



PROSPECT HOUSE
SCHOOL

PASTORAL CARE POLICY (PUPILS)

September 2023

PASTORAL CARE POLICY

The school aims to provide opportunities for all pupils to learn and achieve, to promote spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life. These aims are central to the stated ethos of the school. This policy is written with reference to those aims. Other policies should also be considered under pastoral care including: Aims and Ethos; Anti-bullying; Safeguarding; Behaviour; Teaching and Learning; Equal Opportunities & Cultural Diversity. As pastoral care is central to the care and welfare of the child this policy impacts on every aspect of school life.

Aims & Objectives

The school aims:

- to employ staff who have strong pastoral care at the heart of their approach to the education of children
- to identify and meet the diverse needs of the children
- to create a safe, purposeful and happy atmosphere which encourages and reinforces positive behaviour
- to foster positive relationships across the school community
- to foster the emotional development of the child
- to create a responsive and effective learning environment
- to acknowledge and value the achievement of each child and to build self-esteem and self-confidence
- to develop independence and interdependence
- to develop an understanding in the children of how their behaviour impacts upon themselves and others
- to support children's emotional, moral and social development
- to promote appropriate behaviour based on the principles of honesty, respect, consideration and empathy
- to ensure equality regardless of ethnicity, gender and/or disability,
- to ensure that these expectations and approaches are known and understood by the whole school community

Staff Responsibilities

All staff have an important responsibility for the moral, social and emotional development of the children in the school.

Staff must aim to:

- recognise that each child is an individual and to be aware of her/his needs
- appreciate the contribution and achievement of children
- expect a high standard of courtesy and conduct
- Identify children who are having problems, and where self esteem might be low, and help raise their self esteem
- encourage relationships based on honesty, respect, consideration and empathy
- create a safe learning environment
- provide a challenging, relevant and differentiated curriculum
- ensure fairness regardless of age, gender, ethnicity, ability and/or disability
- listen and be responsive to the children in their care
- use sanctions fairly and appropriately
- ensure that the children are familiar with and understand the school's core values

The Curriculum

A structured curriculum and responsive teaching contribute to a positive learning environment. Thorough planning, the involvement of children in their own learning and structured feedback are essential.

It follows that lessons should have clear objectives, which are understood by the children and should be differentiated to meet the needs of children of differing abilities and experiences. Marking and record keeping is used as a supportive activity, providing feedback to the children on their progress and achievements.

Assemblies provide important opportunities to deliver and reinforce positive modes of behaviour. In the Lower School, assemblies are also based around a 'High Five for Wellbeing' which focus on different elements of wellbeing across the course of the year. These include: resilience, gratitude, physical wellbeing, helping others and reflection. PSHE lessons, circle and class times provide a context for further discussion and reflection. In the Lower School, proactive, stress-reducing activities, such as yoga and mindfulness activities, take place in the classroom, the hall and the outdoor learning areas. In the Upper School, Mindfulness is taught in Years 4-6 through the MISP Paws b curriculum.

Pastoral Activities

The school provides a range of co-curricular activities. These include but are not limited to:

- Yoga club
- Running clubs
- Teams and matches
- KS1 Outdoor Learning in The Hollow
- Languages such as Spanish and French
- Fencing
- Judo
- School productions

The school also provides off-timetable activities throughout the year for the children's enjoyment and enrichment. These include but are not limited to:

- Gingerbread decorating
- Dress-up days
- Discos
- Christmas/Spring Fair
- Easter egg hunt and decorating
- Off-site trips
- Sports Day
- Residentials (Year 3-6)
- Art Week
- Science Week
- Ski trip (Year 6 only)
- Maths Day

Classroom Management (also see Teaching and Learning Policy)

Classroom management and teaching styles have an important influence on children's performance and behaviour. Relationships between teacher and children, strategies for positive encouragement, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children respond to the learning environment.

Classrooms should be organised to develop independence and interdependence. Furniture should be arranged to provide an environment conducive to a focused approach. Materials and resources should be arranged to aid accessibility and reduce disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and the classroom should be a welcoming and safe environment.

Teaching styles should facilitate active participation for all. Lessons should be designed to develop the skills, knowledge and understanding, which enable children to work effectively as individuals and in cooperation with others. It is important to praise excellent attitudes to work and positive behaviour as well as academic performance.

School Council

See School Council Policy for further details

The School Council acts as a vehicle for the opinions and suggestions of the pupils. It also gives the pupils the opportunity to consider the views of others and reflect on their own views. The School Council meets not less than every half term.

