

Bannockburn High School
ASPIRE



PUPIL SUPPORT POLICY

Updated | November 2022

1. RATIONALE

We are committed to the education of the whole child and recognise that each child has intellectual, moral, physical and social needs. In order to meet these needs we believe that we must provide the best possible conditions for learning for all our pupils. A school ethos based on values such as respect, love, trust, justice and integrity is central to our approach to Pupil Support. We believe that learning is a collective as well as an individual responsibility and that all members of our school community are responsible for their own achievements and contribute to the achievement of others. It is, therefore, essential to have Pupil Support structures which exemplify and embody our philosophy of valuing all pupils as individuals and as members of the community of Bannockburn High School. Structures based on the best interests of the pupils have been put in place to translate this philosophy into action. The integrated provision of pastoral care and learning support within our Pupil Support structures has resulted in a holistic approach to providing support for individual pupils. It is also proving to be effective in addressing class, year group and whole school issues. Peer group issues which can adversely affect the progress of pupils are addressed by teams of Pupil Support Principal Teachers within a horizontal system. With a strong emphasis on pro-active methods which anticipate the support our pupils will require, the approaches adopted by our Pupil Support Faculty acknowledge the fact that all young people need support some, if not all of the time, during their school career. The quality of the relationships which exist between pupils and teachers is vital to the emotional security and growth of pupils as well as their learning. Named pupil support and PSHE teachers, working in year group teams, actively promote good relationships between teachers and pupils and between pupils themselves. However, it is the responsibility of every adult in the school to exemplify good relationships in all interactions with pupils.

2. PRINCIPLES

Bannockburn High School endorses Stirling Council's Pupil Support Policy. Pupils have the right to learn in a safe, secure, healthy and happy environment. The interests of the pupils are paramount at all times. In keeping with the philosophy of social inclusion, we believe that all pupils are entitled to an inclusive education. Pupils' views are taken into account in all matters affecting them. Partnership with parents/carers is essential in ensuring that all pupils receive the appropriate support to reach their potential.

3. AIMS

- To provide an integrated support service to all pupils by effective team working among Pupil Support Principal Teachers (PTPS), Additional Support Needs (ASN) Teachers, Classroom Teachers, Support Staff, Senior Leadership Team (SLT) and the Wider Community.
- To work closely with parents in supporting their children.
- To support pupils at all times of transition, beginning with the transition from primary to secondary.
- To monitor the progress and achievement of pupils in all aspects of their development.
- To adopt proactive strategies to prevent problems arising and to provide a fast, flexible and effective response if they do.
- To use a range of early intervention strategies to support pupils with emotional, behavioural or learning difficulties.
- To adopt a coherent inter-agency approach as appropriate.
- To provide opportunities for pupils to celebrate their success.
- To contribute to learning and teaching and raising achievement on a whole school basis.
- To put into practice our philosophy of Pupil Support within the context of Stirling Council's policies of Pupil Support, Attendance, Child Protection, Substance Abuse, Early Intervention, Raising Achievement and all other related policies.

4. LEADERSHIP

The whole Senior Leadership Team has a Pupil Support (PS) responsibility with Depute Head Teacher's (DHT) now having specific year group responsibilities. A DHT has the overall management and leadership responsibility for the Pupil Support Faculty. This DHT is line manager of the PTsPS and ensures that the principles and strategic aims of the Pupil Support policy are translated into practice (see appendix one).

4.1 Depute Head Teachers

Each DHT has a year group responsibility as Year Head and works with the DHT PS and with the PTPS of each Year Group to support pupils. In their role as Year Head, DHTs take routine referrals from PTPS/ other staff in relation to pupil conduct and liaise with the Pupil Support DHT where appropriate but particularly in relation to the most vulnerable pupils.

4.2 Principal Teachers Pupil Support

A team of 6 Principal Teachers is responsible for all the operational aspects of the Faculty.

