



IPSWICH HIGH SCHOOL

# Senior School Pastoral Handbook

*Information for Parents*

2018 - 2019

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## 1 Introduction

Dear Parents,

We are delighted to present you with our Pastoral Handbook. The intention of the handbook is to introduce you to the pastoral team, as well as informing you about the policies and procedures we have in place at school to promote the wellbeing of your son or daughter.

Pastoral care is central to the school's ethos, so lines of communication within the pastoral team are paramount. We firmly believe the voice of a child is important to safeguard their wellbeing and development.

The pastoral team consists of:

**Assistant Head (Wellbeing):**

Mrs Joanna Fox

[j.fox@ipswichhighschool.co.uk](mailto:j.fox@ipswichhighschool.co.uk)

**Head of Year 7:** Mrs Naomi Looker

[n.looker@ipswichhighschool.co.uk](mailto:n.looker@ipswichhighschool.co.uk)

7E Mr Ian Tope

[i.tope@ipswichhighschool.co.uk](mailto:i.tope@ipswichhighschool.co.uk)

7H Mrs Hannah Harrison

[h.harrison@ipswichhighschool.co.uk](mailto:h.harrison@ipswichhighschool.co.uk)

7T Mrs Clarissa Thomas

[c.thomas@ihs.gdst.net](mailto:c.thomas@ihs.gdst.net)

**Head of Year 8:** Mrs Pippa Barley

[p.barley@ipswichhighschool.co.uk](mailto:p.barley@ipswichhighschool.co.uk)

9G Dr Giles Gilbert

[g.gilbert@ipswichhighschool.co.uk](mailto:g.gilbert@ipswichhighschool.co.uk)

9M Mrs Helen McGlynn

[h.mcglynn@ipswichhighschool.co.uk](mailto:h.mcglynn@ipswichhighschool.co.uk)

9R Miss Nicola Rouse

[n.rouse@ipswichhighschool.co.uk](mailto:n.rouse@ipswichhighschool.co.uk)

**Head of Year 9:** Mr Ross Rands

[r.rands@ipswichhighschool.co.uk](mailto:r.rands@ipswichhighschool.co.uk)

9C Mr Tom Challenger

[t.challener@ipswichhighschool.co.uk](mailto:t.challener@ipswichhighschool.co.uk)

9E Miss Susanne Eddis

[s.eddis@ipswichhighschool.co.uk](mailto:s.eddis@ipswichhighschool.co.uk)

9T Mr Peter Taylor

[p.taylor@ipswichhighschool.co.uk](mailto:p.taylor@ipswichhighschool.co.uk)

**Head of Year 10:** Mr Andrew Gardner

[a.gardner@ipswichhighschool.co.uk](mailto:a.gardner@ipswichhighschool.co.uk)

10D Mrs Julie da Silva

[j.dasilva@ipswichhighschool.co.uk](mailto:j.dasilva@ipswichhighschool.co.uk)

11S Mme Christelle Savary

[c.savary@ipswichhighschool.co.uk](mailto:c.savary@ipswichhighschool.co.uk)

10W Mrs Lizzy Wheelhouse

[e.wheelhouse@ipswichhighschool.co.uk](mailto:e.wheelhouse@ipswichhighschool.co.uk)

**Head of Year 11:** Ms Sandie Lister

[s.lister@ipswichhighschool.co.uk](mailto:s.lister@ipswichhighschool.co.uk)

11C Mrs Claire Chandler-Mears

[c.chandlermears@ipswichhighschool.co.uk](mailto:c.chandlermears@ipswichhighschool.co.uk)

11S Mrs Suzanne Sinclair

[s.lsinclair@ipswichhighschool.co.uk](mailto:s.lsinclair@ipswichhighschool.co.uk)

11R Miss Lisa Richards

[l.richards@ipswichhighschool.co.uk](mailto:l.richards@ipswichhighschool.co.uk)

**Director of Sixth Form:** Mr Rob Hastings

[r.hastings@ipswichhighschool.co.uk](mailto:r.hastings@ipswichhighschool.co.uk)

**Deputy:** Mrs Imogen Vickers (and 6V)

[i.vickers@ipswichhighschool.co.uk](mailto:i.vickers@ipswichhighschool.co.uk)

6B Ms Kate Bagley

[k.bagley@ipswichhighschool.co.uk](mailto:k.bagley@ipswichhighschool.co.uk)

