TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

Approved by Governing Body: December 2025
To be reviewed by: December 2028

TWGGS WELLBEING AND PASTORAL CARE POLICY

1. Rationale

Wellbeing and pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes. Through the wellbeing arrangements and provision, TWGGS demonstrates its continuing concern for its pupils as individuals, actively encouraging them to be secure, successful and fully participating members of the school and its wider community. Wellbeing and pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life.

2. The Importance of Pastoral Care at TWGGS

TWGGS promotes positive moral values in a climate of high expectations and achievement among all the individuals and groups, based on mutual respect. Pupils exhibit self-control, personal responsibility and self-worth, developed in the classroom and through a wide range of extra-curricular activities. Pupils learn, grow and succeed in an atmosphere of praise and encouragement which promotes a sense of belonging and enjoyment for everyone.

Good quality wellbeing and pastoral care will:

- help prevent academic and personal problems from arising
- equip pupils to deal with problems when they do arrive
- raise standards of behaviour in school. All research suggests that pupils with high self-esteem on average behave better than those with a low self-image
- lead to higher academic performance. Pupils with high self- esteem and who are content, will be well motivated
- improve partnership with parents. Parents/carers will want to send their children to a school where they will be cared for, where individuals matter, where each child is known and where the children feel that they can talk to teachers, and where the school works in partnership with parents/carers
- improve staff morale, as staff work together with a common purpose

Pastoral care and the wellbeing of pupils at TWGGS is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos is based on values, with emphasis on the intellectual, moral, emotional and spiritual development of each pupil. The Wellbeing and Pastoral Care policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect where the pupils feel secure and safe from emotional and physical harm. Their opinions are valued and their concerns dealt with sympathetically and appropriately.

At TWGGS we recognise that central to the success of this is the involvement of parents/carers and outside agencies within the community. We strive to work in partnership to achieve our aims. TWGGS strives to be a community-based centre of excellence whereby high quality teaching and learning will serve to enhance the lives of all, enabling pupils to achieve their potential in a spirit of mutual respect and support. Wellbeing and pastoral care is an integral part of the whole educational experience offered to our pupils and is not a distinct entity. It underpins every aspect of the pupils' experience in school, and exists, not for its own sake, but to enable pupils to achieve their potential.

3. Aims

To offer the best possible wellbeing and pastoral care by providing support and guidance for pupils in an environment which is characterised by good relationships, mutual respect and tolerance.
We strive to continue to create an atmosphere in TWGGS where our pupils:

- feel secure and accepted in a safe environment;
- know that they are valued as individuals;
- are encouraged in their learning, take pride in their work and develop a positive approach to study;
- can grow in their self-esteem, confidence and independent thinking;
- develop self-discipline and a sense of responsibility;
- have the ability and knowledge to make informed decisions in relation to life choices;
- develop a positive approach to leisure activities and healthy living;

- contribute to the life of the school and the wider local community;
- foster good relationships among their peers;

Where the staff:

- know that they are valued as individuals;
- are treated with respect;
- use professional knowledge and judgement to offer the best support and guidance possible to pupils & parents/carers;
- use their professional knowledge and expertise to praise and encourage pupils to fulfil their potential;

Where parents/carers:

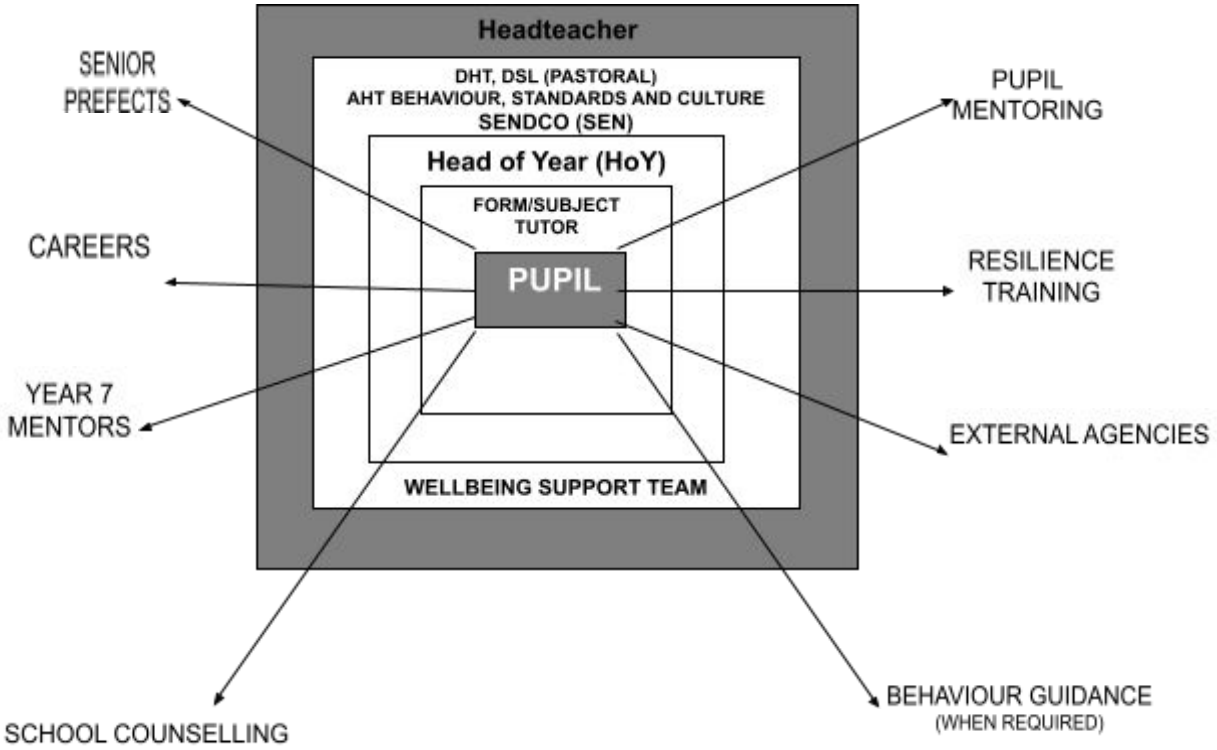
- are well informed;
- are reassured that their children are being educated in a safe and caring environment;
- have opportunities to act in partnership with the school;
- display a sense of responsibility in terms of the support they provide at home to supplement learning in school.

