



Pastoral Care Provision at Akademeia High School



Contents

Introduction	3
Aims of Pastoral Care Provision Policy	3
Key components of Pastoral Care Provision.....	4
Roles and responsibilities within pastoral care provision.....	8
Deputy Head (Pastoral).....	8
Head of Form (Fifth Form and Sixth Form, respectively)	9
Head of Wellbeing	10
Head of Learning Support.....	11
Head of Boarding.....	11
Policy Review.....	12



Introduction

In Akademeia High School, pastoral care refers to the support and care provided to AHS students to address their emotional and social wellbeing, as well as their personal growth. It encompasses a range of programs, and initiatives designed to promote the holistic development of students, helping them navigate the challenges they may face during their high school years.

The primary goal of pastoral care in Akademeia High School is to create a safe, inclusive, and supportive environment that fosters students' well-being, personal growth, and academic success. Akademeia High School recognizes that students' emotional and social needs are interconnected with their educational progress and overall wellbeing. By addressing these needs, pastoral care aims to enhance students' ability to thrive academically and engage fully in their high school experience.

Pastoral care in Akademeia High School consists of four main components:

1. Mentoring system
2. Personal Development Scheme
3. Wellbeing provision
4. Learning Support
5. Safeguarding and Bullying Prevention
6. Boarding Provision

All the components are an integral part of Akademeia High School provision and as such are treated with equal importance.

Aims of Pastoral Care Provision Policy

The aims of the Pastoral Care Policy are the following:

1. To state Akademeia High School's ethos and values with relation to pastoral care
2. To provide a clear outline of the provision of pastoral care within Akademeia High School
3. To explain the role of different staff members in pastoral care provision
4. To provide staff members with an outline of procedures they should follow



5. To provide students and parents with clear guidance regarding steps that should be taken to be given an individual support
6. To raise awareness regarding holistic development of teenagers, going beyond academic progress

Key components of Pastoral Care Provision

Pastoral Care Provision at Akademeia High School consists of the following components:

- Mentoring System
- Personal Development Scheme
- Wellbeing Support
- Learning Support
- Safeguarding and Bullying Prevention
- Boarding Provision

Mentoring system

Mentoring system is the essence of pastoral care provision as a part of AHS Pastoral Care provision. Mentors are responsible for overseeing the personal and academic development of their mentees and meet with them in a weekly group setting and on a one-to-one basis as required.

Mentors discuss termly progress reports with students, as well as their subject choices, co-curricular options and initial university choices. They may also support their mentees in finding extracurricular activities, reading lists or other resources, that facilitate their academic development. Mentors are also involved in ensuring that the Students' Code of Conduct is implemented by all students, in line with the school's policies.

Mentor is the first point of contact for parents regarding school-related issues (e.g. related to poor academic performance, misbehaviour, absences). They may schedule meetings with parents in school or on Microsoft Teams.

Further details regarding the mentoring system can be found in Akademeia High School Mentoring Policy.



Personal Development Scheme

Personal Development Scheme (PDS) is a unique component of curriculum of Akademeia High School. The aim of PDS is to strengthen students' academic and personal development by providing them with various project-based learning opportunities. Different activities completed within their PDS may also enrich students' university portfolio.

In order to develop students' reflective skills, an essential component of PDS completion is submission of reflective essays. The guidelines for writing the essay are shared with the students by their mentors.

Each academic year, students obtain a grade from PDS. The following scale is used: Distinction, Merit, Pass, Fail.

PDS in the Fifth Form consists of two main components: workshops and project work. At the beginning of the school year, all Fifth Form students attend a series of workshops focused on a year-specific aims. The aims are as follows:

- Year 9 - Getting to know yourself and developing confidence
- Year 10 - Communication and self-care
- Year 11 - Developing autonomy and preparing for the next stage

In October, students are presented with various project options during PDS project fair. They select three projects they are interested in and PDS Coordinator will assign them to one of the three projects. The students will work under the supervision of a project manager on completing the tasks. On 15th of March, all PDS groups will present the effects of their work. In the third term, students of Y9 and Y10 will attend another series of workshops.

In the Sixth Form, PDS is designed in such a way, that the students may approach their personal growth in a more personalized way. This is due to the fact, that students begin their preparation for university applications and therefore PDS will naturally support the process. The students are expected to complete two tasks, which should be related to:

- Community contribution (e.g. volunteering)
- Academic work (e.g. competitions, courses)
- Professional experience (e.g. internships)

Each task should amount to a minimum of 15 hours.

Further details regarding Personal Development Scheme can be found in Akademeia High School Personal Development Scheme Policy.



Wellbeing support

Akademeia High School recognises that students' wellbeing is an integral part of their personal and academic development. The school organises a number of wellbeing workshops and provides individual support for students with a relevant in-house specialist or can advise on relevant external experts, where needed. Students in need of additional support are referred to the relevant member of the Wellbeing Team through the mentor, after consultation with the Head of Wellbeing. Students may also approach wellbeing staff directly. In some cases, members of the Wellbeing Team may seek direct contact with student's parents. All records of wellbeing support are kept strictly confidential and are in line with the school's data protection policy. Parents and legal guardians are required to fill in wellbeing consent forms when they join the school.

