



SOLIHULL

Spiritual, Moral, Social & Cultural Development of Pupils Policy

Owner: Senior Deputy Headmaster
Reviewer: Assistant Head: Pastoral
Last Reviewed: September 2019

Version 4

The school is committed to developing a climate of care amongst all members of the community. It is one of the central aims of the school. The central part of this commitment lies in care and support on a personal level for every pupil by the staff.

Such care depends upon creating a positive environment in which staff take a personal interest in those pupils with whom they are involved, not only in lessons but also in the rich variety of activities that the school offers. It also depends upon open communication between staff, but also between staff and parents.

In all sections of the school the Form Tutor is the centre of pastoral care, and so is the primary point of contact for parents. The intention is that the Form Tutors and Year Heads will move with the pupils at least until the end of a Section. In recent years, substantial changes have taken place in our pastoral care, and we hope that this has made the school more accessible and personal. Parents are encouraged to contact the school if they have any individual concerns about ways in which our care might be enhanced.

1. Communication

From time to time there may be concerns or changes in circumstances that a pupil or parent may have. Form Tutors in all sections of the school are the primary point of contact for all parents and letters, in the first instance, should be addressed to the Form Tutor.

In case of any problem or change of circumstances that a pupil may have, parents are asked to inform the school as soon as possible. Equally, the school will keep parents informed of any difficulties that may arise in school. The use of email is encouraged and staff can be contacted using the following model: surname followed by first initial (lower case)@solsch.org.uk.

2. The Structure of Pastoral Care

The Form Tutor

The Form Tutor is the central figure in a pupil's life. He/she will see the pupils at least twice a day, at registration in the morning and in the afternoon, and there are, on average three form periods during the week. The Form Tutor's overall responsibility is to oversee the pupil's academic progress and personal welfare. One small part of that will be checking the pupil's planner to ensure that prep is being done, but a Form Tutor will also know his/her pupil in many different ways. He/she will be the clearing house for information from subject teachers, including Merits/Demerits, Commendations, Detentions and Prep Clubs, and he/she will contact parents, if there are matters which need raising. It is important that parents should feel that the Form Tutor is the first person to contact, and parents should not be shy about doing so.

In different sections of the school, Form Tutors will have different responsibilities. For example, a Fourth Form Tutor will guide a pupil in options choices, an Upper Fifth Form Tutor will guide a pupil in A Level subject choices, and Upper Sixth Tutor will guide a pupil in university choices, in the writing of his/her personal statement and write a pupil's UCAS reference. In each case the Form Tutor will operate with the support of other specialists.

If the Form Tutor has concerns about a pupil, he/she will raise these with the Year Head or the Head of Section. The intention is that Form Tutors and Year Heads will move with the pupil at least until the end of a Section.

The Heads of Year and Heads of Section

There is a Year Head attached to each year. It is the Year Head's responsibility to oversee the progress of the whole year and support and guide Form Tutors with individual pupils and issues. They are: Mr OR Anderton (Third Forms), Mr SR Phillips (Shell Forms), Dr Mrs H Hallworth (Fourth Forms), Mr MP Babb (Lower Fifth Forms), PF Spratley (Upper Fifth Forms), Miss LJ Rutherford (Lower Sixth Forms) and Mrs J Kimmel (Upper Sixth Forms).

The Heads of Section have overall responsibility for every aspect of the life of their sections, in academic, pastoral and organisational terms. They are involved in the more serious issues of discipline. They are Mr MS Gledhill, Head of the Lower School, Miss NL Evans, Head of the Middle School, and Mrs K Robinson, Head of the Sixth Form (and Mr MJ Covill & Mrs CL Black - Deputy Heads of Sixth Form). They, with the Year Heads, meet the Headmaster to talk about pupils and issues.

Deputy Heads & Assistant Heads

Mr SA Morgan (Senior Deputy Headmaster) Mr DG Morgan (Deputy Head – Academic), Mrs DR Harford-Fox (Deputy Head – Teaching & Learning).

Assistant Head Teachers with specific responsibilities: Co-curricular – Mrs HM Fair, Pastoral – Mr TB Emmet and ICT – Mr DR Reardon.

3. Other Means of Care and Support

This machinery is only part of the care and support that the school is providing. In addition, there are other members of staff, pupils and systems who are here as part of the support system.

The Senior Nurse and Nurse are responsible for the health of the pupils, but they also have a pastoral role and liaise closely with others in the pastoral care structure.

A Nurse is on duty from 08.30 am until 4.30 pm each school day. Anyone who is unwell is sent/taken to see her in the Health Centre. She maintains records of treatment and notifies form teachers when necessary. Only a Nurse can send a pupil home for medical reasons and when a pupil is to be taken home, a Nurse will contact the parents. In the event of a pupil going to hospital, a Nurse, or a member of staff, will accompany the pupil and remain there until parents arrive.

The Health Centre is on the ground floor of School House and remains open throughout the school day.

School Counsellors (via *Safeline*) are available during the week. Pupils may choose to talk to one of the School Counsellors, or a member of staff may encourage them to do so. Pupils are able to talk to the School Counsellor for weekly confidential sessions but confidentiality is not absolute in certain situations.

The Chaplain, is always willing to see pupils of whatever religious persuasion to offer advice and guidance.

The School Bench, the Middle School Bench and the Lower School Bench are pupils in each section who are given responsibility to assist with the running of the school. They are often the first to be aware of the difficulties of individual pupils and they may be able

to help, or to bring such situations to the attention of staff. There are regular, separate meetings of members of each group with the Headmaster and the Head of the relevant section to discuss issues relating to each section of the school.