Children's Responsibilities

Prospect House expects children:

- to treat adults with respect
- to treat each other with respect and kindness
- to understand and accept the roles and authority of teachers and other adults
- to contribute to the happiness and effectiveness of the school community
- to show empathy to all members of the school community
- to recognise the impact of their behaviour on others and on themselves
- to accept responsibility for their actions
- to obey the rules of the school
- to accept any sanctions that may be considered necessary

The Approach

The approach is designed to make every child feel appreciated and understood. We guide and motivate children through the active reinforcement of positive behaviour in all its aspects.

Individual as well as group effort and achievement is celebrated in many ways including:

Lower School

- Verbal and written praise and recognition
- House Points
- Golden Leaf: for a special effort or contribution
- School Values recognition
- Message Books: a note may be written to parents to communicate praise
- Sent to Head of Lower School for special praise
- Head's sticker: a child may be sent to the head for a special sticker
- Certificates presented in assembly times to children in recognition of their work
- Display of Work: to value an individual's work
- Assemblies: to recognise personal achievement
- Prospect Post: publicise the achievement of individuals and groups to a wider audience
- Entry in the annual magazine

Upper School

- Verbal and written praise and recognition
- House Points
- Recognition Certificate
- School Values recognition
- Sports Awards: to recognise performance in sport
- Sent to deputy head or head for special praise
- Display of Work: to value an individual's work
- Assemblies: to recognise personal success
- Newsletter: publicise the achievement of individuals and groups to a wider audience



- Homework Diaries: a note to parents to communicate achievement
- An award on 'Speech Day'
- Entry in the annual magazine

Transitions

- The school carries out 'Moving Up Days' in the summer and autumn terms to ease transition between year groups and reduce anxiety for the children and the parents
- Home visits are carried out in the EYFS for prospective Nursery children and children who are going to be joining in Reception
- The Year 2 children visit the Upper School and spend some time there in summer term as well as complete various activities to complete a 'Year 2 Passport' to Year 3
- Children in Year 3 are assigned Year 5 buddies to support their transition to the Upper School
- Mindfulness sessions are taught in Year 6 as part of the MISP.breathe curriculum to help with their upcoming transition to senior school
- The Year 6 children follow a tailored transition programme in the summer term to help with transition to secondary school

Prospect House School Speech Day

This is an annual occasion to celebrate the end of the academic year in the school. Children in Year 6 may receive an award for effort and/or achievement in school. The deputy head keeps a record of all awards made.

Organisation and Communication

Class Teacher:

The class teacher plays the key role in the pastoral care of children.

The class teacher's responsibility is:

- to recognise their key role in the pastoral care of children
- to design strategies to meet individual needs
- be available for the children to talk to and listen to what they say
- to discuss with children actions or suggestions for the School Council
- to inform appropriate colleagues of children causing concern and the strategies devised
- to inform parents and to seek their support
- to monitor and to evaluate success of strategies
- to maintain written records
- to utilise the experience of colleagues
- to support colleagues experiencing any difficulties with a child
- to judge when it is appropriate to discuss individual cases with the head or deputy head
- to report safeguarding issues immediately to the appropriate designated person for safeguarding

Subject Teachers, Learning Support Staff, Lunchtime Supervisors & Peripatetic Teachers:

Observations from these members of staff enable the class teacher to build a clearer picture of the child and any difficulties they may be experiencing.

It is expected that they:

- inform the class teacher of the difficulties they have encountered and any sanctions imposed
- record incidents, if appropriate, and ensure the class teacher is informed of the incident/issue
- seek advice from the class teacher and keep them informed
- follow the school's safeguarding procedures

The school aims to provide children with many avenues to speak to adults if they have concerns or worries, aside from speaking to their teacher. In the Upper School, children have the opportunity to write down any worries they may have and post them in the 'Chatter Box' which is then followed up by the staff. All Year 5 and 6 pupils also have access to the app, 'Tootoot' where concerns they submit will immediately alert a member of SLT, who will follow this up with the pupil.

As well as providing many opportunities for children to report worries, the school values the importance of showing gratitude. The children have the option to submit an 'Acts of Kindness' slip into the 'Chatter Box' to record a peer or member of staff who has been exceptionally kind or helpful that week. Each Friday, after the weekly certificates are awarded, these names are displayed to the school and celebrated.

To ensure all the children's wellbeing in the school is being observed and monitored, a member of SLT meets at the end of half term with every class teacher. These 'Check-In' sessions involve discussing each pupil's social and emotional development, and any concerns are noted down throughout the year. Those pupils who frequently find social or emotional demands difficult to cope with, will be offered further support. All non-form based teachers also receive a survey each half term to submit any concerns.

