

Dronfield Henry Fanshawe School 	Policy No:S25	Revision No:	1
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Student Progress and Welfare Policy & Procedures		Committee:	Statutory
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Purpose

At Dronfield Henry Fanshawe School we want our students to:

- Be motivated and enjoy learning.
- Develop a range of skills to equip them for a successful adult life, such as independence and ambition.
- Be confident, responsible, happy and feel safe.
- Be friendly, respectful, caring and polite.
- Experience success every day.

In a school:

- That fosters individual talents and abilities in every child.
- That has high expectations for itself, its staff and students.
- That celebrates success and achievement in all its forms.
- That values the role parents and carers play.
- That is continually striving to improve.

Ownership

This Student Progress and Welfare Policy and Procedures has been created with the contributions of students, staff, parents/carers, Derbyshire local authority and the Department for Education.

Targets

It is our goal to create a school where the academic progress and welfare of every child matters – “success with care”. We want to ensure that being a student at Dronfield Henry Fanshawe School means that a young person’s learning needs are being met, and where there are barriers to learning and academic progress, school will co-ordinate appropriate intervention to reduce or help a student overcome these barriers. Success will be measured by appropriate annual targets including achievement, attainment, attendance and punctuality.

Policy

We believe that the emotional and physical health and well being and the academic progress of every student in our school matters. The guardianship of academic progress and student welfare rests with the school’s pastoral teams (mentors, House Support Managers and House Progress Leaders) along with other leaders in the school, including Heads of Faculty, the Director of Learning Support (SENCO), outside agencies and SLT.

The pastoral system is designed to give adults at every level in school a number of students for whom they are responsible in terms of welfare and academic progress. Different roles in the pastoral system have different responsibilities and are specified in the procedures section attached to this policy.

The school adopts a vertical pastoral system, based around the school's 6 'Houses' – Baggaley, Buxton, Fanshawe, Gosforth, Millican, and Spaven. The benefits to students of the vertical system are:

- Raising of learning and achievement.
- Development of positive relationships across year groups.
- Raising of standards and expectations within school with respect to uniform, equipment and punctuality due to a 'team ethos' being developed within a mentor group and house.
- Creating further opportunities for peer mentoring and peer support consistently for all students.
- Increasing the responsibility of P16 students within school, as role models, support mentors and active members of the House and mentor groups.
- Allowing staff in school (mentors, House Progress Leaders, House Support Managers and House Academic Mentors) to provide more personalised advice and guidance to students at key dates throughout the year due to the small number of students in that year group they are working with.
- Smoother transitions between key stages.
- A reduction in bullying or anti-social behaviour around the school site.

Our aim is to continue to increase the sense of community and belonging in school.

Vertical teams in school have a responsibility towards promoting the kind of school culture that will help foster individual responsibility, independence, care for others and ambition. In addition, the vertical teams have a responsibility to monitor and care for students who are not making the expected progress in their learning or are not meeting the expectations of the school.

The expectation is that all students will be well known by at least one person (normally their mentors) who will monitor their academic progress and welfare. Students with additional or complex needs, or students who are significantly underachieving in terms of their academic progress, will have additional intervention from additional adults from in or outside school.

Linked policies

Teaching and Learning Policy and Procedures
Attendance Policy and Procedures
Anti-bullying Policy and Procedures
Behaviour and Discipline Policy and Procedures
SEN Policy and Procedures

Accountability

School procedures will be constantly monitored by the Assistant Headteacher in charge of Behaviour, Personal Development and Welfare (or equivalent) and reported as requested by governors.

This Student Progress and Welfare Policy and its procedures will be reviewed every 2 years as part of the policy review schedule.

Procedures

There are a number of roles in the teams responsible for student progress and welfare. The responsibilities below are indicative and are not necessarily exclusive.

The House and vertical mentor group – The school has 6 "Houses" to promote loyalty, community and to raise aspirations: Baggaley, Buxton, Fanshawe, Gosforth, Millican and Spaven. Each House has approx. 310 students, 50 students each from Year 7, 8, 9, 10, 11 and Post 16. Each House has 10 vertical mentor groups BAG1, BAG2, BAG3 etc. Each vertical mentor group has approx. 5 students each from Year 7, 8, 9, 10, 11 and Post 16. Student achievement and

behaviour points add or subtract House Points. The House Championship allows students to do their best for or support their House.

