



Leytonstone
SCHOOL

Pastoral Care Policy

Ratified on: 28.03.23

Review date:

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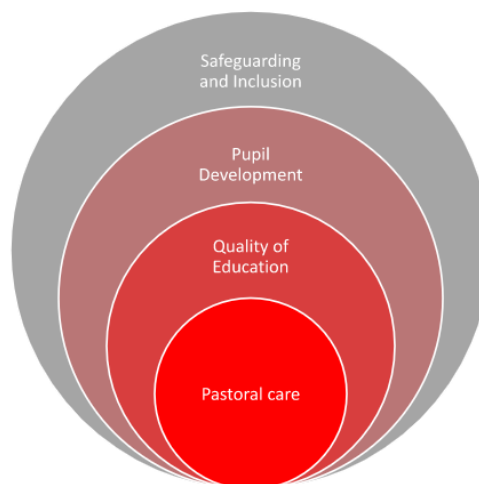
1.1 Mission statement

Pastoral Care is the foundation and the heartbeat of all we do in Leytonstone School. The school prides itself for being renowned for its strong, child-centred and growth-focused pastoral provision. The principal priority for us is to provide our young people with life chances – good qualifications and the capacity to be successful, fulfilled, healthy, happy and confident adults with a rich range of personal resources upon which they can draw. We are driven by the desire to make a lasting difference to our pupils, their families and our wider community through the education we provide and the associated services we offer to support the fulfilment of this vision.

‘We work hard together, hands held, challenge to improve, and we improve, every day’

This vision remains part of the school collective efforts in the school's continuous improvement planning. SIP Theme C: *‘Embedding explicit teaching of learning behaviours, good conduct and high expectations of self’*.

It is our responsibility, as a centre of excellence, to empower every pupil at Leytonstone School with a broad range of skills and characteristics to excel in their educational journey and in their lives beyond the school.



1.2 Aims of the Pastoral Curriculum and Care for our pupils to:

- a. Be orally articulate with effective interpersonal skills, demonstrating high levels of self-regulation and emotional intelligence.
- b. Benefit from learning and researching independently, thus creating evaluative and critical thinkers who are aware of how they learn.
- c. Develop high levels of numeracy and literacy alongside effective time management and organisational skills, in order to master habits necessary for further education, training and employment.
- d. Present themselves well and maintain resilient mental and emotional health with a strong awareness of when to seek help and the support available.
- e. Value their education and the opportunities which exist for them in the wider world and be curious in discovering future potential career pathways.
- f. Exude confidence, resilience and ambition.
- g. Respond with politeness and kindness whilst demonstrating empathy and respect for their peers and the rest of the school community
- h. Know, understand, respect and address constructively, ideas about meaning and purpose that shape the world in which they live and which influence culture, belief, social systems and lifestyle.

2. Pastoral Curriculum and routines

2.1 Professional Performance

Our core focus in the Pastoral curriculum is to ensure our young people are prepared for life outside Leytonstone School. This means we have a keen focus on students interacting in a formal and respectful manner. We refer to this as professional performance in that we expect staff and students to consciously adjust their behaviours according to contexts. As a pastoral team, we focus on explicit teaching of these behaviours using the 5 steps listed below:



2.2 The Pastoral Curriculum

The Pastoral curriculum at Leytonstone School is bespoke to each year group, designed to equip students with skills and knowledge that develop every year. The spiral curriculum focuses on the requirements of each specific year group, from an academic, social, emotional and cultural view. The planning and implementation is led by the Head of Year, who strategically plans activities within the curriculum to: cultivate a reading culture, raise awareness of social, political, and cultural issues, develop pupils' study skills and improve their professional performance.