Principal Teacher 1 | S1 PS Team

Principal Teacher 2 | S2 PS Team

Principal Teacher 3 | S3 PS Team

Principal Teacher 4 | S4 PS Team

Principal Teacher 5 | S5 PS Team

Principal Teacher 6 | S6 PS Team/ Pathways

PT PS 1-5 moves up with their Year Group.

4.3 Development of Year Group PS Teams

The year group teams are comprised of the DHT, PT PS, SFL teacher, SLA and PSHE teachers. Also linking with each year group is a School Chaplain. As each year group moves up the school, the year group teams move up with them, with the exception of S6. The PSHE teachers are on a rota from S1 – S6.

4.4 PT Pupil Support Remits

Responsibility for all aspects of the pastoral, curricular and vocational welfare of year group including:

- Leading, monitoring and tracking individual pupil attainment and overall achievement.
- Leading and working with pupils on self-evaluation and target setting procedures.
- Identifying underachievement in individual pupils or groups.
- Leading and working with pupils, colleagues and parents/carers to agree strategies to address pupil issues.
- Monitoring and evaluating strategies to maximise attainment and achievement.
- Actively promoting, developing and celebrating success and achievement.
- Ensuring excellent levels of attendance and punctuality with appropriate monitoring strategies.
- Providing curricular advice at key transition points e.g. in relation to course choice at S3 and S4/S5 and progression to a Positive Destination.
- Co-operating with Skills Development Scotland in the provision of careers advice to students.
- Preparing and collating progress reports, progress files and references for year group.
- Shared responsibility for UCAS applications and references.
- Leading and managing issues relating to indiscipline including parental contact, organisation of meetings and completion of appropriate paperwork.
- Responding to parental requests and concerns.
- Working in partnership with ASN staff to identify additional support needs, future needs and to produce individual education plans and coordinated support plans in consultation with parents/carers and young people.
- Working collegiately with PTs Curriculum (PTC) to maximise learning and attainment of year group.
- Supporting colleagues in class to help meet learners' needs.
- Liaising with colleagues in Speech and Language, ASD Outreach, Social Services, Psychological Services and all other support agencies to provide additional support for individuals.
- Providing opportunities for staff development.
- Deployment of SLAs in consultation with the DHT PS
- Daily monitoring, leadership, effective management and strategic direction of linked SLAs.

Principal Teachers PS work with the relevant DHT Year Head in relation to routine pupil support issues for their year group(s) and with the DHT Pupil Support particularly in relation to 'high tariff' issues and interagency support. Each PTPS is responsible for one or two year groups and leads a team of PSHE teachers each of whom has a PSHE class. The PTPS has responsibility for the pastoral care and development of the pupils in his/her year group(s), ensuring that appropriate support for learning is available as required and where necessary identifying pupils for whom special exam arrangements may be necessary and liaising with relevant PTCs, DHT (SQA) and PTPS with the whole school remit of link to ASN to put necessary support and SQA quality assurance in place. A Support for Learning Assistant (SLAs) is allocated to each year group team as resources permit. Pupil Support teams include staff who have specialist qualifications in Support for Learning. One PTPS also has overall responsibility for Learning Support and along with the PTPS, ensures that all pupils with support for learning needs have appropriate support in place.

4.3 Personal, Social and Health Education (PSHE) Teachers

All PSHE Teachers have a client group of one PSHE class. All PTPS work closely with PSHE Teachers on a weekly basis. While PSHE Teachers work mainly within the same team, there are times when it is in the interests of the pupils for teams to work across year groups e.g. Option Interviews, Personal Social and Health Education (PSHE) programme or when members of a team are unavailable.

5. LEARNING AND TEACHING

All members of the Pupil Support Faculty have a role to play in promoting effective Learning and Teaching on a whole school basis. The in-depth knowledge of pupils that the PTPS have, enables them to identify the learning needs of pupils, to monitor the suitability of the curriculum for individuals and to assist them in setting personal targets.