The Wellbeing and Pastoral Care system will provide academic and emotional support and help to promote good discipline and challenge unacceptable behaviour. At TWGGS we undertake the following to help us to achieve our Wellbeing and Pastoral Care aim:

- ensure that Wellbeing and Pastoral Care is central in the daily life of the school and is fully embedded within the curriculum;
- develop a timetabled programme of study for all pupils - PSHE
- ensure a well-developed programme of Careers Education, Information and advice is offered;
- adopt and implement policies and procedures which ensure the physical and emotional security of pupils (Child Protection/Safeguarding, Behaviour, Equalities Policies, Special Educational Needs and Disability, Anti-Bullying, Supporting Pupils with Medical Needs, Confidentiality and any others which may be relevant)
- put in place a pastoral structure which identifies staff with particular specialised roles and responsibilities;
- monitor pupil progress and communicate this to parents;
- offer a wide variety of extra-curricular activities;
- help and guide pupils through critical transition times by providing advice, support, mentoring and counselling;
- liaise with parents and other agencies for the benefit of the pupils;
- create a caring and orderly community which is sensitive to the needs of pupils, staff and parents and promotes good relationships;
- aim for high standards of behaviour to provide an environment in which pupils can achieve their potential;
- provide support services (school counselling, mentoring, resilience training, wellbeing support staff, careers support, External agencies as relevant)
- respond to critical/traumatic incidents

4. The Organisation of Wellbeing and Pastoral Care in TWGGS

The individual guidance and welfare of pupils is provided through a wellbeing and pastoral system as seen in the diagram below. See Appendix 1 for a more detailed breakdown of Wellbeing Support.



5. Pupil organisational structure

KS3 -KS4 -SIXTH FORM

On entry to the school each pupil is allocated to a form group with a Form Tutor who has daily contact with the pupils and is responsible for dealing with day to day matters, as well as monitoring overall progress and providing educational guidance. All year groups have a PSHE lesson once a fortnight which covers a variety of issues including RSE, drugs, nutrition and physical activity, mental and physical health, economic well-being and financial capability, anti-bullying, safety/e-safety, careers advice and social integration. (See the PSHE and RSE Policy.)

Form Tutors are supported by Heads of Year (KS3-4) and a Head and Assistant Head of Sixth Form (KS5), Wellbeing Support, the Assistant Headteacher (Behaviour, Standards and Culture), SENDCO, Deputy Headteacher, DSL (Pastoral) and Headteacher, who work closely with parents, support and welfare services.

Once pupils have been accepted into TWGGS from primary school, they are visited by members of staff at their primary school before being invited to an induction evening in June. They meet other pupils transferring to the school and, together with their parents/carers, have an opportunity to meet staff. Any issues concerning the pastoral, medical or educational needs of the pupils can be discussed with the relevant member of staff in confidence. Where it is felt necessary, members of the Wellbeing and SEND team invite parents and/or pupils into TWGGS separately to discuss the transition process and support that can be put into place. Pupils then attend an Induction day where they meet their Form Tutor and other pupils and sample lessons at TWGGS for a day. All pupils are assigned to a form group with a Form Tutor, form mentors and Year 8 buddies. The Head of Year 7 has responsibility for all pupils in Year 7 and liaises with the primary schools from which the pupils are transferring. The Deputy Headteacher Pastoral (DSL), Assistant Headteacher (Behaviour, Standards and Culture) and SENDCO are responsible for ensuring that all Child Protection/safeguarding information, and information regarding special educational needs is filed securely, and shared appropriately.

Pupils usually remain in the same tutor group with the same Form Tutor for two years. At the end of Year 8 the form groups are shuffled around to allow them to meet other pupils within the year as we find that this is very beneficial to them. Pupils will also usually have a new Form Tutor. The Heads of Year 8 and 9 lead an assembly to inform pupils of the process and then work with the Deputy Headteacher Pastoral (DSL), Assistant Headteacher, Behaviour, Standards

and Culture, Form Tutors and Wellbeing Support to rearrange the forms. This is done as sensitively as possible, and parents and pupils are asked to provide information to help the process. Although every effort is made to ensure that pupils are put into new groups with at least one of their friend requests, this is not always possible.

