



PASTORAL CARE POLICY

Date Policy Reviewed:	16 May 2024
Date of Next Review:	16 May 2026
Person(s) Responsible for Review:	SLT (Deputy Head Pastoral)

AIMS

The pastoral care system has the following aims:

- To enable pupils to become responsible for their own personal and social development.
- To produce an atmosphere in which all pupils are confident that they are cared for, liked, valued and respected, regardless of their strengths and weaknesses.
- To offer sympathetic, effective guidance, support and counselling to the pupils as and when it is required.
- To contribute towards strengthening the links between the parents and the School. This recognises that the education of a child is a shared task involving positive contributions from parents/guardians, pupils and teachers.

ALL STAFF

All staff in teaching and non-teaching positions are involved in the pastoral care of all pupils in the school and do their best to set an example to the children in the way they treat all members of the school community.

THE FORM TEACHER

Throughout the school, the most important link in the pastoral care chain is the Form Teacher: they are concerned with each child's overall welfare. In Pre-Nursery this link is the Key Person and in Nursery the Key Person works in conjunction with the Form Teacher as far as pastoral care is concerned. All staff tell the Form Teacher if a child in the class has done something particularly noteworthy or if there are emerging pastoral concerns for them. In addition, the Form Teacher invariably gets to know the children's parents quickly as there are many opportunities to meet on a formal and informal basis.

THE ROLE OF THE SENIOR LEADERSHIP TEAM

After the Form Teacher, the next important link in the chain is the relevant member of the Senior Leadership Team:

Pre-Nursery, Nursery, Reception, Year 1 and 2: Head of Pre-Prep (Mrs Pippa McConnell)

Years 3 and 4: Head of Years 3 & 4 (Mrs Jennifer Shaw)

Years 5 and 6: Head of Years 5 & 6 (Mr Neil Jackson)

If the issue merits it, the relevant SLT member will see the child, sometimes with the Form Teacher and parent(s) or both. The aim of the involvement of the SLT member is to help the pupils by using the experience and judgement of the SLT member.

THE ROLE OF THE DEPUTY HEAD PASTORAL AND HEAD

In some situations, the Deputy Head Pastoral and Head are involved, particularly if a motivational talk is needed, or if a case of suspected anti-social behaviour/bullying requires their involvement. The Deputy Head Pastoral also closely supports staff where there are pastoral concerns for a child or family (including those relating to mental health) which would benefit from early help strategies, including support from external agencies such as the LCSS or school counsellor, or internal support such as Drawing and Talking and ELSA (Emotional Literacy Support Assistant) interventions.

Where there is a Safeguarding concern, this is escalated immediately to the Deputy Head Pastoral as Designated Safeguarding Lead.

Please refer to the Safeguarding Policy for further information on early help at The Manor.

THE ROLE OF THE SENCO

Form Teachers, Heads of Section, the Deputy Heads and the Head all liaise closely with the SENCO to support children with additional learning needs. As stated in 'Keeping Children Safe in Education (2023)', children with SEND are 'more prone to peer group isolation or bullying (including prejudice-based bullying) than other children' and may have "communication barriers and difficulties in managing or reporting" incidents. The SENCO may advise on strategies to use to support children and families as appropriate and arrange for further pastoral support through the Learning Support department, Deputy Head Pastoral, Heads of Section and/or external agencies as appropriate.

NURSERY NURSES AND TEACHING ASSISTANTS

Teaching Assistants contribute greatly to the pastoral life of the school and assist the Form Teachers in their pastoral role. In the EYFS, many have Key Person responsibilities. Please see Key Person Policy for further information.



SUPERVISION MEETINGS

Twice a year, the Head of Pre-Prep meets with each member of staff, including TAs, in order to support their role as key persons working with children and their families. These meetings are for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. This is in addition to regular staff appraisals, other opportunities for staff training and department meetings.

PUPIL SUPPORT AND GUIDANCE

It is important that all the children at The Manor know to whom they should turn for support and guidance. This will usually be the Form Teacher, Key Person or Teaching Assistant. In some instances, it can be another member of staff with whom the child has a particular rapport (e.g. the School Nurse, Learning Support Teacher Head of Section or Deputy Head Pastoral). If children are having problems with a subject taught by a specialist they should be encouraged to talk directly to the teacher but should feel that they can turn to their Form Teacher or any member of staff for support if they feel it would be helpful.

If a child in Years 3-6 finds a problem too difficult to discuss they are encouraged to use the Worry Box. There is one in each classroom.

Well-run Learning for Life (PSHEE/PSED) sessions and circle times will give children a great sense of support from both the teacher and their peers. Please refer to our Learning for Life (PSHEE/PSED) Policy and RSHE Policy for further information.

If the matter is sufficiently important, the Form Teacher will raise the issue in the weekly section meeting or, if the situation merits it, bring it directly to the attention of the Head of Section, Deputy Head Pastoral and/or Head. All pastoral concerns and actions taken to support children are recorded on CPOMS and weekly discussions about pupils are recorded in the section meeting collated minutes.

A qualified School Counsellor is available for pupils via the School Nurse.

HOUSE SYSTEM

Pastoral care is assisted by the House System, which gives pupils another area of 'belonging'. From Year 3 upwards, pupils are allocated houses:

Eagles
Falcons
Hawks
Kestrels

These are particularly valuable for sporting and other House events where there is an element of competition. The children meet in the Houses twice a term and take part in many House events through the course of the year.



BUDDY GROUPS

To provide an extra layer of pastoral care in Years 3-6, all children are placed in a Buddy Group of 7-12 pupils which meets regularly throughout the year. A typical Buddy Group would consist of two children from each year group.

The pupils in each group are always from the same House. Wherever possible, the group is attached to the same 'Buddy Teacher' for the duration of their time at The Manor. The children, therefore, form a strong bond with their Buddy Teacher as well as with each other: it is particularly beneficial and enjoyable for them to get to know others in different age groups.

When the Buddy Group meets, the children do unusual and fun team-building activities and form new friendships with each other and a strong bond with the Buddy Teacher.

PASTORAL CARE RECORDS

Detailed pastoral care records are maintained as children progress through the school. All pastoral concerns are logged by staff on CPOMS so that we can monitor and escalate concerns as appropriate. Heads of Section, the Deputy Head Pastoral, the Head and the Safeguarding Team are made aware of all pastoral concerns.

Each Head of Section acts as Pastoral Care Co-ordinator for their part of the school, liaising closely with the Deputy Head Pastoral, so that each child's wellbeing is ensured, as is the continuity of pastoral records, and related matters.

Links to other policies

Anti-Bullying Policy
Behaviour, Discipline and Exclusion Policy
E-Safety Policy (including Cyber-Bullying)
EYFS Key Person Policy
Learning for Life (PSHEE/PSED) Policy
Learning Support/SEND Policy
RSHE Policy
Safeguarding Policy