



THE ABBEY SCHOOL

A BUSINESS & ENTERPRISE ACADEMY

# Pastoral Care and Support at The Abbey School

September 2021

BE THE BEST YOU CAN BE

# Hollistic Approaches to Pastoral Care at the Abbey School



## School Website:

<http://www.abbeyschoolfaversham.co.uk/423/support>

## Online Safety:

- Assemblies, E-Safety Posters, no mobile phones in school, Awareness Campaigns on Social Media, Advice to parents on safe internet use
- How to report a concern.

## PSHE:

- Developing a sense of Purpose, Value of self and others, Making Informed Decisions, communicate effectively, Work with others, Respond to challenge & Active citizens in the Community.
- Fully developed careers programme from Years 7-13.
- Promotion of pupils Spiritual, Moral Social and Cultural development.

## Extended School Services: Direct working links with

- Children and Young Peoples Mental Health Services
- Early Help
- Local Police Community Support Officers

## SEND:

- **Local Offer:** More Information from Kent County Council for parents on the school website
- Neurodiverse Support (ASC, ADHD, Dyslexia, Speech & Language ...)
- Communication Screening
- Family Support for Educational Health Care Plan Applications

## Dedicated Pastoral Team:

- Form Tutors
- Pastoral Assistants
- Heads of Year
- Director of Student Conduct and Wellbeing
- Deputy Head Pastoral Lead
- Designated Safeguarding Lead

## Social & Emotional Mental Health:

- Dedicated Wellness sessions during Form Time
- PSHE
- School Counsellor
- Wellness Apps focussing on wellbeing on the Website

## Student Voice:

- House Council
- School Council
- Student Voice Days
- Prefects

## Academic Mentors:

- Dedicated Year Group Mentors
- Committed to improve results
- Personal learning journeys

## Parent Zone:

- Series of articles and resources for parents to discuss with their children on the school website







# Pastoral Care Abbey School

## Year 7: PSHE

- Transition
- Understanding Relationships
- Health & Wellbeing
- Living in the Wider World
- Diversity

## Year 8: PSHE

- Drugs, Alcohol and Tobacco Education
- Health and Wellbeing
- Living in the Wider Community
- Economic Wellbeing
- Emotional Wellbeing
- Understanding relationships

## Year 9: PSHE

- Understanding Relationships
- Careers Guidance
- Economic Wellbeing
- Identity, Safety and Environment
- Health and Wellbeing
- Healthy Eating

## Year 10: PSHE

- Economic Wellbeing
- Sex and Relationship Education
- Mental Health and Wellbeing
- Health and Wellbeing
- Identity, Safety and Society
- Careers Education and guidance

## Year 11: PSHE

- Careers Guidance
- Destination Applications
- Sex and Relationships Education
- Personal Finance & Economic Wellbeing
- Relationships Education
- Exam Preparation

## Year 7: Pastoral

- Friendship Support
- Wellbeing Groups
- Tutor Parents Evening
- TOPIC to promote independent Learning

## Year 8: Pastoral

- Wellbeing Groups
- Leadership Roles in Student Voice / House Council
- Aspirations Sessions for academic pathway
- Making informed decisions

## Year 9: Pastoral

- Leadership Opportunities
- Challenged, encouraged and supported to make expected progress
- Sense of Purpose
- Active Citizens

## Year 10: Pastoral

- Resilience Workshops
- Work Experience
- Leadership Opportunities
- Exam Skills
- Catch-up Sessions

## Year 11: Pastoral

- Resilience Workshops
- Results Experience
- Exam Stress and Anxiety Workshops
- Football Academy Mentoring Scheme
- Curriculum Co-Ordinator
- CXK Guidance

‘The Abbey School has a strong, accessible and experienced pastoral care team who play an important part in ensuring that our school community remains an ambitious, kind and positive place’

Our extensive team helps students find balance and structure in their busy lives. We recognise that wellbeing is much more than short-term happiness, it is also about the understanding of how bodies and minds work. Through the pastoral care and personal learning programme that all students’ receive, students will have the opportunity to develop the tools and strategies required to make the right decisions to look after themselves during the successes and challenges of life. The pastoral system at The Abbey School runs successfully alongside the clear behaviours and expectations we have for all students - since empowering our students to overcome setbacks and achieve academically and personally, whatever their circumstances, is to set them on the path for a successful and rewarding life.