Further details regarding Wellbeing provision can be found in Akademeia High School Wellbeing Handbook.

Learning Support

Akademeia High School recognises that our community is neurodiverse and that some of our students may require additional guidance in developing effective learning strategies. For this reason, the school offers individual and group support for students. Students in need of additional support are referred to the Learning Support Team through Admissions Team (if an information regarding SEN diagnosis has been shared with the school), teachers or mentors, if any worrying signals are noted in the classroom. The Learning Support Team should also be consulted regarding special access arrangements for internal and external exams.

Further details regarding learning support can be found in Akademeia High School Learning Support Policy.

Safeguarding and Bullying Prevention

Akademeia High School takes its responsibilities in terms of safeguarding children seriously; in accordance with the highest standards required in Poland as well as in the UK. The school's



overriding aims are to ensure our students are protected from harm and feel safe, and all staff are aware of the potential risks to student welfare as well as the mechanisms available for reporting safeguarding concerns. A Safeguarding Team operates in the school in order to resolve any safeguarding issues promptly. The Designated Safeguarding Lead is the Deputy Head (Pastoral).

Akademeia High School is committed to creating and maintaining a safe and inclusive learning environment for all students. Bullying can occur in various settings, such as schools, after school activities and online platforms, and it can have severe consequences for the well-being and development of those involved. Therefore, Akademeia High School aims to promote respectful behavior, foster empathy, and provide support to individuals who have been affected by bullying.

Further details regarding safeguarding and bullying prevention can be found in Akademeia High School Safeguarding and Child Protection Policy and Akademeia High School Anti-Bullying Policy.

Boarding Provision

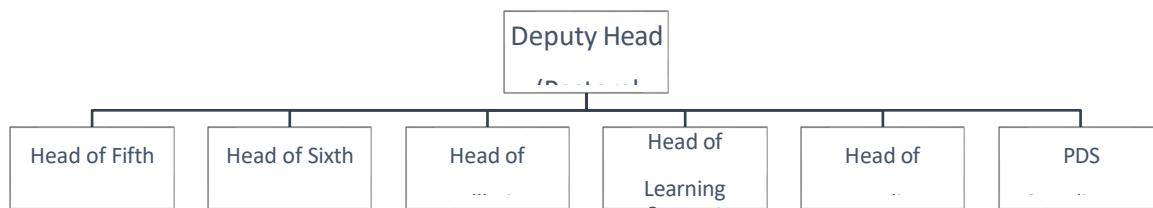
Akademeia High School provides limited number of places in a boarding house to students of the school, who express such a need for accommodation in Warsaw (subject to availability of places at the AHS Boarding House). The boarding house provision assists the school in creating optimal conditions for education and development of students talents and interests. At the same time, living in the boarding house prepares the boarders to independently perform their daily duties, i.e. cleaning own room and helping to maintain common areas of the AHS Boarding House in a clean and tidy condition. It also helps to develop Boarders' resilience and resourcefulness to prepare them for their future independent life. For this reason, Boarding House provision is an important component of pastoral care at Akademeia High School.

Further details regarding the mentoring system can be found in Akademeia High School Mentoring Policy.

Roles and responsibilities within pastoral care provision

Pastoral care is at the heart of Akademeia High School educational philosophy. Therefore, every member of staff (including teaching and non-teaching staff) has an obligation of ensuring appropriate care and safety provision to AHS students.

The structure of Pastoral Care is presented and described below:



Deputy Head (Pastoral)

Deputy Head (Pastoral) serves a key function in the development and implementation of pastoral care within the school. The main responsibilities of Deputy Head (Pastoral) include:

- To oversee all aspects of the day-to day pastoral care in the school
- To act as Designated Safeguarding Lead within the school and coordinate any investigations related to students' safeguarding
- To act as line manager to Head of Fifth Form and Head of Sixth Form and oversee personal and academic development of students, and implementation of school values through pastoral program
- To support Head of Fifth Form and Head of Sixth Form in ensuring effective mentoring scheme across the school
- To act as line manager to the Head of Wellbeing and ensure effective provision of wellbeing support across the school
- To act as line manager to the Head of Learning Support and ensure the implementation of various learning support strategies that suit the needs of students
- To act as line manager to the Head of Boarding
- To act as line manager to the PDS Coordinator and facilitate the completion of PDS curriculum
- To assist in the ongoing review and monitoring of school policies and implementation of these, in relation to the international and Polish frameworks



- To communicate necessary information to parents and students regarding pastoral care provision through general and individual meetings
- To oversee the implementation of rewards and disciplinary measures against students
- To oversee the production and review of Pastoral Care Policies (including – but not limited to - Safeguarding and Child Protection Policy, Whistleblowing Policy, Anti-Bullying Policy, Mentoring Policy)
- To assist Heads of Forms in the checking of students' progress reports
- To oversee the organization of Integration Camp in liaison with Heads of Forms and Heads of Years

Head of Form (Fifth Form and Sixth Form, respectively)

Heads of Forms play an important role in sustaining and improving the quality of education and pastoral care offered to the students. They promote and foster the ethos and the school values of Akademeia High School throughout the Fifth Form Form and Sixth Form and work closely with the Deputy Head (Pastoral) to monitor personal development and any pastoral issues of students in relevant forms.