The HoYs for KS3+KS4, and Head and Assistant Head of Sixth Form have overall responsibility for all pupils in their allocated Year Group, and work closely with his/her colleagues to maintain co-ordinated support for pupils in terms of academic tracking and wellbeing support.

Interim reports are sent to parents/carers prior to Christmas, for all year groups except Year 7 and Year 11; Year 7 have Parent's Evening at the end of Term 2, and Year 11 have mock examinations and a full report in January. Interim report data is reviewed by the HoY and also SLT, with interventions implemented where necessary. Parents/carers are invited to a parents' evening once a year. Pupils experiencing difficulties may be placed on report by the HoY, Deputy Headteacher Pastoral (DSL), Assistant Headteacher (Behaviour, Standards and Culture) or SENDCO and progress is communicated with parents/carers. Pupils will have examinations during the school year, after which a full report will be sent to parents/guardians.

Pupils experiencing difficulties due to health or personal reasons will be given extra support and may have their timetables reduced/amended on a short term basis if required and through consultation with the Local Authority. (See Supporting Pupils with Medical Conditions Policy.) Monitoring and tracking of pupils takes place in each year group and is the responsibility of the HoY. The HoY communicates regularly with Wellbeing Support, the Assistant Headteacher (Behaviour Standards and Culture) and also the Deputy Headteacher, Pastoral (DSL). Regular communication with parents takes place. Attendance letters are sent home three times a year to pupils with attendance <95%.

Careers information is provided to all year groups through UniFrog where pupils can build individual profiles through PSHE and in registration. Individual careers interviews are also arranged in Year 11 with the careers adviser. In Lower Sixth pupils have access to the Independent Careers Adviser, attend a university careers fair and attend a UCAS information evening at TWGGS.

In the Lower Sixth, pupils form groups are reshuffled, allowing integration of New Joiners and increased mixing across the year. In addition to an internal Taster Day in January for Year 11 pupils, which takes place immediately after their mock examinations, a second Induction Day takes place in June - this event includes all internal pupils and New Joiners hoping to study with us the following September. Pupils attend A level taster lessons to give them an introduction to the subject and the learning styles used in the Sixth Form. Early in September there is a team building day that takes place in school and which provides an opportunity to mix informally with other pupils in the year group, including pupils transferring from other schools. In the Upper Sixth pupils are actively encouraged to work independently to develop essential skills of organisation and self-motivation in order to succeed in their chosen field, be that at university, for an apprenticeship or if they enter the workplace. Pupils in the Sixth Form study independently and in compulsory supervised study sessions. Pupils are also given the opportunity to socialise in their Common Room.

The academic progress of pupils is tracked to ensure that all pupils are fulfilling their potential, and this can lead to extra support measures being put in place if there are difficulties which are causing the pupils to underachieve. For example, in the Sixth Form, data points that result in intervention meetings for pupils of concern include:

- After Upper Sixth Parents' Evening (based on predicted grades compared to Projected), and then again after Upper Sixth mock examinations in January and March.
- Lower Sixth interim grades result in meetings with Form Tutors. Any pupils underperforming will also see the Sixth Form team.
- Lower Sixth mock examinations will result in intervention meetings with SLT or the Sixth Form Team.

6. Form Tutors

Most members of staff are required to act as Form Tutors. This is a very responsible role which is vital both to the efficient running of the school and successful wellbeing and pastoral care. A Form Tutor is accountable to the HoY. The Form Tutor should be the first person to whom a pupil will turn for help or advice, although it may sometimes be necessary to refer the matter to the HoY, Wellbeing Support, the Deputy Headteacher Pastoral (DSL), the Assistant Headteacher (Behaviour, Culture, Standards) or Headteacher, or, through them, to an outside agency.

Daily contact with the Form Tutors ensures that unobtrusive care is exercised. The main functions are as follows:

