LONDON MATHS & SCIENCE COLLEGE

Student Welfare & Pastoral Support Policy

STUDENT WELFARE & PASTORAL SUPPORT

London Maths & Science College (LMSC)

Version: 1.0

Status: Approved
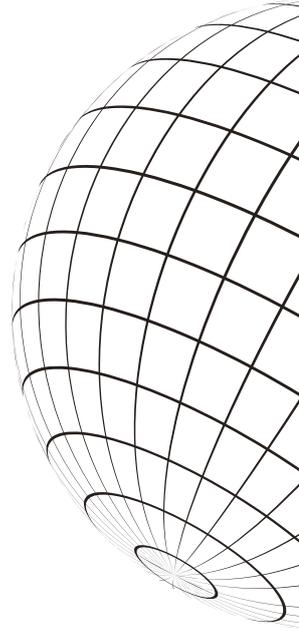
Publication Date: 31st October 2025

Next Review Due: 31st October 2026 (annual, or following statutory updates/serious incident)

Policy Owner: Head of Centre (HoC)

Designated Safeguarding Lead (DSL): Eman Ahamed — [Phone] / [Email]

Deputy DSL: Anis Zaman — [Phone] / [Email]

Data Protection Officer (DPO): [Name/Role]

1. Purpose / Rationale

This policy sets out LMSC's framework for **student welfare and pastoral support**, ensuring that every learner is safe, included, engaged and supported to achieve positive outcomes. It aligns with: - **Keeping Children Safe in Education (KCSIE) 2025** and **Working Together to Safeguard Children 2025**.
- **Ofsted Education Inspection Framework (EIF)** (behaviour & attitudes; personal development; leadership & management; safeguarding).
- **Prevent Duty**; **Equality Act 2010**; **SEND Code of Practice 0–25**.
- **UK GDPR/Data Protection Act 2018**.
- Awarding-body requirements (JCQ/Pearson/AAT) where welfare affects assessment access and integrity.

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2. Scope

Applies to all LMSC learners (16–19 and adults), including those on online-only and blended programmes, and to all staff, contractors and volunteers who interact with students on-site, off-site and online.

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3. Policy Statement

LMSC will: 1. Provide an accessible, trauma-informed and inclusive pastoral system that promotes safety, wellbeing, attendance, and progression.
2. Identify needs early and deliver evidence-informed interventions through a graduated response and multi-agency working.
3. Ensure safeguarding and pastoral support are integrated, with **clear referral routes** and timely escalation to the **DSL**.
4. Promote equality, reduce barriers (including financial hardship), and provide **reasonable adjustments** for SEND and medical needs.
5. Protect student privacy and dignity, processing personal data lawfully and proportionately.
6. Monitor impact, evaluate provision and continuously improve.

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4. Roles & Responsibilities

Governing Body/Proprietor

- Approves this policy; receives termly reports on welfare, attendance, behaviour and safeguarding (no personal data).

Head of Centre (HoC)

- Ensures resourcing, training and accountability across pastoral and safeguarding systems.

Vice Principal/Student Experience (Pastoral Lead)

- Leads strategy and case management oversight; chairs welfare panels; coordinates attendance and behaviour interventions; quality assures records and impact.

DSL — Eman Ahamed / DDSL — Anis Zaman

- Leads safeguarding; holds case oversight and liaises with external agencies; ensures staff training and safer culture; oversees filtering/monitoring with IT Lead.

SENCo/AAL
- Coordinates **Assess–Plan–Do–Review (APDR)**; ensures reasonable adjustments and Access Arrangements reflect **Normal Way of Working (NWoW)**; advises on mental health and SEND pathways.

Attendance & Engagement Lead

 Monitors attendance/punctuality; triggers staged interventions; conducts CME checks; coordinates reintegration.

EDI Lead

- Ensures inclusive practice, addresses prejudice-based incidents, and monitors equality gaps.

