

**Pupil Support Handbook**

**2018/19**

**The Pupil Support Team**

Mrs Tracy O’Malley Pupil Support Coordinator

Mr Daniel Rainey PT (Pastoral) Arran House

Mrs Lauren Butler-Robson PT (Pastoral) Iona House

Ms Claire Wilson PT (Pastoral) Mull House

Mr James Brown Acting PT (Pastoral) Skye House

Ms Eileen Wilkie PT (Pastoral) S5/S6

Mrs Julie Smith PT (Support for Learning)

Ms Ainsley Brown Acting PT (Nurture)

**The Pupils’ support infrastructure therefore is:**

**GIRFEC**

*Pastoral*

*Support for Learning*

*Behaviour Support*

*Home Link*

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**Pupil Support Structure**

The structure in JHS is **VERTICAL** for S1-S4 **and HORIZIONTAL** for S5-S6

There are 4 house groups: Arran, Iona, Mull and Skye.

When a pupil enters JHS they are placed into a house group and as such become allocated to the caseload of a pastoral care teacher. Siblings are kept in the same house until end of S4.

There are five pastoral care teachers in the pupil support team and they are:

Mr Daniel Rainey PT (Pastoral) Arran House

Mrs Lauren Butler-Robson PT (Pastoral) Iona House

Ms Claire Wilson PT (Pastoral) Mull House

Mr James Brown Acting PT (Pastoral) Skye House

Ms Eileen Wilkie PT (Pastoral) S5/S6

In addition to the pastoral caseload commitment, each PT has a management responsibility:

**Mr Rainey**

Citizenship; Liaison with Careers Scotland (SDS); Careers and Employability; Managing Money; Work Experience within PSE and PLPs.

**Mrs Butler-Robson**

Development of Growth Mindset / Study Skills; Drugs Education

**Ms Wilson**

Wellbeing Project; Anti-Bullying; Relationships; Pupil Voice

**Mr Brown**

Heartstart; Mental Health; Healthy Eating/Self-Esteem/Body Image; Anti-Bullying; Staying Safe online and in the community; Research Investigation; Young Carers

**Ms Wilkie**

Management of per capita; Development of S5 PSE programme; provision of bereavement and other counselling; overseeing of the Befrienders’ programme; UCAS and college applications; Heartstart co-ordinator

**Our PSE programme is audited and reviewed annually to take account of changing priorities and new initiatives.**

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**JOHNSTONE HIGH SCHOOL**

**Pastoral Support**

**Improvement plan**

**2018 – 2019**

 Whole school strategic actions 2018/19 (FOR REFERENCE FROM SCHOOL IMPROVEMENT PLAN)

**Planning Framework**

As part of Children’s Services, the Pastoral Support team has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s Education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Johnstone High School Priorities**

Our priorities will also align with National, Renfrewshire council and Children Services priorities. We will continue to focus on:

* **Learning and Teaching**
* **Health and Wellbeing**

This is in the context of the National Improvement Framework and our recent visit by Education Scotland.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

###### Our school’s vision and aims

**Johnstone High school vision**

We are a school community where everyone feels safe, valued and supported to achieve to their maximum potential. We deliver high quality learning experiences within a responsive and engaging curriculum that fully prepares our young people for the next stage in their lives. We are an ambitious school that has high expectations of learners, parents, partners and staff.

**Johnstone High School values**

Determination

Friendship

Honesty

Respect

Responsibility

Trust

**Johnstone High School aims**

1. To be a place that everyone is proud to belong to
2. To be a safe, nurturing and happy environment
3. To value everyone and provide opportunities for all
4. To provide excellent teaching and learning in every classroom
5. To ensure positive outcomes for all learners by developing the skills they need to compete in the modern world
6. To work in partnership with parents in the education of their children
7. To be a school firmly embedded in the heart of its community

How was this departmental improvement plan drawn up?

In developing this plan, we sought the views of the Pupil Support team, S3 parents and used both written and verbal feedback from HMIe.

We also used a variety of methods of getting these views such as HMIe parent and pupil questionnaires and the SIF.

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan.