- *Registration* - The Form Tutor is responsible for the accurate daily marking (usually electronic through SIMS or EduLink) of the class register at the beginning of the Registration Period and for seeing that all information is maintained and up to date. All absences must be accounted for by parental contact through Edulink and Form Tutors play a role in supporting the HOY and Attendance Officer to follow these up if required.
- *Reports and Records* - The Form Tutor along with the HoY, Deputy Headteacher Pastoral (DSL), Assistant Headteacher (Behaviour, Culture, Standards) and Wellbeing Support is responsible for the maintenance of report cards, planners and pupils' individual files together with duplicates of reports. Any information of a confidential nature should be referred to the Deputy Headteacher Pastoral (DSL)/Assistant Headteacher (Behaviour, Culture, Standards). For pupils in Years 7-11, the Form Tutor will write a comment on written reports to cover aspects of school contribution and personality which are not included in academic reports.
- *References* - The HoY / Head of Sixth Form and/or the Deputy Headteacher Pastoral (DSL)/Assistant Headteacher (Behaviour, Culture, Standards) write references for outside agencies as required. In terms of UCAS, Upper Sixth tutors are responsible for writing the initial reference for each pupil in their form.
- *Personal appearance and conduct* – Form Tutors are expected to keep a close eye on the personal appearance and behaviour of the pupils in their charge and to insist on reasonable standards being maintained. For pupils' in Years 7-11, incidents of Level 1 misbehaviour or uniform infringement can be reported using Standards Cards, with any higher level of misbehaviour being reported on CPOMS, informing the HoY. L1 misbehaviours or uniform infringements for those in Years 12+13 are reported directly to the Head and Assistant Head of Sixth Form.
- *School Planners* - Form Tutors will check and initial school planners during registration periods.
- *Assemblies* - Form Tutors are expected to attend assemblies with their classes.
- *Tutor Team Meetings* – Form Tutors are expected to attend Tutor Team meetings led by the HoY.
- *Communication with Parents* – Parents are encouraged to communicate with the school. Subject teachers and Form Tutors are the first point of contact for parents, however for more serious issues the HoY, the Deputy Headteacher Pastoral (DSL), the Assistant Headteacher (Behaviour, Culture, Standards) and/or Headteacher may be involved.
- *Attendance and punctuality* - Form Tutors will supervise attendance and punctuality using their attendance registers twice a day each week and checking reasons for absence, truancy and punctuality. HoYs are provided with bi-weekly attendance reports, and should alert Form Tutors of pupils who are of concern for attendance and lateness. Pupils' whose attendance record is unsatisfactory is recorded through CPOMS and attendance remains a standing agenda item at Tutor Team meetings.

7. Role of HoYs (Years 7-11) and Head/Assistant Head of Sixth Form

HoYs and the Head/Assistant Head of Sixth Form all have a key role to play in the school's wellbeing and pastoral structure and provide information, support, encouragement and guidance for each pupil in their year group. They are also responsible for challenging unacceptable behaviour and promoting alternative positive behaviour. Each HoY leads and manages his/her team of Form Tutors and coordinates and oversees their work. In addition to dealing with individual pupils, the HoY establishes a relationship with each tutor group and promotes a sense of year group identity. HoYs work in close partnership with each other, as well as with parents/carers, wellbeing support, the Assistant Headteacher (Behaviour, Culture, Standards) and the Deputy Headteacher Pastoral (DSL).

<u>Responsibilities of HoYs / Head/Assistant Head of Sixth Form:</u>

- Leadership of and support for Form Tutors within the year, ensuring that registration times are used constructively.
- To assist in the production of relevant study skills booklets and PSHE provision.
- To help tutors to familiarise pupils with the School rules/ Behaviour policy and encourage them to adhere to them.
- To ensure that Form Tutors (i) meet regularly and understand the policy of the school on all important matters of discipline and pastoral care and (ii) develop their form groups so that every pupil feels that the school is doing everything possible to fulfil their full potential.
- To liaise between SLT and Form Tutors and to brief the Deputy Headteacher Pastoral (DSL)/Assistant Headteacher (Behaviour, Culture, Standards) regularly.

- To supervise attendance and punctuality. HoYs will inspect absentee lists on a regular basis. The HoY should follow up and interview any pupils referred to them by form tutors. A letter is sent home to parents/guardians of pupils whose attendance falls below 95%. If attendance falls below 90%, the pupil may be referred to the Inclusion and Attendance Service through the Local Authority School Liaison Officer, or other relevant services if it is a medical or pastoral issue.
- To liaise with members of staff when a pupil has problems.
- To arrange meetings as required with parents in order to acquaint them with school policy, or to discuss the welfare and general problems arising with a particular pupil. Meetings to discuss academic progress after interim reports or examinations, in order that parents are fully informed.
- To know pupils in their year group as well as possible and to become a person to whom they can turn for guidance, in addition to their form tutor.
- To liaise closely with the Deputy Headteacher Pastoral (DSL)/Assistant Headteacher (Behaviour, Culture, Standards) and Wellbeing Support in relation to the involvement of outside agencies such as: Local Authority School Liaison Officer, Social Services, Police Liaison Officer, Early Help and medical staff.
- To liaise with staff and pupils involved in mentoring in relation to pupils within their year group.
- To monitor behaviour, report cards and merits through EduLink, initiating the award of certificates at KS3 Awards and merit treats where appropriate.
- To have the oversight of the maintenance of all appropriate records, including pupils' individual files and records.
- To liaise with the Deputy Headteacher Pastoral (DSL), the Assistant Headteacher (Behaviour, Culture, Standards), the SENDCO and Headteacher (DSL) in relation to individual needs of pupils.
- To make regular spot-checks of homework planners and to encourage Form Tutors to make a thorough inspection on a weekly basis.
- To liaise with Wellbeing Support to co-ordinate all information received from staff, parents/carers and outside agencies regarding individual pupils; to ensure that this information is distributed correctly and check that action is taken where and when necessary.
- To write to parents when necessary, ensuring that the Deputy Headteacher Pastoral (DSL) and/or Assistant Headteacher (Behaviour, Culture, Standards) are notified through CPOMS of all letters/emails sent out.
- To ensure that Key Stage assemblies are conducted appropriately on a rota basis with each HoY responsible on a rotation.
- To support the Assistant Headteacher (Behaviour, Culture, Standards) in organising representatives for the School Council .
- To use the data from interim and written reports to track pupil progress, work with pupils and parents, and arrange interventions where necessary and appropriate
- To design and review the PSHE programme in coordination with the Deputy Headteacher, Pastoral (DSL)