At the start of the school day, all students are greeted by their Head of Year at the school gates. Their first main point of contact is with their form tutor. The role of the form tutor is one that is considered to be very significant. The Pastoral Team work hard to encourage a culture where pupils speak to their tutors when they need support, advice or just a listening ear. Tutors deliver the pastoral curriculum and monitor the progress of students in their form. This is monitored termly. The Pastoral Curriculum map can be viewed in Attachment 10 (in the same folder as this policy)

Interwoven into the Pastoral and the PHSRE Curriculum as well as staff training, are values of equality and diversity. There is a continuous focus to ensure that all pupils have equal opportunities to achieve to the best of their ability regardless of gender or racial background, religion, ability or sexuality. *'We actively promote the British Values of tolerance, fairness and respect for other faiths, and the rule of law and democracy. Our Leytonstone School Ethos underpins our whole school behaviour and rewards system'* (Equality and Diversity Objectives Statement, 2020 – please see the full document in Appendix 3)

Rewards and Praise

At Leytonstone school merits are awarded at the end of every lesson as part of the classroom routine and when students are recognised for their efforts and behaviour around the school. This ensures there are plenty of opportunities for students to be rewarded for academic achievement, positive behaviour, contributions to the school and for being a kind member of the community. Students receive regular praise from members of staff and all adults in the school are able to award students

merits. At the end of every half term students receive exciting prizes according to the amounts of merits they have earned. The ultimate goal is for students to collect one hundred merits in a year. Form tutors and Head of Year are able to track the total amount of merits accumulated by their tutees before each half term merit check and therefore identify those who would benefit from some extra recognition and praise. The merit system is designed to ensure every child is recognised for their achievements and to incentivise actions and behaviours that are inline with our school ethos .

2.3. Consistency and quality of pastoral care

One of the key pastoral care and curriculum delivery aims is for all pupils at Leytonstone School to have the same high-quality support and first quality teaching experience. The consistent practice is emphasised by form time learning walks, weekly Pastoral meetings with Heads of Years and the Pastoral Lead, single line management link. The emphasis of consistency is also reflected in the shared understanding of responsibilities of pastoral roles: For tutor (Appendix 1) and Head of Year (Appendix 2).

In Leytonstone School, we know that routines, rules and expectations, alongside shared values, are what makes our family a safe and familiar environment. The scrutiny of routines integral to both the pastoral and academic learning time, KS3 and 4 are yet another element driving the invariability of our practice. Leytonstone School routines are in Appendix 3.

Although consistency of Leytonstone School pastoral practice remains the prime focus, the different needs and foci of our different cohorts are understood and planned for through Pastoral Improvements Plans and Year Group – specific Pastoral Curricula.

3. Pupil Parliament

‘As Leytonstone School citizens, we know what we want and we know how to get it’

As part of our commitment to providing a holistic education to our young people, we believe that our students should be provided with the opportunity to develop into leaders of their community. Pupil Parliament at Leytonstone School empowers students to drive meaningful change within our community and beyond. Pupil Parliament is a platform for students to make themselves heard within the School, and allows for the views of our young people to be incorporated into the decision-making that affects their everyday lives. Members of Pupil Parliament are given leadership training throughout the year to support them in their goals, and their contribution to the community is formally recognised with SSAT’s Student Leadership Accreditation. Further information can be found on our school website.

4. Engagement of families and the Family Engagement Partner

‘Leytonstone School is a village. We are proud, a family, a community’

In Leytonstone School, we believe that the impact of our pastoral care on our young people’s pastoral growth is optimal when working with the families of our pupils, when the pastoral vision is triangulated with home and families are included in the dialogue around our pupils’ academic and professional performance as well as their wellbeing. This communication is part of the role of the pastoral teams (please see Appendices 1 and 2 for the role of the Form Tutor and the Head of Year).

To reach out to all parents and carers and secure good working relationships with all families, the Family Engagement Partner supports pupils and families with the following:

- a. Targeted intervention and support
- b. Working with hard-to-engage families to achieve an overall better engagement of students
- c. Support pupils at risk of disengagement
- d. Coaching support for students in RESET
- e. Drop in surgery follow up, work on improvement of individual pupils' attendance and punctuality, improved attendance at parents' evenings, support during transition periods

5. Targeted Pastoral Interventions

'We seek experience which broadens our horizons, and we're equipped to manage the unknown'

The Pastoral Team regularly review pupil data, patterns of needs and challenges and our pupils' age-related experiences within different year groups and focus groups. As a responsive and a preventative measure, we source a range of tailored interventions to address these needs. The interventions can range from school-run workshops (e.g.: anti-bullying program, HSB and consent awareness) to the Local Authority offer (e.g.: Evolve, Smile Project, Bushcraft Bikers, Spark to Life intervention, child-on-child abuse awareness workshop)

5.1 Mentoring, peer-mentoring

Select members of staff mentor at-risk pupils.. This is a programme designed to cover 4 key areas; Personal Growth, Educational Planning, Supporting Academic Success and Career Planning. It has been designed in such a way to ensure it is able to cater for the needs of all students. The programme works to build positive and trusted relationships between child and school to break down any barriers to learning and professional performance. All staff work from the same toolkit of resources to ensure consistency (Appendix 11 attached in the same folder as this policy). Students meet with their mentor once a week.

