

## **Pastoral Care Policy**

This policy applies to the schools of the Stephen Perse Foundation (the **Foundation**).

### **Guiding Principles**

The Foundation seeks to provide a happy, secure, structured and supportive environment. We aim to create a community where students develop both their academic and personal potential and respect the needs of others. An important aspect of a student's wellbeing and their pastoral care is building a student's self-belief and understanding of themselves and their own individual identity; this underpins our structures and procedures for pastoral care, our Personal, Social, Health and Economic Education and the Social, Moral, Spiritual and Cultural dimensions of the Foundation.

Each person's individuality and privacy are respected, within a framework of regularly reviewed rules intended to ensure a safe and productive environment for everyone. Pastoral information is treated as confidential, shared only in the interests of the student's welfare and stored securely in accordance with the Foundation's policies. As students move through the different parts of the Foundation they are given progressively greater responsibility for their own work and use of free time. We recognise the importance of communication, coordination and consistency for effective pastoral care.

### **Contact prior to entry**

Initial contact is made when students visit the Foundation for an individual tour, at an Open Event, an activity day or taster event, which may be with or without their parents, often prior to completing an entrance assessment. During the course of the entrance assessment every student has the time to familiarise him/herself with the environment, accompanied by their parents where appropriate. Parents and students also have the opportunity to discuss the student's pastoral needs as part of the entrance assessment.

### **Induction**

#### **3-11**

The induction events begin in the term prior to the student's entry to the Foundation. Age-appropriate events are arranged to ensure the student, and their parents, feel confident and comfortable in the school environment and are fully informed about school routines. Where possible we arrange visits to the student's Early Years setting to ensure continuity of care for students joining our Reception classes. Towards the end of the term, prior to admission, all incoming students are invited to spend a day or part of a day in their new school. During this visit they meet their Class Teacher and new classmates and they have the opportunity to familiarise themselves with their classroom and key areas of school. Each new pupil is linked to a buddy and the parents of those pupils are also linked via the buddy system. All new

families, of children starting at the beginning of the year, are invited to a welcome lunch to get to know staff and each other.

### ***Senior School***

A programme of transition and induction events co-ordinated by the Pastoral Leaders (especially the Pastoral Leader of Year 7), Head and Deputy Head of Senior School and the Head of 5-11 at Rosedale House and the Head of Dame Bradbury's ensures that students become familiar with the Senior School before their official start date and that staff begin to build up a picture of each individual. The Year 11 House Captains team assist in the induction process and the Year 11 Mentoring Committee work with the new Year 7 students throughout their first year at Senior School. The Head of 5-11 at Rosedale House and the Head of Dame Bradbury's liaise with the Pastoral Leader for Year 7 to ensure that there is continuity of care within the Foundation. Visits to feeder schools are arranged wherever feasible to ensure, as far as possible, continuity of care for external entrants.

### ***Sixth Form***

During the Summer Term prior to entry, all students are invited to attend an Induction Day. This is co-ordinated by the Head of Sixth Form. The day involves an opportunity to meet current students, to see and learn about the enrichment activities, and wherever possible to meet members of the pastoral team and representative teachers from the subjects that they will be studying. The afternoon concludes with a social activity. Similarly, the first day of the new academic year will include an activity designed to promote integration of the year groups. Parents are invited to attend an informal social gathering and a short presentation from the Head of Sixth Form during the afternoon.

The Induction Day helps to ensure that we have the required and accurate information about individuals, including medical details, and also gives the students an opportunity to introduce themselves to their Tutors by providing information about their personal interests and ambitions. This information is disseminated to the Tutorial team prior to the start of the academic year. Parents' evenings are organised and timed with consideration of the need to ensure a confident and enjoyable start to the Sixth Form and to identify any matters of concern at an early stage. A general information booklet is sent to all students and their families on Induction Day. Information Evenings for parents of students in Year 12 and Year 13 are held in the first month of the Autumn Term.

### **The role of the Key Worker Early Years Foundation Stage**

A key worker is a named member of staff with responsibility for a small group of children who helps those children in the group feel safe and cared for. The role is an important one and involves the key worker responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance and supporting the child's well-being. The key worker is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

### **The role of the Form Teacher 5-11**

The Form Teacher, who is responsible for the wellbeing, pastoral care and guidance of all the students in their class, plays a vital role in the identification of specific pastoral needs and in communicating concerns to the relevant members of staff. The Form Teachers have the opportunity to discuss pastoral matters on a regular basis with the Head of School, Deputy Head or Head of Year. The Form Teacher can also share relevant information more urgently through MyConcern, as appropriate, with the wellbeing and pastoral and/or safeguarding team of the relevant school to ensure a student's pastoral needs are being catered for.