## Teams

The Abbey School recognises that there are many layers of guidance needed to fully support students during times of learning, success and challenge. Therefore we have an extensive team dedicated to that purpose. We know that by having a network of committed and caring staff with up-to-date resources (including knowledge of appropriate learning, wellbeing and healthy living apps) our students will be able to enjoy and engage with their learning and life at school.

Tutors and Heads of Year will be at the forefront, mentoring students as they develop their social skills and ability to work in a team. They will lead the way so students can become more persistent and resilient by learning to overcome obstacles. Through their academic and pastoral journey, our students also realise that as much as we insist on excellence towards learning, being part of our school is not just about exams. As they move up through the school, students become role models, they learn to give back to the school and local community and gain that essential understanding that to be truly successful, learning is a lifelong journey. To do this we have:

- Form Tutors
- Pastoral Assistants
- Heads of Year
- Director of Student Conduct and Wellbeing
- Deputy Head Pastoral Lead
- Designated Safeguarding Lead
- Attendance Officer

We understand that for some students and their families, additional support is required both inside and outside of school to ensure they are able to perform successfully in their

studies. The pastoral staff teams at The Abbey School are experienced in working with, and referring young people and their families to, staff and agencies that offer extended services including:

- School Counsellor
- Neurodiversity Support and Advice (ASC, ADHD, Dyslexia, Speech & Language)
- Children and Young Peoples Mental Health Services
- Early Help
- Local Police Community Support Officers

## AEN

In addition to this we have an experienced AEN department led by a qualified SENCO and Deputy SENCO who not only ensure students with additional needs and EHCPs are being successful within the school, but also offer communication screening and family support for Educational Health Care Plan applications.

## Mentors

Mentors at The Abbey School come in several guises and ensure every student has access to regular guidance - be it for academic and / or pastoral advice - from a trusted adult.

- Form tutors support students through their daily tutor sessions, termly mentoring sessions and with the delivery of PSHE and Wellbeing lessons. In short, wellbeing is part of everyday life at The Abbey School.
- Academic Mentors give students a chance to discuss their learning experiences with academic staff who will help them succeed throughout their time at the school. The mentoring relationship supports students by setting specific achievable targets whilst also offering students space to develop reflective skills through coaching, where they pose deliberately challenging questions, develop plan actions and seek specific advice.
- The Abbey School has a positive team of KS3 Peer Mentors and a developing group of Sixth Form Peer Coaches. Both groups are highly valued and fully trained. The new Sixth Form initiative will mainly focus its work with KS4 students to help them tackle specific subject challenges, to offer examination hints and tips and to share 'Next Steps' guidance.
- Achievement for All coaches are experienced staff, typically those with enhanced responsibility within the school, who work with a small number of students and their families, generally over a two year period, to ensure accelerated success and outcomes both in relation to their academic studies and their learning at home habits.

The Pastoral Support Office is located adjacent to the Staff Room in S Block. Here you will find the student workspace, Pastoral Co-ordinators and the Heads of Year. In this 'welfare hub'

area of the school is also the SENCO and Safeguarding Lead, PEC and Reflection as well as the Attendance Manager's office. This ensures there is regular communication between the teams and a cohesive approach to supporting our students.

## PEC

The Personalised Education Centre at The Abbey School is successful in supporting a very small number of students on an individual basis. Typically, these students have specific areas for personal support and development prior to them integrating into the school community permanently and full time. For example, one student may spend part of their time in the PEC having been out of education for a significant time due to health or relocation issues. Another may spend a six-week block in the PEC for a specific subject in order to gain a positive mindset and productive personal learning approaches to ensure success in that subject area. The staff are expert in supporting students and giving them access to the tools and techniques that will lead to the best possible outcomes. However, as with any alternative learning area within the school, expectations remain high and adherence to the rules remains compulsory.

## Student Voice and House System

We invite feedback from our student body on a regular basis and the views expressed are considered during school development discussions. We genuinely like to know what our young people think and value. The student voice opportunities also ensure those taking part can communicate in an articulate, appropriate and reasoned way with their peers and adults alike - a vital part of every student's development for life:

- House Council
- School Council
- Student Voice Days
- Peer Mentors
- Prefects

The house system drives the rewards and many of the celebration opportunities in the school as well as creating a sense of competition and belonging to each student.