Peer mentoring offers a similar format with students in Year 9 mentoring students in Year 7. This programme is paired down and split into 2 key sections: personal growth and development and planning for academic success. Within both there are activities based around organisation and transition, areas we have identified as a general need for Year 7 students. Year 9 volunteers are trained by the Pastoral Care Lead and provided with all materials for the sessions to ensure consistency. Their mentoring sessions take place during unstructured time and are supervised.

Both mentoring and peer mentoring are monitored through the use of data and feedback. Data is reviewed to see any improvements/progress made, depending on what the trigger points are for intervention this may mean behaviour data, attendance and punctuality data, progress data or a combination of the three. Feedback from staff and students is important for these programmes. There is a mid-way and end review for both parties to ascertain the successes and areas for improvement to allow us to evolve and create the most impactful programme.

5.2 Emotional and Mental Health Support

'Life brings us challenge but we take care of ourselves and each other; when things get difficult we know where to go'

At Leytonstone School, we believe in a whole school approach to mental health and that emotional wellbeing sits at the centre of our school values and is the heartbeat of our pastoral care. We are determined to facilitate our young people's learning and personal growth by working together with our pupils to remove barriers, including the emotional ones.

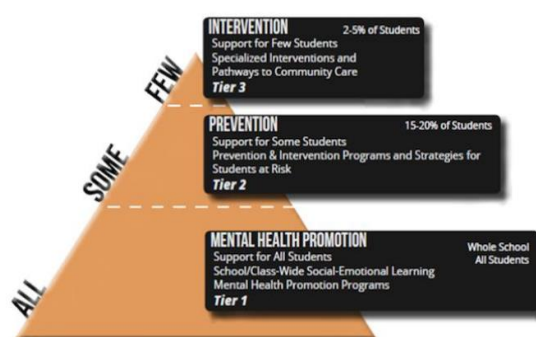
It is also our belief that all members of school staff have a responsibility towards ensuring that we offer a learning environment that promotes and enhances positive mental health. All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody

Leytonstone School offers targeted Mental Health support for pupils whose emotional and mental health difficulties are not addressed by a whole-school pastoral approach. The Emotional Support Team (consisting of EST Mentors and formal counsellors) are able to provide Tier 2 therapy aimed at removing specific mental health barriers with a course of counselling sessions determined during the initial assessment.

Detail around this type of support, referrals and therapy practice are in the [Mental Health Policy](#). The referral form for emotional and mental health intervention can be found in Appendix 7.

5.3 Key Worker provision

All SEND pupils in Leytonstone School have an allocated member of the SEN department throughout their time in the school. The Key Worker acts as the first point of contact (additional to the form Tutor) to parents and staff. The provision ensures regular assessments and check-in with the child as well as systematic feedback and dialogue between the school and the child's family.



5.4 Restorative interventions, monitoring

In Leytonstone School, we believe that pupils' personal growth is achieved through the explicit teaching of our values and ethos, through the practised ability to reflect on their conduct and through fostering positive relationships between staff and pupils and between peers.

- a) Same day detentions featuring resolutions
We practise restorative conversations when pupils make mistakes to allow our young people to reflect on the impact on their actions, assert ownership of their choices and consider ways in which they can alter their conduct or deal with challenging situations in the future.
[Behaviour Policy](#), p.50
- b) Monitoring of pupil engagement, attendance, punctuality and behaviour.
In the effort to create evidence based, dialogue with pupils and families on the areas requiring support and attention, a young person may be placed on report to lesson, attendance/punctuality one. They are monitored by the pastoral teams daily and at home by parents for remedial conversations to take place.
When this resource proves ineffective, the school reaches for an Individual Behaviour Plan (IBP – Appendix) and eventually for an Individual Educational Plan (IEP) which allows for