Form Teachers are responsible for the implementation of Foundation policies and the development of strategies to ensure the wellbeing of every individual student in their class. Policies and expectations are discussed with students during PSHEE lessons, form time and assemblies, so that they are fully aware of the rules and expectations of the School.

Any information received about an individual student is circulated as appropriate to relevant members of staff via SIMs, our school database. In these situations the staff monitor the student concerned and provide support if necessary.

The Form Teacher is always willing to see parents, either immediately or as soon as a meeting can be arranged. Communication with parents is vital in ensuring a student's wellbeing and that pastoral needs are met. Where necessary Form Teachers keep parents regularly informed of a student's pastoral progress through Tapestry, meetings, telephone conversations, emails or through the homework planner. All significant communication with parents is recorded in SIMS.

The Form Teacher, together with the support of the Teaching and Learning Assistants, is in a position to deal with the majority of pastoral matters but all members of staff are expected to be vigilant with regard to the wellbeing and pastoral needs of every student. Any situation occurring outside the classroom or with a teacher other than the Form Teacher is dealt with appropriately and reference is made to the Code of Conduct whenever necessary. On these occasions the incident will be recorded on MyConcern and the wellbeing and pastoral team of the relevant School will be notified. It is especially important for all staff to observe the student's behaviour, friendships and appearance, as any significant changes may require action or intervention. Recurring or serious problems are discussed with the Head of School. All staff receive training on the pastoral care system and MyConcern as part of their induction.

### **The role of the Tutor 11-18**

Students in the Senior School are members of a Form, all of which have two Co-Tutors attached to them, who each take responsibility for half of the individuals in their Form. In the Sixth Form students are part of a Tutor group. In both the Sixth Form and Senior School, each Tutor has responsibility for a small number (usually no more than 14) students, ensuring they are in a position to really get to know each individual. Wherever possible within timetabling constraints, Tutors move up with their Tutor groups at the end of each academic year to help with continuity of care. Tutors make contact with parents of their Tutees at the beginning of each academic year to establish a line of communication. Whilst Tutors are the first point of contact for pastoral matters, it is also appreciated that students of this age will seek the advice and support of any member of staff with whom they have built a strong, professional rapport. As such, all 11-18 teaching staff have a pastoral responsibility. The Tutorial team within each year group

meets regularly to discuss current items of a pastoral and academic nature. The Head of A Level and Head of IB meet with Sixth Form Tutors individually on a fortnightly basis at the Foundation. The Head of CCSS meets with tutors and boarding staff on a regular basis.

There are a range of assemblies for the whole school, Key Stages and individual year groups, along with monthly House Meetings. Such meetings focus on matters of academic and pastoral significance and are opportunities to foster a sense of community, celebrate achievement, highlight and explore the School's values, discuss issues of wellbeing and raise awareness of various causes. Tutors see their Tutees as a full group during the week in morning tutorial time, and on a one-to-one basis at set points during the academic year. In these sessions, Tutors monitor and discuss with their Tutees academic progress, engagement with the enrichment/extra-curricular programme, future plans, and wider wellbeing.

### **The role of the Pastoral Leaders 11-18**

The Pastoral Leader is the next tier up after the Tutor. Each Head of Year in the Senior School along with the Head of A Level and Head of IB in the Sixth Form College form the Pastoral Leaders team. They monitor information entered into secure data storage systems on MyConcern and SIMS, maintain pastoral records, and liaise with the Tutors, Healthcare Practitioner and Counsellors to ensure the best possible care for each student. The Senior School Pastoral Leaders have weekly meetings with the Deputy Head of Senior School and also liaise with the Head of Senior School when required.

At CCSS, the Head of Boarding, the Head of School and the Tutors form the Pastoral team. They monitor information entered into secure data storage systems on MyConcern and SIMS, maintain pastoral records, and liaise with the teachers, as appropriate, the Nurse and Counsellors to ensure the best possible care for each student.

Pastoral Leaders (and the equivalent Pastoral team at CCSS) oversee the monitoring of student information across the Senior School and the Sixth Form College including pastoral concerns. It is recognised that the students' academic attainment and progress are inextricably linked with their pastoral welfare and care is taken to disseminate relevant information regarding student progress and wellbeing to teaching staff. This information is regularly updated. Pastoral Leaders communicate with parents as required and attend the relevant Parents' Evening to enable parents to discuss any individual pastoral concerns.

### **The role of the Head of School**

The Head of School has overall responsibility for the wellbeing and pastoral care of students in their school, supported by the Deputy Heads in the Senior School, the Heads of A Level and IB and Head of Boarding in the Sixth Form. There are one or more deputy designated safeguarding leads in each school (often the Head and/or Deputy Head of School) and in boarding with an overall Designated Safeguarding Lead across the Foundation (please see the Foundation Safeguarding and Child Protection Policy for further details). The Head of School will regularly discuss pastoral matters with the relevant Vice Principal who will bring the most serious matters to the Principal's attention. Parents can request meetings with members of the pastoral team around their child, the Head of School or the Principal at any time to discuss a pastoral matter. The Head of School attends all Parents' Evenings so that parents are able to meet them to discuss individual pastoral, as well as academic, concerns.

