

## 1. Introduction

- 1.1. Through our unrelenting focus on achievement, care and excellence, GWA will provide an outstanding, enterprising education for students, leading to academic excellence. Through the application of our values, mutual respect, supportive pastoral care and inspirational teaching, we will help every student to find and realise their talents, for the benefit of all.
- 1.2. Our expectation is that all staff at GWA see themselves as part of a team that supports children’s development in the most holistic sense. It is the responsibility of all staff to engage actively in supporting students beyond their immediate subject lessons, and in particular to take action where there is any reason – academic or pastoral – leading to a student’s progress being compromised.
- 1.3. Pastoral care is part of every student’s entitlement. It can be defined as the promotion of students’ personal and social development and the fostering of positive attitudes to school, learning, other members of the community and oneself. Pastoral care is central to academic achievement and excellence. A child who is emotionally and physically healthy is better able to reach their full potential.
- 1.4. GWA is a community in which each person is valued as an individual. This care and guidance policy seeks to promote positive relationships between individuals to foster an atmosphere of mutual respect and support. This Policy should be seen as the overarching philosophy and policy, beneath which are a number of related policies covering very specific areas of school life.

These include:

- 1.1.1. Positive Behaviour policy
  - 1.1.2. Anti-Bullying policy
  - 1.1.3. Health and Safety policy
  - 1.1.4. Safeguarding and Promoting Welfare of Students policy
  - 1.1.5. First aid policy
  - 1.1.6. PSHE Policy
  - 1.1.7. Teaching and Learning policy
  - 1.1.8. Assessment policy
  - 1.1.9. Attendance policy
  - 1.1.10. Careers and guidance policy
  - 1.1.11. SEND policy
  - 1.1.12. Equal Opportunities policy
  - 1.1.13. Offsite Activities Policy
- 1.5. **To aims of this policy are:**
- 1.5.1. To encourage, in all members of the school community, respect for oneself, other people and the environment in which we live and work.
  - 1.5.2. To create, for all members of the school community, an atmosphere that is conducive to learning, based on respect and consideration for the needs of others, tolerance, responsible behaviour, high aspirations and high achievement.

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Policy Owner	Mrs A Britton – Vice Principal
Date of Last Review	Under review Sept 2024
Date of Governor’s Meeting	
Date of Next Review	

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- 1.5.3. To educate the “whole person”: academic, emotional, physical, spiritual, moral, and social.
- 1.5.4. To ensure that students feel safe and supported in school.
- 1.5.5. To encourage young people to become responsible members of society.
- 1.5.6. To ensure that each child feels valued and has a sense of personal worth and dignity.
- 1.5.7. To empower students to build good relationships with others: both fellow students and adults.
- 1.5.8. To encourage a sense of personal responsibility.
- 1.5.9. To enable students to enjoy, achieve and make positive contributions.
- 1.5.10. To enable students to achieve economic wellbeing as adults.
- 1.5.11. To encourage humble confidence in our students. We will work with parents to support students to become assured and know where they excel. Our pastoral system and links with external agencies where needed will help to break down barriers to achievement and excellence, particularly for vulnerable or disadvantaged children.

## 2. Monitoring

- 2.1. This policy is reviewed every **two years** and approved by Governors

## 3. Safeguarding

- 3.1. GWA is absolutely committed to safeguarding and promoting the welfare of all students. All adults who work in the Academy will share this commitment – teaching and non-teaching staff (including temporary staff), staff employed by any contractors associated with the Academy, trustees and volunteers. The Designated Officer for safeguarding will ensure that rigorous procedures are put in place that follow the most recent guidelines, provide training for staff, and monitor the Academy’s safeguarding systems to ensure their effectiveness. There will be a nominated trustee who as oversight of safeguarding – see governance plan – and the board of trustees will receive termly reports regarding safeguarding and child protection issues.
- 3.2. For further information, see the “Safeguarding and Promoting Welfare of Students Policy”.