6E Mr Joe Earley

[j.earley@ipswichhighschool.co.uk](mailto:j.earley@ipswichhighschool.co.uk)

6L Ms Naomi Limer

[n.limer@ipswichhighschool.co.uk](mailto:n.limer@ipswichhighschool.co.uk)

6S Mrs Anne Stanford

[a.stanford@ipswichhighschool.co.uk](mailto:a.stanford@ipswichhighschool.co.uk)

## 2 Pastoral Care: Procedure and Practice

The pastoral team consists of the Assistant Head (Wellbeing), the Heads of Year (including the Deputy Director of Sixth Form), the Form Tutors, the School Nurse, the Head of Learning Support and the School Counsellor. Form Tutors have a key role in procedure, best practice and supporting pupils and our school nurse plays a significant role in the wellbeing of the pupils.

We believe that pupils make excellent role models and, with mentoring training, they also make excellent mentors. Consequently, we have sixth form Wellbeing Prefects, to whom pupils can go with an issue they would prefer to discuss first with another student; all information is, however, passed on to a member of the staff pastoral team in order to ensure the pupils are fully supported.

We seek to foster positive relationships within school so that pupils always know there is someone available to talk to. We try to maintain existing friendships and encourage positive relationships by keeping form groups together, but working with them to deal with any issues. The Assistant Head (Wellbeing) is responsible for day-to-day discipline in the senior school, with the Head dealing with serious discipline issues.

### 2.1 Role of the Heads of Year

Heads of Year:

- have responsibility for all pupils and the Form Tutors in their section. They meet with Form Tutors regularly to discuss pupils and or issues or concerns within the year group
- update the Assistant Head (Wellbeing) during regular fortnightly meetings, or more regularly if the need arises
- maintain contact with parents and pupils, in consultation with the Form Tutor
- organise social events with the year group in consultation with the Assistant Head (Co-curricular), who is responsible for the calendar
- oversee behavioural issues which are noted on the school's management system
- inform parents if a detention is given
- support the Form Tutor in conducting 1:1 interviews, reviews and tracking
- Other than the Head of Year 7, Heads of Year move up with their year groups from Year 8 through to Year 11

### 2.2 Role of Form Tutors – General Duties

Most members of staff fulfil the role of Form Tutors, which is a vital role within the pastoral care team and in the efficient running of the school. Tutors are the first port of call for parents if they have concerns or queries as it is the tutors who meet with their tutees daily. They follow a tutorial programme which is managed by the Assistant Head (Wellbeing). Tutors register their forms daily and carefully monitor their tutees' attendance at School.

### **Form Rooms and lockers**

Each form has an allocated form room where they meet daily for registration. They also have individual lockers for their belongings. Individuals should be encouraged to accept responsibility for their own property; belongings should be in lockers and named. Expensive items should NOT be brought into school. Mobile phones belonging to pupils in Year 7 to Year 9 should be locked away in lockers. Pupils in Y10 upwards may keep their phones on them but are not permitted to use them except for break and lunchtime.

### **Assemblies**

Assemblies play a crucial part of routine, coming together and moral education at Ipswich High School. Assemblies are a place for enrichment, reflection and usually offer insight into current issues or raise awareness of charities and world current affairs. In the senior school, formal assemblies are delivered by members of the senior leadership team. Teachers with a specific interest or message also deliver assemblies periodically. Form assemblies are presented to the school on specific themes or topics. House Assemblies are delivered twice each term.

## **2.3 The Role of the Form Tutor - Year 7**

Year 7 Tutors have particular responsibility for settling the new intake into the Senior School, easing the transition from prep/primary to secondary education. They also help to ensure the smooth integration of pupils from other schools with those from our own Prep School; the happiness and well-being of all pupils is our priority at all times.

### **Induction for Year 7**

- Year 7 Tutors usually help with the two Induction Days, which are held in the Spring and Summer Terms. These provide the pupils with the opportunity to experience a variety of lessons, start to form friendships and begin to get to know some of the teachers
- The Head of Year, Form Tutors and the Senior Leadership Team make the first formal link with the parents by attending the Induction Evening for the new Year 7 parents in early summer
- The Head of Year and members of the Senior Leadership Team make up the team that visits the feeder schools which send pupils to the Senior School in the next academic year. These visits take place in the summer term and are an important opportunity to form links with both the school and the pupil