8. School Counselling and Mentoring

The school employs a school counsellor who is available weekly to provide support for pupils and to try to resolve concerns or problems they may have in a confidential manner. Pupils are referred to the Deputy Headteacher, Pastoral (DSL) by parents, Wellbeing Support, and HoYs; the Deputy Headteacher, Pastoral (DSL) will then determine whether counselling is appropriate. Attendance at any counselling appointment is voluntary, and pupils may withdraw at any time. Parents or guardians will usually be notified of any counselling for pupils in Year 9 and below, and above where deemed appropriate. The school is able to fund up to 8 sessions of school counselling. Any additional sessions are funded on a private basis by parents/carers, providing the counsellor has availability. In exceptional circumstances, the school may be able to offer additional sessions to a pupil.

The focus is very much on empowering the pupils to formulate their own ways of dealing with the circumstances in which they find themselves. All information discussed during an appointment will remain confidential between the pupil and the counsellor, unless it relates to a Safeguarding or Child Protection issue, in which case the counsellor forwards the information to the Deputy Headteacher, Pastoral (DSL) or the Headteacher (Deputy DSL) who will the take the appropriate action, as is required by the law and the safeguarding of the pupil (see Child Protection/Safeguarding Policy). Brief confidential notes are kept by the counsellor, and a weekly appointment log of the pupils' names and times

is compiled by Wellbeing Support. A copy is passed to the Deputy Headteacher, Pastoral (DSL), as well as reception in order to monitor pupil attendance and absence from lessons.

Emotional Wellbeing Teams (EWT)
The school also benefits from additional support through the Emotional Wellbeing Teams (EWT). They are a Government initiative aimed to increase young people's access to support for emotional wellbeing and mental health. As part of this, a number of emotional wellbeing practitioners, who are employed through the NHS, will be in TWGGS every week on alternative days to help in supporting pupils.

They are able to provide 1:1 interventions, small group work and workshops for pupils and parents. The support they provide is targeted to pupils with mild to moderate difficulties, and includes working with them to address low mood and low self-esteem, anxiety including phobias, sleep difficulties and also difficulties with eating patterns. Parents can contact the Deputy Headteacher Pastoral (DSL), the Assistant Headteacher (Behaviour, Culture, Standards), SENDCO, Wellbeing Support or their child's HoY if they would like further information.

Connect Mentoring
Pupils may also gain support through Connect Mentoring, provided through the local charity 'Life and Soul'. Through trained mentors that come into TWGGS, pupils are given 1:1 support to encourage and empower them to overcome challenges that are likely to lead to serious mental health issues resulting in poor social, health and educational outcomes. Each young person receives a series of at least six one-to-one sessions within school with one of the mentors.

Mentors are trained in using the Solution-Focused approach, which allows the young person to focus on challenges and to help them find the resources within themselves to take steps forward.

Pupils can be put forward for mentoring by the Deputy Headteacher Pastoral (DSL), the Assistant Headteacher (Behaviour, Culture, Standards), SENDCO, Wellbeing Support and the HoY.

9. Pupil Leadership and Prefects
TWGGS takes pride in providing pupils with leadership opportunities, and as part of this, pupils in Year 11 and Sixth Form may put themselves forward to be given roles of responsibility. For those in Year 11, pupils may be a member of the 3Cs Leadership team, and in Sixth Form, pupils may be either Junior (Lower Sixth) or Senior (Upper Sixth) prefects.

All 3C Team members and Sixth Form junior and senior prefects make a valuable contribution to the school as role models, promoting a sense of responsibility and commitment to the school. They mix with pupils across the school as they carry out their duties at form times, break and lunch times and can be approached by a pupil who has concerns. Some pupils will be assigned mentors to help them with their academic work.

The 3Cs Leadership Team - Year 11
The 3Cs Leadership Team works closely with both the Sixth Form Senior Prefect Team and staff on a range of projects, open days, events, and new enterprises, continuing to make our school a safe and dynamic place of learning that we can all be proud of. Pupils are elected whilst in Year 10 to be part of the team once they are in Year 11. Positions are designed to replicate many of those in the Senior Prefect Team to provide support, and include:
Team Leader x 1; Deputy Team Leader x 2, Charities x 2, EDI (Equity, Diversity and Inclusion) x 2; Sustainability and Environment x 2; Wellbeing and Mentoring x 2; School Council and PTA x 2; TWGGS Futures x 1; Sports x 1; Creative Arts x 1.

Junior Prefects - Lower Sixth
Pupils in the Lower Sixth are typically given areas of responsibility as either subject prefects, or to support pupils lower down in the school as Wellbeing Prefects of Mentors. Each Year 7 and Year 8 form group are also assigned two junior mentors from the Lower Sixth team who are selected to assist the Form Tutor and support the younger pupils. They play a very important role as often younger pupils will feel more comfortable first raising an issue or concern with their form prefect. Junior prefects also support subject areas, do lunchtime canteen duties, assist with events/ refreshments, support Duke of Edinburgh Award and the Library.