5.1 Support for Learning: Forward Planning

Our aim is to have at least one teacher in each Year Group PS Team who is qualified to certificate level in Support for Learning. Each PTPS along with the PTPS link for ASN and the Additional Support Needs Teacher, with his / her individual pupil is responsible for coordinating, monitoring and providing support for pupils with learning difficulties. Following discussion with the school's CLPL Co-ordinator, opportunities will be provided for in-school and out of school training for members of the Pupil Support teams. Interested staff may be allocated a mentor by the PTPS who may also arrange for a programme of development. Initially this will usually involve observation / team teaching with the teacher's client group across the curriculum.

5.1.1 Training Timetable

Training programmes are devised to enable staff:

- to become acquainted with the curriculum, its constituent subjects, areas and facilities;
- to become familiar with the policies specific to particular subjects, with the rules, routines, procedures, layout and equipment pertaining to those areas;
- to meet, observe, and gradually 'get to know' those pupils for whom they will be providing support;
- to familiarise themselves with the course programmes being undertaken by those pupils, with their recent and current work, with previous experiences and with their competencies, interests and aspirations;
- to observe teachers exhibiting good practice teaching pupils varying in age and ability, and then to discuss their observations with PTPS and other colleagues;
- to have a balance between working with a variety of staff, which is good for gaining an insight into different teaching methods, and working with too few, which can offer a limited experience.
- It is important that: as soon as programmes have been arranged, staff have access to the relevant class lists, course programmes, homework timetables, seating-plans, and any other necessary preliminary information;

The proposed observation / support, ensures that matters of health and safety have been properly anticipated;

- in team-teaching situations, care is taken to maintain the status and professional image of both teachers in the eyes of the pupils;
- some written observations are made where appropriate by the FORM teacher;
- as appropriate, the PSHE teacher reports any relevant matter of significant or ongoing concern to the subject teacher and to their PT, at the earliest opportunity.

5.1.2 Additional Assessment Arrangements: Mock and SQA Diets

The relevant PTPS works with the DHT SQA Coordinator to ensure appropriate exam arrangements are made for pupils' special needs. Evidence on pupil needs should be generated in consultation with PTCs and should comply with requirements of SQA. This evidence and procedures are retained and filed by PTPS pending possible quality assurance by SQA. The PTPS liaises with SLAs / Chief Invigilator to monitor pupils with additional assessment arrangements.

5.1.3 Deployment of Support for Learning Assistants (SLAs)

Support for Learning Assistants (SLAs) are not normally left in charge of a class either within the classroom or in another location. SLAs primarily support pupils with specific learning needs. However, they can be asked to work with pupils in a group situation. SLAs are not teachers, therefore they do not take responsibility for the education of the pupils. SLAs carry out tasks to support the pupils' learning as directed by the classroom teacher and / or Principal Teacher. Please see below SLA protocol issued to all SLAs and classroom teachers:

Supporting Learning Protocol

One of the key roles of the Support for Learning Assistant (SLA) will be to provide support in classrooms across the school. Each member of the team will follow a specific support timetable and should notify the class teacher when they will be supporting a particular class.

While the responsibility for the class lies with the class teacher, the role of the SLA will include:

- Following the class teacher's lead or direction at all times
- Working with pupils on tasks identified by the class teacher
- Providing support for the whole class if the teacher so wishes
- Helping pupils to remain on task
- Reinforcing the teacher's expectations
- Reinforcing the teacher's instructions
- Being adaptable to requests from class teachers
- Helping to keep distractions to a minimum
- Arriving at class on time and remaining with the class until the end of the period

The role of the SLA will **not** cover:

- Responsibility for teaching the class
- Making decisions about any aspect of learning and teaching which is the responsibility of the class teacher
- Preparation or delivery of course work
- Instructing the pupil in matters of class work, unless approved by the class teacher
- Completion of pupil work, unless approved by the class teacher
- Assessment of pupil work

5.2 ADDITIONAL SUPPORT FOR LEARNING AND TEACHING

5.2.1. Management

Bannockburn High School works in partnership with parents, partner primaries, support agencies and personnel throughout Stirling Council to meet the needs of all our pupils. Regular Team Around the Child (TAC) meetings are held and other agencies are involved in this, as necessary. The Bannockburn Wellbeing Team (BWT) is a new team, made up of external partners who meet to discuss individual pupils and overarching themes of support within the Bannockburn Learning Community.

