



PASTORAL CARE POLICY

Reviewed: May 2024
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Next Review: May 2026
Governor sign off: Yes/No

Introduction

- The term 'Pastoral care' in school refers to support and help with personal needs and problems, given by staff to Students.
- Pastoral care involves all staff and supports Students as they learn how to flourish and achieve success. In such a context it offers support for the learning behaviour and welfare of all Students and addresses any particular difficulties individual Students may be experiencing. It seeks to help ensure that all Students are able to benefit from the full range of opportunities that the College offers.
- The King's School educational ethos has pastoral care for Students at its core. For Students to thrive, and exhibit the King's School values of Respect, Resilience, Responsibility and Readiness and develop the King's School Identity, they need to be nurtured, supported and guided. The pastoral programme at King's School Canterbury Vattancville is a framework of proactive experiences that provide a range of opportunities for students to develop socially, personally and emotionally in order to thrive in the King's School setting. The Junior School Pastoral framework comprises:
 - Class Teachers, supported by the Heads of Section and the Principal.
 - Houses, led by HMs and tutors, that provide opportunity for collegiate and informal/formal mentoring, coaching and a sense of belonging.
 - A Well-being programme that introduces a wide range of ideas, concepts and practices that are designed to help students locate their own mechanisms and mindsets to allow them to thrive.
 - In the older Year groups, tutoring to ensure students are coached by well-trained teachers so that they can determine solutions to the challenges faced and develop the strategies needed to navigate life at the School and beyond.
 - Peer mentoring by older Students or peers.
 - Leadership programmes that enhance the capacity for students to act in leadership positions.
 - Strong, fluent communication between home and the School to ensure that students are fully supported in all aspects of life at the School.
 - The desired outcomes from the Pastoral framework are for students to feel challenged, supported, included, guided and cared for during their time at the School. Moreover, Students will develop the attributes and mindset that are representative of the King's School values and allow them to flourish as individuals and be prepared for life.
 - We acknowledge that each child is unique, with individual needs, potential, limitations, circumstances, feelings, opportunities and expectations. Our policy is to be concerned for the child as an individual and to develop as far as possible the all-round potential in every child.

Aims

- Pastoral care supports all students and staff in feeling valued as individuals, safe and secure and able to develop their motivation, knowledge, understanding and skills.
- The staff work closely together, in effective teams, keeping the students' wellbeing and flourishing as their main focus.
- There are consistently excellent relationships among teachers, between teachers and students, and among students, across all areas of School life.
- The students are secure and are protected from major or unnecessary emotional and physical harm, whilst at the same time developing strategies and self-awareness that allow them to cope effectively with any trauma that may occur.
- The students' voices are listened to and valued and their worries and concerns are dealt with supportively, thoughtfully and appropriately.
- The students are constantly encouraged to develop independence of thought and expression, and critical thinking skills

- The students are taught to work with their peers and to value and respect the ideas and opinions of others.
- Parents are closely involved in, and knowledgeable about, the life and work of the School.
- The School has clear lines of communication and good, flexible relationships with relevant external advice and support agencies.
- The School promotes and sustains high standards of behaviour, which are underpinned in part by an appropriate balance between reward and sanction. Disciplinary procedures are implemented consistently by all staff in a fair and constructive manner.
- Restorative justice is encouraged whenever appropriate.

Responsibility

- Pastoral care in the school is a shared responsibility, involving the whole staff in cooperation with parents, students and others.
- All members of staff have the support of the Principal in matters of pastoral care.

Main Components of Pastoral Care in the School

- **School Leadership:** the quality and effectiveness of the leadership of the Principal and SLT in striving to support the pastoral needs of students, staff and parents are crucial to the success of the School's pastoral provision.
- **Staff Welfare and Development:** it is widely recognised in the world of work that care of staff is vital to ensure that stress and low morale do not jeopardise the success and prosperity of organisations. In schools, high student morale and expectations are difficult to establish and sustain without high teacher morale and expectations.
- At school level, the promotion and development of staff welfare and development is an obvious responsibility of the Board, the Principal and SLT but it is also the mutual responsibility of all colleagues in school.
- It is also recognised that some of the sources of stress and low morale in schools (as in other organisations) often lie outside the influence of the schools themselves.

Child Protection Procedures

- This component of pastoral care refers to school's policies that aim to protect the children from physical and emotional harm, from neglect and from any form of abuse. It also deals with the need for the school to ensure that the curriculum includes a programme for students on self-protection. See the Child Protection and Safeguarding Policy.
- The Pupil Guidelines posters 'Who Can Help Me?' are displayed in all classrooms and are available to all pupils. The guidelines include references to the DSL, DDSLs and DSG.

The Learning/Teaching Environment

- Teachers strive to create and maintain a positive classroom climate, rooted in mutual understanding and enactment of the Values of the School (Respect, Resilience, Responsibility, Readiness).
- This feature of pastoral care refers to the harmonious relations which are nurtured and developed in the school between teachers and students and among the students, within and outside the classroom.

Partnership and Communication with Parents

- This aspect of pastoral care refers to the school's arrangements for mutual communication with parents about their children's wellbeing and progress and about developments in school.

Learning Support

- To ensure the appropriate response in all cases, all members of staff are made aware of a child's specific learning needs or medical conditions.
- All members of staff receive training on issues and concerns related to SEND. See the SEND Policy.

Bullying

- Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
- The School does not accept the inevitability of bullying in any context – amongst students, amongst adults or, indeed, between adults and students.
- The following policies cover bullying or aspects of it: Anti-Bullying Policy; Behaviour Policy; Child Protection and Safeguarding Policy.

Strategies and procedures used in the Pastoral context

- **Circle Time:** this allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. With its co-operative activities and discussion, it ensures that each child experiences success. When this approach is followed on a regular basis, a feeling of equal value is promoted, and group identity is reinforced.
- The fundamental reason for circle time is to allow for eye contact to be possible at all times.
- Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle Time is a vital element in resolving conflicts.
- The teacher, by participating in the circle, becomes part of the group and in this way a trusting climate is created in which no participants feel threatened.
- Circle Time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allowing all involved to have fun together.
- A regular time is set aside for Circle Time in class. It may also take place between set times as the need arises or as a cross-curricular teaching and learning tool.
- **Award Assemblies:** these feature the presentation of special Achievement Certificates, as well as end-of-year and other awards.
- **Positive reinforcement:** for example special award stickers, hand-written notes and similar.
- **Class Assemblies:** each year group prepares an assembly each year on some aspect of the work they have been doing. This is performed/presented to the school and parents.
- **School Council:** Students from Y2 onwards will be voted onto the School Council. They meet on a regular basis and organise activities throughout the school and feed back to the SLT.