### **Establishing links with parents**

- An afternoon tea reception is held for all parents of pupils in Year 7 to meet the Year 7 tutors, the senior leadership team and teachers. It takes place early in the Autumn Term
- Parents and form staff can communicate through the pupil's planner or by email. Parents can also ring the school reception and request the Form Tutor contacts them if they are concerned about a particular issue
- Our 'Meet the Heads of Year' is an excellent opportunity for parents to get to know the Head of Year 7 as well as key members of the leadership team
- Year 7 Parents' Meeting a little later in the year is an opportunity for parents and teachers to discuss pupils' progress and attainment

### **Pastoral responsibilities**

- Tutors are the first port of call for parents with pastoral concerns
- They also support the Head of Year 7 with pastoral matters
- Tutors oversee activities organised by the form, e.g. charity events, and support them at other activities/events
- Tutors deliver the tutorial programme which aims to help the Year 7 pupils to become increasingly independent

## **2.4 The Role of the Form Tutor - Years 8 & 9**

Form Tutors in Years 8 and 9 have a vital role to play in encouraging pupils to take additional responsibility for both their work and extra-curricular activities in school. This increased sense of responsibility includes helping them develop friendships and settle disputes. It also encourages sensible and achievable targets and prioritising, in order to produce a balanced and healthy workload. Tutors move up with their forms for both Year 8 and Year 9.

Year 9 pupils usually need additional support and advice when discussing individual concerns about GCSE Option choices. Form Tutors will provide this advice, in conjunction with the Head of Year and the Deputy Head, who is responsible for the curriculum.

Form staff support their tutees at the various form activities such as fundraising, drama, Sports Day and form assemblies. These activities demand leadership, commitment and enthusiasm and are important in bonding the tutor group together.

### **Reception of New Pupils**

During Years 8 & 9, we often have new pupils joining the school; some are changing schools within the area, whereas others are moving to Suffolk. As friendship groups have already been formed in the earlier years, this needs sensitive handling and support. New pupils need to feel welcome and part of the group. During the first half term, all new pupils have informal interviews with the Assistant Head (Wellbeing)/Head of Year to assess their progress and to check to see how well they have settled in. Members of the form become 'buddies' and are given the responsibility to introduce the newcomers to the school.

### **Establishing Links with Parents**

- Parents have the opportunity to meet with the Heads of Year and/or members of the Senior Leadership Team at our half-termly 'Meet the Heads of Year' sessions, which are publicised in the Bulletin
- Year 9 Options Evening is an opportunity for parents to discuss their child's options with the Heads of Department and form staff

## **2.5 The Role of the Form Tutor - Years 10 & 11**

Form Tutors have a very important role to play both from the point of view of the individual and from that of the whole school community. This is especially true in Years 10 and 11, where pupils are faced with the prospect of taking their first

public examinations and of planning for the period following GCSE. Year 10 and 11 tutors remain with their form for the two years of KS4.

### **Relationships**

Tutors aim to establish a relationship with their form which is based on respect, warmth and a genuine interest in the individual's well-being. They are best placed to get to know individual pupils, to spot signs of stress brought on by social and/or academic pressures. They will encourage good peer relationships, a supportive atmosphere within the form, as well as a feeling of belonging to the whole school community. Tutors will oversee activities organised by their form and support them at other events. Personal interest and concern shown by the tutor are valued by their tutees, and can be a deciding factor when future plans are under consideration.

### **Establishing Links with Parents**

- Parents have the opportunity to meet with the Heads of Year and/or members of the Senior Leadership Team at our half-termly 'Meet the Heads of Year' sessions, which are publicised in the Bulletin
- Receptions for parents are organised in the Autumn term which are both social and informative.

### **Monitoring**

In a number of circumstances, a pupil's academic process will be monitored by the Head of Year and teaching staff. Parents will be involved and the student will be set targets for improvement and offered support in whatever way required. Heads of Year will encourage subject staff to use our behaviour management system to record achievement or incidences of poor homework/attitude etc. These will be discussed with the Head of Year 10/11, who will contact home where necessary.

## **2.6 The Role of Sixth Form Tutors**

The Sixth Form Tutor continues the work of the Year 10 and 11 tutor, but tutor groups are smaller so that staff have the opportunity to interact more informally and develop a more relaxed relationship with the students. The tutor's role is to enable the students to make the smooth transition from school to the next stage in their adult life, whether it is further education or employment. The Sixth Form Tutor will ensure that each student makes the most of the opportunities for enrichment in the Sixth Form. Every student in the Sixth Form will have some form of involvement in an area outside A level study. In view of the major decisions a student has to make during Sixth Form life, it is essential that there is a good relationship between student and tutor, based on trust and understanding.