5.2.2 Procedures

The BWT meets regularly – usually once a month

Consent is sought and recorded from parents/carers for a child to be placed on the BWT agenda and discussed at the meetings.

Other members of the SLT may attend or chair meetings according to issues arising from their remits.

Other members of our own school staff or authority staff may be invited to attend as required.

Representatives of agencies including Social Work, Educational Psychological Services, Speech and Language Therapy, Primary Head Teachers, Careers Advisor, Inclusion Support Worker, Community Health Nurse, Community Police Officer, attend together to ensure a consistent service to all our pupils.

5.3 Personal, Social and Health Education (PSHE)

Personal, Social and Health Education is delivered one period a week and is co-ordinated by a PT Pupil Support. This course has just undergone a lengthy review and is continually reviewed to ensure the best and most diverse courses are available with the best possible resources.

5.4 Flexible Curriculum Arrangements

In S3 and S4 in particular, special curricular provision is made for specific pupils according to individual need. This might include specially modified provision within school or arrangements with colleges or employers or with the Secondary Inclusion Support Service (SISS) or indeed a combination of any of these elements.

Within Bannockburn High School, we have a provision called Pathways. This aims to provide a specialised, individual timetable for identified young people who are in need of an alternative curriculum for one reason or another. Co-ordinated by our PTPS Pathways, we aim to provide an experienced based education programme for young people, with a focus on practical skills for the workplace.

5.5 Work Experience

Bannockburn High School's approach to Work Experience (WE):

5.5.1 Principles

- All pupils have an entitlement to one work experience during their school careers. However not all pupils will need a formal placement as many are currently gaining work experience outside school. For others it may not be appropriate.
- Work Experience needs to be targeted to suit individual needs
- In any given session there might be a mix of S3, S4, S5 and S6 pupils on WE placement

5.5.2 Type of Placement

The maximum number of placements would not exceed the size of S4 cohort.

Possible modes:

- Traditional one week placement
- Placement of one day per week for a term
- Placement of 0.5 day per week for a term

Details of self-found placements to be notified six weeks prior to start of placement.

6. MONITORING PROGRESS AND ATTAINMENT

6.1 Primary Liaison Programme

In order to monitor progress and attainment it is essential to take prior learning into account at all stages, beginning with the transfer from primary to secondary. Ongoing two-way communication with primary colleagues, contact with pupils from P6 onwards and early parental contacts – including Information Evenings for P7 Parents taken by HT / DHT in each primary school - all contribute to the smooth transition from P7 to S1. For more details, please refer to the Primary Transition Rationale

6.2 Attendance

In order to reach their potential, pupils must attend school regularly. All staff are expected to promote good attendance. PTPS will contact parents sooner rather than later if a pattern of irregular attendance appears to be developing. Where children are unable to attend school, every attempt will be made to provide some continuity in their education. This will be co-ordinated by the relevant PTPS. Please [click here](#) to view our infographic on Attendance.

6.3 Reporting

Primary Reports, Interim Reports and annual Final Reports are used as a basis for monitoring the effort and homework of all pupils. Reports are also used as part of the agenda for individual and group interviews with PSHE teachers and PTPS. DHTs as Year Heads along with PTPS monitor and quality assure reports on pupils by sampling and spot checking. PTPS gain an overview of class and year

group performance from these reports. They can then use this information to address issues which affect effort and homework at assemblies or with particular classes.

