs S Kane, oversees the day-to-day provision and strategic development of the work of the Student Progress Team, including line management of the three Senior Managers for Student Progress: Mrs S Winnington (KS3), Miss L Gribbons (KS4) Mr N Gilmore (Sixth Form) and the College's SENCO (Miss L Gribbons).

### **Senior Managers for Student Progress**

The three Senior Managers have specific responsibility for the day-to-day implementation of relevant policies and provision and the line management of the Heads of Year within their Key Stage. Each one is also the Designated Teacher for their Key Stage. Their work is further supported by a Familyworks counsellor through the Independent Counselling Service for Schools (ICSS) and a range of external agencies.

### **E-Safety Teacher**

The College's e-safety Teacher, Mr N Goodall, is a member of the College's Safeguarding Team. He provides support to students, parents/carers and staff on a range of aspects of online safety and works alongside members of the Senior Team in developing policies and practices within this area.

### **Other Members of the Student Progress Team**

The College's Heads of Year and Form Tutor team, as well as other key staff, play a vital part in supporting students and their progress. They are often the first point of contact for students and parents/carers and work closely with the Senior Manager for their Key Stage. The team comprises of:

#### **Head of Sixth Form:**

Mrs N Shaw

#### **Heads of Year:**

Year 8	Miss S McSwiggan	Year 11	Mrs L Girvin
Year 9	Mr N Goodall	Year 12	Mrs V Waddell
Year 10	Mr T Campbell		

#### **Pupil Reception:**

Mrs I Burgess

#### **Special Educational Needs Co-Ordinator:**

Miss L Gribbons

#### **Head of Careers (CEIAG):**

Mrs H Dowds (Senior Manager)

#### **Careers Advisor:**

Mrs C McGlade

**Examinations Team:**

Dr C McNally & Mrs L Rice

**School Counsellor:** Familyworks Counselling Service

**Form Tutors**

Form Tutors are key figures within the Student Progress Team and they should have a detailed knowledge of the needs, emotional development, progress and attainment of each student in their form. Form Tutors are also responsible for the delivery of a tailored Personal Development programme during Form Time written by the Heads of Year team which is in addition to the Learning for Life and Work curriculum. Students have direct contact with their Form Tutor every day during Form Time.

**Partnership Working**

Hunterhouse College is committed to building strong relationships and partnerships with parents/carers and external agencies in order to promote the welfare of its students.

Relationships are fostered through a variety of means, including the arrangement of individual contact with parents/carers when necessary. For parents/carers, the first point of contact should be with their child's Form Teacher, or, in more serious instances, with their Head of Year who will liaise with the relevant Senior Manager as necessary. The College will actively seek contact with parents/carers should there be a concern relating to their child.

**Progress Events**

The College holds a Progress Event for every year group once a year. This provides a valuable opportunity for parents/carers and students to discuss progress with subject teachers and identify where additional is needed in order for each students to make progress and achieve their potential. Progress Events are arranged across the year and provide a more formal and structured opportunity for discussion. They have been devised with the specific needs of each year group in mind, and their form and frequency are under constant review. It is expected that students will attend their Progress Event with their parents/carers in line with the College's three-way partnership.

**Learning Guidance**

The Student Progress Team will also be involved in learning guidance for all students. This will take the form of attendance at options meetings, progress review meetings with students and parents/carers at key points in the academic year and having the final decision on adjustments made to students' timetables.

**External Agencies**

Student Progress at Hunterhouse College is also supported by a number of statutory and voluntary agencies. The Student Progress team will refer students to, share information with and work in partnership alongside a range of external agencies including, but not limited to, those listed below:

**Education Authority**

- Safeguarding Team
- Education Welfare Service (EWS)
- Special Educational Needs (SEN) Team
- Educational Psychology Team
- Peripatetic Services

**Social Services**

- Gateway Team
- Intensive Support Team

- Family Intervention Team
- Family Hub

## **NHS**

- GPs
- Child and Adolescent Mental Health Services (CAMHS)
- Eating Disorders Unit

## **PSNI**

## **Other Agencies**

- Steps to Cope
- Drug and Alcohol Intervention Service for Young People (DAISY)
- The Rainbow Project
- Cara Friend
- Familyworks School Counselling Service
- Cancerfocus NI
- NI Careers Service

## **Linked Documents**

Anti-Bullying Policy

Attendance Policy

Counselling Policy

Dealing with Suspected/Actual Misuse of Alcohol/Substances Policy

DENI 2001 Pastoral Care in Schools

DENI 2008 Evaluating Pastoral Care

Drugs Education Policy

E-Safety Policy

Gifted & Talented Policy

Intimate Care Policy

Learning Guidance Policy

Positive Behaviour Policy

Pregnancy & Parenthood Policy

Relationships & Sexuality Education (RSE) Policy

Safeguarding & Child Protection Policy

Safe Handling Policy

SEN Policy

Suspension & Expulsions Policy

Young Carers Policy

## **Appendix 1: Every School a Good School - Overarching Objectives**

### **1. Child Centred Provision**

#### **Objectives**

- Ensure the highest standards of pastoral care and safeguarding are in place for each student at each stage of their development
- Provide all staff with a robust programme of safeguarding training, delivered through a variety of means such as whole staff meetings, policy development and dissemination of information
- Foster a College culture of acceptance, inclusivity and achievement, with clear expectations that all students can and will reach their potential
- Develop a system of recording and disseminating necessary information about students so that every student is supported appropriately
- Develop an effective system of monitoring attendance which reduces persistent absenteeism and raises whole school attendance
- Provide impactful interventions and support to meet additional educational and other needs and overcome barriers to learning

### **2. High Quality Teaching and Learning**

#### **Objectives**

- Provide a broad and relevant curriculum for all students at each key stage of their education at the college which is responsive to the needs of students
- Ensure that the potential and value of each individual student is recognised through acknowledgement of improvement and progress in all their achievements throughout their College career
- Support teachers in their use of adaptable, flexible teaching strategies that respond to the diversity and changing needs of students within their classrooms
- Effectively use all data, including PASS testing, to promote understanding of student needs and inform inclusive teaching and learning across the College
- Offer effective careers education, information and guidance (CEIAG)
- Ensure rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement
- Ensure consistency and fairness in the implementation of the College's Behaviour Policy using, where appropriate, agreed rewards and sanctions to encourage positive behaviour.
- Provide a wide range of extra-curricular activities which offer opportunities for each student to develop their individual talents and personal qualities

### **3. Effective Leadership**

#### **Objectives**

- Ensure that an effective School Development Plan with a pastoral focus, and Pastoral Action Plans, are in place, providing clear and realistic targets for improvement based on a sound vision for the College.
- Ensure school leaders at all levels demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice

- Ensure school leaders monitor and evaluate effectively outcomes, policies, practices and procedures and the School Development Plan itself

#### **4. A School Connected to its Local Community**

##### **Objectives**

- Facilitate engagement and communication between the College, its students, parents/carers and the wider community that it serves.
- Work closely with other relevant statutory and voluntary agencies whose work impacts on education

## Appendix 2 – Student Progress Structure 2020-21