## 4. Care and guidance in practice

- 4.1. All adults working in the school have a responsibility for the welfare of others in the community
- 4.2. The student’s emotional wellbeing is similarly of great importance. GWA therefore, has in place structures and systems to assist students to feel positive about themselves, to enjoy good relationships with other students and with adults, and to enjoy school life as far as possible.
- 4.3. There is a clear structure in place for the promotion of pastoral issues. The SLT lead for care and guidance will undertake the line management duties.
  - 4.3.1. The tutor has prime duty of care for the members of their tutor group, being the first port of call for concerns relating to social and emotional well-being for each member of their tutor group. They will deal with issues which cut across subjects, or across school life in general. Their role is to promote achievement, care and excellence and to tackle underachievement.
  - 4.3.2. The pastoral leads have the responsibility of overseeing, supporting and leading their tutor team in providing necessary support, care and guidance and can provide pastoral advice to individual tutors and/or spend time with students as necessary.
  - 4.3.3. The SLT lead for care and guidance leads the Pastoral Team, ensuring that appropriate whole-school structures and systems are in place, taking on issues which are passed on by individual situations. The SLT lead for care and guidance is also the DSL.
  - 4.3.4. The DSL and deputy DSL have overall responsibility for ensuring safeguarding of students.

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- 4.4. Outside agencies may also be called upon to assist with pastoral matters (e.g. Educational Psychologist, health professionals, SENSS, MIND, CAMHS, Education Welfare, Behaviour Support, etc.)
- 4.5. Other students or appropriate adults may also be involved in being 'Buddies' to new students in the school.
- 4.6. Students are encouraged to share their worries, concerns or problems with a trusted member of staff (Tutor, Pastoral Lead, DSL - or any adult of the child's choosing). They should be listened to and respected. Confidentiality cannot be guaranteed, and students will be informed of this in line with staff Child Protection training.
- 4.7. Staff who are asked to deal with sensitive matters (drugs related, sexual matters or child protection, for instance) must seek advice from senior members of staff or colleagues with a specific responsibility in that area.
- 4.8. The school is committed to the principles originally outlined in the 'Every Child Matters' framework via the taught curriculum, extra-curricular activities and by engendering an appropriate ethos through assemblies, code of conduct, leading by example etc. The intended outcomes for students are:
  - 4.8.1. **To be healthy:** through the curriculum in Food Technology, PE, Science, Successful Lives programme, sex and relationships education, extra-curricular activities, assemblies, via the school ethos of promoting, celebrating and rewarding success in sporting endeavours and by having in place and acting upon policies to enhance health and well-being.
  - 4.8.2. **To be safe:** through implemented policies for Health and Safety, and for Educational Trips and Visits, and by ensuring that written risk assessments accompany the full range of school activities.
  - 4.8.3. **To enjoy and achieve:** by encouraging all students to reach their potential in all areas of school life, curricular and extra-curricular; by creating an atmosphere and ethos which is friendly, welcoming and which promotes achievement, through the fostering of positive relationships between student, staff, parents and all other stake-holders; by seeking ways to combine learning and enjoyment.
  - 4.8.4. **To make a positive contribution:** by encouraging all students to make a positive contribution to the school and wider community by offering a range of opportunities for service to the school, leadership within the school and by encouraging participation in extra-curricular activities.
- 4.9. **To achieve economic well-being:** through the taught curriculum in such areas as Personal, Social and Health Education, Careers Education, Work Experience, work based learning activities and Enterprise Education; by developing the skills and attributes which lead to worthwhile and rewarding employment – academic achievement and excellence, reliability, conscientiousness, sense of responsibility, creativity, good attendance, punctuality and a humble confidence.

## 5. Pastoral support

- 5.1. Our expectation is that all staff at GWA are an integral part of a team that supports children's development in the most holistic sense. It is the responsibility of all staff to engage actively in supporting students beyond their immediate subject lessons, and in particular to take action where there is any reason – academic or emotional – leading to a student's progress being compromised.
- 5.2. All staff will be expected to provide 'emotional first aid' (i.e. take supportive action themselves in the first instance, at the point a concern arises) and will be trained to do this.
- 5.3. The standard referral routes and responsibilities beyond this point would be:

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Member of staff	Action
Subject teacher / other staff become concerned	Provide 'emotional first aid' support and record to tutor. Request further support from tutor if their own actions are not enough to support the child.
Form Tutor	Checks on the welfare of their tutees daily and first point of contact to and from parents regarding welfare issues. Looks for patterns in referrals from other staff and takes appropriate 'emotional first aid' action; referral to Head of House or PIL if required.
Head of House (supported by Pastoral Intervention Leaders -PILs)	Coordinates pastoral support for referred student in conjunction with referring tutor. This may include making use of further support within the Academy (e.g. working with pastoral lead, providing welfare support). Actions recorded to Assistant Principal. Cases escalated to Assistant Principal if actions are not working.
SLT lead for care and guidance	Considers cases referred by Head of House and works with them to plan further support. At this level this may include seeking support from outside agencies.
Principal	Kept informed of key cases by Assistant and Vice Principals, providing further advice or agreeing further actions as required.