Senior prefects - Upper Sixth
40 senior prefects are elected each year for the following positions:
Head Girl; Deputy Head Girl x 2; Senior Officers x 10; Sixth Form Prefects x 3; KS3 Prefects x 3; KS4 Prefects x 2; Charity Prefects x 3; EDI Prefects x 2; Environment and Sustainability Prefect x 2; Wellbeing & Mentoring Prefects x 3; School Council and PTA Prefect x 2; TWGGS Futures Prefects x 2; Sports Prefects x 2; Music Prefect x 1; Drama Prefect x 1; Art Prefect x 1. *(Exact numbers replicate 2025-26 are a guideline and may vary slightly year-on-year)*

Pupils and staff are able to vote, and SLT and the Head of Sixth Form discuss the results of the votes and select around 7 or 8 candidates to attend Head Pupil interviews in April. Once the Head Girl Team has been selected, SLT and the Head of Sixth Form discuss the remaining candidates and allocate positions of responsibility as fairly as possible.

10. Mentoring

Some pupils require additional support in terms of organisation, presentation of homework, or with certain subjects. Mentoring takes place during registration times or at lunch times, or during study periods for the Sixth Form. Pupils may receive one-to-one support from a pupil further up the school, most commonly in the Sixth Form, or from a designated subject support mentor who is taking an A Level in the subject. Where appropriate, this support may be delivered in a group setting. Parents/carers are usually informed of the referrals to mentoring, and their support is important to ensure the pupils meet the targets set. The scheme is coordinated by Wellbeing Support, the HoY, Curriculum Leaders, the SEND department, Assistant Headteacher (Behaviour, Culture and Standards), Deputy Headteachers (Pastoral, DSL).

The aims of the mentoring programme are to:

- establish and promote good organisational skills
- support those who are underachieving in academic subjects
- promote self esteem
- develop personal and interpersonal skills
- create positive relationships between junior and senior pupils
- encourage and enable pupils to take increased responsibility in a leadership role where they are the mentors

The library and computer rooms are also available after school to facilitate those pupils who choose to remain in school to complete homework or study. As part of our support of learning beyond the classroom at TWGGS, a Homework Club for pupils in Year 7 to Year 11 has also been set up. This is an hour of supervised, independent study time, available every afternoon from Monday to Friday in the library. Pupils who choose to attend Homework Club are expected to work quietly on their own homework tasks and to have brought all the relevant materials with them. Homework Club sessions are bookable on the understanding that pupils attend regularly each week. Attendance at each session is monitored carefully for safeguarding purposes.

11. Inclusivity

TWGGS supports the fundamental principle that every pupil is entitled to be educated. We ensure therefore that pupils' individual needs are identified and supported so that they continue to feel part of the school community.
TWGGS is committed to the five outcomes of Every Child Matters

- be healthy
- be safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

An Ethnic Inclusivity Form operates, led by both the Assistant Headteacher, Behaviour, Standards and Culture, and Deputy Headteacher, Curriculum, as a key mechanism for raising pupil voice, facilitating vital discussions on school curriculum and culture, providing opportunities for education related to race and ethnicity, and giving a route for external bodies and partners to support pupils from ethnic minorities as they prepare for further/higher education and the workplace. The Head Girl Team, supported by the Headteacher and Head of Sixth Form, are responsible for the facilitation of the Legacy Project, educating pupils on sexism, consent and gender politics.

12. Special Educational Needs and Disability (SEND)

Pupils who are identified as having special educational needs, (for example, pupils with specific learning difficulties, social, emotional and mental health (SEMH) difficulties, physical disabilities, sensory impairments and speech and language difficulties) are placed on the SEND register at the appropriate stage. A separate register is kept of pupils with medical conditions. An Individual Education Plan (IEP) is agreed by the SENDCO, Deputy Headteacher Pastoral (DSL), HoY, support staff, parents/carers and pupils, for children with special educational needs. In some cases an Educational Health Care Plan (EHCP) is required for pupils with complex needs. All subject staff have an input to this plan and it is reviewed annually. Subject staff create specific plans for these pupils. Teachers of pupils with specific learning difficulties are provided with notes, based on the assessment report, to help tailor their teaching for these pupils. If appropriate, the pupil with an EHCP will receive support from a teaching assistant. Where necessary, other pupils may also receive additional support from Wellbeing Support and/or Teaching Assistants, as well as support externally, which may include from Educational Psychologists.

The school makes the necessary reasonable adjustments to provide full access for those with physical disabilities. The SENDCO liaises with relevant staff, such as the HoY, Deputy Headteacher (Teacher and Learning), Deputy Headteacher Pastoral (DSL), and the Examinations Officer to ensure that special examination access arrangements are in place for those pupils entitled to such arrangements and pupils are guided in how to gain the most benefit from such arrangements. Those pupils who are in Years 11 and above will be given advice about suitable career options through the Careers Advisor.