The Lower School, Middle School and Sixth Form Councils are bodies which involve a representative from each form. The meetings are organised and chaired by the elected pupil in each section and the agenda is based upon the concerns of the pupils. The Headmaster and the Head of the relevant sections attend these meetings.

Mentors - Sixth Form pupils, who are not necessarily Benchers, are assigned to each form in the Lower and Middle School. The purpose is that they should be able to assist the Form Tutor with the running of the form, and develop close links with the pupils in the form. In this way they may be able to help with issues that a pupil may want to discuss, but not with a member of staff.

4. **Bullying** *(Fuller detail to be found in the Anti-Bullying Policy).*

Parents are often worried about the possibility of their child being bullied at school. The School appreciates these concerns and makes every effort to eliminate bullying, which can be destructive to a pupil's success and contentment in the School. In this the School relies heavily on information from parents and from the pupils themselves, as well as the vigilance of school staff. Bullying can mean many different things but includes any behaviour that intentionally or thoughtlessly harms, threatens, intimidates or distresses someone else, for example:

- Insults/excessive teasing
- Cruel nicknames
- Making threats
- Isolating/rejecting someone from peer group
- Physical assaults
- Demanding money or items by means of intimidating behaviour
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on website

The aim of the School is to create an environment in which pupils feel secure and unthreatened. From the very beginnings of their school career pupils are encouraged to think seriously about their own behaviour and the behaviour of their peers and to take responsibility for each other's welfare. The best forces with which to combat bullying are vigilance and communication. Staff should always be on the look out for pupils who seem isolated or are being teased and badly treated. In the same way, it is vital that any pupil or parent who is aware of bullying taking place should inform any member of staff they think appropriate. This may be the Form Tutor or Year Head, but it may be any teacher. School staff will then handle the matter in an appropriately sensitive manner.

Junior School children can place a note in the Samaritan Box which the Head of the Junior School inspects daily. Senior School children have a section in their planners, which

outlines examples of bullying and provides information as to who should be approached to stop it.

5. Chapel

Solihull is a Church of England foundation, but there is no religious bar to entry. Each pupil attends a service in Chapel at least once a week.

Families are very welcome to attend all Sunday services and those who have been admitted to full communicant membership of one of the Free Churches are welcome to receive Communion in Chapel. Roman Catholics are welcome to attend all services.

The Bishop of Birmingham, or another Bishop on his behalf, holds a Confirmation in the Chapel each year. Candidates are prepared for Confirmation by the Chaplain. The classes begin in September and those who wish to be Confirmed should see the Chaplain as early as possible in the Christmas Term.

Occasionally a Sunday Service may be devoted to a certain section of the School, and while parents and pupils from that section are particularly encouraged to attend, all members of the school community are always welcome. Two particularly well-attended services are the Nine Lessons and Carols, which normally take place on the last Sunday and Monday of the Christmas Term. Due to the demand, parents are invited to apply for tickets.

Exclusion from the services or from Religious Education lessons may be requested from the Headmaster on grounds of conscience, which should be stated at the earliest practicable moment.

It is hoped that parents who withdraw their children from services or lessons will make other arrangements for their religious education outside the School.

6. Religious Studies

Religious Studies is a compulsory part of the curriculum during the Junior School and Lower School years and is a popular choice at GCSE and A Level. During the course in the Junior School and Lower School there is a strong emphasis on understanding the religious beliefs of other faiths, so that there is an understanding and empathy with the differences of cultures.

7. PSHEE (Wellbeing and Personal Development)

The PSHEE programme at Solihull School is delivered through our Wellbeing and Personal Development curriculum. It contributes to the school's aim to provide a complete education for the children in the school. As such, it is part of a wider programme that involves the pastoral system and also the work of different departments within the curriculum. If parents are concerned about the content of the W & PD curriculum, they are encouraged to contact the relevant Head of School.

The programme aims to provide students with a complete education which includes some topics or issues which are not dealt with, or it is not appropriate to deal with in curriculum lessons.

Aims

- To promote the personal and social development of the students.
- To help prepare the pupils for a positive and active role in life.
- To help students develop a sense of mutual respect and understanding for each other.
- To develop study skills and enhance the learning potential of the students.

Delivery

The Wellbeing and Personal Development curriculum affords each person in the Junior and Senior Schools with one timetabled period per week with the 6th Form receiving talks and presentations throughout the year.

Topics

Across the Lower and Middle School the topics covered fall into a number of strands including; Health, Personal and Social Development, Sex and Relationships, Citizenship and Learning Skills. A full timetable for the academic year is shown below and also in the Events Calendar on the school website.

W & PD endeavours to be topical, relevant and of practical use and thus topics may change in form or content to reflect this. You may find your son/daughter wishes to talk about some of the issues raised. If you have any questions regarding W & PD, parents are invited to contact Mrs L ME Rooney (Head of Wellbeing & Personal Development).

- *See W & PD Policy for further details.*

8. Personal Development

Part of pastoral care lies in providing opportunities for pupils to develop in ways beyond the academic. Participation in these voluntary activities requires commitment from pupils, which we feel parents will also wish to encourage. Such participation helps enormously in developing confidence, social skills and in widening a pupil's horizons. Some of these opportunities are within the normal curriculum time, e.g. an extensive games programme, Sixth Form Enrichment, the Community Service group which helps the elderly and infirm in the Solihull area and also goes into local primary schools, Snowdonia School, the involvement of Benchers, Mentors and Monitors with younger pupils.

Other opportunities exist outside curriculum time, during break times, before and after school and in the holidays, e.g. leadership or membership of the various clubs and societies, participation in the musical and dramatic life of the School, the CCF with its Army and RAF sections, the Duke of Edinburgh's Award Scheme, various field trips, and other trips which vary from day excursions through longer expeditions and sports tours, either in this country or abroad.