HoDs/Tutors/Teachers
- Implement routines and expectations; complete welfare checks; make timely referrals; record interventions; maintain communication with parents/carers where applicable.

Exams Officer (EO)

- Ensures exam arrangements reflect approved Access Arrangements and Special Consideration procedures.

IT/Online Safety Lead

- Maintains filtering/monitoring and online safety education; supports digital wellbeing.

Students
- Engage with support; uphold conduct; report concerns; contribute to student voice.

Parents/Carers (where applicable)

- Support attendance and welfare plans; attend meetings and reviews.

5. Universal Offer (Tier 1)

- **Induction**: expectations, reporting routes (including online), safeguarding & Prevent, online safety, attendance, equality, study skills, mental health signposting.

- **Tutor system**: weekly contact; PSHE/personal development curriculum (consent, relationships, resilience, finance, digital citizenship, British values, employability).

- **Health & wellbeing**: quiet spaces, prayer/reflection space, period products, hydration points; signposting to NHS/LA services.

- **Digital access**: device loans/connectivity support where feasible; accessible learning materials (WCAG 2.2 where practicable).
- **Student voice**: surveys, forums, representation, suggestions and feedback loops.

- **Financial support**: signposting to bursaries/16–19 funds where applicable.

6. Targeted Support (Tier 2)

- **Pastoral interventions**: mentoring, coaching, small-group support (study skills, anxiety management, attendance coaching).

- **APDR plans** for learners with identified needs; reasonable adjustments in teaching/assessment; assistive technology.

- **Attendance plans**: staged response, parent/carer meetings, multi-agency input where required.

- **Wellbeing checks** following critical incidents or disclosures; safety plans developed with the DSL as needed.

- **Catch-up & academic support**: targeted sessions for gaps due to illness/other barriers.

7. Specialist & Multi-Agency Support (Tier 3)

- **DSL-led** referrals to CAMHS, Early Help, Social Care, GPs, sexual health, substance misuse, counselling and community organisations.
- **Reasonable adjustments** linked to medical advice; Healthcare Plans where appropriate.
- Consideration of **Special Consideration**/deferrals in line with awarding rules; exam contingencies applied where justified and evidenced.

8. Mental Health & Wellbeing

- Staff trained to recognise indicators of mental ill-health, suicidality, self-harm and eating disorders; **immediate safeguarding** where risk is identified.

- **Non-clinical** support within competence; onward referral to qualified services; crisis pathways signposted.

- Return-to-study plans agreed after significant absence/illness; confidentiality respected.

9. Attendance, Punctuality & Reintegration

- Attendance monitored daily; **first-day calling** for unexplained absence; CME risks escalated to DSL.
- Staged escalation: tutor reminder → pastoral plan → panel → possible programme review.
- Reintegration plans after suspension/absence with clear targets and support.

10. Behaviour, Bullying & Online Conduct

- Zero tolerance for bullying, harassment (including sexual harassment) and hate incidents; respond per **Anti-Bullying** and **Behaviour** policies.

- Online conduct follows **IT, Online Safety & Remote Learning** policy; incidents recorded and triaged with IT/DSL.

11. Access Arrangements, Reasonable Adjustments & Exams Support

- Access Arrangements considered through **NWoW** evidence; approvals secured by deadlines; rooms and invigilation planned.

- **Special Consideration** and mitigating circumstances managed per awarding-body rules with EO/DSL/SENCo input.

12. Trips, Work Experience & Off-Site Activities

- Welfare integrated into **risk assessments**; supervisors briefed on reporting routes and adjustments; emergency contacts accessible; dynamic RA for changes on the day.

13. Safeguarding Interface & Thresholds

- Staff follow the **safeguarding policy** for any concern about harm or risk; DSL triages and escalates to statutory services as needed.

- Allegations against staff managed under **Managing Allegations/Low-Level Concerns** procedures.

14. Equality, Inclusion & Student Voice

- Reasonable adjustments provided; barriers addressed; dignity and privacy upheld.