We do this by effective departmental self-evaluation and quality assurance throughout the session.

|  |
| --- |
| **School priority 1: Learning and Teaching** |
| **NIF key driver** | **HGIOS4 /****HGIOELC****QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?****(on children & young people; staff; families etc)** | **How will we measure this?** |
| *Performance Information**School improvement* | *2.2**2.3**3.1**3.2* | *Implement the agreed set of expectations around the “JHS lesson”. This will include basic routines, differentiation and Higher Order Thinking Skills via a range of collaborative and co-operative teaching strategies implemented in every lesson.* | *D Rainey**L Robson**C Wilson**J Brown**E Wilkie* | *Consistently higher standard of teaching and learning in PSE.**Raising profile of the importance of PSE in the curriculum.**Increase pupil engagement**Increase in pupil well-being* | *Pupil evaluations**Moderation**Learning walks**Use termly Well-being Web assessments* |
| *Performance Information**School improvement**Assessment of Child’s progress* | *2.3**1.2* | *Pupils experience a wide range of activities relating to PSE benchmarks, which are matched to Health and Well-being experiences and outcomes and are appropriate for the context of our school.* | *D Rainey**L Robson**C Wilson**J Brown**E Wilkie* | *Consistently higher standard of teaching and learning in PSE.**Raising profile of the importance of PSE in the curriculum.**Increase pupil engagement**Increase in pupil well-being* | *Moderation**Learning Walks**Pupil course evaluations* |
| *Assessment of Child’s progress**Performance Information**School improvement* | *2.3**1.1**1.2* | *Improve knowledge and understanding of PSE benchmarks and use to inform assessment of pupil progress which will be robust and evidenced in a variety of ways. This will be effectively tracked to inform next steps in learning and accurate reporting to parents/carers.**Tracking sheet for evidence folders to be implemented in BGE.* | *D Rainey**L Robson**C Wilson**J Brown**E Wilkie**J Brown* | *Pupils will recognise their achievements and areas for improvement and progression.**Pupils will have a greater understanding of their own physical, social and emotional health.**Improved reporting to parents/carers to enhance relationships with parents.* | *Learner conversations**Baseline and follow up assessments**Class observations**Learning Walks**Pupil course evaluations**Parent questionnaires**Moderation meetings to be held termly.* |
| **School priority 2: Health and Wellbeing** |
| **NIF key driver** | **HGIOS4 /****HGIOELC****QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?****(on children & young people; staff; families etc)** | **How will we measure this?** |
| *Assessment of Children’s Progress**School Improvement* | *2.3**3.1**3.2* | *The PSE programme will be reviewed and refreshed to ensure it is relevant to our local context and meet the needs of JHS pupils.**Planning for Choices and Change**Substance Misuse**Social, Emotional, Physical Health**S5/6 PSE**Relationships, Sexual Health and Parenthood* | *D Rainey**L Robson**J Brown**E Wilkie**C Wilson* | *Improved pupil understanding of well-being indicators**Improved relationships* *Improved health outcomes* *Increased opportunities for wider achievement**Minority groups have an opportunity to lead learning in school* | *Pupil focus groups* *Pupil and staff questionnaires**Darlington Survey data**Reduced incidence of homophobic language/abuse in school* |
| *School improvement* | *1.2**1.3* | *S1 – S6 Pupil leadership opportunities will be formalised and monitored.*  | *G Menzies**G Munro**P Palombo**PT Pupil Support* | *Increased engagement**Increased attainment**Increased participation**Enhanced school ethos**Improved leaver destinations**Enhanced school ethos* | *Attainment data – SQA results, Insight.**Pupil focus groups**Pupil Questionnaires* |
| *School Leadership* | *1.2**1.3**3.1* | *Principal Teachers of Pupil Support will up-skill and build confidence in all staff in delivering universal support for all pupils and provide direction in delivering the Well-being agenda via Learning Walks, In-service inserts and representation on the Nurture Working Group.* | *D Rainey**L Robson**C Wilson**J Brown**E Wilkie* | *Staff feel supported and understand their role in promoting every pupil’s health and well-being.**Improved communication**Improved staff-pupil relationships**Improved pupil well-being* | *Improved staff/pupil relationships**Pupils rate themselves highly on Well-being Web**Attainment data**Pupil questionnaires* |
| *School Improvement**Performance Information* | *1.2**1.3**3.1**3.3* | *Embed children’s human rights into school ethos and culture by beginning the process of becoming a Rights Respecting School.* | *D Rainey* | *The school becomes a place to learn, where all stakeholders are respected, their talents are nurtured and they are able to succeed.**Improved pupil-pupil relationships**Improved staff-pupil relationships*  | *Achievement of the Recognition of Commitment for Rights Respecting Schools Award**Improved staff/pupil relationships**Improve pupil/pupil relationships* |
| *School Leadership**School Improvement**Performance Information* | *1.3**3.1* | *Increase opportunities for Pupil Voice: monthly focus group meetings with learners to explore issues relating to well-being, equality and inclusion.**Pupil Council to become more involved in addressing areas of improvement in the school and authority wide initiatives to improve their wider community.**Increase opportunities for Parent/Carer Voice: focus group meetings and questionnaires to explore issues relating to well-being, equality and inclusion.* | *C Wilson* | *Increased participation of minority groups.**Increased participation of PEF parents/carers.**Increased pupil engagement**Enhanced school ethos**Increased attainment**Improved leavers’ destinations* | *Pupil focus groups* *Pupil and staff questionnaires**Parent/carer questionnaires**SLDR* |

***NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children’s Progress, 5 = School Improvement, 6 = Performance Information***

***(PEF) denotes interventions/activities funded through Pupil Equity Funding***

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|  |  |  | **PSE 2018-19** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Week Beg.** | **S1** |  | **S2** |  | **S3** |  | **S4** |  |
| **13/08/2017** | Expectations ppt |   | Expectations ppt |   | Expectations ppt |   | Expectations ppt |   |
| **20/08/2017** | Relations | M | Wellbeing Project | M | Drugs | I | Citizenship | A |
| **27/08/2017** | Relations | M | Wellbeing Project | M | Drugs | I | Citizenship | A |
| **03/09/2017** | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   |
| **10/09/2017** | Relations | M | Relationships | M | Drugs | I | Relationships | M |
| **17/09/2017** | Relations | M | Relationships | M | Drugs | I | Relationships | M |
| **24/09/2017** | Relations | M | Relationships | M | Drugs | I | Relationships | M |
| **01/10/2017** | Wellbeing Project | M | Relationships | M | Citizenship | A | Careers and Employability | A |
| **08/10/2017** | Wellbeing Project | M | Relationships | M | Citizenship | A | Careers and Employability | A |
| **17/10/2017** | **Holiday** |  | **Holiday** |  | **Holiday** |   | **Holiday** |   |
| **24/10/2017** | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   |
| **31/10/2017** | Mental Health  | s | Anti-Bullying  | S | Growth Mindset/Study Skills | I | Careers and Employability | A |
| **07/11/2017** | Mental Health  | s | Anti-Bullying  | S | Growth Mindset/Study Skills | I | Managing Money | A |
| **14/11/2017** | Anti-Bullying Week |   | Anti-Bullying Week |   | Anti-Bullying Week |   | Anti-Bullying Week |   |
| **21/11/2017** | Growth Mindset | I | Drugs | I | Mental Health | S | Managing Money | A |
| **28/11/2017** | Growth Mindset | I | Drugs | I | Mental Health | S | Growth Mindset/Study Skills | I |
| **05/12/2017** | Growth Mindset | I | Drugs | I | Mental Health | S | Growth Mindset/Study Skills | I |
| **12/12/2017** | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   |
| **19/12/2017** | **Wellbeing Indicators Xmas revision activities** |  |  |  |  |   |   |
|  |  |  |  |  |  |  |  |  |
| **07/01/2018** | Citizenship | A | Mental Health  | s | Mental Health | S | Prelim preparation |   |
| **14/01/2018** | Citizenship | A | Mental Health  | s | Mental Health | S | Prelim Preparation |   |
| **21/01/2018** | Drugs | I | Self-Esteem | S | Mental Health | S | Prelim preparation |   |
| **28/01/2018** | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   |
| **04/02/2018** | Drugs | I | Body Image | S | Work EXP | A | Drugs | I |
| **11/02/2018** | Drugs | I | Body Image | S | Work EXP | A | Drugs | I |
| **18/02/2018** | Managing Money | A | Careers/Options | A | Careers/Options | A | Drugs | I |
| **25/02/2018** | Managing Money | A | Careers/Options | A | Careers/Options | A | Drugs | I |
| **04/03/2018** | Careers | A | Managing Money | A | Careers/Options | A | Drugs | I |
| **11/03/2018** | Careers | A | Managing Money | A | Relationships | M | Mental H | S |
| **18/03/2018** | Staying Safe on the Road | S | Growth Mindset | I | Relationships | M | Mental H | S |
| **25/03/2018** | Staying Safe in the Community | S | Growth Mindset | I | Relationships | M | Mental H | S |
| **01/04/2018** | **Holiday** |   | **Holiday** |  | **Holiday** |  | **Holiday** |  |
| **08/04/2018** | **Holiday** |   | **Holiday** |  | **Holiday** |  | **Holiday** |  |
| **15/04/2018** | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   | Pupil Voice period |   |
| **22/04/2018** | Healthy Eating  | S | Citizenship | A | Relationships | M | Exam preparation |   |
| **29/04/2018** | HealthyRoutines Assessment | S | Citizenship | A | Relationships | M | S.Q.A. |   |
| **06/05/2018** | Heartstart | S | Heartstart | S | Relationships | M | S.Q.A. |   |
| **13/05/2018** | Heartstart | S | Heartstart | S | Relationships | M | S.Q.A. |   |
| **20/05/2018** | P.L.Ps | A | P.L.Ps | S | P.L.Ps | A | S.Q.A. |   |
| **27/05/2018** | P.L.Ps | A | P.L.Ps | S | P.L.Ps | A | S.Q.A. |   |
| **03/06/2018** | Research Investigation | S | Research Investigation | S | Work Experience week |   |   |   |
| **10/06/2018** | Research Investigation | S | Research Investigation | S | Work Experience review | A |   |   |
| **17/06/2018** | Research Investigation | S | Research Investigation | S | Work Experience review | A |   |   |

