



# St Stephens Community Academy

## Pastoral Care Policy

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

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Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	Equality and Diversity Policy SEND Local Offer SEND Code of Practice 0-25 years – 2014 SEND Policy Inclusion Policy Access to Education for Pupils with Medical Needs Policy

## Pastoral Care Policy

### 1. Introduction:

Pastoral Care is an all-embracing term which describes the whole atmosphere, ethos and tone of our school in its mission to promote the moral, intellectual, personal and social development of the pupils

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes:

- Through the quality of teaching and learning;
- Through the nature of relationships amongst pupils, teachers, parents and others;
- Through arrangements for monitoring pupils' overall progress, academic, personal and social;
- Through specific pastoral structures and support systems and through extra-curricular activities and the school ethos.
- Pastoral care accordingly, should help a school achieve success.

### 2. AIMS:

Pastoral care in St Stephens Community Academy encompasses and pervades the whole life and work of the school in which:

- All the pupils and all the staff feel valued as individuals, feel safe and secure and are encouraged to develop their gifts and talents.
- The school staff works well together, as an effective team keeping the pupils' interests and welfare as their main focus.
- There are good relationships between teachers and pupils and among pupils within and outside the classroom.
- The pupils are secure and are protected from emotional and physical harm.
- The pupils' opinions are valued and their worries and concerns are dealt with sympathetically and appropriately.
- The self-esteem of the pupils is promoted and they have opportunities to develop independence of thought and expression.
- The pupils are taught to work with their peers and to value and respect the opinions of others.
- Our 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, e.g. School nursing, Speech and Language Therapists, Occupational Therapists, social services, police, etc.
- The school strives to promote and sustain high standards of behaviour and discipline which reflect an appropriate balance between rewards and sanctions. Disciplinary procedures are implemented consistently by all staff in a fair and positive manner.

### 3. Responsibility

While the Local Governing Advisory Body, Head of School and senior management have primary responsibility for the arrangements that promote and ensure the care and welfare

of pupils and staff, it is obvious that pastoral care in the school is also a shared responsibility, involving the whole staff in co-operation with parents and pupils and others. All members of staff have the support of the Head of School in matters of pastoral care and also have access to external support agencies as necessary.

#### **4. The Pastoral Team**

St Stephens Pastoral Leader / SENDCo is Mrs Bartlett. The Pastoral Team is comprised of Miss Taylor – Head of School, Mrs. Paul - Safeguarding / Attendance Officer, Mrs Baxter – Parent Support Advisor and Mrs Spence - Pastoral Support Worker. Members of the team meet on a weekly basis to discuss individual pupils causing concern, and to share and agree appropriate strategies. This is then reported back to the appropriate staff and when appropriate, the parents of the child.

#### **Main Components of Pastoral Care in the School**

Some of the principal features and components of pastoral care provision and practice in the school are set out under the following headings.

##### **4.1. School Leadership.**

The significance of the quality and effectiveness of the leadership of the head teacher and senior management in striving “to create a caring, happy and secure environment, where every individual is treated with dignity and respect, whilst being given the opportunity to develop their gifts and talents” is fully recognised and acknowledged by the Board of Governors of the school.

##### **4.2. 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 school life.

In schools, high pupil 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 of Governors, Principal and senior management 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. (See “Staff Welfare Policy Statement”)

##### **4.3. Child Protection Procedures**

This component of pastoral care refers to the 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 pupils on self-protection.

##### **4.4. The Teaching and Learning Environment**

Teachers strive to create and maintain a positive classroom climate:

- A quiet, calm relaxed attitude combined with fairness and a sense of purpose;
- an interest in and knowledge of the pupils individually;
- mutual respect;
- the pupil recognising the personal qualities, knowledge and skills of the teachers;
- Teacher’s being sensitive to the needs of the pupils and respecting their contributions.

This feature of pastoral care refers to the harmonious relations that are striven for, nurtured and developed in the school between teachers and pupils, and among the pupils within and

outside the classroom. It encompasses mutual respect, tolerance, the approachability of teachers, the growth of pupils, and the expectations that each bring to the school situation. Pupils have a sense of security and are free from emotional and physical harm. Teachers are fair, consistent and compassionate in their approaches to discipline.

#### **4.5. Partnership and Consultation with Parents**

This aspect of pastoral care refers to the school's arrangements for keeping parents informed and up-to-date about their children's progress and about developments in school.

#### **4.6. Extra Curricular Activities.**

This feature of pastoral care refers to the opportunities the school provides for learning and social activity outside the formal classroom setting.

#### **4.7. School Environment**

This aspect of pastoral care refers to the action of staff and management in ensuring safe, clean, comfortable and pleasant environment throughout the school for work leisure.

