

2014

# PUPIL SUPPORT



'Aim for the Highest'

## POLICY DOCUMENT

## **Organisation of Pupil Support**

The school's Pupil Support Structure is a vertical one. In this system pupils remain under the pastoral care of the same member of the Pupil Support Team for their entire school career. Essentially, every pupil is allocated to a specific member of the Pupil Support Team - which is done while the pupils are still in primary seven - and stay with them to S5/6. The allocation is based on the House system in the school and pupils are assigned to staff according (approximately) to the initial letter of their surname.

## **Pupil Support Structure**

The Pupil Support system is organised on a house basis: Barclay, Colville and Greig. Each house team consists of one Principal Teacher and a team of Pupil Support tutors. Each extended Pupil Support team is responsible for the pastoral, vocational and curricular care of the pupils in their group.

A Depute Head teacher has been allocated with the overall responsibility for Pupil Support. This system ensures that each child is known personally and in some depth by at least one member of staff.

## **Personal Support**

The aim of Pupil Support in Dalziel High School is to ensure that we have happy, contented pupils from S1 to S6 who are fully realising their academic and personal potential. Our Pupil Support department ensures pupils receive their entitlement to personal support as laid out in A Curriculum for Excellence and to ensure we are working within the framework of GIRFEC. *Getting it right for every child.*

***“Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can Provide.”***

## **Approach to Pupil Support**

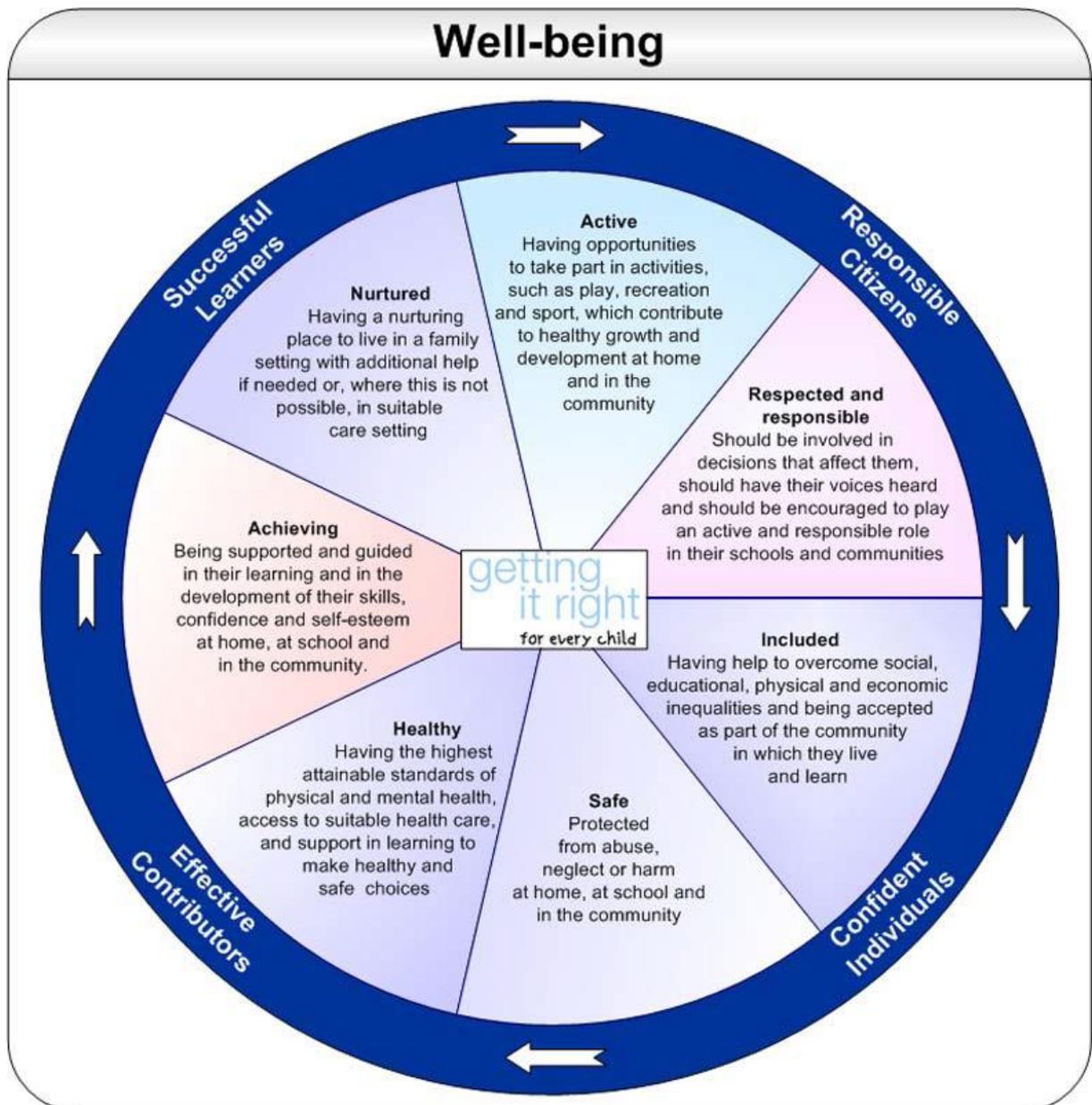
Every pupil will be known well to at least one member of staff and have the opportunity to build positive relationships based on mutual trust and respect. Dalziel High school endeavours to ensure personal support is embedded into our pupil support system as outlined in Curriculum for Excellence. Pupils will have confidential access to a member of staff when they need it. They are able to rely on prompt and appropriate information and support to get the help they need, when they need it, effectively. Dalziel High School also has a structured Pupil Support calendar which outlines formal contact between pupils and pupil support staff. Personal interviews will allow pupils to plan and take ownership of target setting, personal learning, social and academic development, review and evaluation of the following areas;