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|  | **PSE 2018-19** |  |
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| **Week Beg**. | **S5** |   |
| **13/08/2018** | Wellbeing | Induction + Introduction to programme |
| **20/08/2018** | Relationships | A-Z of sex |
| **27/08/2018** | Relationships | HIV/AIDS |
| **03/09/2018** | Relationships | Tackling Homophobia |
| **10/09/2018** | Relationships | Social Media |
| **17/09/2018** | Relationships | Friday Night Shirt (DA) |
| **24/09/2018** | Addictions | Alcohol |
| **01/10/2018** | Addictions | Gambling |
| **08/10/2018** | Addictions | Illegal substances :The Haven, Kilmacolm |
| **15/10/2018** | **Holiday** | **Holiday** |
| **22/10/2018** | Keeping Safe | Sexual Exploitation (Money + Power) |
| **29/10/2018** | Keeping Safe | MVP (Ms Haggarty) |
| **05/11/2018** | Keeping Safe | Driving with Grace |
| **12/11/2018** | Keeping Safe | Child Protection (L Badger) |
| **19/11/2018** | Careers and Employability | Interview Techniques (G McGinn) |
| **26/11/2018** | Careers and Employability | Team work (G McGinn) |
| **03/12/2018** | Careers and Employability | Qualifications(UCAS/Apps/college) C Young |
| **10/12/2018** | Careers and Employability | Updating CV (World of Work) Library |
| **17/12/2018** | Managing Money | Moneysense (interactive) Library |
|  |  |  |
| **07/01/2019** | Study Techniques/De-stressing | Information session/Group discussion |
| **14/01/2019** | Practice exam preparation | Individual Revision |
| **21/01/2019** | Managing Money | Martin Lewis |
| **28/01/2019** | Mental and Emotional Health | Learning how the Brain works (SQA) |
| **04/02/2019** | Mental and Emotional Health | Coping with Depression (SQA) |
| **11/02/2019** | Results review/target setting | One-to-one |
| **18/02/2019** | Mental and Emotional Health | Suicide Prevention (SQA) |
| **25/02/2019** | Mental and Emotional Health | Trauma: Coping with Bereavement (SQA) |
| **04/03/2019** | Mental and Emotional Health | Summing Up (SQA) |
| **11/03/2019** | Physical Health | Testicular/breast cancer awareness |
| **18/03/2019** | Physical Health | Skin Cancer |
| **25/03/2019** | Who Cares? Scotland | Speaker |
| **01/04/2019** | **Holiday** | **Holiday** |
| **08/04/2019** | **Holiday** | **Holiday** |
| **15/04/2019** | HWB Review | Whole Class |
| **22/04/2019** | Exam preparation | Exam preparation |
| **29/04/2019** | S.Q.A. | S.Q.A. |
| **06/05/2019** | S.Q.A. | S.Q.A. |
| **13/05/2019** | S.Q.A. | S.Q.A. |
| **20/05/2019** | S.Q.A. | S.Q.A. |
| **27/05/2019** | S.Q.A. | S.Q.A. |
| **03/06/2019** |   |   |
| **10/06/2019** | Wellbeing |   |
| **17/06/2019** | Wellbeing |   |

