



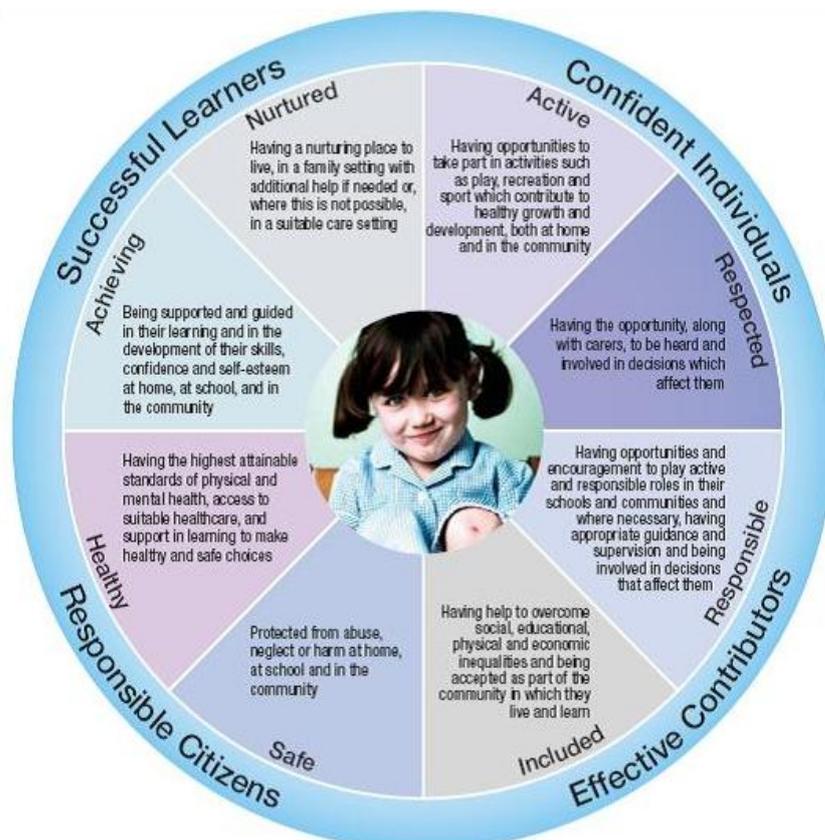
Pastoral Care for Secondary Pupils

Our Pastoral Care system is based on the national advice contained in **Happy, Safe and Achieving their Potential** and **Getting it Right for Every Child (GIRFEC)**.

Happy, Safe and Achieving their Potential sets out **10 Standards for Personal Support** in Scottish Schools.

Learning for Life	<ul style="list-style-type: none"> • Know how to seek information and support throughout life • Know how to make informed decisions and choices • Have opportunities for citizenship and participation
Review of individual progress	<ul style="list-style-type: none"> • Receive regular review of progress • Receive help with transitions between stages in education • Know how to plan for the future
Access to support	<ul style="list-style-type: none"> • Have access to appropriate staff and support • Receive a coordinated and inclusive approach to their learning when other agencies are involved • Have their confidentiality respected • Have time and space to seek help

The **GIRFEC Wheel** below sets out the eight wellbeing indicators:



The work of our **Class Tutors** and **Heads of House** is entirely devoted to achieving the standards for personal support and wellbeing indicators for our pupils. The pupil support system and the PSHE programme are designed to ensure that these standards are achieved and that pupils understand their relevance and effect.

This leaflet explains how we have customised our support for pupils to meet the needs of all pupils in Jordanhill School, including your child.

PASTORAL CARE SYSTEM

Class Tutors

Your child is supported on a daily basis by his/her class tutor, who:

- Registers pupils
- Checks homework diaries
- Teaches Personal Social and Health Education
- Listens and responds to pupils' concerns

The tutor is the person in school who knows your child well as an individual and is your first point of contact.

Heads of House

Pastoral Care Principal Teachers support tutors on an on-going basis. Each PT is also a **Head of House**, with responsibility for managing a team of tutors.

Your child's Head of House is the **key adult** with responsibility for the delivery of their entitlement to **Universal and Targeted Support** as outlined in the **Curriculum for Excellence**.

Heads of House also manage a key area of pupil support.

GETTING IT RIGHT FOR EVERY CHILD

We all want our children and young people to be fully supported as they grow and develop to be:

Healthy ... experiencing the highest standards of physical and mental health, and supported to make healthy safe choices

Achieving ... receiving support and guidance in their learning – boosting their skills, confidence and self-esteem

Nurtured ... having a nurturing and stimulating place to live and grow

Active ... offered opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future

Respected ... to be given a voice and involved in the decisions that affect their well-being

Responsible ... taking an active role within their schools and communities

Included ... receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

And above all, to be safe ... protected from abuse, neglect or harm

Ms Gallacher	Ms Ritchie/ Dr MacMillan	Mrs Thomson	Miss Trevena
CRAWFURD	MONTGOMERIE	SMITH	ST JOHN
Work Experience	Mock Interviews	Pupil Council	Transitions P7-S1
SDS Liaison	Pupil Council	UCAS	Profiling for S1
Community Involvement	Vocational Programme	Higher education liaison	E-safety review
S4 Pathways Event	16+ Learning Choices	Managing EMAs	Coordinating peer mentors and supporters
	Hose captains and vice-captains		

Additional Support Needs

Where there are identified barriers to your child's learning, our Support for Learning team plans support to help individuals. These plans are shared with the teachers of pupils concerned. There is regular liaison between Support for Learning and Pastoral Care colleagues. Where required, we work with other agencies to assess needs and plan support. The 2004 Education (Additional Support for Learning) Act guides our work in this area.

Heads of Year

Heads of Year have overall responsibility for the discipline, motivation and progress of individuals and groups of pupils in particular year groups.

S1 – S3

Mr John Anderson

S4 - S6

Ms Susan McDade

Child Protection

Like all schools we work with other agencies to protect children and young people, where they are at risk. This can involve sharing information working in partnership to provide programmes of support for young people. In this area we are governed by the relevant legislation on child protection.

Coordinating Transitions

The school has a set of structured programmes to support your child during key transitions. There are In-focus leaflets giving more information about some of these processes on the school's website:

- **P7 – S1**
- **S2 – S3**
- **S4 – S5**
- **UCAS preparation**

At each stage we aim to ensure that you and your child are well informed about challenges, that you have an opportunity for dialogue with us regarding your concerns and that your child's interests are effectively catered for.



Childhood and adolescence involves

- Making transitions – from nursery to primary, from primary to secondary
- Choosing friends, making and breaking friendships
- Setting personal goals and reflecting on achievements
- Making subject choices and career planning decisions
- Coping with deadlines, tests and exams
- Taking personal responsibility, such as for hygiene, choice of foods, personal habits and health choices
- Having relationships and losing relationships
- Developing personal identity and sexual identity
- Communicating, negotiating, resolving

Some significant challenges young people face

Tutors and Heads of House support pupils in dealing with:

- Bereavement
- Bullying
- Change
- Depression
- Relationships
- Coping with learning
- Examinations
- Stress and pressure
- Making decisions
- Lack of confidence