



Policy for Pastoral Care

Person responsible: Head teacher
Ratified by the governing body: Autumn 2020
Date for review: Autumn 2023

A handwritten signature in black ink, which appears to read 'Anne Marie Renshaw', is positioned above the printed name.

Reverend Anne Marie –Renshaw
Chair of Governors

An effective Pastoral Care system is required as a result of the rapid changes taking place within society. Our children require all the skills necessary to deal with the rising pressures of media, family, education and peer pressures that they encounter in their daily lives. Pastoral Care is composed of different policies, programmes and procedures which encourages each individual child to develop to their full potential by catering for their spiritual, moral, emotional, intellectual, physical and social needs in a safe and secure environment.

Aims

- A well educated child, interested in learning and with a keen sense of personal worth.
- A child who is confident in relationships with peers, parents, teachers and other adults.
- A child who is able to cope with success and failure; joy and sorrow; the ups and downs of everyday life.
- A child with a responsible attitude towards self and others.
- A child with a fundamental understanding of social skills necessary for adult life.

Ethos

Our school's ethos contributes effectively to pastoral care by:

- developing good sustaining relationships between the head teacher, support staff, teachers, pupils, parents and the wider community
- parents being aware of and having confidence in the pastoral care arrangements.
- using positive approaches to promote and maintain good standards of discipline.
- offering a wellbeing support programme

Relationships

Through our positive relationships in school with parents and the wider community, we aim to foster self- respect, self -discipline, tolerance, equality and fairness to ensure that each individual feels valued and cared for at all times.

Values

Through the daily experiences, in addition to curriculum activities, all staff aim to communicate positive values and beliefs. These values include for example, sharing, taking your turn, listening, being grateful, good manners, honesty, forgiveness, reconciliation and healing.

Self Esteem

To promote our children's positive self-esteem we encourage our children to think positively about themselves and to accept their own uniqueness. We use a Growth mindset approach to encourage children to develop their resilience and be self reflective learners.

We provide opportunities for the children to feel valued and important by creating an awareness of the positive contribution they can make towards school and the community.

Personal Safety

Through our pastoral care policy we aim to develop our children's responsibility for his/her safety in a variety of situations within and outside the school environment. We will develop this through the curriculum and highlight in appropriate policies, i.e. Safeguarding and Child Protection, Behaviour, Anti-Bullying, PSHE, RSE, First Aid, Road Safety.

How each staff can contribute to pastoral care.

All staff will contribute by helping children to make informed decisions about issues. They will build up pupils' self-esteem, encourage them to be assertive to resist peer pressure. Teachers will avoid sarcasm, belittling, humiliation etc and help pupils to achieve success.

The school runs a lunchtime 'chill out' club to give pupils access to regular sharing time on a voluntary basis. They can go along for a chat about any worries and will be supported by the staff member. A wellbeing programme is also in place to support children on a regular basis or as needed and the wellbeing room is a calm space to enable reflection.

A growth mind set approach is encouraged and developed throughout the school to support with developing a high sense of self-worth and metacognition.

Monitoring and Evaluating

To ensure the Pastoral Care is working effectively in our school we intend to continually monitor and evaluate and review the procedures and practice. We value the contribution that can be made by our teachers, parents and pupils to affect appropriate change when necessary. This will be achieved through:

- parent questionnaires
- parent workshops
- SEN reviews
- parent consultation discussions
- induction days
- staff meetings and parent forum

Staff Training

Inset training will be given to teaching and support staff when required. The head teacher and all staff will be encouraged to attend appropriate external courses and in-service training days.