**Careers Education**

**PSE Programmes**

**S1**

4 weeks of Growth Mindset to introduce organisation, time management, ethos of hard work and self-belief.

**S2**

2 weeks of Growth Mindset; 3 weeks of Careers/Options which includes opportunities to use Choices and PlanItplus.net/My World of Work.

**S3**

3 weeks of Careers/Options including 2 sessions on Careerometer and PlanItplus.net/My World of Work.

3 weeks preparing for Work Experience placement.

**S4**

4 week programme on Careers and Employability and 3 weeks focusing on Study Skills.

**S5**

1 session updating profile on My World of Work website

Speaker: Interview Techniques / Team Building Skills

HE/FE/Employment fair.

**S6**

Talks from Colleges and Universities.

HE/FE/Employment fair.

**Careers Advisers**

Input is 3/4 days a week

This breaks down as follows:

Monday all day Charlene Young

Tuesday all day Charlene Young

Thursday all day Charlene Young

Friday all day Charlene Young

Charlene is at these times in the office in the Modern Languages corridor.

Pupils can self – refer.

**Responsibility for each element of PSE**

|  |  |
| --- | --- |
| Work ExperienceCareersMoney ManagementRights Respecting School/Citizenship | Mr Rainey |
| Sexual Health, Relationships and ParenthoodPupil VoiceAnti-Bullying WeekWellbeing Indicators  | Ms Wilson |
| Healthy Routines/Healthy EatingHeartstartSelf Esteem/Body ImageMental HealthStaying Safe (online/in the community/road)Wider Achievement | Mr Brown |
| Substance MisuseGrowth MindsetStudy Skills | Mrs Lauren Butler-Robson |
| S5 PSE programmeRelationshipsAddictionsKeeping SafeCareers and EmployabilityMental and Emotional HealthPhysical Health | Ms Wilkie |

This PSE programme is audited and reviewed annually to take account of changing priorities

and new initiatives.

 **Pupil Voice**

Increasing opportunities for pupils to have their voice heard is a key priority this session. That is why there is a bigger Pupil Council, with each register class in S1-S4 represented. The Pupil Council have agreed an Action Plan which mirrors the schools’ priorities of Learning and Teaching and Health and Wellbeing and pupils are working on achieving two outcomes in each of the development areas.

Pupils meet once every 4-6 weeks and there are minutes of the meetings published on the school Website, along with a copy of the Action Plan.

The Pupil Council are always looking for new ideas to improve our school so there is a Suggestion Box at reception or pupils can contact their Pupil Council representative.

**Rainbow Group**

We have an active LGBT+ community in our school who promote the wellbeing of minority groups and advance the Respect agenda that we have in our school. The group have made up Equality lessons for each year group and these are delivered through the PSE programme.

**Pupil Leadership**

There are leadership opportunities for every year group this session as the role of Junior House Leader has been established for S1-S3 pupils. The Junior House Leaders work as part of a leadership team with the Heads of House in S5 and have responsibilities such as keeping the House notice boards up to date, highlighting the achievements of House pupils and fundraising for House charities. There are also S4 Ambassadors and the Senior Pupil Leadership team of Head Boy, Head Girl, Deputes and Prefects who all contribute in a variety of ways to the successes and wider life of the school.

