

PASTORAL CARE POLICY

Date Policy Reviewed: 15 October 2018

Date of Next Review: 15 October 2020

Person(s) Responsible for Review: SLT

AIMS

The pastoral care system has the following aims:

1. To enable pupils to become responsible for their own personal and social development.
2. To produce an atmosphere in which all pupils are confident that they are cared for, liked, valued and respected, regardless of their strengths and weaknesses.
3. To offer sympathetic, effective guidance and counselling to the pupils as and when it is required.
4. To contribute towards strengthening the links between the parents and the School. This recognises that the education of a child is a shared task involving positive contributions from parents/guardians, pupils and teachers.

ALL STAFF

All staff in teaching and non-teaching positions are involved in the pastoral care of all pupils in the school and do their best to set an example to the children in the way they treat all members of the school community.

THE FORM TEACHER

Throughout the school the most important link in the pastoral care chain is the Form Teacher: he or she is concerned with each child's overall welfare. In Pre-Nursery this link is the Key Person and in Nursery the Key Person works in conjunction with the Form Teacher as far as pastoral care is concerned. All staff tell the Form Teacher if a child in the class has done something particularly noteworthy. In addition, the Form Teacher invariably gets to know the children's parents quickly as there are many opportunities to meet on a formal and informal basis.

THE ROLE OF THE SENIOR LEADERSHIP TEAM

After the Form Teacher, the next important link in the chain is

- The relevant member of the Senior Leadership Team:
Pre-Nursery, Nursery & Reception: Head of Early Years

Years 1 and 2: Head of Years 1 & 2

Years 3 and 4: Head of Years 3 & 4

Years 5 and 6: Head of Years 5 & 6

If the issue merits it, the relevant SLT member will see the child, sometimes with the Form Teacher and parent(s) or both. The aim of the involvement of the SLT member is to help the pupils by using the experience and judgement of the SLT member.

THE ROLE OF THE DEPUTY HEAD AND HEADMASTER

In some situations, the Deputy Head and Headmaster are involved, particularly if a motivational talk is needed, or if a case of suspected anti-social behaviour/bullying requires their involvement.

NURSERY NURSES AND TEACHING ASSISTANTS

The Nursery Nurses and Teaching Assistants contribute greatly to the pastoral life of the school and assist the Form Teachers in their pastoral role. In the EYFS many have Key Person responsibilities (please see Key Person Policy).

SUPERVISION MEETINGS

Twice a year the Head of Early Years meets with each member of staff, including TAs, in order to support their role as key persons working with children and their families. These meetings are for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. This is in addition to regular staff appraisals, other opportunities for staff training and department meetings.

PUPIL SUPPORT AND GUIDANCE

It is important that all the children at The Manor know to whom they should turn for support and guidance. This will usually be the Form Teacher, Key Person or Teaching Assistant. In some instances, it can be another member of staff with whom the child has a particular rapport (e.g. the school nurse or Learning Support Teacher). If children are having problems, with a subject taught by a specialist they should be encouraged to talk directly to the teacher but should feel that they can turn to their Form Teacher for support if they feel it would be helpful.

If a child in Years 3-6 finds a problem too difficult to discuss they are encouraged to use the Worry Box. There is one in each of Y3 and Y4, and one in each individual Y5 and Y6 classroom.

Well-run PSHEE sessions and circle times will give children a great sense of support from both the teacher and their peers.

Children are encouraged to talk to their Form Teacher, Key Person, Teaching Assistant or Head of Section about any worries or concerns they may have. They may talk to any member of staff.

If the matter is sufficiently important, the Form Teacher will raise the issue in the weekly section meeting or, if the situation merits it, bring it directly to the attention of the Head.

A qualified School Counsellor is available for pupils via the School Nurse.

BUDDY GROUPS

To provide an extra layer of pastoral care in Years 3-6, all children are placed in a Buddy Group of 7-9 pupils which meets three times a term. A typical Buddy Group would consist of the following:

2 Year 3 pupils
2 Year 4 pupils
2 Year 5 pupils
2 Year 6 pupils
Total: 8 pupils

The pupils in each group are always from the same House. The group is attached to the same 'Buddy Teacher' for the duration of their time at The Manor. The children, therefore, form a strong bond with their Buddy Teacher as well as with each other: it is particularly beneficial and enjoyable for them to get to know others in different age groups.

When the Buddy Group meets, the children do unusual and fun team-building activities and form new friendships with each other and a strong bond with the Buddy Teacher.

PASTORAL CARE RECORDS

Detailed pastoral care records are passed from Form Teachers to Form Teachers as the pupils progress through the school. Important information (which normally has been shared with the Head of Section and /or Headmaster) will be placed in the pupils' central file, and/or PASS if that is deemed appropriate. There is also a team drive for Heads of Section on G:Suite for sharing pastoral records.

Each Head of Section acts as Pastoral Care Co-ordinator for their part of the school so that each child's wellbeing is ensured, as is the continuity of pastoral records, and related matters.

HOUSE SYSTEM

Pastoral care is assisted by the House System, which gives pupils another area of 'belonging'. From Year 1 upwards, pupils are allocated houses:

Eagles
Falcons
Hawks
Kestrels



The Manor

Preparatory School

These are particularly valuable for sporting and other House events where there is an element of competition. The children meet in the houses twice a term and take part in many House events through the course of the year.

Links to other policies

Key Person Policy (EYFS specific)