

# stephen perse

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## foundation

### **Pastoral Care Policy**

*This policy applies to all students in the Foundation including those in the Early Years.*

#### **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 pastoral care is building a student's self-belief which 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.

Rules are kept to a minimum and are reviewed regularly. Within this framework each person's individuality and privacy are respected. Pastoral information is treated as confidential and shared only in the interests of the student's welfare and in accordance with the Foundation's policies. Records of pastoral information are stored securely in accordance with the Foundation's Data Protection Policy. 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 Stephen Perse Foundation for an individual tour, at an Open Event, an activity day, a taster event, which may be with or without their parents, 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**

##### ***Pre-Preps- City, Madingley and Dame Bradbury's***

The induction events begin in the term prior to the student's entry to the Stephen Perse Foundation. Age appropriate events are arranged to ensure the student, and their parents, feel confident and comfortable in the school environment and fully informed about school routines. Where possible we arrange visits to student's Early Years settings to ensure continuity of care for students joining our Reception classes.

### ***Junior School***

Pre-Prep students participate in a series of transition events from part-way through Year 1 until the end of Year 2 so that they are at ease with the layout of the Junior School, the staff and some of the routines when they join Year 3. Towards the end of the term, prior to admission, all incoming students are invited to spend a day or part of a day in the Junior 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. Staff visits to schools attended by incoming students are arranged when this is possible.

### ***Senior School***

A programme of transition and induction events co-ordinated by the Pastoral Leaders (especially the Pastoral Leaders of 7-9), Head of Senior School and the Head of Junior School ensures that students become familiar with the Senior School before their official start date and that staff build up a picture of each individual. The Liaison Committee (Junior School), which is run by students, also assists in this process. The Head of Junior School and Pastoral Leader for Year 6 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 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 coordinated by the Head of A Level and Head of IB. The day involves an opportunity to meet the current students, to see and learn about the enrichment activities, to meet their Tutor and to meet a representative teacher from each subject 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 with the Head of Sixth Form during the afternoon.

Induction Day helps to ensure that we have the correct personal information including medical details but 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 the Induction Day. Information Events for all parents in the Upper and Lower Sixth are held in the first month of the Autumn Term.

### **The role of the Class Teacher 3-11**

The Class Teacher, who is responsible for the 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 Class Teachers have the opportunity to discuss pastoral matters on a weekly basis with the Head of School, Deputy Head or Head of Year. The Class Teacher can also share relevant information more urgently when needed with the Head of School to ensure a student's pastoral needs are being catered for.

Class Teachers are responsible for the implementation of school policies, including the Behaviour and Discipline Policy, Anti-Bullying Policy and Technology Acceptable Use Policy, and of strategies for addressing the particular needs of individual students. 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 about an individual student, for example the death of a relative, is circulated to relevant members of staff for their information. In these situations the staff keep an eye on the student concerned and provide support if necessary.

The Class 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 pastoral needs are met. Where necessary Class Teachers keep parents regularly informed of a student's pastoral progress through meetings, telephone conversations, emails or through the homework planner. All significant communication with parents is recorded in SIMS. In addition, the Junior School Class Teacher familiarises him/herself with the students' backgrounds by reading the relevant Pastoral Logs before he/she takes responsibility for the class. The Class Teacher is responsible for keeping these logs up to date.

The Class Teacher, and in Pre-Prep classes together with the support of the Teaching Assistant, is in a position to deal with the majority of pastoral matters but all members of staff are expected to be extra vigilant with regard to the pastoral needs of every student. Any situation occurring outside the classroom or with a teacher other than the Class 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 the student's pastoral log so that the Class Teacher is kept informed. 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 as part of their induction.

### **The role of the Year Head 7-11**

Year Heads carry additional responsibility in the pastoral care system for students aged 7-11. Each Year Head ensures that he/she knows every student in the year group, leads a weekly Year Team meeting at which current student issues are discussed and reports major concerns at Year Heads' meetings and Junior School staff meetings. Serious matters may require discussion which, in turn, may lead to intervention or a meeting with parents; any action taken is recorded and reviewed at a future date. Regular meetings between Year Heads provides continuity of pastoral care.

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

Each student in the Sixth Form and Senior School is part of a Tutor group, some of which have co-tutors. The tutor is the first point of contact for pastoral matters although it is also appreciated that students of this age will seek the advice and support of any teacher with whom they have built a strong, professional rapport. As such, all 11-18 teaching staff have a pastoral responsibility. The tutorial team meets regularly to discuss current items of a pastoral and academic nature. Issues relating to the

planning and provision of PSHEE materials are discussed.

There are weekly assemblies for the whole school, houses, Key Stages and/or individual year groups. Such meetings focus on matters of academic and pastoral significance and are opportunities to celebrate achievement and raise awareness of various causes (see PSHEE policy document). Tutors meet with their tutees as a full group or as individuals throughout the week. This is during morning tutorial times but may also be at lunch, break or in non-teaching periods. In these sessions, tutors monitor their tutees' academic progress, engagement with the enrichment programme and wider well-being.

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

The Pastoral Leader is the next tier after the Tutor. The Pastoral Leader (formerly Head of Year), Head of A Level and Head of IB are the pastoral leaders in the Senior School and Sixth Form College. Together, they compile a log of all concerns; liaise with the tutors, healthcare practitioner and counsellors to ensure the best possible care. The Pastoral Leaders have weekly meetings with the Deputy Head of Senior School and also liaise with the Head of Senior School when required. The Head of A Level and Head of IB report directly to the Head of 6th Form.

