



St HELEN'S COLLEGE

Pastoral Care Policy

This is a whole-school policy which includes the Early Years Foundation Stage

1 Introduction

- 1.1 Pastoral Care is the benevolent support provided by school staff 'in loco parentis' which underpins children's social and emotional development, supports them through difficulties and keeps them on track to ensure that they are able to make the most of the opportunities provided, maximize their potential and experience success and a sense of well-being.
- 1.2 High quality pastoral care is essential if the aims of the school are to be realised. It strongly influences the warm, friendly, family atmosphere which pervades the school.
- 1.3 Pastoral care underpins the government's Every Child Matters agenda, which aims for all children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- 1.4 It is important to remember that every member of staff has the potential and duty to provide pastoral care. The main responsibilities fall to the heads and form teachers but all are involved in different ways.

2 Opportunities for Pastoral Care

- 2.1 Pastoral care cannot and must not be compartmentalized into a timetable slot or delegated to any individual. It must pervade all areas of school life and all pupil experiences and is a shared responsibility of the entire staff.
- 2.2 Pastoral care can be delivered in simple ways such as by smiling at and greeting children, setting a good example, dealing promptly and fully with behavioral or other issues, establishing trust and so on.
- 2.3 However certain activities or times of the day provide particular opportunities for pastoral care. Examples include registration, lunch, form period, sessions of (PSHE) **SPAHCCE** , P4C and Circle Time, assembly, SEN **LDD** sessions and residential trips. All staff should take every opportunity to use these times, and to take advantage of other opportunities, to provide pastoral care.

3 Responsibilities for Pastoral care

- 3.1 The **Head Teachers** have overall responsibility for pastoral care in the school. In consultation with colleagues, they provide policies and structures, define responsibilities and monitor the effectiveness of pastoral care throughout the school. They 'champion' pastoral care and provide frequent opportunities for

staff discussion on pastoral issues. They provide continuity of care as children move through the school. They are the Child Protection Officers in the school.

3.2 **Form teachers (and Key Persons in Early Years Foundation Stage)** have particular responsibility for the pastoral care of the children in their forms. They play an important part in the social and emotional development of their pupils. In particular they:

3.3

- develop a warm rapport, based on mutual respect, with their pupils;
- get to know their pupils well, including their interests and home backgrounds, and show an interest in them;
- monitor the confidence, well-being and self-esteem of the pupils, and intervene if problems arise;
- are approachable, quick to listen and slow to judge;
- teach by example, and remember always that actions speak louder than words;
- establish channels of communication with parents, make themselves available for consultations if parents have questions or concerns, and seek the support of parents if problems arise;
- engender a class dynamic which is inclusive, generous, caring and mutually respectful;
- encourage responsible behaviour towards others, the classroom and the school environment;
- provide care 'round the edges' when children experience difficulties with organisation etc.
- 'go the extra mile' to support children who are experiencing particular difficulties;
- be persistent and consistent in requiring the highest standards of speech, dress and behaviour, and deal promptly, fairly and firmly with any transgressions.
- have a meeting once per term with individual children during assembly time to discuss particular needs. (In the EYFS the children choose a worried/happy/sad face to match how they feel each morning, and the staff know which children need priority.)

3.3 Although they do not have the form teacher's principal responsibility for pastoral care, all **other teachers and TAs** support pupils' pastoral care through the actions and attitudes listed above. Mrs. Pandya provides an additional, special resource for children who are distressed; children can self-refer via the 'worry box' or can be referred by their form teachers.

3.4 **Welfare and office staff** have a particular responsibility; when children are ill, injured, upset or confused they need the greatest sympathy and support. Problems often come to light first through the welfare department, and it is crucially important that all relevant information is passed on to form teachers (and other staff as necessary) promptly and fully.

3.5 An important part of the work of the **lunch assistants and Funtasia staff** is to provide pastoral care in the playground. The playground dynamic is very different from that of the classroom, and staff will often witness behaviour and pick up on issues which may not be evident in class. Much of this will relate to friendships and friendship difficulties, but other issues may arise. It is vital that lunch assistants and Funtasia staff liaise closely with form teachers to ensure continuity and thoroughness of care.

3.6 **Maintenance staff** provide pastoral care vicariously by maintaining the buildings and grounds in good condition, thus underlining the importance placed on the children's physical environment, and also by their friendly and helpful demeanor.

4 Communication

- 4.1 Pastoral care will be compromised if relevant information about children is not known by staff concerned. Sensitive information should be managed on a need-to-know basis, but in general information about pupils' needs should be shared among all who care for them. Relevant information might include special needs, medical, family, behavioral, social and emotional matters.
- 4.2 Links between teachers and welfare staff, and teachers and lunch assistants, in particular, must be effective, but all staff must take responsibility for briefing form teachers on matters which affect children in their classes. It is then the responsibility of the form teacher to disseminate this information to other colleagues as necessary.
- 4.3 All information about pupils is confidential and must not under any circumstances be passed on to any person who is not a member of staff, unless permission has been granted by the head teachers.

5 Differentiation

- 5.1 All pupils have a right to high quality pastoral care, however some pupils, consistently or from time to time, because of personality/character difficulties or circumstances beyond their control, will need more pastoral care than others.
- 5.2 Examples include children with SEN/LDD and related problems of self-esteem, and children who have suffered bereavements or parental separation, or are new to the school, or are homesick on residential trips, or who find it difficult to behave, or have bullied or have been bullied, or have fallen out with their friends, or are suffering from examination stress.
- 5.3 Form teachers and other staff must prioritise the needs of these children, and involve other staff (e.g. heads, LSA's, counselor) if extra support is necessary.

6 Related Policies

- 6.1 This policy should be read in conjunction with school policies on Child Protection, Behaviour and Discipline, Welfare, Anti-bullying and Special Educational Needs.

Author(s)	DAC
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