- ✓ **Review of learning and planning of next steps in learning, and personal and social development**
- ✓ **Regular review of progress**
- ✓ **Access to learning activities which meet their needs**
- ✓ **Access to Support: To ensure all children and young people, and their parents, feel confident that the school will support them**
- ✓ **Co-ordinate support and work in partnership with parents, external agencies, Support for Learning and the Home Partnership Officer to ensure we are getting it right for every child.**
- ✓ **Respecting confidentiality**
- ✓ **Ensuring time and space regularly to allow pupils to build relationships with staff, reflect on their personal, social and emotional wellbeing and develop their knowledge of information and support available to them.**
- ✓ **Plan for opportunities for personal achievement, through involvement in extra curricular activities, work experience and community involvement**

- ✓ **Preparing for changes and choices and support changes and choices by helping with transitions between stages in education and between different providers of education and personal development opportunities**
- ✓ **Helping to plan for the future and to support every pupil in achieving a positive destination**

### **Health and Wellbeing – Experiences and Outcomes**

Dalziel High School takes a holistic approach to promoting health and wellbeing across all curricular areas. The school recognises that learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. It is also recognised that learning through health and wellbeing ensures that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Therefore, health and wellbeing experience and outcomes are firmly embedded in all curricular areas. Every member of staff is aware of their responsibilities and the diagram below illustrates the shared vision and common goal.



### **Health and Wellbeing Courses**

Health and Wellbeing courses are delivered one period per week by the Principal Teachers of Pupil Support throughout S1 to S5. All courses cover the experiences and outcomes within the following areas.

### **Mental, emotional, social and physical wellbeing**

Mental, emotional, social and physical wellbeing are essential for successful learning.

The mental, emotional, social and physical wellbeing of all pupils is positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.

### **Planning for choices and changes**

Pupils will experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They will be provided with opportunities to develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Pupils will experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

### **Substance misuse**

Pupils will develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

### **Relationships, sexual health and parenthood**

Pupils will develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

### **SQA AWARDS**

The following awards will be delivered within the Health and Wellbeing courses

Health and Wellbeing – This award will be delivered in S3. There are 2 units in this award, Developing Wellbeing and Improving Wellbeing.

Health and Wellbeing teachers will work in conjunction with the PE department to deliver improving wellbeing.