### **Day to Day Responsibilities**

Much of the routine administration fulfilled by a Form Tutor is also required in the Sixth Form. Tutors will encourage, support and organise students to take part in School Assemblies. The tutor registers their combined Lower and Upper Sixth tutor group at 8.35 am.

Permission is granted for time out for driving tests (but not driving lessons), interviews, three open day visits spread over the two years, study leave during examinations. The tutors will follow up any prolonged absence. If students are absent for more than three days, tutors will phone home to check on the student's well-being. The Director of Sixth Form needs to be notified of any prolonged or unexplained absences, persistent lateness or requests for absence.

### **Pastoral Responsibilities**

Initially, tutors have an important role to play in helping the students adjust to the greater freedom of the Sixth Form and learn how to manage their time. Subsequently, they need to be alert to problems of students not coping, wrong choices or students underachieving. In these instances, the Head of Sixth Form should be informed who will, if necessary, alert the parents. Opportunities are provided for mixed tutor lessons, along with mixed registration, to enable greater interaction between the Lower and Upper Sixth.

Along with the Careers Department and others, the tutor plays an important role in helping the student come to decisions about institutions and courses for Higher Education. This involves general discussion about Open Days and what to get out of them. Individual discussions are held with the students in May/June to discuss their University choices and their personal statement. The tutors check the student's completed UCAS form and write a personal reference incorporating the information provided by subject staff. This is completed over the Summer and, when the students return in the Upper Sixth, the tutors check with the students that they are still following their choice of study and that the predicted grades match the grades required by their chosen university. Sixth Form Tutors attend events such as the Parents' Receptions, Induction Days, Careers and UCAS presentation and parents' evenings along with any other activity or event involving the Sixth Form, such as conferences.

### **Social Activities**

Tutors will encourage students to participate in a variety of extracurricular activities as part of their sixth form education. At the same time, they will monitor that the students are not trying to do too much, particularly in the Lower Sixth. Participation in the Sixth Form events is encouraged particularly the social events and Sixth Form Ball.

### **General**

Over the two years, the aim is for the student to become more independent and assume responsibility for her own learning. In consequence, the role of the tutor will become one that offers discreet background support as the students near the end of their school careers.

### **Attendance**

Patterns of poor attendance can be an important indicator of problems. Tutors will be vigilant and discuss individual cases with the Head of Year, to whom all absences of three days or more are reported. Students suffering from long term illness will be supported appropriately. Please see absence policy regarding other requests for absence.

## 2.7 Raising an Issue in the Senior School

### Form Tutors

- Form Tutors meet with their students every morning in registration. The Form Tutor is the first port of call for parents and will pass on any information to either the Head of Year or Assistant Head (Wellbeing) as necessary. All form groups have 6<sup>th</sup> form pupils attached as mentors and there are specific Wellbeing Prefects in the 6<sup>th</sup> form.

### Communication with Staff

- The Heads of Year meet with the Assistant Head (Wellbeing) fortnightly, and with the tutor team regularly, to discuss any concerns or issues, some of which are raised by parents
- A Pastoral Committee meets half termly to discuss projects, issues and to share best practice across the school
- Pastoral updates are given to staff at weekly briefings in the senior school

### Medical Information

- The school nurse will keep confidential medical information in a locked cabinet and health records of past pupils are destroyed in line with the current policy
- Information will be shared with the Head/ senior pastoral team/staff on a “need to know” basis. Pupils are told that information must be shared with parents, unless the issues relates to a safeguarding issue

## 2.8 PSHE Programme

The PSHE Programme is delivered by a dedicated team as part of the curriculum and is a part of the school's wider 'Flourish' pastoral programme. Topics include, amongst others: relationships, values, puberty, money, safety (including online safety) and friendships. Outside speakers who present to the pupils are also invited to speak to parents at our Parenting Teens evenings.

Year 7/8 pupils need particular help developing their skills, initially meeting homework deadlines but, as the year progresses, they often need help with test and examination revision techniques. Friendship issues, dealing with conflict and managing change will also be addressed. Year 9 students explore personal as well as academic choices, together with an exploration of physical change, whilst pupils in Year 10 and 11 are learning to equip themselves with skills essential for life beyond school.

## 2.9 School Policies

Link to the following school policies is [here](#)

Behaviour Management and Discipline Policies  
Anti-bullying Policy  
Safeguarding Policy