6.4 Pupils with Additional Support Needs | CSPs, Child's Plans etc

Pupils with Coordinated Support Plans (CSP), Child's Plans (CPs) or Positive Relationship Plans (PRP) are specifically monitored in relation to the agreed targets included in their respective plans. This is in line with the Council GIRFEC (Getting it Right for Every Child) Policy and Procedures and will include regular meetings with parents/carers and support agencies as well as contact with subject teachers. Internal communication is vital with this and a system of RFIs (Request for Information Forms) and Pupil Profiles are all communicated via the Pupil Support Website on the secure Google Drive.

6.5 PPRs

Each pupil has a single personal, pupil record in the Pupil Support Faculty. This file includes all records of every aspect of the child's development, progress, attainment and achievement in all areas of school life. It is the PTsPS who have responsibility for the security and upkeep of these files.

6.6 Positive Behaviour and Anti-Bullying

As stated in the rationale for this policy, our ASPIRE values and school rules of Ready, Respectful and Safe are central to our approach to promoting positive behaviour and dealing with incidents of potential bullying. All staff, including support staff, are expected to promote positive behaviour by translating the values mentioned above into action on a daily basis in their interactions with pupils and other staff. Pupils are in turn expected to act in the same manner towards other pupils and all members of staff. In this way the collective responsibility we all have towards each other as members of the community of Bannockburn High School is constantly reinforced. As pupils need to know what is expected of them, the school rules are clearly set out. At the start of every session, all pupils are given an assembly which includes a section on School Rules. This sets out Expectations and Consequences as far as behaviour is concerned. A range of strategies are used by PTPS to promote positive behaviour. Additional strategies are employed by Faculties and classroom teachers. At lunch times and at the end of the school day, members of the SLT monitor the conduct of pupils in the corridors, social areas, bus bay and the vicinity of the school. The high profile of SLT provides a disincentive for pupils who are tempted to misbehave and security for vulnerable pupils. The availability of Senior Staff makes it easier for pupils to speak to a member of staff if they want to do so. Particular facilities are made available for pupils with additional support needs during breaks – this may include use of the Pupil Support Centre, ASN Hub, Pathways or other areas by arrangement. When problems do arise, our policy is to act quickly and contact parents. This may mean contacting parents outside normal school hours. Particularly where incidents of alleged bullying are concerned, we encourage parental support to enable us to take whatever measures are appropriate to deal with the matter as quickly but as thoroughly as possible. As with all matters which cause them anxiety, pupils are told to contact their PTPS or tell any member of staff or a senior pupil if they feel they are being bullied. Senior pupils are expected to look after younger pupils and to report any concerns to staff. Bullying is defined as conduct towards another which is wounding (either physically or emotionally), intentional and persistent (i.e. is repeated over a period of time). This is regularly addressed in our PSHE programmes and at weekly year group assemblies. A proactive approach is taken towards pupils with emotional and behavioural difficulties. In order to avoid difficulties arising, early contact with parents e.g. while the pupils are still at primary school, and close collaboration with support agencies are vital factors in helping pupils achieve their potential. A flexible response which places the best interests of the pupil first is adopted in all cases. Please [click here](#) to access the full Preventing and Challenging Bullying Behaviours Policy.

6.7 Exclusion from School

Formal exclusion from school is regarded as a last resort. Where this is considered necessary, Stirling Council's Policy on Exclusions will be implemented.

6.8 Substance Abuse

As in other areas of Pupil Support the emphasis is on prevention. All staff are expected to be alert to any changes in behaviour of pupils. The PSHE programme addresses issues such as the abuse of drugs, alcohol and tobacco. In the event of incidents of substance abuse occurring in the school, school procedures and Stirling Council Policy will be followed.