House and Year Assemblies – In order to facilitate effective assemblies then the following rota will be used whenever possible:

Monday – no assembly

Tuesday – Baggaley & Buxton assemblies

Wednesday – Fanshawe & Gosforth assemblies

Thursday – Millican & Spaven assemblies

Friday – Year Briefings (as scheduled on the school calendar)

Registration and Mentoring period – In order to prepare students for learning, to check on their welfare and to mentor students (either by adults or by their peers) each day will start with a 15-minute mentor period.

Students will be directed into either a mixed age seating plan, or an age-based seating plan depending upon the activity taking place.

Each vertical mentor group will have two mentors

Mentor – The role of mentors is paramount to a successful pastoral system. In time, they should be a student's most trusted and well known adult in school. They should have excellent relationships with students in their mentor group. Mentors can be pivotal for a student's success by acting as their critical friend and coach. As the person most frequently in contact with a student they can often be the first person to identify a welfare concern.

The responsibilities of mentors include:

- Giving students a warm friendly welcome each day.
- To actively take an interest in the life and welfare of all students in their group.
- To help prepare and deliver meaningful and engaging activities for students during vertical Mentor Time in order to help prepare them for making progress in their learning.
- To facilitate the checking of uniform compliance, the student's planner (including checking if it has been signed weekly by parent/carer) and other equipment for learning.
- To help promote a culture of individual responsibility, independence, care for others and ambition amongst the members of the group.
- To celebrate the successes of individual students and the mentor group.
- To lead the group towards the completion of school responsibilities, including student led assemblies, fundraising activities, and student council developments.
- To be the first point of contact with school when there is a cause for concern coming from the student or from home.
- To communicate regularly with others within the House Team to support and enrich the experience of students.
- To help monitor the behaviour event log of students in their mentor group; praising positive behaviours and taking any necessary intervention (with support from the House support managers and House Progress Leaders if required).
- To monitor and coach students with their academic progress and achievement.
- To work imaginatively and co-operatively with others to achieve the above.

House Support Manager – The role of the six House Support Managers is to lead on day-to-day behaviour incidents and referrals affecting students in their House and in addition to track and monitor the attendance and punctuality of their students. As a non-teaching member of the pastoral team, the House Support Manager is ideally positioned to deal with incidents as they arise as well as supporting mentors, class teachers and the House Progress Leader in the smooth running of the school behaviour and discipline systems.

The responsibilities of the House Support Manager include:

- To carry out daily absence monitoring of students including first day absence calling home if a parent/carer has not phoned in.
- Monitoring and tracking non-attendance and making any necessary interventions and referrals as required (see Attendance Policy and Procedures).
- To help investigate any serious incidents that occur and to make any necessary referrals or to implement the appropriate sanction.
- To keep a record of all interventions on the school's SIMS information monitoring system.
- To attend exclusion re-admission meetings and then if appropriate work as the key worker for students returning from exclusion.
- To participate in a range of preventative or restorative interventions with students with behaviour or attendance difficulties, e.g. mentoring, mediating between staff and students or students and students.
- To attend school multi-agency meetings about students of concern and to make the necessary referrals to outside agencies if required.
- To help administer parts of the school's behaviour and discipline system, e.g. sending standard letters home, communicating with parents/carers.
- To run appropriate engagement activities at break/lunchtime to model behaviour and prevent anti-social behaviour.

Extended Services Co-ordinator – The Extended Services Co-ordinator assists the work of the House Support Managers, Director of Learning Support and the Assistant Headteacher (Behaviour, Personal Development and Welfare) in co-ordinating and facilitating effective links with the area and locality, to support vulnerable students with additional needs. This role includes monitoring and supporting the processes for young people with additional needs, early identification of vulnerable students and families at risk during transition from KS2 to KS3, and as Transition Manager supporting the smooth process of students joining the school from the primary feeder schools in Y6 and during their initial start at the school. In addition, the Extended Services Co-ordinator supports and provides an induction package for any students joining the school during KS3 or KS4, and helps develop sustainable projects that help young people in the Dronfield Learning Community region take up extra-curricular activities, a healthy lifestyle, play a positive part in a cohesive community – often with the support of outside organisations.

House Progress Leader – The six House Progress Leaders are teachers with pastoral leadership responsibilities. Progress leaders are ultimately responsible for the academic progress, achievement and welfare of all students within their care. These students will be Years 7 through to Sixth Form.