Personal Development – This award will be delivered in S4. There are 4 units in this award. Personal Awareness, Self and Work, Practical abilities and Self in the community.

Leadership – This award is for house officials and seniors who carry out leadership activities throughout S5 and S6.

### **Planning for Choice and Change**

Towards the end of second year, pupils will choose the subjects from curricular areas that they want to specialise in until the end of S4. Pupil Support staff are responsible for advising pupils and parents on the choices available and, through general meetings and contact with individual pupils and parents, will seek to provide a course of study which is balanced in content, and personal to each individual pupil. Advice on courses of study for those entering S5 or returning to 6th year, is also available from Pupil Support as is an extensive careers library - which is continually being updated. In addition, Dalziel has forged very strong links with the Skills Development Scotland Service and both pupils and parents will be given many opportunities to receive advice and guidance from the schools Careers Advisor.

### **Working in Partnership**

The GIRFEC model is designed to create a seamless process of assessment planning and review for young people. Where the needs of the young person go beyond the resources in school, the young person may be supported by a variety of other agencies, subject to multi-service discussion.

- Psychological Services
- Public Health Team (including School nurse)
- Child and Adolescent Mental Health Services
- Social Work
- Youth Counsellor
- Home/School Partnership Officer
- Attendance Council
- Children's Reporter
- Skills Development Scotland
- Careers Advisor

## **The Role of Principal Teachers of Pupil Support and Specialist Staff**

- ensure there is one key member of staff who will be responsible for ensuring a positive outcome has been achieved for the child or young person, when a need has been identified
- be able to support, encourage and motivate teaching, non-teaching and ancillary staff to foster relationships with children, by providing staff with advice, information, training and encouragement
- be able to support children, young people and their families to resolve complex problems. This requires the development of a close and trusting relationship with the child and family and a sound knowledge of the potential role of other specialists and agencies
- deliver, and support others to deliver a coherent and high quality programme of education for personal and social development, with appropriate progression
- co-ordinate and integrate services to provide seamless support for the child or young person, including in-school integration of pupil support, learning support and behaviour support, and other in-school agency provision (such as health or social work), as well as services outwith school

## **The Role of Pupil Support Tutors and Classroom Teachers**

- 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, 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 seek or accept their help
- be ready to involve specialist staff in schools in supporting children and young people, 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.

## **STAR**

The STAR programme (Setting Targets to Achieve Results) is set up to support pupils who are going through a difficult time in their life, socially or academically and pupils who are at risk of disengaging with school are targeted and a range of strategies are put in place to support the pupil. This also provides the support to ensure all pupils leave school and enter into a positive destination.

## **ROLE OF SMT**

The Head Teacher is the child protection officer within the school and the Pupil Support Depute is the child support co-ordinator.

Depute heads are assigned to year groups and work closely with the Principal Teachers of Pupil Support.

## **The Role of All Staff**

### **Dealing with a Child Protection Concern**

It is important that practitioners recognise that children and young people can be harmed or can be at risk of harm from people who are supposed to care for them. If you are concerned about a child but unsure whether they are being abused, simply discuss your concern with Jaclyn Lennon, DHT Child Protection Co-ordinator.

If a child/young person tells you someone may have abused them;

#### **DO**

Stay calm  
Listen to the child  
Keep questions to a minimum  
Reassure child  
Record what the child has said in their own words

#### **DON'T**

Ask too many questions  
Make false promises  
Express shock or anger  
Delay in passing on your concerns

#### **NEVER**

Carry out an investigation into an allegation, this is **NOT** your role.

### **Making a Referral (Notification of Concern)**

Once you have discussed your concerns with the designated child protection co-ordinator in your establishment they made decide to pass on your concerns to Social Services or the Police.

The following information will be required:

- child's name, address and date of birth
- parent's address and current whereabouts
- where the child is and their views, where known
- your details
- your involvement with the child
- what are your concerns?
- details of alleged abuse
- whether there are any other children in the household
- whether the parents / carers are aware of your concerns

#### **REMEMBER**

**YOU SHOULD ALWAYS REFER TO YOUR AGENCY CHILD PROTECTION PROCEDURES AND GUIDANCE**