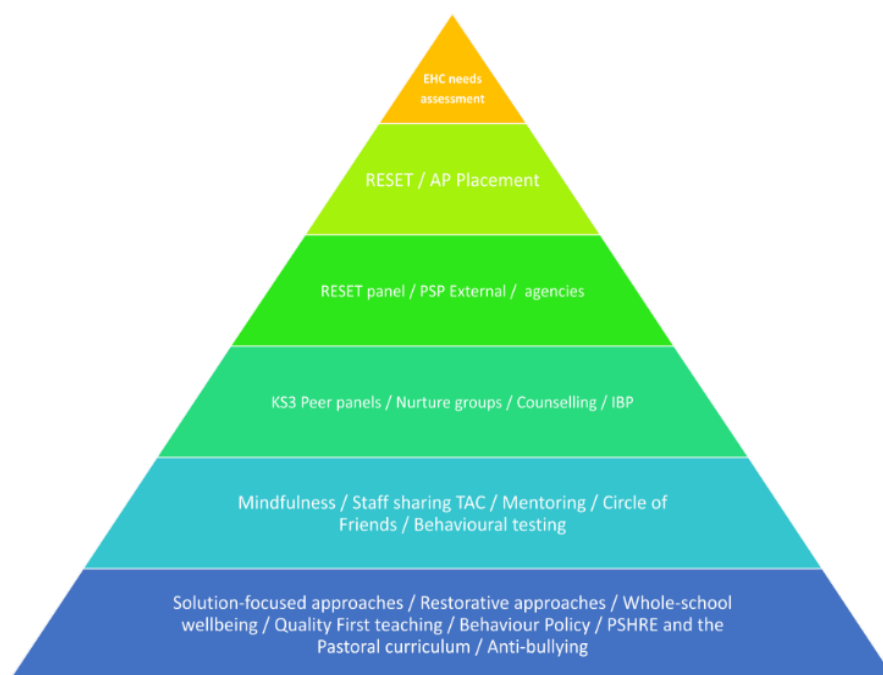
narrowed down targets to help them in their child's growth journey and for face-to-face reviews with families.

c) SLT RESET panel

Behaviour Panel is a didactic intervention which allows a pupil to research, reflect and deliver a presentation to the adult leadership team on their actions, learning achieved and to pledge their future conduct in adherence to the school expectations, values and ethos.

5.5 Reset

Reset is an intensive and tailored program of intervention (Level 5 Pastoral Intervention) which is applied as an alternative to a fixed term exclusion. During Reset, a pupil engages in a one-to-one reflection out of the mainstream time in order to 're-set', to take time to reshape their attitude to learning and others, realign themselves to the school expectations, practise the ability to re-engage with learning and, in the process, ready themselves to reintegrate safely back to the mainstream learning and environment. Please see [Behaviour policy](#), pages 26 and 46.



The Role of the Form Tutor

Form Tutors are the main point of contact for any student. Form Tutors should get to know all their students well through discussions with staff and students, weekly sims checks, communication with parents through phone calls / meetings and in helping students to get organised for the day ahead by:

- *Meeting and greeting students at the form door*
- *Taking the register and following up unauthorized absence*
- *Checking uniform for inappropriate jewellery, trainers, hoodies, and correct length of ties*
- *Checking that students have planners, a bag and are well-equipped for school*
- *Delivering form time activities correctly by following the pastoral curriculum*
- *Discussing with students any rewards/sanctions they may have received in lessons as shown on the forms configured sims page*
- *Guiding and advising students and parents on dealing with day to day issues and concerns*
- *Promoting a positive ethos for their year team and fulfilling the expectations set by the schools behaviour policy and ethos*
- *Setting and following up late detentions including the setting of action plans in parent/ student meetings*
- *Monitoring students on Form Tutor report*
- *Isolating students as requested by Head of year*
- *Mentoring students during Form time*

Procedures for supporting role of the Form Tutor

- *HOY to clarify expectations e.g. activities, mentoring, tracking, isolating students and contacting home and create support systems e.g.: buddying up FT*
- *Agenda and minutes distributed for Year team meetings to share information about student progress as a result of pastoral intervention and track concerns*
- *TR/ MT to support and advise FT in following up unauthorised absence records and lates*
- *SLT to support HOY in going to different form rooms, developing strong FT, support HOY covering absent colleagues and communicating with members of the year team.*