The responsibilities of a House Progress Leader include:

- To communicate effectively with House Support Managers on their tracking and monitoring of behaviour and attendance and day-to-day preventative and intervention strategies.
- To effectively develop and lead their team of mentors.
- To help promote the attitudes of individual responsibility, independence, care for others and ambition amongst our students through a variety of methods including assemblies and rewards.
- To help promote to parents/carers how they can support their child achieve good health, wellbeing and academic progress.
- To identify early students who are not making sufficient progress and implement effective interventions to support these students.
- To work closely with House Academic Mentor to support students who are not making the required progress in their learning in school.
- To ensure a range of appropriate additional provision or intervention is employed with underperforming students (class teachers, student learning support, House Support Managers, mentors) and this is continually evaluated and reviewed to ensure the most appropriate approach is employed.
- To work closely with House Support Managers if required on serious behaviour and attendance concerns.

- To continue to update the House Improvement Plan in preparation for presentation to peers, SLT, the Headteacher and governors three times a year.
- To work collaboratively with class teachers, Heads of Faculty, Director of Learning Support, Academic Mentors and outside multi-agencies on the provision and intervention mapping of underperforming students.
- To assist in the formalised processes of exclusion re-admission, student engagement boards (disciplinary panels), pre-exclusion and exclusion.
- To co-ordinate and lead House assemblies in line with the whole school focus, encouraging an active contribution from students.

Director of Sixth Form

In recognition of the specialist nature of Key Stage 5 students, the Director of Sixth Form-will be responsible for the strategic direction of Key Stage 5, monitoring the progress, attendance and wellbeing of Sixth Form students in addition to the House Progress Leaders and House Support Managers. Additionally, the Director of Sixth Form will be responsible for recruitment to the Sixth Form, providing information, advice and guidance on Post-18 destinations, managing the UCAS process and overseeing the Key Stage 5 curriculum. The Director of Sixth Form will represent Sixth Form students at SLT level.

Assistant Director of Sixth Form:

Assistant Directors of Sixth Form are teachers with pastoral leadership responsibilities. They are ultimately responsible for the academic progress, achievement and welfare of all students within their care. These students will be in Years 12 and 13.

Their responsibilities include:

- To conduct effective academic tracking, monitoring of behaviour and attendance of Sixth Form students, implementing day-to-day preventative and intervention strategies.
- To help promote the attitudes of individual responsibility, independence, care for others and ambition amongst our students through a variety of methods including assemblies and rewards.
- To help promote to parents/carers how they can support their child achieve good health, wellbeing and academic progress.
- To identify early students who are not making sufficient progress and implement effective interventions to support these students.
- To ensure a range of appropriate additional provision or intervention is employed with underperforming students (class teachers, student learning support, House Progress Leaders, House Support Managers, mentors) and this is continually evaluated and reviewed to ensure the most appropriate approach is employed.
- To work closely with House Support Managers if required on serious behaviour and attendance concerns.
- To work collaboratively with class teachers, Heads of Faculty, Director of Learning Support and outside multi-agencies on the provision and intervention mapping of underperforming students.
- To assist in the formalised processes of exclusion re-admission, student engagement boards (disciplinary panels), pre-exclusion and exclusion.
- To co-ordinate and lead Year assemblies with age specific messages, providing clear information, advice and guidance.

Sixth Form Study Supervisor:

The role of the Sixth Form Study Supervisor is to track and monitor the attendance and punctuality of Sixth Form students during lesson time. As a non-teaching member of the pastoral team, the Sixth Form Study Supervisor is ideally positioned to deal with incidents as they arise as well as supporting the Sixth Form team and class teachers in the smooth running of the school behaviour and discipline systems.

The responsibilities of the Sixth Form Study Supervisor include:

- To carry out daily absence monitoring of students
- Monitoring and tracking non-attendance and making any necessary interventions and referrals as required (see Attendance Policy and Procedures).
- To keep a record of all interventions on the school's SIMS information monitoring system.
- To participate in a range of preventative or restorative interventions with students with behaviour or attendance difficulties, e.g. mentoring,
- To help administer parts of the school's behaviour and discipline system, e.g. sending standard letters home, communicating with parents/carers.
- Manage the Sixth Form work experience administration
- Support students with UCAS applications and CV production
- Manage the Sixth Form area including students on supervised study periods.