13. First Aid and Illness

Any pupil who feels unwell in school should ask permission from a member of staff to absent themselves from class and report to the medical room via reception, accompanied by another pupil. The receptionist will decide on the appropriate treatment and will contact a parent/carer if necessary. Pupils must not contact parents/carers themselves. A number of other staff have received First Aid training and are available to help pupils if the receptionist is unavailable. (See Supporting Pupils with Medical Conditions Policy.)

14. Late arrival to school

Pupils who arrive late to school must sign in the signing-in book, noting their time of arrival and reason for being late in order that this can be added to the computer system. This is located in reception for all pupils in Year 7-11 and in the Entrance of the Hazel Building for pupils in the Sixth Form. An automated email is sent through EduLink at 09.30 to parents /carers of all pupils who are absent without reason to check on their whereabouts. Parents/carers are asked to report absences on a daily basis in order to make this a more manageable process.

15. PSHE (see the separate PSHE policy)

All pupils in Year 7 to Upper Sixth have timetabled classes once a fortnight for PSHE. In these taught classes pupils cover discrete topics relating to their personal and social development. The pupils have an opportunity to develop inter-personal and study skills, and self-discipline. The PSHE programme for each year group is published and updated annually on the school website.

Pupils in KS3 and KS4 cover three main themes:

1. *Health and Wellbeing* which includes: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic First Aid and the changing adolescent body.
2. *Relationships* which includes: families; respectful relationships including friendships; online and the media; being safe and intimate and sexual relationships, including sexual health.
3. *Living in the Wider World* which includes: economic well being, careers and the world of work where they are taught: about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy; how to make informed choices and be enterprising and ambitious; how to develop employability, team working, leadership skills and develop flexibility and resilience; about the economic and business environment; how personal financial choices can affect oneself and others, and about rights and responsibilities of consumers.

In the Sixth Form the PSHE programme is designed to prepare pupils for life beyond school as they make the transition to adulthood. Topics include a broad range of current issues including mental health awareness, gynaecological talks, exam success and study skills, career pathways and applying to university. There are also a wide range of speakers who visit TWGGS to talk about career options, alongside the careers evenings, and visits from former pupils and speakers from various universities.

16. Options/Careers

Information relating to the subjects on offer at GCSE is available for pupils and parents at the Year 9 Options afternoon. The Assistant Headteacher responsible for timetabling and options, and also visits forms to discuss the options process. Similarly, in Year 11, information relating to the subjects on offer at A level is available for pupils and parents/carers. In addition all pupils in Year 11 have an individual interview with the careers adviser.

All pupils applying for university in the Upper Sixth work closely with their Form Tutor, the Deputy Headteacher (Teacher and Learning), the Head of Sixth Form and Careers support to discuss their UCAS application. The Form Tutor writes the reference and checks the personal statement, which is then checked by either the Headteacher, Deputy Headteacher (Teacher and Learning), Head of Sixth Form or Assistant Head of Sixth Form, ensuring that they have made realistic choices based on their potential, and that there are no mistakes on the application or reference. There is a separate, detailed Careers Policy.

17. School Council

Each form group in the school holds an open election for a single Form Representative to the School Council. Year Group Representatives are nominated at the first meeting of the full School Council at the start of the academic year. School Council Prefects have responsibility for chairing School Council meetings, setting a formal agenda and taking the minutes of each meeting. School Council Prefects are also responsible for planning and delivering a whole school assembly at the start of each academic year to outline the role of School Councillors and to set out an agreed focus for the year ahead. The School Council meets twice per term and provides the opportunity for pupils to have an input into the management of the school by:

- allowing pupils to become involved in the decision-making processes of the school
- having the opportunity to contribute to school improvement through the discussion of issues that are important to them.
- promoting communication between the SLT, and the pupils representing different year groups.
- Parents of school council members are consulted with regard to policies relating to pastoral matters

The Assistant Headteacher (Behaviour, Standards, Culture) is responsible for coordinating School Council meetings. The School Bursar is invited to attend meetings to provide guidance and information on key issues relating to school facilities (e.g. Canteen, bathroom facilities, buildings and accommodation).

18. Extracurricular activities

All pupils are encouraged to develop and pursue their interests through a wide- ranging programme of extra-curricular activities. These activities afford pupils the opportunities for personal and social development, acquiring and refining skills, facing and overcoming challenges and co-operating with others, whilst engaging in an enjoyable activity. These voluntary activities take place before and after school, during lunch time and at weekends. Individual music tuition with peripatetic staff takes place during the school day, with pupils missing lessons on a rotational basis to minimise the impact on their learning. All tutors are DBS checked and have undergone Child Protection Training in school.

All pupils are strongly advised to engage in extracurricular activities on offer, using their energies, talents, skills and enthusiasm in a constructive manner which will give rise to a sense of belonging to the school and, in many cases, represent the school positively within the community.

School trips afford pupils the opportunity to travel, make new friends, experience new cultures and there are many on offer from year to year. Examples of the trips on offer are found on the school website: https://www.twggs.kent.sch.uk/537/trips?search=school%20trips. All activities and trips are organised and supervised by school staff on a voluntary basis and pupils are expected to show courtesy and respect at all times. Some volunteers from the local community also participate in these activities and have been DBS checked and have undergone Child Protection Training in school.