## Attendance Support

We all know that good attendance is central to a student making progress academically, socially and emotionally. The attendance team work very closely with the pastoral support team to track and reward outstanding attendance as well as support those facing significant unexpected challenges that affects their ability to be in school. The wider teams understand that patterns of poor attendance can be an indicator of more significant problems and will be vigilant. To offer prompt intervention and support, staff will discuss individual cases and action accordingly. Parents can contact the attendance officer directly with queries and concerns, or to seek advice and support.

## PSHE

PSHE sessions are at a set time each week where students in their tutor groups learn to make informed decisions, develop a sense of purpose as well as a sense of value of self and of others. It is a time to communicate effectively, respond to challenge positively and become active citizens in the community. Whilst our PSHE provision meets all government statutory requirements, it is so much more than this. We know that by understanding and discussing careers, looking at topics that provoke safe and respectful discussions about spiritual, moral, social and cultural beliefs, and by being open about emotional mental health issues, that our students will be kind and tolerant young people who become well informed 'change makers' of the future.

Tutor Time Delivery 2021-22					
	Year 7	Year 8	Year 9	Year 10	Year 11
	Attendance	Attendance	Attendance	Attendance	Attendance
Monday	Assembly	PSHE	PSHE	PSHE	Careers
Tuesday	PSHE	Assembly	Careers	Careers	Intervention
Wednesday	Careers	Careers	Assembly	Wider Personal Development	Intervention
Thursday	Wider Personal Development	Wider Personal Development	Wider Personal Development	Assembly	Intervention
Friday	Knowledge is Power	Knowledge is Power	Knowledge is Power	Knowledge is Power	Assembly

## Rewards

Our strict rules and high expectations mean that our rewards are all the more meaningful. We do not reward mediocrity, so you know when you do receive praise it is genuine and well deserved. We like to celebrate with our students and will publically reward genuine effort and success at every level of academic ability. Examples include:

- academic success by achieving, moving towards, exceeding or maintaining target grades. This is the greatest reward as it opens the doors to your future and is a result of your hard work.
- personal success through seeing positive attitude to learning scores on your academic report. You can receive praise and acknowledgment for efforts inside and outside of the classroom and achieving personal wellbeing challenge targets.
- golden tickets awarded every lesson to the student demonstrating the highest level of work, application and progress.
- house points gained for excellent work, attitude and conduct.
- praise postcards and letters received for exceptional work and / or attitude that goes beyond the achievements of the class or year group.
- certificates for reaching milestones in house points and attendance as well as for competitions and development.
- attendance at the school's annual fete where house points can be spent

