



# Pastoral Policy

**Last Updated**

March 2021

# THE KING ALFRED SCHOOL PASTORAL POLICY

This policy should be read in conjunction with the following School policies:

- Safeguarding Children in Education Policy
- Staff Code of Conduct

For further information about specific Pastoral Policies and Procedures, please refer to one of the following documents:

- Anti-Bullying Policy
- Behaviour Policy (including the Mutual Respect Document)
- Drugs policy
- KCSIE 2021
- Mental Health, Well-being & Emotional Health Policy
- Pastoral Support Plans
- The Counselling Procedures
- The PSHE Handbook
- The Spiritual, Moral, Social and Cultural agenda (SMSC)

## 1. INTRODUCTION

Throughout its existence the school has put child-centred learning at the heart of its work and holds pastoral education to be as important as academic education.

For this approach to teaching and learning to be effective and successful, it is crucial that all teachers have as much knowledge as possible of the students in their care; this is applicable to all teachers, both as subject specialists and form tutors.

Pastoral care can be defined as the awareness that the whole child as an individual has to be considered when decisions and judgements are being made. We are a child centred school and we recognise the importance of emotional wellbeing. We believe that a child cannot flourish unless their emotional intelligence is nurtured.

We believe that positive tutor/pupil/parent relationships provide the foundations for an effective pastoral policy.

## 2. AIMS

Our aim is for students to leave as secure, confident and responsible individuals who have a personal sense of identity and pride in all their achievements.

We want them to develop a sense of responsibility for themselves and others, the environment and society.

We aim to foster the understanding and character attributes such as empathy and resilience, to deal with challenges they face and to enjoy a fulfilling and happy life.

## 3. PRINCIPLES

Pastoral care involves looking after the personal and social wellbeing of all students in the school. It includes a range of matters, such as mental health, emotional

wellbeing, social and ethical issues, behaviour, emotions and physical condition. The fundamental principles of pastoral care, expected of all teachers, are:

- Respect
- Sensitivity
- Confidentiality
- Insight
- Empathy
- Encouragement
- Fairness

#### **4. The Pastoral Team – Roles and Responsibilities**

While all staff are expected to ensure that excellent pastoral care is provided for all pupils, the key members of the pastoral team are:

- Assistant Head, Personal development and well-being
- Head
- Head of Lower School
- Deputy Head of Lower School
- Assistant Head, Director of Sixth Form
- Assistant Head, Director of Years 6-8
- DSL & Head of counselling
- Heads of Year
- Form Tutors

##### ***Assistant Head, Personal development and well-being***

The Assistant Head, Personal development and well-being has overall responsibility for the provision of care throughout Upper School and works in conjunction with the Lower School. They are part of the Child Protection Team (see the Safeguarding Children in Education policy for more details regarding the Child Protection Team and work with parents (and in some cases external agencies) to support children and their families. In addition, they support the Directors of 6<sup>th</sup> Form and 6-8 in overseeing the Pastoral care in their year groups.

##### ***Lower School (Reception to Year 6)***

The Lower School Deputy Head leads on pastoral care within the Lower School working closely with the Head of Lower School, the Special Educational Needs Co-ordinator (SENCO), class teachers, counsellors and the PSHE Co-ordinator.

##### ***Upper School (Year 7 to Year 13)***

The Assistant Head, Personal development and well-being ensures that care is effective and evident. The fundamental principles of pastoral care will be developed through participation in form tutor teams, discussions with class teachers, Directors of Year and Heads of Year and other Pastoral staff. There will be regular inset and CPD for the fostering of these principles with our staff.

##### ***Form Tutors/Class Teachers***

The form group/year group, led by the tutor/class teacher, is the crucial location for developing awareness of pastoral needs and issues. Form tutors/class teachers are responsible for day-to-day welfare and overseeing the academic progress and pastoral care of all members of their tutor groups/class, liaising with heads of year/Head and Deputy Head of Lower School and parents and conducting routine administration relating to students

***The Head of PSHE (Assistant Head Personal Development and well-being in Upper School/PSHE Coordinator Lower School)***

PSHE sessions and circle times (Lower School) are essential areas for identifying and addressing pastoral concerns.

***Head of Year 7 and Transition, Head of Years 8 and, Head of Years 10 and 11, Director of 6<sup>th</sup> Form (Years 12-13) & Director of Years 6-8***

The above members of staff have overall responsibility for the welfare/ well-being of students in the relevant year groups.

***Head of Careers (Assistant Head of Sixth Form and Assistant Head Personal Development and well-being in the Upper School)***

The Head of Careers has responsibility for identifying the best choice of "Post- 14" study options and helping to identify employment opportunities and /or University courses. When students are provided with help, guidance and information they are in a better position to make mature and informed decisions for themselves. The Careers curriculum in the lower years (7-11) are included in the PSHE provision and coordinated by the Head of Year and overseen by Head of PSHE.

***The Counselling Team***

The counselling team provides support and counselling support for students and staff. Students from Year 7 to Year 13 can refer themselves for support or they may be referred by staff. Lower school children can only receive counselling with the permission of one parent or guardian.

## **5. Pastoral care in the curriculum**

The school aims to provide a safe and caring community in which students can thrive and flourish in accordance with the principles and practices outlined above. In keeping with the school's traditions, there is an expectation that teaching and learning takes place everywhere and anywhere and at any point in life.

There are many examples of activities which are held in addition to normal lessons which are designed to help develop personal and social wellbeing. These include: pupils' councils, circle time, crew meetings (Year 6), mentoring and peer support (KPLs), Callovers, whole school enrichment, choice periods, after school clubs, camp, school trips, work experience and private study time.

## **6. Procedures**

Parents are encouraged to contact their child's teacher in Lower School or form tutor in Upper School as appropriate if they have any concerns or worries. Urgent concerns are given immediate attention.

Parents are encouraged to share any information about home circumstances or medical matters which may affect the children's well-being and behaviour in school.

Any sensitive information will be treated as confidential, unless it is felt beneficial for the pupil's welfare that relevant staff should be informed. In these circumstances consent from parents will be sought to pass on the information to staff who meet regularly to discuss and review pastoral care issues.

When a student/ teacher/ pupil/ parent reports an incident, the usual procedure would be to contact the class teacher/ tutor as the first point of contact in the school.

If the problem persists, they should liaise with the Head/Deputy Head of Lower School, Head of Year or the Assistant Head, Personal Development and wellbeing as appropriate. The Head is regularly informed of pastoral issues.

The school cannot promise the unconditional confidentiality of information in a situation where a child may be in danger or where a child's welfare may be threatened. The school has a legal responsibility to share information with other agencies in order to safeguard children. In making decisions about what to share the needs of the child are considered as paramount. There is a separate document detailing guidelines for staff (see the Staff Code of Conduct).

On rare occasions, some incidents may be dealt with immediately by the Head/Deputy Head Lower School or Assistant Head, Personal Development and wellbeing Upper School who may decide to seek advice from The Head and the Child Protection Team (please refer to the Safeguarding Children in Education policy for more details).