Roles and Responsibilities Form tutors

- *Daily discussions with students about their attendance, number of behaviour points or rewards*
- *Complete communication logs, track completion of targets and discuss with students*
- *Support student in making curriculum choices, e.g. options*
- *Raise issues with HOY about SEN, SEMH, attendance or behaviour*

- *Phone parents about concerns in consultation with HOY*
- *Monitor students on report*
- *Support HOY by taking students who have been isolated.*
- *Track rewards on form reward chart.*
- *Check equipment, uniform and diaries and follow whole school procedures.*

Appendix 2

Head of Year Responsibilities

In line with the Head of Year responsibility description, this document details the following pastoral duties that the responsibility entails in order to secure the expected standard of duty of care in Leytonstone School. The timeframe breakdown of responsibilities listed below is to inform and guide the Year Group leader and their pastoral practice. A pastoral Year Group leader is required to:

- *Conduct morning tutor time visits to:*
 - *monitor the delivery of the Pastoral Curriculum,*
 - *monitor the cohort's and the team's adherence to routines,*
 - *support form tutors in equipment and uniform check, dissemination of important messages*
 - *support general teaching, learning and behaviour management of the forms in tutor time*
 - *challenge lack of consistency and support form tutors in establishing it*
- *Promote the school's ethos to the year group*
- *Monitor daily behaviour log at the end of the day*
- *Liaise with HODs, Line Manager and Form Tutor re behaviour interventions*
- *Investigate and follow up on out of lesson incidents and more serious in-class incidents*
- *Maintain contact with families/carers of students;*
- *Support and make referral for interventions, mentoring, counselling, Reset, Reset Panel*
- *Plan for assemblies in line with the Assembly Curriculum Plan to promote the school vision*
- *To plan for the development of the Year Team and the Year Group by planning for and reviewing the targets of the Pastoral Improvement Plan in line with the school's SIP.*
- *Conduct observations of the team members and put targeted support in place where appropriate*
- *Follow up on ongoing attendance concerns, eg: attendance support panels, home visits*
- *Organise and review Personal Support Plan meetings and target reviews*
- *Plan and share agendas for Year Team meetings, agree on action points and accountability, share minutes with the Team and Line Manager*
- *Review students conduct score and organise achievement celebration opportunities to promote positive contribution and progress*
- *Plan, review and manage the department budget in line with SIP priorities*
- *Analyse progress data and plan for tailored interventions of risk groups and individual students within your team and with your Line Manager*
- *Liaise with the Line Manager to organise key events, such as: Parents Evenings, Partnership Evening, Open Days for parents and other educational enhancement activities, eg: trips, visits, booster classes, lunchtime and after school activities.*

Leytonstone School – Role of SLT Line Link & DHT/AHT Pastoral Care

2022-23



Role of SLT line link:

Responsibility:

- Check in with HOY regularly and when required
- Email /phone communication with families and Year teams
- Behaviour/ reintegration meetings with parents, dependent on severity of the incident
- Routines checks
- Support with Admissions meetings
- Gate duties
- Incident support for HOY in investigations when required and support follow up when needed. (I.e. Documentation/ phone calls home/ reintegration meetings)
- Conduct regular uniform and equipment checks (at least once a fortnight)
- Update the uniform spreadsheets to ensure close monitoring and follow up
- Lead assemblies to support in the achievement of the PIP
- Learning walks to ensure consistency of the delivery of the pastoral curriculum
- Support in parent evening organisation

DHT Pastoral Care:

Responsibility:

- SEF Review and SE cycle review meetings
- Responsible for strategic oversight
- Fortnightly line managements and weekly pastoral meetings
- Oversee new admissions ensuring mid term entrant program is followed and reviewed
- Support in the collection of data to inform the evaluation of PIPS
- Holding HOY to account for administrative implementation
- Sending of management expectation letters when needed
- Quality assure the pastoral curriculum
- Learning walks to ensure consistency of the delivery of the pastoral curriculum
- To LM all HOY and initiate capabilities and disciplinaries where required
- Organisation and execution of parents evenings
- Exclusion paperwork
- Checking of FAP paperwork
- Reset Referrals
- IEP/ IBP monitoring
- PDR: Objective setting and reviews