### 6. Personal, Social and Health Education (This section is to be read in conjunction with the Academy's PSHE Policy)

- 6.1. Pastoral care and, in particular, guidance is provided through the curriculum in the following ways:
- 6.1.1. Students in Years 7-11 have PSHE lessons on topics that are tailored to the age and stage of their development.
  - 6.1.2. PSHE is delivered every week through the 'Successful Lives' tutor programme, explicit lessons in KS3 and on 'collapsed timetable' days focused on themes/issues.
  - 6.1.3. As they progress through the school, students are helped to develop study skills and encouraged to take responsibility for independent learning via our Enterprise skills programme. The specific skills of Creativity, Problem Solving, Presentation, Listening, Teamwork and Leadership are taught through the curriculum, through the successful lives programme and through our extra-curricular programme. Student's progress in developing these skills successfully will be tracked, monitored and reported to parents.
  - 6.1.4. Sex, Health and Relationships Education is taught to students through the PSHE programme. In addition, Science will teach aspects of sex education where appropriate. In addition, specific sessions on Sexual Health are delivered to students from each year group in collapsed sessions where required and a programme for promoting positive mental health is available to all students.
  - 6.1.5. A rolling programme of whole school PSHE sessions is delivered once a year to the entire school. These talks have centred on issues such as alcohol, drugs and use of the internet.
  - 6.1.6. Year groups and houses will meet weekly for assembly and one of these assemblies is always a spiritual assembly that seeks to develop students' moral, spiritual and cultural thinking.
- 6.2. At all stages we will keep parents informed of issues through parental advice, information and guidance sessions and written correspondence.

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## 7. Bullying (including Cyber-bullying)

- 7.1. GWA enforces a strict Anti-bullying Policy, which applies to conduct online as well as in person.
- 7.2. Guidance for students on how to conduct themselves online is delivered through the Computing and PSHE curriculum.
- 7.3. Guidance for parents in how to support their children to stay safe and act appropriately online is provided through regular parental information, advice and guidance session, as well as through written correspondence.
- 7.4. For further information, please see the Anti-bullying Policy, available on the website.

## 8. Careers Information and Guidance

- 8.1. At GWA we want our students to have every opportunity to prepare for and fulfil their future career aspirations and be ready to begin a successful career once they leave us.

Therefore, we believe it is of paramount importance for students to make informed choices about their next steps when they leave school at 16 or after sixth form at 18. To this end, our students need to have a secure knowledge about their future education, training and employment opportunities together with high quality and impartial advice and guidance to support their progression beyond GWA.

- 8.2. Further information on how we provide for this can be found in the Careers Education and Guidance Policy and [provider access statement](#).

## 9. Extra-curricular activities

- 9.1. GWA places a strong emphasis on the value of extra-curricular activities as a contribution to the education and guidance of its students, particularly in developing social skills, self-esteem, initiative and the ability to work as part of a team. These activities encompass a broad range of different options for students across Music, Drama, Public Speaking, Duke of Edinburgh Awards, Sports and more to ensure that a wide variety of needs are catered for.
- 9.2. All students will take part in extra-curricular activities at GWA. Sessions take place during timetabled after school sessions.
- 9.3. Students, under staff guidance, take a leading part in their organisation and management of the extra-curricular provision, providing great scope for the development of leadership skills.
- 9.4. Our Offsite Activities policy contains more information on care and guidance of students when not on the GWA site.

## 10. House System

- 10.1. The GWA House System promotes a sense of loyalty and a spirit of healthy competition and is overseen by the Head of House. Through regular House assemblies, students are encouraged to participate in a broad range of regular activities and competitions. Each student is allocated to one of 3 Houses – Aderin, Peake and Sharman. Each House is led by a Head of House supported by a PIL and by students with specific roles and responsibilities.
- 10.2. The House system provides the framework for the organisation of tutor groups so that students achieve a strong sense of house identity and community as they move through the GWA.