- Participation, outcomes and behaviour monitored by characteristic; actions taken to reduce gaps.

- Student feedback informs improvements; complaints follow the **Complaints Policy**.

15. Data Protection & Confidentiality

- Welfare and safeguarding records are **special category data**; processed under **UK GDPR/DPA 2018** using public task/legitimate interests and, where relevant,

substantial public interest (safeguarding).

- Records kept proportionately and securely; shared on a **need-to-know** basis; student consent sought where appropriate and safe.

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16. Training & Communication

- Annual training for all staff on safeguarding, mental health awareness, Prevent, online safety, equality and reasonable adjustments.

- Role-specific training for tutors, attendance officers, exam staff and pastoral mentors.

- Students receive termly reminders of welfare routes and services.

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17. Monitoring, Quality Assurance & Governance

- KPIs: attendance/punctuality, retention, behaviour/bullying incidents, safeguarding referrals and response times, equality gaps, learner satisfaction, destinations.

- Termly **Welfare Panel** review with DSL/SENCo/Attendance/VP reports to Governance.

- Findings feed the **Quality Improvement Plan (QIP)** and SAR.

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18. Associated Documents & References

- LMSC: Safeguarding & Child Protection; Prevent Duty; Anti-Bullying; Behaviour & Discipline; SEND & Inclusion; Access Arrangements & Reasonable Adjustments; Special Consideration; IT, Online Safety & Remote Learning; Equality, Diversity & Inclusion; Health & Safety; Work Experience & Employability; Complaints; Data Protection & Privacy Notices; Exams Policy; TLA Policy.

- National: **KCSIE 2025**; **Working Together 2025**; **SEND Code of Practice 0–25**; **Equality Act 2010**; **UK GDPR/DPA 2018**; **Ofsted EIF**; local safeguarding partnership procedures.

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19. Approval & Review Record

Version	Date Approved	Approved By (Signature)	Role	Next Review
1.0	[DD/MM/YYYY]		Head of Centre	[DD/MM/YYYY]

Appendices (Operational Templates)

Appendix A – Pastoral Referral & Triage Form

Student	Programme	Referrer	Date	Concern (summary)	Risk indicators	Immediate action	DSL notified (Y/N)	Priority	Next steps/owner	Review date

Appendix B – Welfare Support Plan (Graduated Response)

Need/Barrier	Outcome sought	Strategies/Adjustments	Interventions (freq/duration)	Responsible	Review date	Impact

Appendix C – Attendance Intervention Ladder

Reminder → Tutor meeting → Pastoral plan → Parent/carer meeting → Panel → Escalation to external agencies (where applicable) → Programme review.

Appendix D – Safety Plan (After Incident/Disclosure)

Risk | Likelihood | Impact | Controls (environment/timetable/online) | Adult lead | Start | Review | Notes |

Appendix E – Reasonable Adjustments & AT Checklist

Device/AT set-up • Accessibility settings • Exam image profile • Quiet space • Movement breaks • Alternative formats • Note-taker/reader/scribe • Word processor/TTS/dictation.

Appendix F – Signposting & External Services (Populate)

Local authority Early Help • CAMHS • School nursing/GPs • Sexual health • Substance misuse • Bereavement services • Youth justice • Helplines (Childline, The Mix) • Safeguarding partnership contacts.

Appendix G – Communications Templates

- Contact home (attendance) • Intervention invitation • Outcome letter • Reintegration plan • Support plan summary.
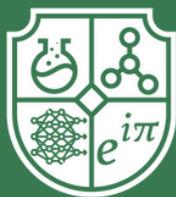
Appendix H – Tutor Programme Overview (Personal Development)

Termly map with PSHE/tutorial topics, British values, Prevent, careers/CEIAG and study skills.

Appendix I – Online-Only Learner Support Protocol

On-boarding pack • Digital wellbeing guidance • Platform help • Scheduled check-ins • Escalation routes • Locality emergency advice.

Contact

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