AHT Pastoral Care:

Responsibility:

- Organisation and execution of parents evenings
- Exclusion paperwork Year 7 and 8
- Checking of FAP paperwork
- Reset referrals Year 7 and 8
- Learning walks to ensure consistency of the delivery of the pastoral curriculum
- IEP/IBP monitoring
- Rewards monitoring and implementation
- Oversee the planning, implementation and embedding of the Pastoral Curriculum
- Responsible for strategic oversight

Leytonstone School

EQUALITY AND DIVERSITY at LEYTONSTONE SCHOOL



Approved by:

Date: March 2020

Last reviewed on: March 2020

Next review due by: March 2024

Equality and Diversity Objectives Statement

Leytonstone School demonstrates a clear commitment to the promotion of diversity and equality as highlighted in its policies and related documents.

Leytonstone School aims to create a fair and just school community that promotes social inclusion, community cohesion and equality that respects diversity and which challenges and acts upon all forms of discrimination and inequality, including bullying.

Leytonstone School works actively to celebrate difference and challenge racism, sexism, homophobia and all other forms of prejudice.

The school takes positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural and multi-ethnic and multi-faith school, through assemblies, the curriculum and special projects throughout the year.

There is a continuous focus to ensure that all students have equal opportunities to achieve to the best of their ability regardless of their gender, ethnic or racial background, religion, ability or sexuality.

We actively promote the British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy. Our Leytonstone School Ethos underpins our whole school behaviour and rewards system.

Please take a look at our School Ethos [here](#).

For an introduction to the Prevent duty and an explanation of how it aims to safeguard vulnerable people from being radicalised, HM Government has created an [e-learning module](#) following consultation with a range of individuals and organisations. The module has been created with the feedback of teachers, local authority officials, community-based groups, youth workers and many others.

LEYTONSTONE SCHOOL ROUTINES

WHY? Routines help to ...

1. Make your life easier
2. Set high expectations
3. Save time
4. Create a calm learning environment
5. Allow space for greater creativity
6. Promote trust



ENTERING SCHOOL ROUTINE:

- Headphones, phones and other digital equipment off and away before entering the school gate.
- All students in correct uniform including mask, blazer, tie, no false eyelashes, nails checked, correct shoes on etc.



READY TO LEARN ROUTINE FOR EVERY LESSON EVERY TIME:

- Teacher/student meet and greet
- Bags, hats, coats and any additional outside items off.
- Students in a seating plan
- Do Now activity on board

Equipment ready – students must have:

- Pencil case
- Planner
- Subject specific equipment

Students can have:

- Water bottle
- Reading book

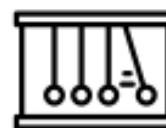
During lessons:

- When transitioning between activities use 5, 4, 3, 2, 1 – hands up, eyes on me




READY TO LEAVE ROUTINE

- Tidy areas
- Tidy equipment
- Students stand behind chairs in silence
- Orderly dismissal of students (table or row at a time)



