



## Lincoln Minster School – Action Plan – *Pastoral*



Aims	Action	Who	Impact	2016-17	2017-18	2018-19
Curriculum for keeping children safe and resilient	To build upon, and develop, our curriculum for keeping children safe and resilient, including anti-radicalisation and e-safety and resilience training	Pastoral staff, PSHCE teaching teams, Head of Computer Science	A robust 'keeping safe' curriculum that provides pupils with information, skills and strategies to enable them to identify risk for themselves and act appropriately, as well as to equip them with strategies to enable them to withstand stressful life challenges	<p>Pastoral staff to attend resilience in schools training –train other staff as appropriate</p> <p>Review current arrangements for pupil monitoring and standardise procedures across year groups</p> <p>Devise resilience programme for KS3 pupils e.g. failure day</p> <p>PREVENT training for staff</p> <p>'off timetable' workshop afternoon for Y9 – theme tbc</p> <p>School day changed to allow more provision for pastoral time and assemblies –increased opportunities for delivering associated pastoral themes/messages</p> <p>PSHCE and ICT scheme of work to include anti-radicalisation and updated e-safety sessions</p>	<p>Pupil peer mentors delivering resilience techniques with targeted mentees (see <i>Peer Mentoring</i> section below)</p> <p>Review the role of school counsellor and extend external agency provision to ensure maximum effectiveness in supporting pupils with difficulties</p>	Curriculum reviewed to make sure we are delivering our aims



## Lincoln Minster School – Action Plan – *Pastoral*



Aims	Action	Who	Impact	2016-17	2017-18	2018-19
Rewards, sanctions and monitoring of concerns processes/ recording of data	Review and revise the sanctions, rewards and reporting/ monitoring of concerns and implement a clear chain of expected actions in each case	All pastoral staff, all teaching and learning staff	<p>More clarity for parents, staff and pupils on the individuals/groups within school who are appropriate for reporting concerns etc.</p> <p>More quality involvement from tutors in the progress and wellbeing of their tutees, including monitoring of progress</p> <p>A rewards and sanctions system that has 'meaning' and is more consistent</p>	<p>Pastoral staff review current processes including consultation with relevant groups.</p> <p>Rewards and sanctions database on ISAMS</p> <p>Training for staff, briefings for pupils and letters to parents to inform of revised system</p> <p>Introduction of a Key Stage 3 celebration evening</p>	<p>Review new system as appropriate through pupil forum feedback, staff and parent feedback, questionnaires</p> <p>Training for staff as identified as part of review.</p>	Revised system is working well
Peer Mentoring  (also, see 17/18, <i>Curriculum for keeping children safe and resilience</i> )	A more structured, formalised Peer Mentoring system that enables a greater variety of mentoring opportunities	All pastoral	A more structured, formalised peer mentoring system that includes revised training sessions for mentees, clearer processes for early identification of pupils who would benefit from mentoring and more frequent review	<p>May 2016 – July 2016 Identify new cohort of mentors from Year 10 initially</p> <p>Develop and deliver weekly trainings sessions for mentors.</p> <p>Identify possible mentees in advance of new term</p> <p>Sept 2017 – begin revised mentoring sessions</p>	<p>Explore and cost out Peer Mentor accreditation – present portfolios from students if able to go ahead</p> <p>Train next cohort of year 10</p> <p>Introduce a 'year 7 buddy' system – train Y7</p> <p>Review through mentor and mentee feedback</p>	<p>Train next cohort of year 10</p> <p>Year 7 buddy system</p> <p>Review systems</p>



## Lincoln Minster School – Action Plan – *Pastoral*



Aims	Action	Who	Impact	2016-17	2017-18	2018-19
<p>Increase the number of opportunities for younger pupils to take on positions of responsibility across the school</p>	<p>Create a wider number and variety of leadership roles for pupils across the Key Stages so that we encourage considerate and responsible behaviour and pupils feel valued</p> <p>Recognise achievement within pupil leadership roles at prizegivings /formal celebration events</p>	<p>All pastoral, House captains House staff</p>	<p>Students develop skills in leadership, teamwork and organisation</p> <p>Younger students more fully involved in the life of the school</p> <p>Greater sense of ‘belonging’ and having a ‘part to play’ in the school – a greater sense of ownership from pupils</p>	<p>May-July 2016: Begin consultation for and planning of a revised House system, to include identification of new student roles e.g. Junior Head of House, Subject/sports reps, boarding captains, student council, trained as tour guides</p> <p>Sept 2016 onwards - House celebration evenings, to include a ‘prize’ for leadership within each house</p> <p>Opportunities at school for KS3 prize giving – awards for leadership</p> <p>Leader of the month slots within monthly messenger</p> <p>Explore and cost out leadership awards accreditation</p>	<p>First round of leadership award accreditation (if workable – cost)</p> <p>Review new opportunities through pupil forum, staff and parent feedback (questionnaires)</p>	<p>Curriculum for keeping children safe and resilient</p>



## Lincoln Minster School – Action Plan – *Pastoral*



Aims	Action	Who	Impact	2016-17	2017-18	2018-19
House system	Relaunch the House system	AH Pastoral, Staff	A more invigorated, inclusive, through school house system that promotes leadership, interaction between pupils from all sites, celebration, participation and ownership of school activities	<p>April-July 2016: Devise a revised structure, consult with HoY, staff, pupils, appoint a 'working party' of staff, appoint House Captains, appoint year and subject captains</p> <p>Investigate how House Points can be recorded and published</p> <p>Plan and deliver a 'launch' event in the Autumn term in which the whole school community can attend</p>	<p>Deliver a calendar of House events incorporating all areas of the academic and extra-curricular curriculums and linking to national events</p> <p>Termly house celebration evenings to showcase house events</p> <p>Review new opportunities through pupil forum, staff and parent feedback (questionnaires)</p>	<p>Review previous years events</p> <p>Devise a calendar of events for current year</p>
Pastoral workshop collapsed days	Identify suitable times/sessions for the timetable to be collapsed in order to deliver pastoral themed workshops	Pastoral staff, PSHCE teaching teams	Pupils and parents access learning/support/advice, delivered as far as possible by external agencies, on topical, relevant to the school climate issues e.g. CEOP, cyberbullying, Drugs education	<p>Identify appropriate date/time/year group</p> <p>Liaise with external agencies in order to put a programme together for afternoon/day workshops</p> <p>Deliver planned sessions</p>	<p>Review</p> <p>Roll out programme with more topics</p> <p>Liaise with local schools to offer attendance for their parents at our parent info evenings</p>	A regular, repeatable programme of pastoral themed sessions for each Key Stage