Pastoral leaders oversee the collation of important student information across the Senior School and Sixth Form College including pastoral concerns. Care is taken to disseminate information regarding student progress and, as appropriate, about student well-being to teaching staff. These are regularly updated and available to all colleagues. It is recognised that the students' academic attainment and progress are inextricably linked with their pastoral welfare. 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 pastoral care of students in their school in the Stephen Perse Foundation. In the Senior School the Deputy Head takes the lead role in pastoral leadership. The Head of Pastoral Care meets regularly with the Pastoral Leaders to discuss pastoral issues in a whole-school context. The Head of School is the designated person for safeguarding with Mrs Tracy Handford as the Designated Safeguarding Lead. (Please see the Foundation Safeguarding and Child Protection Policy for further details). The Head of School will regularly discuss pastoral matters with members of SLT and brings the most serious matters to the Principal's attention. Parents can request meetings with their child's Class Teacher, Curriculum Leader, Tutor, Pastoral Leader, the Head of the School or the Principal at any time to discuss a pastoral matter. The Head attends all parents' evenings so that parents are able to meet them to discuss individual pastoral, as well as academic concerns. (This has to be alternated at our City and Madingley schools.)

### **The role of the Healthcare Practitioner and Counsellors 11-18**

As part of our pastoral care The Stephen Perse Foundation has a healthcare practitioner and counsellors who supply medical support and also informal emotional support for students. They liaise with the

Heads of School in Senior and Sixth Form, and their Senior Leaders, to pass on pastoral concerns and assist in the provision of additional support as required. In cases where formal counselling is required, sessions can be arranged with a qualified, professional counsellor. Students are introduced to the counsellors and the Healthcare Practitioner at an early stage of induction.

### **Students with 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)

### **Transition between Schools in the Foundation**

#### ***City and Madingley Pre-prep to Junior School***

During the Pre-Prep years the students become increasingly familiar with the Junior School staff and facilities. From Year 1 there is a programme of events for parents and students to support the transition from the Pre-Prep to the Junior School.

The Year 2 Class Teachers liaise closely with the Year 3 Form Teachers in order to ensure continuity of pastoral care for students moving on to the Junior School.

#### ***Junior School to Senior School***

During the Junior School years, students become increasingly familiar with the Senior School staff and facilities. Some Senior School staff teach in the Junior School on a regular basis, eg. in subjects such as Design, Music and Sport. All Junior School students go to the Senior School for Sport lessons and many have individual instrumental lessons in the Music Block. In addition, students are familiar with the Senior School Hall as it is the venue for special events.

The Heads of Year 6 and Year 7 liaise closely in order to ensure continuity of pastoral care for students moving on to the Senior School. Year 6 students have a few lessons per week in the Senior School and they also have several 'one-off' opportunities to spend time there, such as occasional lunch visits, and they all attend Induction Day in early July when they get to know their Year 7 Form Tutor and new peers.

The Year 10/11 Student Liaison Committee members also contribute to the successful transition of students from Year 6 to Year 7 and the Heads of Junior School and Senior School liaise to ensure continuity of care across the Foundation.

#### ***Dame Bradbury's to Senior School***

One of Dame Bradbury's principal aims is to ensure that each pupil moves on to a suitable senior school, and that they are well prepared for all aspects of this move. From Year 4 onwards the Head starts to meet with parents to discuss their choice of future schools and any concerns they may have. For those opting to apply to the Stephen Perse Foundation Senior School, the early offer system enables them to

make a choice before Year 6. However, the Head, and class and subject teachers, continue to work with pupils and their parents until all pupils have secured a place at a suitable next school of their choice, the latest of which are sometimes only confirmed in the last term of Year 6.

Pupils move on to a wide variety of next schools, and it is vital that the transition between is managed efficiently and effectively. Many schools send a representative of Year 7 to visit the pupils, to talk to them and also to talk to Year 6 staff. (Exceptions to this might be for a pupil who is transferring to a distant school, in which case a detailed handover would be done via phone and/or email.) Pupils will also be invited to spend some time at their new school, typically for induction day(s). For pupils moving up to the Stephen Perse 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 became increasingly familiar with The Stephen Perse Sixth Form College, and opportunities are provided to allow Senior School students, particularly in Years 10 and 11, to experience College life. The Head of the Sixth Form liaises with Pastoral Leader and the Head of Senior School to ensure that there is continuity of care across the Foundation.

Students from within the Stephen Perse 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 Upper sixth.

### ***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 of this is to develop a basis for resilience in the students for the challenging process of university entrance and the world of work. The Head of Sixth Form who is also the Head of Guidance oversees the careers programme. The Tutorial programme is designed to promote effective study skills such that the students are better prepared for the next stages as well. Annually, there is a university preparation event to which guest speakers are invited. There is also a university application information evening for parents as well as students. Mock interview preparation takes place for all students at the end of the Lower Sixth and also in the Upper Sixth upon request.

### **Please also refer to:**

- Anti-Bullying Policy - Foundation
- Behaviour and Discipline Policy - Foundation
- Data Protection Policy- Foundation

- School/College Code of Conduct - separate schools
- School/College Rules - separate schools
- Technology Acceptable Use and Online Safety Policy - Foundation
- PSHEE Schemes of Work - See each school
- Safeguarding and Child Protection Policy - Foundation
- Special Educational Needs and Learning Disabilities Policy- Foundation

**Reviewed:** November 2017