19. Health Promotion

A healthy lifestyle is promoted throughout the school and at all times during the year. Pupils are encouraged to eat healthily in the canteen and there are no sweets available for purchase in school, unless during a charity event. TWGGS operates as a “nut free school”, and so all pupils are told to refrain from bringing any products which contain nuts into school. This is to minimise the risk to those with severe nut allergies. Pupils are also encouraged to actively participate in PE lessons, to walk to school, where possible, and to exercise at lunch time. Pupils are encouraged to drink water, rather than any other drinks to keep hydrated.

20. Links to other policies

Anti-bullying, Behaviour, Careers, Drugs, Child Protection/Safeguarding, Online Safety, Health and Safety, Single Equality Policy, Special Educational Needs and Disability, Confidentiality, Supporting Pupils with Medical Conditions, PSHE, RSE, Self-Injury policy

21. Liaison with parents

At TWGGS we value working in partnership with parents in the education of their children. Mutual support and co-operation is an essential element in achieving our objectives. On-going activities to ensure communication and parental involvement include:

- Prospectus, newsletters, emails
- EduLink notifications for rewards
- TWGGS social media pages on Instagram (@TWGGSLIFE, @TWGGS_Art, @TWGGS.DT)
- Interim and full school reports, and target grade sheets
- Parents’ evenings
- Parent information evenings with HoYs
- Information on the school website
- Sport, music and drama events
- Extra-curricular activities
- Parent meetings with, telephone calls, e mails and letters from and to, members of staff as necessary

22. Staff development and training

Pastoral and wellbeing care remains a permanent feature of our School Development Plan and thus staff training (CPD) is considered essential to support this. Staff are trained on: Child protection/safeguarding; Online safety; anti-bullying; drugs and a range of wider issues. To enable implementation of this policy and the PSHE policy the Headteacher will ensure that adequate resources are made available to develop the programme throughout the school. TWGGS is a member of The Key, as well as The National College, of which both provide free online courses for staff to take part in across a variety of topics.

23. Liaison with external agencies

TWGGS is committed to developing good working relationships with relevant external support agencies to enhance, protect and support the social and emotional welfare of pupils and staff.

24. Monitoring, review and evaluation

This policy will be evaluated and reviewed every three years by the Deputy Headteacher Pastoral (DSL) and the Assistant Headteacher (Behaviour, Culture, Standards) in conjunction with HoYs, Wellbeing Support, SLT and the Governing Body.

Appendix 1:

TWGGS Whole School Approach to Supporting Pupils

Universal Offer

- Form Tutor Check-Ins - Pupil Spotlight
- Positive relationships and sense of attachment / belonging
- Safe School
- Phrases around school family (community)
- SLT on call rota
- Gate Duty welcoming pupils
- Wellbeing Support dedicated for each Key Stage
- Attendance Tracking and Letters
- Peer Mentoring System - whole class level
- Assemblies
- Young Carer Forum
- Transition Programme
- EWT online Workshops for Parents and Pupils
- Team Building Activity Days
- Year group Transition Talks
- Careers Programme - Unifrog and Specialist Careers Advice
- School Council
- Letters / Phone calls home
- PSHE
- Pupil Pulse
- Newsletters
- Executive Function Activities
- Clubs and Societies
- Extra-Curricular Opportunities
- Signposting
- Trips
- Wellbeing Google Classrooms
- Yr 7 Mentors and Buddy System
- TWGGS Rewards System
- Quality First Teaching
- Legacy Project and Skinners' Charter
- Close working relationships with Parents
- Open Door policy
- Weekly SEND/Wellbeing Meetings
- Adaptive curriculum

In-School Student Support

- Access Arrangement screening and resultant AA within school
- Executive Function Screening
- Home Visits
- Round Robins
- Mentors - subject and wellbeing
- RAG Rating Timetables
- Peer Mentoring - 1:1 targeted
- Dyslexia clubs x 2
- VIP Homework Club
- Between the Lines
- Behaviour Contract
- Out of Lesson / Reset Cards
- Wellbeing 1:1 Meetings
- Young Carer Forum
- School Counselling
- Connect mentoring
- EWT targeted 1-1 sessions
- SEND Coffee Mornings for Parents
- HTLA Support, including 1:1 sessions where necessary
- EBSA Strategy - parent meetings and school attendance contract
- Invite-only Mindfulness Sessions
- Smith's Club - targeted help to uplift grades for underperformers
- HoY Intervention
- Invite-only exam prep/revision sessions

External Student Support

- EWT - 1:1 support, workshops and parental information evenings
- IMAGO - Young Carers
- We are With You
- Alumina Support for Self Harm
- Connect Mentoring (Life & Soul)
- SALUS - HERA Support and iThrive
- Child and Young Person Health Services (CYMPHS)
- Educational Psychologist Support
- Early Help
- DCSM Behaviour Meeting
- WKLF
- Police Liaison Officer Meetings - PC Amelia Brooker
- West Kent DSL Meeting
- Kooth
- EBSA strategy, including involvement of the LA Attendance Officer - Sirin James
- Olive Academy Referral
- Alternative Provision
- TRS Outreach
- Kent Family Hub
- Foundations
- Access to KCC Linked Practitioners