YSGOL GYFUN GŴYR STATEMENT OF PASTORAL CARE

(Several of the Articles contained in the United Nations Convention on the Rights of the Child are reflected in this statement, including Articles 3,6,23 and 37)

Ysgol Gyfun Gŵyr is committed to ensuring:

- **A CARING COMMUNITY**

A community where respect and care for others is prominent. ”Gorau Byw, Cyd-fyw." (A life lived together, is the best way of life). In this kind of community, all individuals are given an opportunity to develop into a whole person and talents are nurtured to their utmost. We emphasise the important and valuable contribution that each individual can make. All members of the community are encouraged to consider and seek to understand themselves in relation to others. The community's ideal is that each member has concern for each other's personal development, well-being and happiness. This concern is not confined to a plan, structure or role. Maintaining a community like this is the responsibility of each and every one of us.

- **A STRUCTURED PASTORAL REGIME**

No pastoral regime can succeed without a caring community. Everyone is part of this regime but in order to ensure that each individual has constant attention, there has to be a specific structure. This structure begins with the Headteacher and underneath the Headteacher sits the school's Heads of Pastoral Care. Their responsibilities include an overview of areas such as Child Protection, Welfare and Inclusion, Relationships and Sexuality Education, Pupil Voice, School Councils and Year Councils, etc. The Heads of Year answer to them, and then in turn the Form Tutors operate at the lowest but key level.

- **HOMELY FORM CLASSES**

For the individual, the form class is the centre of the community, and this is where the feeling of belonging, concern and safety is nurtured. We hope to create a homely environment, where everyone can celebrate each other’s successes and sympathise when necessary. Through the morning sessions, the form class is also a way of preparing pupils for the day's lessons and focuses on aspects of literacy and numeracy and provides an opportunity for moral and spiritual reflection. This is also achieved in an orderly environment, with pupils sitting in specific groups or

places. Within the form class, we hope to provide all pupils with an opportunity to take on responsibilities, such as representing the class on the Year Council. By participating in various activities, pupils have the opportunity to commit as individuals but also as a team, and from this they develop an awareness of the importance of self-discipline and mutual respect. Positive experiences in the form class foster the confidence to be part of the wider community.

- **PROFESSIONAL FORM TUTORS WHO DEMONSTRATE AWARENESS**

The Form Tutor is responsible for sustaining and stimulating the classroom unit. The Form Tutor's main objective is to know each pupil individually and show an active interest in them. This will foster trust and help and support can be offered as necessary. The Form Tutor is expected to be aware of any change in the pupil that may require specific attention, and to feed that information to the Head Year. Being a Form Tutor is as important as being the teacher of a specific subject, and as a result professional conduct of the highest standard is expected and the individual should be an example for the pupils. Part of the daily responsibility is to share announcements and ensure that the "Minute Meditation" is implemented allowing moral and spiritual reflection. The Form Tutor will also be responsible for ensuring that the class's annual assembly in the Hall is delivered and is of a high standard. A member of the Senior Management Team has responsibility for supporting the work of the Head of Year as necessary.

- **EXCELLENT HEADS OF YEAR**

The Head of Year will lead the year's team of Form Tutors in pursuit of well-being, happiness, academic progress and good conduct amongst pupils. They will track achievement and intervene as necessary. They will also implement target groups of underachievers and More Able and Talented pupils based on data. They will self-evaluate the Year's performance and produce an Improvement Plant via the HWCDAD (Please see the job-description of the Head of Year). The Head of Year will work closely with the Pastoral and Behaviour Officers in relation to the year's pupil conduct and well-being which will obviously be a core concern for them.

- **AN EFFECTIVE COUNSELLING SYSTEM**

When pupils experience periods of emotional difficulty, for whatever reason, they will be able to access specialist support from trained counsellors. Pupils will be able to self-refer or be referred by members of the Senior Management Team or Head of Year. This is done via an online referral form through the "Platform" Counselling Service. RAE and SAT as Child Protection Officers will monitor this work and operate as the first contact with counsellors in emergencies.

- ***Y TROBWYNT*- AN EFFECTIVE SUPPORT CENTRE**

When pupils find normal learning experiences in their lessons difficult, quite often for emotional reasons, they can receive support, and be educated for a period of time, in y *Trobwynt*. This is a centre on the school site that offers learners a more homely and quiet environment, under the care of a dedicated Manager. This person will be able to teach relevant aspects of the curriculum to learners in cooperation with the school's various Departments but in particular he/she will endeavour to empower the pupil emotionally in order to reengage in the main stream. Staff will be on duty all through the day to care and support.

- **NETWORK OF SUPPORTIVE SPECIALIST ORGANISATIONS**

We ensure that each pupil can access a range of specialist agencies as necessary, for support during difficult periods on their learning journey at school. This will vary from access to an Education Psychologist, sessions with our Behaviour Support specialist (Angharad Wiltshire) weekly sessions with a County Behaviour Improvement Specialist, help from county service EVOLVE with personal and emotional issues, access to CAMHS for mental health issues, to name but a few. The pupil is referred to these services by specific staff at the school, as outlined in their job-description. This aspect of the school's pastoral care system is overseen by RAE.

***For further details, please see the contents of the Staff Handbook (e.g. Form Tutor Responsibilities and Standards during Pastoral Sessions) as well as policies such as Child Protection, Behaviour for Learning and Health, as the Pastoral Care Policy is reflected in numerous policies and guidance.*

(Reviewed: 2026)