**The Extended Support Team**

**Remit**

The remit of the EST is to assist in fulfilling the school’s support policy for pupils with social,

emotional and/or behavioural needs.

In keeping with national and council policies the EST has a central role within JHS with regard to inclusion, attendance, better behaviour/better learning and ASN legislation.

**Core Membership**

Pupil Support Coordinator (Chair)

PT (Pastoral) as appropriate

SMT (as appropriate)

PT (SFL/Behaviour Support)

Home Link

Educational Psychologist

**Timings**

The meetings are held once every 3 weeks. In addition to this each PT Pastoral Care meets with their link SMT member weekly.

Agendas for the EST meeting are issued in advance; minutes are taken and circulated to EST members and SMT.

**Criteria for referral**

Referral is normally made by the appropriate Pastoral Care teacher in consultation with their Link SMT member. The broad criteria for referral are:

* a pupil who shows clear difficulty in settling into school – this may be especially

evident among the new S1

* sudden deterioration in attitude or work
* concerns over emotional well-being
* where other strategies and interventions have failed to effect improvement
* where a pupil is deemed to be at risk of exclusion or has been excluded on a number

of occasions

* continuing poor attendance

**EST response to referral**

1. Initial acknowledge of referral will be made by Chair to person taking referral.
2. EST minutes will indicate discussion and action decided. Minutes circulated to SMT,

all Pastoral Care staff and EST members.

1. The pupil will remain on client list for as long as appropriate, though some pupils will

 be discussed more frequently than others.

Summaries of EST discussion and actions taken on each pupil can be accessed via school

Intranet by SMT and Pupil Support only.

**Possible Outcomes**

* Inclusion in circle time/behaviour group work
* Assessment by Educational Psychologist – parental approval required
* Open an IA
* Involvement of Social Work and/or Home Link
* Modified timetable
* Inclusion in Support Base
* Seek alternative placement requiring a second tier EST
* Arrange link with volunteer staff mentor

In accordance with Authority guidelines regarding ASN legislation, every pupil on the

regular client list will have a Health and Wellbeing Plan. A very small number of pupils will require a

Coordinated Support Plan.

**The Integrated Assessment (IA)**

Changes to procedures mean that Pupil Support staff in schools can no longer **routinely** refer

pupils to the Children’s Reporter. Increasingly the first step for schools is to open an IA on a

particular pupil. This triggers multi-agency intervention. IAs can be opened by any agency:

Education, Health, SW, etc. **Whoever opens it becomes the lead agency for the initial meeting. This can change dependent on needs of pupil.**

**Procedure in JHS**

1. The decision to open on IA will normally be taken as a consequence of the pupil being raised at EST.
2. Pupil Support staff will email the **GIRFECIA** team at HQ to indicate the school’s intention to open an IA. The team will log this and email out the paperwork.
3. The first part of the IA is completed normally by PT Pupil Support/DHT/Home Link. A date is set for the first multi agency meeting. This should take place within 6 weeks of the documentation being submitted.
4. The first part is emailed back to the **GRIFECIA** team who then contacts the relevant persons in the relevant agencies and requests their chronologies.
5. These are collated into a single chronology and then emailed back to JHS for us to insert the school’s chronology. This part of the process can be time-consuming, but the use of Pastoral Notes by Pupil Support/SMT makes this task a lot less arduous.
6. The form is e-mailed back to the team in time for the multi-agency meeting.

**The Home Link Service**

Lorraine Badger (Home Link Worker) and Lorna Hammerton (Home Link Assistant) are based

in Johnstone High School. The Home Link Worker also supports 3 Primary Schools as and when deemed appropriate.

Both attend the EST meetings. They work in partnership with pastoral, learning and behaviour

support staff and are very much integrated within the Extended Support Framework within JHS.

On a daily basis they update as appropriate the Pupil Support Coordinator, appropriate SMT members and other members of the pupil support team. They liaise regularly with outside agencies such as SW and Health.

Home visits are carried out as required. Where parental home access cannot be gained, contact is made via other available methods and meetings are held within the school and in the community.