#### **4.8. Special Educational Needs**

To ensure the appropriate response to all of our children's needs and to comply with SEN legislation e.g. The Code of Practice (2015). Ensuring that all members of staff are informed of a child's specific learning or possible medical conditions e.g. ASD, ADHD, epilepsy etc.

A rolling programme of training is in place so members of staff have training on Risk Assessment (Awareness Raising) and De-escalation and Diffusion of Challenging Behaviours. Please refer to the school's 'Control or Restraint of pupils Policy.

#### **5. Bullying - Guidance to staff (Refer to Anti-bullying Policy)**

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual members of staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

#### **6. Pastoral Care**

The above aspects of pastoral care are developed in a wide range of curricular policies. This policy should therefore be read in conjunction with the following policies:

- Anti Bullying
- Positive Behaviour Policy
- Child Protection /Safeguarding Policy
- Special Education Needs
- Health and Safety Policy
- Accessibility Policy
- Confidentially Policy
- Inclusion Policy
- SMSE Policy

## **7. Strategies/Resources used to promote the moral, intellectual, personal, social and spiritual development of our children include:**

### **7.1 Spiritual, Moral, Social and Cultural education:**

SMSC allows children to participate as partners in the process of developing responsibility for their own behaviour and learning and forms an integral part of our behaviour policy and pastoral support for the pupils at St Stephens Community Academy. It promotes personal development and the mutual understanding of others. Our programme

- Helps equip pupils with a variety of social skills
- Encourages self-awareness and enhances self-esteem
- Encourages respect and tolerance of others
- Encourages self-protection

SMSC involves all aspects of learning and teaching and is the responsibility of all teachers. As well as being evident in interpersonal relationships throughout the school our schemes of work includes such topics as keeping safe, drug awareness, relationships, developing self-esteem and self-discipline. The SMSC programme also embraces health education, cultural heritage and Internet Safety.

### **7.2 Award Assemblies:**

Special Achievement Certificates, end of year awards. Positive reinforcement Special award stickers, hand-written notes Class Assemblies

### **7.3 School Council:**

Pupils are voted onto the School Council. They meet on a regular basis and organise activities throughout the school year.

### **7.4 Play Leaders:**

Y6 pupils apply for this position. The children help organise equipment in the playgrounds and organise games and interact with younger children etc.

### **7.5 Reading Buddies:**

Older pupils have been linked with younger classes to read and share a book on a weekly basis throughout the year.

## **8. Liaison with Parents:**

Children learn and thrive when there is a close relationship between home and the school. Every attempt is made to keep the lines of communication open and strengthened with

- **Open Days for potential new parents and pupils**
- **Information day for new parents into our Foundation class**
- **3 information sessions per year for all classes**
- **Christmas service in St Stephens church for Key Stage 2 parents**
- **Nativity play for parents to watch pupils perform from Key Stage 1**
- **Sports Day**
- **Transition meeting for Yr6 pupils and parents**
- **Meetings to support planning of a residential**
- **Informal meetings in the school playground at start and finishing times by teaching staff and Head of School**
- **Open Door policy**
- **Monthly coffee afternoons with the Pastoral Team and governors**
- **Termly Parent's Evenings**

- **Annual reports**

For pupils with SEN, the following are also offered to ensure we work in partnership with parents :

- **Meetings to discuss and review pupil targets each half term**
- **School communication books for designated pupils**
- **Annual Reviews to ensure parent's / carers views and aspirations are pivotal to planning for the needs of their child to ensure that we work in partnership to meet the needs of their child.**

**9. Extra Curricular Activities:**

These provide pupils with opportunities to make friends, learn to work together, improve their social skills, learn and develop new skills and exercise group skills.

- Football, netball, gardening, Samba band etc.

**10. Fortnightly News Letter :**

Keeping parents up to date with school news and the celebration of recent successes.

**11. Pastoral Support Leaflet:**

Please refer to our leaflet for further information on how the Pastoral Team can offer support for parents and pupils from St Stephens Community Academy

**12. Monitoring and Evaluation:**

This policy should facilitate good relationships and a happy caring atmosphere. St Stephens Community Academy will carry out, at regular intervals, an evaluation of the pastoral care system to enable us to further improve the quality of provision for the benefit of all pupils, parents / carers' and staff.

**12. Publication and availability of the plan**

The Pastoral Care Policy will be made available on the website

This plan will be reviewed every three years by the Local Governing Advisory Board.

Plan approved by the full Local Governing Advisory Board on: **January 2017**

Next review will be: **January 2020**

Signed:..... Chair of the Local Governing Advisory Board

Date:.....