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## 11. Induction and Transition

- 11.1. Moving from primary to secondary school is a very significant time for students and their parents and we are very conscious at GWA of helping to make that transition as smooth as possible. To do this we plan carefully to reassure and excite families who gain places at GWA, and work closely with colleagues from the primary schools our students currently attend.
- 11.2. We hold open evenings and open days for prospective students and parents, offer taster days to students in local primary schools and offer tours to those wishing to see site on a working day.
- 11.3. Once students have chosen to attend GWA, we meet face-to-face with primary school head teachers, SENDCos (where appropriate) and with Year 6 coordinators to talk students attending GWA and discuss principles around transition.
- 11.4. We then build on this work in the following ways in all years by:
  - 11.4.1. Making further 'informal' visits to primaries during the year to meet Year 6 students such as taking assemblies, offering support with maths, and attending certain events
  - 11.4.2. Assigning a member of staff to lead on KS2/3 transition; this will usually be a Head of House.
  - 11.4.3. Sending welcome letters to families allocated places at GWA immediately following offer day (1st March) outlining the transition process and offering support; this following up with regular communication, on paper and via social media
  - 11.4.4. Visiting primary schools to meet future GWA students in situ and gain key information from their teachers. In future years GWA staff will be accompanied on these visits by Year 7 students who attended to relevant primary school.
  - 11.4.5. Compiling tutor groups based on information from schools and parents/students about positive combinations of students. In future years students from the same families will be placed in the same Houses.
  - 11.4.6. Arranging an induction period during the week agreed across Swindon for this (first week of July); this will allow students to meet their tutor group and tutor and engage in teambuilding and other preparatory activities, including work which will be on display as they arrive in school in September.
  - 11.4.7. Providing opportunities for parents to meet and gain further information, including a formal evening in the first week of July, but also coffee mornings/picnic events.
  - 11.4.8. Compiling initial teaching groups based on KS2 results and information provided by primary schools.
  - 11.4.9. Providing comprehensive information to teachers of Year 7 students, including relevant data, important general information from primaries, and any additional support needs
  - 11.4.10. Providing an early opportunity in year 7 for parents to visit the form tutor and ask any questions they may have about how the student has settled at GWA
- 11.5. For students with EHCPs, or who are identified by primaries as needing extra support at transition, we arrange further events including:
  - 11.5.1. Individual meetings with the student, their parents and Year 6 teachers
  - 11.5.2. Further transition days in at which students will work with GWA staff, with their Year 6 TA if appropriate, in a small and supportive environment (potentially at their current primary school) which allows us to understand more fully how we may meet their needs effectively from day 1 at GWA
  - 11.5.3. A follow-up meeting with parents in the second week of term, and/or daily update calls.

## 12. Liaison with external agencies

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- 12.1. The school has, and will continue to, forge strong links within the local community which provide opportunities for students such as Young Enterprise and Public Speaking to help guide students in their academic and enterprise skills.
- 12.2. We have and will continue to also forge strong links with local agencies and individuals who support students, such as the CAHMS, NHS, Police, Social Services and other services we can call upon for support to our students.

### 13. Support for students facing difficult circumstances

- 13.1. At GWA, we recognise that some of our students may face particular circumstances requiring support beyond that provided for in points 1-11 of this policy. Such circumstances may be sudden and temporary or ongoing, and might include:
  - 13.1.1. Breakdown of parental/family/personal relationships
  - 13.1.2. Bereavement
  - 13.1.3. Physical/mental illness
  - 13.1.4. Physical/mental illness of close family members/friends
  - 13.1.5. Being/becoming a young carer
  - 13.1.6. Deployment of parent/family member to serve overseas with HM Armed Forces
  - 13.1.7. House move
  - 13.1.8. Change of carer
  - 13.1.9. Parent/family member serving custodial sentence
  - 13.1.10. Being subject to orders relating to the Children's Act (e.g. Care Order, Child Protection Order)
  - 13.1.11. Being subject to criminal investigation
  - 13.1.12. Being a victim of crime
  - 13.1.13. Other circumstances interrupting the usual routine of the student.
- 13.2. At GWA we are committed to supporting students facing difficult circumstances and will work closely with external agencies and providers to seek support for vulnerable students, including:
  - 13.2.1. The Police
  - 13.2.2. The NHS
  - 13.2.3. CAMHS
  - 13.2.4. Charities providing support for young people
  - 13.2.5. Social Services, including attendance of MASH and TAC meetings
  - 13.2.6. Other service providers as appropriate
- 13.3. Our Designated Safeguarding Lead and deputy DSLs are trained regularly and will liaise with the relevant authorities as appropriate in order to ensure support and guidance for our students
- 13.4. Where students find themselves facing difficult circumstances, GWA will consider making reasonable adjustments to their curriculum, timetable and supervision to ensure support, care and guidance is provided to meet these specific needs
- 13.5. Staff will at all times treat any information related to the difficult circumstances with sensitivity, sharing information on a 'need to know' basis and respecting confidentiality at all times.