

2.6 Pupil Welfare (High)

INTRODUCTION

Aims of Wigmore High School

We aim to ensure that everyone within our school community is: Happy, Healthy and Successful.

The pastoral policy promotes the aims of the School and is concerned with the overall personal and academic development of each pupil.

All staff are involved in the pastoral structure of the School. The structure consists of:

- Form Tutors and all other staff
- Heads of key stage
- Senior leadership team including the Senior Deputy Headteacher responsible for welfare and guidance and Assistant Headteacher responsible for safeguarding and inclusion

There is a weekly pupil briefing where concerns are raised or positive achievement is recognised. This is led by the Senior Deputy Headteacher. The Senior Deputy Headteacher meets weekly with each head of key stage to discuss pupil concerns. The Leadership team meet to share information and concerns on a weekly basis.

Role of the Tutor

- to help each pupil to develop a sense of responsibility towards other pupils and to the wider community
- to encourage each pupil to develop a perception of self-worth and a respect for others, their property and the environment
- to encourage a sense of co-operation, mutual support and teamwork
- to provide for the needs of each individual pupil and to suggest coping strategies where appropriate and advise referral where necessary
- to provide a link between parents/guardians where appropriate
- to foster the idea of a partnership between the pupil, teachers and parents/guardians
- to have an 'overview' of an individual

The Tutor is the base of the Schools' pastoral organisation.

Normally pupils remain with the same tutor for the five years. The School lays great stress on producing confident, well-balanced, mature and sensitive young people. Staff and pupils work together to generate a positive, happy and caring atmosphere within the School, which encourages high standards of work, appearance, achievement and self-discipline. There is an emphasis on appreciation, trust and encouragement rather than sanctions. Pupils are positively encouraged to seek and take responsibility. The Life Skills programme (which includes PSHEed) and the School Council play an important role in communication and the evolution of the school.

The Welfare Support Programme:-

- **Life Skills (which includes PSHEed);** Pupils in KS3 and KS4 follow a Life Skills programme led by the Head of Humanities.
- **Selection of GCSE option subjects:** A member of the Senior Leadership Team, the Careers Advisor and form tutors all help to deliver this programme partly through the Life Skills programme in the Spring Term of Year 9.
- **School Nurse:** Pupils can access confidential support from the school nurse at a weekly lunchtime drop in clinic.
- **Child and family support worker:** the school employs a child and family support worker to work with pupils and families on an individual basis following a referral by the Assistant Headteacher responsible for safeguarding and inclusion.
- **Outside agencies-** the school liaises closely with various outside agencies e.g. Young Carers, CAMHS, CLD to provide additional support for individual pupils when required.
- **The 'House' system;** each pupil on entering the School is allocated to one of four Houses. Siblings normally join the same House. There is a variety of competitions and responsibilities which require pupils and staff to work, co-operate and to support each other.
- **Enrichment Activities;** the School actively encourages educational visits, off site activities and

residential experiences for each year group. The aim is to enrich the curriculum by widening pupil horizons, developing social responsibilities and to develop further the 'team spirit' of co-operation and support for each other.

Person Responsible	Sarah Steer
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