



Citizenship & Personal Tutors Policy

Related Documents Include:

- Curriculum Policy
- Introduction to Academic Courses

Legal Status:

- Legislation: only applies to Maintained Schools (applied to PRUs (Pupil Referral Units – for pupils who cannot attend a traditional school) in relation to secondary school pupils only) - The Education Act 1996: Section 404

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
 - The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- The next official date for review is **November 2026**

Introduction

At the start of the year staff are either asked to be a **Personal Tutor** or a **Citizenship Teacher**. Each student is allocated both a Personal Tutor, who they meet throughout the term, and a Citizenship Teacher, who they meet each week. This is all co-ordinated by the Principal.

Personal Tutors

The role of the Personal Tutor is to be a first point of contact for both concerned students and staff regarding academic matters.

Personal Tutors are asked to play an active role in the academic progress of their students. This includes discussing their progress with their teachers, as well as being aware of any behavioural problems.

It is expected that Tutors will meet each tutee **at least twice each half term**. Each term, the last of these tutorials should comprise **report feedback (see Appendix 2)** and should take place as soon as possible once end of term reports have been disseminated. Each tutorial should last **between ten and fifteen minutes**.

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Student Interviews

Student interviews provide Abbey College students with a valuable opportunity for individual support. Regular sessions with their Personal Tutor give them a greater feeling of security and a genuine feeling that there is someone they can discuss issues with.

It is also an opportunity for Tutors to discuss any academic behavioural issues or underachievement which may have arisen, student successes, future University/A-level/Foundation or IGCSE choices and termly reports.

Each student should have a discussion with their personal tutor regarding their termly report as soon as possible after the report's release.

Structure of Interviews

The interview should always start by looking at a piece of work/file/exercise book/student planner/assessment the student has brought to show the Tutor, who should comment on presentation, effort made and any feedback on the piece the student has received. If appropriate, praise or merits should be given and/or targets set for the next piece of work.

The Tutor should then move on to discuss any issues they wish to raise with the student as suggested above. Tutors should **focus on finding solutions** to problems and **setting targets** to be completed by the next interview, whether that be trying harder in a particular subject or completing their UCAS form.

The final part of the interview should be given over to the student so he/she can raise any issues they have. Tutors should help their students to be **solution focused** and work through their problems wherever possible. A **follow up email** from the Tutor detailing whatever information they have on the matter to the relevant member of staff and highlighting the issue is always good practice.

During the course of an interview if any student discloses information on a subject which the Tutor believes to be harmful to their physical, mental or emotional wellbeing, this should be discussed with a member of the Academic Management team or the Principal (depending on the issue) at the soonest available opportunity.

Personal Tutors must fill in a **Personal Tutorial Report** (Appendix 1) for every interview.

Personal Tutor Files

Personal Tutor files should include the following:

- List of Tutees.
- Policy - Citizenship and Personal Tutors.
- Form - Personal Tutorial Record.
- Form - Pupil Improvement Plans.
- Form - Personal Development Plan.
- Form - Report Feedback.
- A separate section for each tutee, arranged alphabetically by surname.

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These sections should include:

- Student Timetables (available on SharePoint).
- Completed Personal Tutorial Records (Appendix 1).
- Termly reports as they are published with a Report Feedback Form (Appendix 2) for each report.
- A printout of any correspondence between the student and UCAS or any universities (if relevant). This is to be provided by the student.

Personal Tutor files should be handed to the Principal or Director of Studies at the end of every term and be available for inspection at any time.

Citizenship

Citizenship is an important part of our curriculum and the syllabus varies depending on the course the student is completing.

A summary of what groups will cover is shown below.

All Academic Students (except A2 and Foundation)

Social Development

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

- **Responsibilities and rights of being members of families and communities (local)**

Giving and receiving a positive analysis (praise)...Giving and receiving a negative analysis (criticism)...Carrying the flag...Establishing the rules for creating a Positive Learning Environment...