Leytonstone School Home School Agreement 2022

The School's Responsibilities <i>We acknowledge our responsibility to support parents in their task of nurturing their children towards becoming active citizens within a caring community.</i>	Parental Responsibilities <i>As parents/carers we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning and development at Leytonstone school.</i>	Students responsibilities <i>I acknowledge the talents I have been given and my responsibility to use them wisely</i>
Therefore, the school will: <ul style="list-style-type: none"> ● Provide a friendly welcome to students and a secure, stimulating, moral environment in which to learn ● Ensure students are valued for who they are and are helped to make good progress in their spiritual, moral, emotional and academic development ● Treat students with the dignity and respect they deserve ● Do the utmost to provide the best possible education for all students ● Provide information about students' progress and provide opportunities for parents/carers to talk to teachers ● Provide regular feedback and monitor classwork and homework suitable to each student's needs ● Contact parents/carers if there is a concern regarding attendance, punctuality, behaviour, health or progress ● Challenge students to strive for the highest standards of personal, social and intellectual development and aim for excellence in all that they do. ● Listen respectfully to parents/carers and students views and always act in line with the schools professional performance 	Therefore, I/we will: <ul style="list-style-type: none"> ● Ensure that my child attends school every day, on time, in correct uniform and suitably equipped. ● Support all school initiatives which enable my child to reach their full potential including revision classes and extra-curricular activities. ● Ensure that family holidays are taken outside of term time ● Inform the school of any concerns regarding my child's learning or welfare. ● Inform the school of any change of address or contact details ● Support the values and ethos of Leytonstone school and encourage my child to do their best ● Provide my child space and equipment to support the completion of home learning ● Fully support the school's Behaviour Policy ● Attend all Parent/carer evenings and meetings about my child as deemed necessary ● Ensure my child behaves in an appropriate manner that upholds the school's code of conduct for students and support the schools work on positive verbal interactions 	Therefore, I will: <ul style="list-style-type: none"> ● Attend school regularly and on time. ● Wear the Leytonstone school uniform correctly and bring all the equipment I need daily. ● Attend all lessons including revision classes and extra-curricular classes which may take place outside of regular school hours. ● Treat fellow students, staff and visitors with respect and kindness using professional performance to ensure positive verbal interactions ● Help keep the school environment free of litter and tidy up after myself ● Share my feelings honestly and politely and show consideration for others ● Always follow instructions from staff ● Attend all resolutions or detentions, if set. ● Take responsibility for my actions ● Complete all classwork and home learning to the best of my ability ● Travel directly to/from school without congregating in the local area ● Never bring any banned items into the School ● I will uphold and contribute positively to the Leytonstone School ethos
(for and on behalf of the Governing Body – Ms Jessica McQuaid)  Date: January 2022	Name (please print): Signed: (Parent/Carer) Date:	Name (please print): Signed: (Student) Date:

Appendix 7

Instruction for teachers:

Would all teachers please make comments on the targets using the following scale :

1 – Excellent 2 – Good 3 - Room for improvement 4 - Cause for concern

Instructions for students:

- 1 Please hand this report to the teacher **at the start of every lesson**
- 2 Take your report to the HOY/HOD/FT every day after school
- 3 Show the report to your parents/carers for them to sign every evening.
- 4 Show the report to your form tutor for them to sign every morning.
- 5 Look after your report card.

Instructions for parents/carers:

Please sign this report every day.

Additional comments/ significant achievements this week:

.....

.....

.....

.....

.....

Final review (date: / /):

.....

.....

.....

Staff's Signature

.....

Student's Signature

.....

Parent/Guardian's Signature

Leytonstone School

Report Card



Name: _____ Form Group: _____

Surname: _____

Start date: _____ # of AP: _____ # of LP: _____

Type: FT / HOD / HOY / SLT

Tier: R A G

Placed on the report by: _____

Reason: _____

Targets:

Target 1: _____

Target 2: _____

Target 3: _____

I _____ understand my targets.

..... (Student's Signature)

	Period	Subject	On time?	Target 1	Target 2	Target 3	Comment	Staff's Signature	SLT/HOY/ HODs signature	Parent/Guardian's Signature	Form Tutor's signature
Monday	1										
	2										
	3										
	4										
	5										
	6										
Tuesday	1										
	2										
	3										
	4										
	5										
	6										
Wednesday	1										
	2										
	3										
	4										
	5										
	6										
Thursday	1										
	2										
	3										
	4										
	5										
	6										
Friday	1										
	2										
	3										
	4										
	5										
	6										

Scale: 1 – Excellent, 2 – Good, 3 - Room for Improvement, 4 – Cause for concern

Appendix 8

LEYTONSTONE SCHOOL: INDIVIDUAL BEHAVIOUR PLAN (IBP)



The purpose of your individual behaviour plan (IEP) is to support you:

- to engage in learning in your school or setting
- to build positive relationships with peers and school staff
- to work together with your family and with any key professionals involved in your IBP, so that you can work toward your agreed goals for learning and relationships

Your name:		Year/Form Group/Tutor		DoB:		Gender	
Key professional name:		Role:		School Leytonstone School		AP setting (if relevant):	
Plan start date:		Plan review dates: DATE 2 Week (Phone) DATE 4 Week (Meeting) DATE 6 Week (Phone) DATE 8 Week (Meeting)		Parent/carer names: Father: Mother: Carer:		Other agencies involved:	
SEN status, main need, band, and funding level		Medical needs					
N/K/EHC							
FSM	EH	CIN	CP	LAC	ESOL	Attendance	Punctuality

WHAT WILL PROGRESS AND ACHIEVEMENT LOOK LIKE?