6.9 Medical Care of Pupils

Trained First Aiders are available to look after children who become ill at school. They work closely with PTsPS and at times contact parents directly. Children who have specific illnesses, disabilities or allergies meet with the first aider as soon as they start. Steps are taken to ensure that relevant staff

know the nature of problems affecting pupils and what action to take. As in other areas of Pupil Support, careful planning is employed to avoid potential problems. The Community Health Team visits the school on a regular basis throughout the school session. The link school nurse liaises with the First Aider and the DHT PS as necessary. The school nurse hosts a School Health Zone every Tuesday for 2 hours. This is an opportunity for pupils to 'drop-in' and speak to her with regards to any health concerns an individual pupil may have. There is also a school counsellor available to discuss any mental health concerns pupils may have. This can be organised directly using the QR code for pupils, or through discussion with their PTPS.

6.10 Partnership with Parents

An effective partnership with parents contributes to the conditions pupils require to fulfil their potential. A consistent approach from the adults in their lives provides children with the security required before true learning can take place. We therefore strive to form good relationships with parents as soon as possible and to maintain these relationships throughout the pupils' time in school.

6.11 The Wider Community

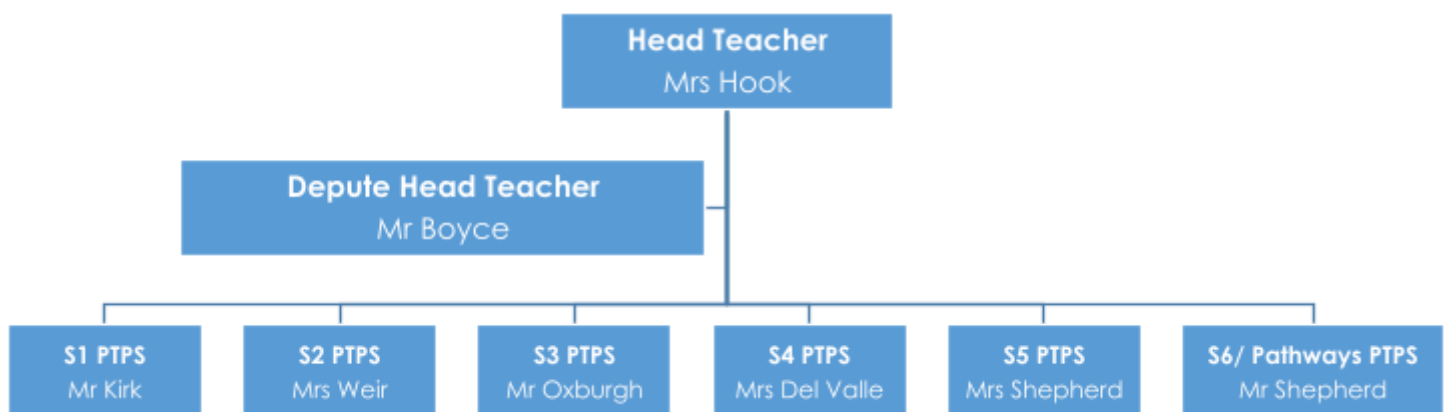
We are committed to working collaboratively with support agencies, local authority personnel, parishes, church and community groups in order to best meet the needs of our pupils and to foster a sense of community in them. At times of personal difficulty such as bereavement the PTPS is an important link with family, school chaplain and parish. In the event of a pupil suffering a family bereavement, which is described as a parent/carer or brother or sister, the following people would normally attend the funeral: HT, Year DHT, PT Pupil Support and PSHE Teacher. A letter may be sent to the family to offer condolences on behalf of the school.

	Date	Lead Officer(s)
Produced	August 2019	G Boyce, Depute Head Teacher
Reviewed	November 2022	G Boyce, Depute Head Teacher



BANNOCKBURN HIGH SCHOOL

PUPIL SUPPORT STRUCTURE



Abbreviations

HT Head Teacher

DHT Depute Head Teacher

PTPS Principal Teacher of Pupil Support

ASN Additional Support Needs

SLA Support for Learning Assistant

PSHE Personal Social and Health Education Teacher