House Academic Mentor

In recognition of the specialist nature of UCAS applications, the 6 House Academic Mentors will oversee UCAS reference writing, ensuring effective personal statements and references are produced. Additionally, they will provide assertive academic mentoring to help support House Progress Leaders and Mentors in the mentoring of underperforming students from all year groups and support the development of the vertical House system.

Director of Learning Support

The overall responsibility of the Director of Learning Support is to lead, develop and support the further provision for students with disability or special educational needs (DSEN) and those students who have additional learning needs.

Any student who has been identified as having an additional educational need is placed on the Inclusion Register with an explanation of the specific learning need and the provisions that are in place to support the student.

The responsibilities of the Director of Learning Support include:

- To identify students with additional needs either via liaison with primary schools, outside agencies, parents/carers or via data following testing of students in relation to their reading and/or their overall ability (Cognitive Ability Tests (CATs)) and/or teachers and parents/carers consultations.
- To maintain an accurate and up-to-date Inclusion register of students with additional learning, medical, physical, behavioural, emotional or social needs.
- To identify and map additional provision or intervention required to support students with additional needs to make sufficient academic progress.
- To manage the majority of the additional provision or intervention (deployment of Teaching Assistants, adjusted curriculum, outside agency involvement) for DSEN students.
- To ensure that everybody understands that all teachers are teachers of all students – regardless of their needs and that every child matters.
- To provide help and support for teachers and teaching assistants in relation to differentiation of work so quality teaching and learning can be assured.
- To monitor and track the academic progress of students with additional needs and to identify where current provision is inadequate. To put in place more appropriate provision where this is the case.
- To work collaboratively with House Progress Leaders, House Support Managers, Heads of Faculties, outside agencies, Extended Services Team, Primary feeder schools' staff, Learning Support Team, Early intervention behaviour support specialist and parents/carers in all of the above.

- To identify and assess students for any access arrangements for their examinations, to share this information with all staff and to ensure that this is their normal way of working during lesson time.
- To hold regular meetings with Teaching Assistants so students of concern can be identified early and appropriate intervention is implemented to support the students' learning.
- To write, conduct and evaluate annual review meetings for students who have got a statement of special educational needs.

Strategic Leadership Team (SLT) – If House Progress Leaders, House Support Managers have issues that they feel need further consultation then they should refer to their SLT link. The exception will be Safeguarding issues or where staff stress issues of concern in which the normal policy and procedures apply.

For example, it is normal practice for the House Team to conduct re-integration meetings with parents/carers upon a students' first exclusion. The SLT link should conduct a repeat exclusion re-integration to demonstrate an escalation of the sanction. The exception for this may be with students in Houses linked to the Headteacher and Deputy Headteacher. This is because the Headteacher and Deputy Headteacher should be used when a student has either had a series of exclusions or has been involved in a serious incident, or for students who are close to permanent exclusion. In these circumstances, an Assistant Headteacher will take on the repeat exclusion re-integration.

SLT links will hold at least fortnightly 'Keeping in Touch' meetings with their link House Progress Leader and House Support Manager to review students of concern, progress issues and leadership development. A record of minutes from the meetings should be produced and sent to SLT and the Headteacher.

SLT links agree with House Progress Leader which assemblies they will lead on (others will be delivered by House Progress Leader or delivered by a Mentor Group).

Assistant Headteacher (Behaviour, Personal Development and Welfare) presents a regular behaviour and attendance report on Year and House groups mid-way through every term. Comments will be added to the report after discussion and then shared with House Progress Leaders and House Support Managers. SLT will follow through in House link meetings.

Student Leadership

The Leadership scheme allows students to actively contribute to the school community and propose and develop new ideas and initiatives to move the school forward. Students are nominated by their mentors, and hence inclusion should be considered a privilege and with kudos. Students will work with school leaders on a wide range of projects including:

- Student Voice
- Open Evening Ambassadors
- Staff recruitment

The committees meet regularly each term to discuss plans, review current findings and propose an action plan to follow. Student Council assemblies are delivered 3 times a year to share ideas and gain feedback from the whole school student body. The Student Leadership team will also feed back to SLT regularly throughout the year.

Student House Captains: will actively represent, lead and support their house in inter-house competitions. They will take an active role in team organisation and house activities including fundraising, organisation and sharing of House information. They are ambassadors for the House and must be exemplary in all that they do in and around school.