A summary of agreed IBP goals including expectations for learning and relationships		Target date
Goal 1		
Goal 2		
Goal 3		
Goal 4		

ABOUT ME: STRENGTHS, NEEDS, RELATIONSHIPS & SAFETY



My strengths and talents	My relationships with peers and professionals
My emotional needs	My vulnerability and safety factors
	<p>Factors specific to me</p> <p>Contextual factors that have an impact on me</p>
Actions that have positive impact on my learning and relationships	



Further information about impact of previous actions and interventions	
Intervention	Dates
Description of impact	
Intervention Mentoring	Dates
Description of impact	

Please record the views and wishes of the parent/carer in relation to this IBP

Key: Less than expected progress: **LEP** Expected progress: **EP** Accelerated progress: **AP**

Review point	Subject	Subject	Subject	Impact Summary
Term 1 [month/year]				
Term 2 [month/year]				
Term 3 [month/year]				
Term 4 [month/year]				
Term 5 [month/year]				



Term 6 [month/year]				
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Review Stage 1 (2week)		Pass/Fail
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		
Comments		
Review Stage 2 (4 week)		Pass/Fail
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		

Confidential SEMH referral form

<https://docs.google.com/forms/d/e/1FAIpQLSe7M5GdEbd-4VXJORiqUFioW1yJj2Q0ZXG9-qjhSsOcUYytqg/viewform>

Appendix 10 - Pastoral Curriculum: 2022-23

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
7	Developing pupils' Professional Performance <i>Verbal interactions, study habits embodying the ethos and teaching respect and kindness</i>	'Leytonstone Canon' whole-class reading: Form tutor reading <i>(Using bookmarks to support in reading skills: Summarising, clarifying, predicting and questioning)</i>	Getting to know you! <i>Interactive tutor and tutee activities</i>	'Leytonstone Canon' whole-class reading: Form tutor reading <i>(Using bookmarks to support in reading skills: Summarising, clarifying, predicting and questioning)</i>	Assembly
8	Developing pupils' Professional Performance <i>Verbal interactions, study habits embodying the ethos and teaching respect and kindness</i>	'Leytonstone Canon' whole-class reading: Form tutor reading <i>(Using bookmarks to support in reading skills: Summarising, clarifying, predicting and questioning)</i>	Getting to know you! <i>Interactive tutor and tutee activities</i>	Assembly	'Leytonstone Canon' whole-class reading: Form tutor reading <i>(Using bookmarks to support in reading skills: Summarising, clarifying, predicting and questioning)</i>
9	Developing pupils' Professional Performance <i>Verbal interactions, study habits embodying the ethos and teaching respect and kindness</i>	'Leytonstone Canon' whole-class reading: Form tutor reading <i>(Using bookmarks to support in reading skills: Summarising, clarifying, predicting and questioning)</i>	Assembly	Getting to know you! <i>Interactive tutor and tutee activities</i>	'Leytonstone Canon' whole-class reading: Form tutor reading <i>(Using bookmarks to support in reading skills: Summarising, clarifying, predicting and questioning)</i>
10	Developing pupils' Professional Performance <i>Verbal interactions, study habits embodying the ethos and teaching respect and kindness</i>	Assembly	Massolit and 'Leytonstone Canon' whole-class reading: Form tutor reading <i>(Using bookmarks to support in reading skills: Summarising, clarifying, predicting and questioning)</i>	Debating Thursdays! Developing pupils' oracy skills and ability to construct arguments for and against	Getting to know you! <i>Interactive tutor and tutee activities</i>
11	Assembly	Developing pupils' Professional Performance and study habits <i>Verbal interactions, study habits embodying the ethos and teaching respect and kindness</i>	Well informed Wednesday and Massolit Information regarding next steps, careers choices and development of CV and personal statements.	Recall Thursday! Revising key information, scriptures and/or quotations in English, Mathematics, Science and Religious Education	Getting to know you! <i>Interactive tutor and tutee activities</i>

Appendix 11 Mentoring Toolkit

Link: https://drive.google.com/file/d/1WRoOh3zff626yEREXtPO8skkXOSTTh3h/view?usp=share_link