The main responsibilities of Heads of Forms regarding mentoring provision include:

- Establishing with the Headmaster and Deputy Head (Pastoral) the goals and an academic calendar for the Fifth Form and Sixth Form
- Coordinate the work of Heads of Years in relevant forms
- Implement the goals and the calendar for a given school year
- Contribute to the raising of achievement amongst students
- Co-ordinate, support and monitor the work of the mentors
- Oversee the Admission and Transition of the Fifth Form students to the Sixth Form, together with supporting Deputy Head (Pastoral) in assigning mentors to students
- Deliver with the University and Careers Department the A Level Fair and to oversee Academic Pathways and A Level subjects choices process through group and individual meetings
- To oversee and deliver induction of new mentors
- Co-ordinate termly information sessions for parents and reports submission in relevant forms
- Implement disciplinary measures in case of behavioural or pastoral issues in relevant forms



- Oversee termly attendance review of students in relevant forms. In collaboration with Heads of Years, coordinate integrational trips for students in relevant forms
- In collaboration with Heads of Years, coordinate integration camp for students in relevant forms
- In collaboration with the Wellbeing Department and Learning Support Department, coordinate integration camp for students in relevant form.

Head of Wellbeing

Head of Wellbeing oversees and monitors the provision of wellbeing support in the school. The main areas of responsibility include:

- To ensure the implementation of wellbeing provision, in line with the school's procedures
- To liaise with the mentors and teachers in order to ensure the provision of wellbeing support to students in need
- To oversee the work division and assigning students seeking support to appropriate members of the Wellbeing Team
- To visit the classes of students brought to the Wellbeing Department's attention
- To visit mentor's hours (if requested by the mentor) to discuss the matters related to wellbeing and personal growth
- To represent the department in meetings with parents
- oversee the progress of students receiving support within the department
- To increase visibility of Wellbeing support provision during assemblies, general meetings with parents
- To ensure the implementation of safeguarding procedures within Wellbeing Department
- To support Designated Safeguarding Lead in executing the safeguarding procedures (e.g. participate in internal investigation)
- If necessary, cooperate with external institutions (e.g. the police, relevant authorities)



Head of Learning Support

The Head of Department oversees and monitors the provision of learning support in the school. To do this the Head of Learning Support will:

- Ensure the implementation of learning provision, in line with the school's procedures
- Liaise with the mentors and teachers in order to ensure the provision of learning support to students in need
- Oversee the work division and assigning students seeking support to appropriate members of the Learning Team for individual or group consultations
- Visit the classes of students brought to the Learning Support Department's attention
- Visit mentor's hours (if requested by the mentor) to discuss the matters related to learning strategies
- Represent the department in meetings with parents
- Oversee the progress of students receiving support within the department
- Increase visibility of learning support provision during assemblies, general meetings with parents
- Support the implementation of special access arrangements for the exams
- Ensure the implementation of relevant access arrangements procedures within the school
- Liaise with the Exam Centre with regards to provision of access arrangements for the students
- Liaise with the Admissions Team with regards to newly admitted students to collect and process data regarding SEN
- Communicate with the parents regarding the matters of psychoeducational assessment and special access arrangements for the exams
- Update students' profiles on ASIMS, related to special educational needs
- If necessary, cooperate with external institutions (e.g. exam boards)

Head of Boarding

Head of Boarding is responsible for providing pastoral care and ensuring safety and wellbeing of Boarders staying at AHS Boarding House. They monitor personal development and any pastoral issues of all Boarders.

The main pastoral responsibilities of Head of Boarding include:

- helping to resolve conflicts between Boarders,



- unbiased and impartial treatment of all Boarders,
- organisation of various forms of free time spending in accordance with the Boarder needs and AHS Boarding House facility features,
- educating Boarders in good manners,
- educating in respecting property of the AHS Boarding House and of private property of other Boarders, as well as rational use of AHS Boarding House facilities,
- seeing to that Boarders observe binding health and safety regulations and anti-fire regulations, the AHS Boarding House Rules and regulations and provisions, and that they keep their rooms and common-use areas clean and tidy and adhere to the daily schedule,
- Contacting the parents in case of any violation of the Rules and Regulations of the Boarding House
- keeping timely records as required by any binding law and the Rules and Regulations.
- Organising and managing the schedule of duties of Boarding House Supervisors and introducing necessary amendments.

Policy Review

AHS Pastoral Care policy is annually reviewed and updated if necessary, based on its effectiveness and feedback from students, staff members and parents. Updated version of Pastoral Care Policy Is published at the beginning of each school year.

Policy published (date):	August 2023
Next review (date):	August 2024