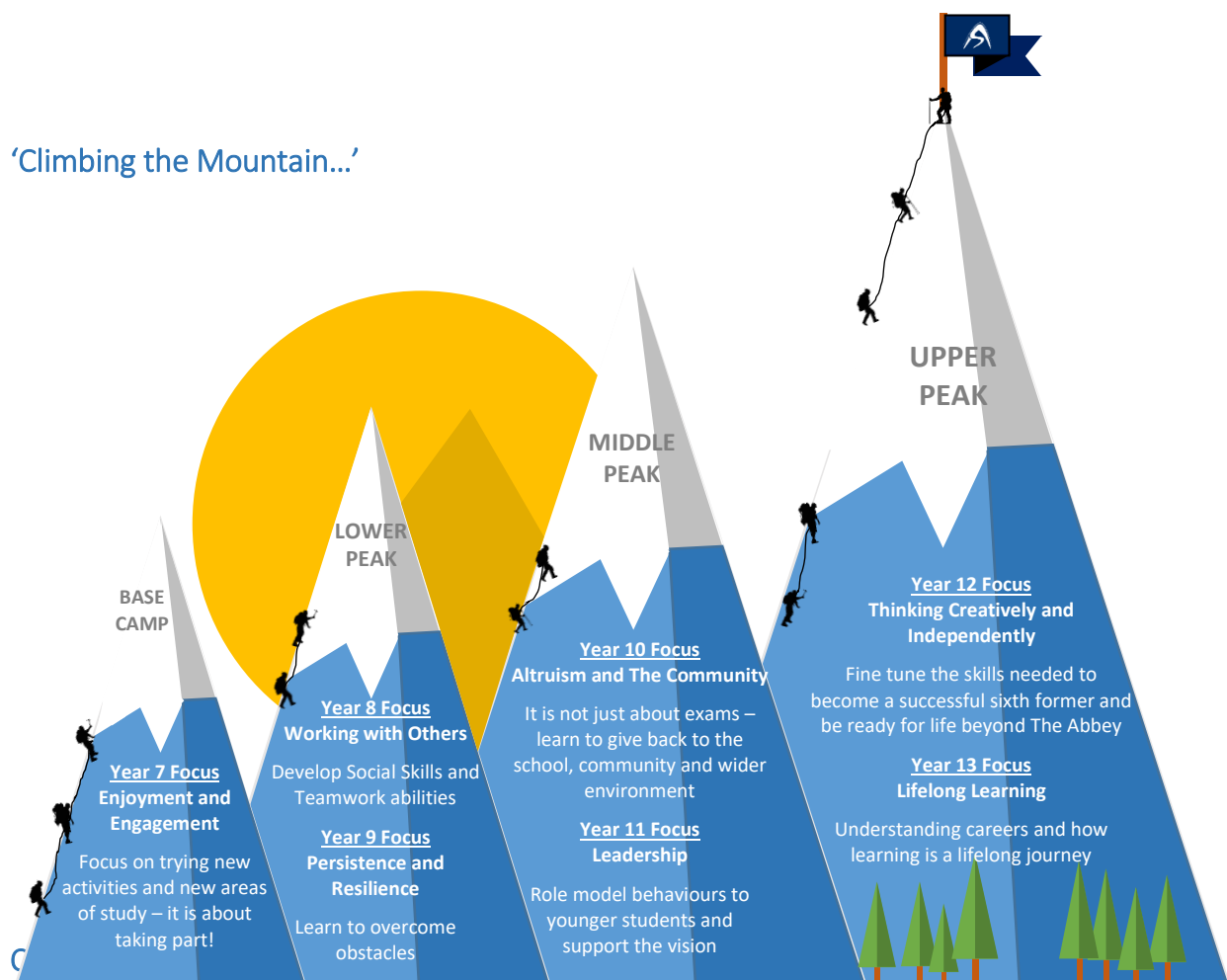


## Mindfulness

Within our PSHE, assembly and tutor programmes, we aim for our students to develop the skills and mindset to enable them to flourish and enjoy their school days whilst also preparing them for a productive and successful adult life. We aim for our students to be able to pay attention, listen and comment sensitively and non-judgementally on their learning about academic, global and personal issues. By mastering some simple yet effective techniques (such as meditation, paying attention to the senses, deeper breathing etc) we believe they will be better prepared for facing the challenges that will come now and in the future.

Whilst we offer co-ordinated and plentiful support to our students, they are all regularly reminded that they themselves are ultimately responsible for their personal performance. We are kind and supportive but will also always tell them that 'a reason is not an excuse' because we are preparing them for life beyond school and the outside world is a demanding place. Our students will be competing against other equally able young people in later life and whilst we want them to stand far above their peers from other schools, they will need to be resilient, and will need to remember that throughout life they will be '**Climbing the Mountain...**' because '**...there is no elevator to success**'.

## 'Climbing the Mountain...'





We recognise that every family will have had different experiences during the national lockdowns over the past year and as we continue through this on-going pandemic. For many students, they will have had positive experiences such as spending more time with their family, developing new skills and building their problem solving and coping abilities. For others, the impact of loss, uncertainty, anxiety and additional responsibility will have made a difficult time significantly more challenging.

Students are often a lot more resilient than we give them credit for but in addition to the 'normal' avenues of support, the pastoral teams will be mindful of students who may struggle due to on-going fears and anxieties. Additional strategies will include (but not exhaustive):

- Creating safety in school by providing structure and routine
- Providing opportunities to talk about their experiences of lockdown whenever they feel ready
- Supporting those students needing to reconnect friendships
- Use the school council to seek feedback
- Normalising uncertainty whilst recognising and validation emotions
- Providing clear facts to contain anxieties, and avoid catastrophising behaviours
- Working on positive coping strategies
- Help students see what they can control and set an example of calmness
- Ensure academic needs are addressed, including giving feedback on work during silent working time

PSHE will play a key role in supporting our students as they navigate their way through what is still an uncertain time in their life. After returning after any break or absence from school, foci will include relationships, mental health and emotional well-being.