Emotional Support Sessions:

For children who require more support to address any social and emotional needs, the school offers 1:1 support sessions. These sessions are run by a qualified staff member who has specific training on child counselling and mental wellbeing, and are tailored to each child's individual needs. Discussions with parents will be had prior to any sessions to identify the level of support needed, and they will be regularly updated regarding these sessions.

Deputy Head

Responsibilities include:

- monitoring, reviewing and updating the Pastoral Care policy
- ensuring the dissemination, understanding and implementation of the policy
- meeting and discussing strategies with class teachers when requested
- supporting colleagues in parental meetings where appropriate
- keeping the head aware of pastoral care issues and concerns
- involving the head directly in pastoral care issues where appropriate

Designated Safeguarding Lead (DSL)

The role and name of the designated safeguarding lead and deputies are clearly defined in the Safeguarding Policy.

Head

The head has overall responsibility for the welfare of the children in the school. An open door policy is operated and children in the school are aware that they may talk to the head about any concerns they may have.

Parental Involvement

The school operates an 'open door' policy and parents are always welcome to make an appointment with staff to discuss their child's welfare. The greeting and dismissal of children in the morning and afternoon also gives parents the opportunity to mention limited information to senior staff and class teachers at the beginning and end of the school day.

It is the intention of the school to work in close partnership with the parents at all times for the well being of the children.

At the beginning of the school year, the parents are invited to come into school and spend a morning/afternoon with their child and carry out a fun activity with them in their child's class. Parents are also invited to come along on school trips, and the parent reps organise and help out at the children's Christmas class parties.

For minor incidents, e.g. chattering in class, late homework, if a child's behaviour or welfare is causing concern the parents will be informed by the class teacher and invited into school to discuss the situation. This approach is designed to build a relationship with parents based on mutual trust and confidence, and in the sense that the education of their child is very much a shared responsibility.

Parental support will be sought for the implementation of the strategies devised to meet the needs of their child. The class teacher will maintain close contact between the school and home in order to monitor and evaluate the effectiveness of the action taken. All meetings with parents a parent contact form is created and an automatic email is sent to the head so it may be countersigned and a copy sent to parents.

If issues persist, escalate, or if the behaviour is more serious the class teacher will liaise with the deputy head or head. Senior staff may call a meeting with the parent or may offer support to the class teacher at a meeting.

CPOMS

The school uses CPOMS to monitor any safeguarding, wellbeing and pastoral issues. On this online system, staff can record all incidents relating to behaviour, social concerns and other information regarding the well being of individual children. All staff are responsible for entering this data into the system. Other relevant documents are kept in the child's file in the school office, and pupil information for every child is also kept in a shared folder on the drive for all staff to access.

Sanctions (Also see Behaviour Policy)

The school recognises the need for sanctions to register disapproval of unacceptable behaviour and to make the school a safe and happy place. However, the use of sanctions is only one strand of the school's strategy to enable the children to develop an understanding of how negative behaviour impacts upon themselves and others.

Most incidents of misbehaviour are relatively minor and fall within the professional judgement of the teacher involved. Such incidents can be dealt with through the use of minor sanctions including, for example, a quiet word, the loss of part of a playtime or a small task. Behaviour reflection sheets are also used in Years 1-6 where the children can reflect on what has happened and what they have learnt.

The incident may also be recorded on CPOMS

More serious cases of misconduct are likely to involve the class teacher and the head or deputy head, in agreeing an appropriate course of action. The response will be determined by the age of the child, the circumstances surrounding the incident, the degree of the misbehaviour and the child's history. Alongside any imposed sanction a clear and coherent strategy will be implemented by the class teacher to provide an opportunity for the child to modify and improve future behaviour. If it is deemed appropriate the deputy head or head will contact the parents to discuss the action taken. This will depend on the age of the child, the child's history and the nature of the incident.

On some occasions it may be appropriate to allocate a specific member of staff to be a 'mentor' to a child. This will usually be a member of the senior leadership team.

Morning Briefings (Lower School and Upper School)

Every morning at 8.00am a staff briefing is held on both school sites. This enables any member of staff to raise information/concerns about specific children. All matters are recorded on the briefing sheet, which is then pinned on the staffroom notice board, or emailed to staff, so that all staff have access to the information discussed.

Exclusions

The head and the governors are responsible for the exclusion of any child from the school.

Parental Concern

Parents who are concerned about the way pastoral care is implemented should address their concerns to the head. If the parental concern is not resolved, the school has a formal complaints procedure, which is available on request from the school office.