



General Principles

As part of Easington Academy's Pastoral Care Policy

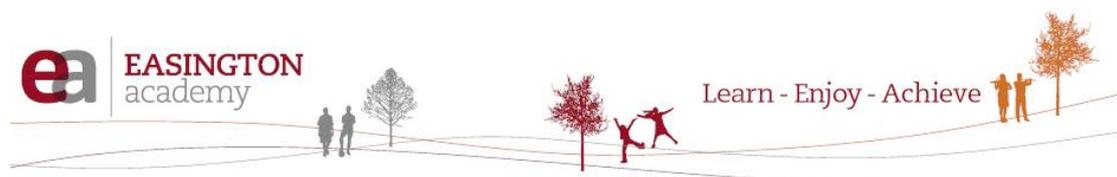


GENERAL PRINCIPLES

The Pastoral Care Policy of this school seeks to identify and respond to the needs of our students in the widest sense. The policy recognises the inextricable links between the school's pastoral and academic systems, each being mutually supportive of the other. All members of staff contribute to, and participate in, pastoral care, whether as subject teacher, tutor, member of senior management or a teacher with specific pastoral responsibilities.

Aims

- To develop in all students the basic skills, knowledge, experience and attitudes related to their future roles as workers, students, parents/carers and members of society.
- To encourage and enable students to become more responsible for their own:
 - personal development.
 - social development.
 - health education.
 - academic education.
 - behaviour.
- To create an atmosphere in which all students feel confident they are:
 - safe and secure.
 - valued.
 - respected.
 - monitored both academically and pastorally.
- To contribute towards the maintenance of good behaviour and an orderly atmosphere in school.
- To offer sympathetic, confidential and effective guidance to students as and when it is required.
- To promote policies which seek to involve all staff in issues of pastoral care.
- To promote and contribute to the strengthening of links with parents/carers as partners in the education of the student.
- To promote a school ethos in which staff and students show respect for each other.
- To allow students to contribute to discussions on aspects of school policy. For example, the school's behavioural policy.



The aims of the school's pastoral care policy are to be achieved:

- Through the extra-curricular activities offered to students during their time at our school.
- Through the careers lessons included in the PSHE programme.
- Through the establishment of a year team of tutors.
- Through the systems in place designed to monitor all aspects of a student's development. These include interim academic reports, attendance and punctuality checks, the monitoring of uniform and equipment, internal exams and tests.
- Through policies relating to attendance, anti-bullying, equal opportunities, child protection, drugs, racism and homophobia.
- Through the work of the School Council, prefects and other areas of student responsibility.
- Through the school policy on Assessment, Recording and Reporting.
- Through the school's Behaviour Policy.
- Through effective systems of communication between staff with responsibilities in the pastoral and academic structure of the school.
- Through the use of tutors, Home/School Liaison Officers, mentors, the school nurse, the designated child protection teacher and, when appropriate, outside agencies.
- Through in-service training and the newly qualified teachers' induction programme.
- Through formal and informal communication between school and parent/carers, including Progress Days, annual reports, newsletters, parental interviews, presentation evenings, social evenings, and the school magazine.
- Through the provision of trips and activities outside of school.
- Through the development of links with industry.
- Through links with feeder primary schools.
- Through fund raising activities.