### **The role of the Healthcare Practitioner, the Nurse and Counsellors**

As part of our wellbeing support and pastoral care the Foundation has a Healthcare Practitioner, a Nurse and Counsellors who provide medical and emotional support for students. Appropriate to their age, students are introduced to the Counsellors, the Healthcare Practitioner and the Nurse at an early stage of their induction. The Healthcare Practitioner and Nurse liaise with the Deputy Heads of School, Head of Boarding and Heads of A Level and IB to pass on pastoral concerns and assist in the provision of additional support as required. The Counsellors work with 3-16 students and liaise closely with the relevant staff in each school. In cases where counselling is required by a Sixth Form student, sessions can be arranged by the students directly (or through recommendation from the Sixth Form pastoral team) with a qualified, professional external counsellor.

### **Students with Special Educational Needs and Disabilities (SEND)**

In accordance with the Equality Act 2010, when implementing this policy and pastoral care procedures consideration is given to the individual needs (academic, physical, behavioural and emotional) of the students and reasonable adjustments are made. Please refer to our SEND Policy for further information.

### **Transition**

#### ***Year 6 to Year 7***

Throughout Years 1 to 6, pupils become increasingly familiar with the Senior School staff and facilities, visiting for collaborative events and enrichment activities and making use of the facilities and learning spaces to complement their learning. Some Senior School staff also teach in the younger years.

The Head of Year 6 and Pastoral Leader of Year 7 liaise closely in order to ensure continuity of pastoral care for pupils moving up to the Senior School. Pupils also attend Induction Day in early July when they get to know their Year 7 Form Tutor and new peers.

One of the Foundation's principal aims is to ensure that each pupil is well prepared for all aspects of the next stage in their school journey. From Year 4 onwards the Head of School starts to meet with parents to discuss how the Head, Deputy Head and Form and subject teachers can work with pupils and their parents to ensure that all pupils successfully transfer to senior school. It is vital that the transition between schools is managed efficiently and effectively, including allowing individual pupils to participate fully in the induction process for their next school. For pupils moving up to the Senior School there is the added advantage of already being familiar with the site and with some of the members of staff through collaboration days and other shared activities. There is a focus in the Year 6 PSHEE curriculum on managing change, and this also helps pupils to prepare for their next school and for leaving what for some of them has been the only school environment they have known.

### ***Senior School to Sixth Form***

During the Senior School years, students become increasingly familiar with the Sixth Form, and opportunities are provided to allow Senior School students, particularly in Years 10 and 11, to experience College life. The Pastoral Leaders in the Sixth Form liaise with the Pastoral Leader of Year 10/11 and the Head/Deputy Head of Senior School to ensure that there is continuity of care across the Foundation.

Students from within the Foundation are informed about aspects of Sixth Form life as part of a wider process of informing them about sixth form curriculum choices and university routes. In addition, various Sixth Form clubs and societies may be open to members of the older years in the Senior School, timetable permitting. Many timetabled enrichment activities operate for students across Year 10 to Year 13, and take place on Sixth Form College sites. There are a number of other events and taster sessions designed to familiarise Senior School students with the Sixth Form, including guidance lunches and a 'College Experience Day' which gives the students the chance to experience lessons in subjects that are new to them in the Sixth Form and to familiarise themselves with the College environment and the normal workings of the day.

### ***Sixth Form College to University***

As almost all of the students in the College proceed to higher education, this is a major focus of pastoral provision. The pastoral aim is to further develop resilience in the students for the challenging process of university entrance and the world of work. The Head of Sixth Form and the Head of Guidance in conjunction oversee the careers programme. The Tutorial programme is designed to promote effective study skills such that the students are better prepared for the next stage of study. Annually, there are several university preparation events to which guest speakers are invited. There is also a university application information evening for parents as well as students. Mock interview and aptitude/entrance test preparation is available for students as required.

### **Related policies**

- Anti-Bullying Policy
- Behaviour and Discipline Policy
- School/College Code of Conduct - separate schools
- School/College Rules - separate schools
- Mental Health Policy
- Technology Acceptable Use and Online Safety Policy 3-11
- Technology Acceptable Use and Online Safety Policy Senior School
- Technology Acceptable Use - Sixth Form
- PSHEE Schemes of Work - see each school
- Safeguarding and Child Protection Policy - Foundation
- Special Educational Needs and Disabilities Policy - Foundation

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**Version Control**

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