**The Nurture Group**

The nurture group is an intervention strategy used to help support young people who may be finding it difficult to cope in the classroom. The nurture group is founded on six key principles and provides a consistent, safe and home like environment which strives to develop young people’s social skills, resilience, confidence and self esteem. The emphasis is on emotional growth, offering broad based experiences in an environment that promotes security, routines, clear boundaries and carefully planned repetitive learning opportunities.

**Looked after and Accommodated Children**

Since the implementation of the Children’s Act the term “looked after children” has replaced the previous term of “children in care”.

The phrase “looked after children” applies to those in foster care or on Home Supervision orders as well as children in residential care.

Johnstone High School has a number of pupils resident in various children’s units throughout Renfrewshire as well as children who are fostered by local families.

**Attendance and Monitoring Procedures**

The monitoring of attendance is the basis on which educational attainment is built. Curricular development, the purpose of which is to provide richer and more meaningful education, has no impact if pupils are not in school. It would be fair to say that the pursuit of good attendance and the addressing of poor attendance and of truancy remain among the greatest demands of the pupil support team.

Registration procedures must at all times be robust as documentation may be used in evidence in court. Accurate data is also important in the context of EMAs.

The following procedures are now in place:

All teachers record attendance on a period by period basis using the SEEMIS system.

Parents are encouraged to phone in first thing to advise the school of their child’s absence. These calls are recorded by office staff and circulated to pupil support staff. Parents who phone later will still have their message conveyed to pupil support staff.

Around 10.30am the parents of children marked “TBC” are sent a group call informing them of their child’s absence from school. If pupils are absent later on in the day, a second group call is sent out in the afternoon to inform parents of this.

Pupils who return from absence and have a note hand them in to office staff/guidance teacher on their return. This will change “TBC” on a child’s record to “A”.

**In terms of registration:**

**The role of PT (Pastoral Care) is as follows:**

* Check attendance data on a regular basis and obtain regular printouts for monitoring purposes
* Liaise with Home Link where appropriate
* Send out warning letters re. attendance and time keeping
* Make referrals to EST as appropriate
* Liaise with Link DHT where appropriate

**The role of the class teacher is as follows:**

* Keep an accurate register for **EVERY** period using the electronic system

**The role of Home Link:**

* HL staff will become involved as and when DHTs/pastoral care staff deem this to be appropriate. HL staff can organise a home visit and /or flag issues at an EST.

There are a number of monitoring sheets which, carried by the pupil, can be used to keep a check on attendance.

**Support for Learning**

Close links are traditionally maintained between SfL and the Pastoral Care Team.

Exchange of information is vital to ensure ALL pupils receive the support they are entitled to.

Pupils with ASN are of particular concern to both parties and Pastoral Care staff are always aware of these pupils within their caseload.

To facilitate and strengthen links the following arrangements are maintained:

* The Pupil Support Coordinator has overall responsibility for Support for Pupils – this embraces both Pastoral Care and SfL. The Pupil Support Coordinator is the line manager for all PT (Pastoral Care) and PT (SfL/BS)
* The PT (SfL/BS) attends the EST meetings and, where appropriate, the weekly pupil support meetings.
* The PT (SfL/BS) will ensure that pupils with ASN receive the appropriate level of support for SQA exams.
* The PT (SfL/BS) makes visits to associated primary schools and attends EST in those schools for pupils in P7.
* The PT (SfL/BS) deploys the classroom assistants under her charge to give the maximum support to pupils requiring it.
* Annual reviews of pupils with ASN involves all members of the support team.

**Cause for Concern**

Pastoral Care staff make every effort to keep in close touch with their caseloads. This is helped by the information that class teachers can supply.

Staff are able to pass information to Pastoral Care through email or verbal communication.

Pastoral Care staff will investigate and take appropriate action.

**Reporting, Interviewing and Target setting**

Pastoral Care staff are central to the process of monitoring attainment with the pupils in their caseload. Pupils are interviewed on a regular basis and targets are set to enable progress to be judged.

Pastoral Care staff interview each pupil at key stages in the session to discuss content and identify areas to work on. Each report is followed up with an individual interview. Pupils are encouraged to reflect on their strengths and achievements but also their development needs and next steps.