- **Responsibilities and rights of being members of families and communities (national)**

Opinions – what forms my views?...Respect... How has my Environment shaped me?...How have I shaped my Environment?

- **Responsibilities and rights of being members of families and communities (global)**

How am I a global Citizen?...How can I contribute?...How can I make a difference?

- **Ability to relate to others**

Similarities and Differences – what are these worth...

- **Work with others for the common good**

Rating SUCCESS...Adjectives...Learning lessons from the past...Leading Learners...Students as Teachers...

- **Sense of belonging**

Minorities and Majorities...What do the terms mean?

- **Am I part of either/both groups?...**

Advantages and Disadvantages...

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- **Willingness to participate**

Giving good value...Skills for Employment...Team Worker...

Moral Development

Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

- **Understanding of the difference between right and wrong**

Classroom rules...Expectations...Do's & Don'ts...Must Should Could...Different circumstances, different me...

- **Moral conflict**

Right or Wrong?... Absolutism...Pros and/or Cons... For and/or Against...Decisions, Decisions, Decisions...

- **Concern for others**

Paired experiences, shared opportunities...Positive language...The Bigger Picture...What do YOU think?...

- **Will to do what is right**

First seek to understand...How I make a positive difference?... Positive Behaviour for Learning...See first to Understand...Effective Participant...

- **Reflect on the consequences of your actions**

What is wisdom?... Proactive v Reactive...Choices...What makes a "good" student? ... Reflective Learner...

- **Learn how to forgive yourself**

Loving the "lessons" of life...The longest journey starts with a single step...Positive self-talk...Collecting opinions...

- **Learn how to forgive others**

Reading between the lines...Focussing on the issue, not the person...Why do differ? ... I am right, you are not wrong...Time to move on...Compromise...Agree to disagree...

Spiritual and Cultural Development

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to themselves their own and other cultures.

- **Living in Britain**
- **Cultural traditions**

What I do/don't do because of my heritage...What is Diversity? ...Is it a good or bad thing? ...Assimilation: Pros and Cons...

- **Appreciate a variety of aesthetic experiences**

Awe and Wonder in the classroom...How do I connect? Compare and contrast? ...Iconography...Symbolism

- **Respond to a variety of aesthetic experiences**

Learning through theme...Learning through style...Learning through resources...Development of Knowledge and Know-how...Creative Thinker...

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- **Respect for your own culture**

Where do I belong? ... Britishness...Local, National and Global Pride...How much do I know about myself?
...Heroes and Heroines...Who do I think I am?

- **....and that of others**

Global citizen...Who do you think you are?

- **Interest in others' ways of doing things**

Sharing cultural differences...Same Question, Same Answers?...

- **Curiosity about differences**

Basic Needs/ Wants...Commonality...What shapes us as individuals and/or groups? Significant Events...

A2 and Foundation

- **Welcome to Britain Unit** (Etiquette, Places in Britain, Travel, Emergencies, Opening a Bank Account)
- **UCAS Applications and Personal Statements**
- **Cultural Events** (Halloween, Guy Fawkes, Remembrance, Christmas, Lunar New Year, International Women's Day, Nowruz, Easter, May Day)
- **Operation Christmas Child** (Shoeboxes)
- **Life at University**
- **Role Models**
- **Fair Trade Fortnight**
- **Financial Management**
- **Basic Nutrition** (How to cook some basic recipes)

Personal Tutorial Record

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Issues discussed		
	By the student	By the tutor
Academic		
Other		
<u>Extra Notes:</u>		
The student's organization		

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Action to be taken before the next meeting	
By the student	By the tutor
Date of next meeting:	

Report Feedback Form

Student:		Date:	
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Student's overall feeling about the report

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Was the student surprised or unhappy about anything in the report?

(To be followed up by personal tutor if necessary)

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Were the aims from last term's report met?

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Aims for this term

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Any other comments

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