Additionally, new S1 pupils are interviewed early in the session to check on how they are settling in to their new school.

The school’s assessment and reporting schedule is published separately each session. A copy of the reporting schedule for 2018 – 2019 is included on the following page.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What** | **How** | **QI** | **Frequency** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| **Programme of work** | Annual review of PSE programme | 2.2 | Annually |  |  |  |  |  |  |  |  |  | **S1-S5** |  |
| **Course Units** | Each member of staff updates their own topic (S1-S5) | 2.3 | Ongoing |  |  |  |  |  |  |  |  |  |  |  |
| **Pupil Attainment** | SQA analysis(House/Year Group) | 2.3 | Annually | **S4****S5/6** | **S4****S5/6** |  |  |  |  |  |  |  |  |  |
| **Pupil Attainment – Individual interviews** | Wellbeing/TrackingTarget setting | 2.3 | Rotational |  |  | **S1****S4** | **S3****S5/6** | **S2** | **S1****S3** |  |  | **S3** | **S2** |  |
| **Pupil Attainment – Individual interviews** | Options | 2.3 | At least once a year |  |  |  |  |  |  | **S2****S4/5****S6****S3** | **S2****S4/5****S6****S3** |  |  |  |
| **Additional Interviews** |  | 2.3 |  | **S4****WE** | **S1** |  | **S6****UCAS** | **S6****UCAS** |  |  |  |  |  |  |
|  | Insight | 1.13.2 | Annually |  | **x** |  |  |  |  |  |  |  |  |  |
| **Learning and Teaching** | Learning Walks(H&W - whole school) | 1.1 | Ongoing |  |  |  |  |  |  |  |  |  |  |  |
| **Learning and Teaching** | Learning Walks (PSE) | 1.1 | Ongoing |  |  |  |  |  |  |  |  |  |  |  |
|  | Reports to parents | 2.3 | As per Calendar |  |  |  |  |  |  |  |  |  |  |  |
| **Ethos** | Behaviour tracking:Merits/Demerits | 3.1 | Ongoing | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Resources** |  | 1.5 | Bi-annually |  |  |  |  |  | **x** |  |  |  |  | **x** |
| **Management** | Review development plan | 1.1 | Annually |  |  |  |  |  |  |  |  |  |  | **x** |
|  | Heartstart programme/update |  | Annually |  |  |  |  |  |  |  |  |  | **X** |  |
|  | PRD/Professional Update | 1.4 | Annually |  |  |  |  |  |  |  |  |  |  | **x** |

**Quality Assurance Monitoring Calendar – Pupil Support 2018/19**

**Transitions**

**Primary - Secondary**

The process begins in September when the SMT visits each primary school to speak with the pupils.

In October there is an open night for incoming S1 pupils and their families to tour the school, meet staff and ask questions.

Information is passed to the secondary school around Easter of pupil details including Literacy and Numeracy levels.

During April/May, Pupil Support and Home Link staff visit the primary schools along with the PT (SFL) and a DHT to speak with pupils and the P7 teachers.

All P7 pupils visit the secondary school in June for a 3 day induction. During the visits P7 pupils meet their prospective Pastoral Care teacher.

**S2 – S3**

Course choice at this stage is managed by the Pupil Support Coordinator. An information booklet is updated every year and this is issued to all S2 pupils prior to course choice interviews.

Booklets and options are discussed during PSE class with Pastoral Care staff.

Following the issue of the report booklets, Pastoral Care staff interview each pupil and a course choice is made.

There is a Parents’ Evening prior to the interview period.

In S3 pupils will make a further decision to narrow their subject choices from 9 to 7.

**S4 – S5 – S6**

The process is very similar to the one at S2 – S3. After pupils receive their report card and Pastoral Care staff have interviewed them, pupils make their initial course choice. This choice is adopted in June after pupils return from SQA study leave.

In S5 pupils **MUST** have 5 subjects chosen. In S6 4 must be chosen leaving 5-6 periods of private study.

In addition there are opportunities for S6 pupils to get involved with community based initiatives.

Course choices at this stage are only **provisional** and will be subject to change in the light of SQA results.