



Pastoral Care Policy

Reviewed M Calvey

Date	Review Date	Coordinator	Nominated Governor
January 2022	January 2023	M Calvey	M Sawyer



POLICY STATEMENT:

We believe we provide a secure, caring and happy learning environment where pupils and school personnel have a mutual respect for each other. We want all pupils to feel valued as individuals and to develop to their full potential in a healthy and safe environment.

We realise that pastoral care majorly influences the development of the ethos of the school and in the physical, intellectual, moral, emotional and spiritual development of each pupil.

All school personnel have a responsibility for pastoral care, the general welfare of all pupils and in creating and maintaining an environment of good relationships based on mutual respect.

We believe that successful pastoral care is a partnership between school and home. By maintaining a constant dialogue between school and home, we will ensure that a full and accurate picture of all aspects of the care, development and progress of each child will be made.

We are aware that the pandemic has been hard on all children and young people and has placed an unprecedented amount of stress on them leading to heightened anxiety and other mental health issues. We believe the health and wellbeing of all children is more important than pupils catching-up academically.

We recognise that some vulnerable groups have had other factors to deal with and are experiencing many overlapping vulnerabilities. We have a duty to ensure that the necessary support is in place for looked after children and previously looked after children, young carers, and children with English as an additional language.

We will ensure that:

- The SENCO :
 - ☐ will work closely with:
 - social workers
 - carers
 - the children
 - ☐ will take lead responsibility for the development of personal education plans for each child;
 - ☐ will ensure school personnel:
 - understand the main areas affecting the learning and achievement of looked after children;
 - see each looked after child as an individual who has real potential;

- help foster a culture where looked after children are listened to;
- continue to create a safe and welcoming school environment for everyone

We are aware that during the pandemic many **young carers** have felt even more isolated, spent more time caring and felt more stressed and anxious than they have ever been. We need to:

- allocate a member of the school personnel as their main support person;
- undertake a Young Carer's Needs Assessment;
- apply for additional funding via Pupil Premium to help support each young carer;
- refer them to a local young carers group

We acknowledge that the pandemic may have added further complications for pupils with **EAL** such as living in a multigenerational home setting which has made remote learning and working very difficult and stressful, this on top of, perhaps, experiencing isolation, culture shock and racism.

We will ensure that:

- every pupil with EAL is integrated into the school;
- we celebrate diversity and promote inclusion;
- we establish links with local support groups;
- we continue to establish contact with the wider local community

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

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| ▪ Children Act 1989 | ▪ Safeguarding Vulnerable Groups Act 2006 |
| ▪ School Standards and Framework Act 1998 | ▪ Children and Young Persons Act 2008 |
| ▪ Education Act 2002 | ▪ Equality Act 2010 |
| ▪ Education and Inspections Act 2006 | ▪ Education Act 2011 |

The following documentation is also related to this policy:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

AIMS AND OBJECTIVES

- To create a caring and secure learning environment for school personnel and pupils.
- To be responsible for the general welfare of all pupils in the school.
- To be aware of all aspects of the care and development and progress of each child.
- To support pupils in their physical, intellectual, moral, emotional and spiritual development.
- To establish and maintain good communication between school, parents/carers and external agencies.
- To involve parents at the earliest opportunity should there be concern at any aspect of a child's behaviour, attitude or work.
- To provide school-based counselling for pupils.
- To ensure compliance with all relevant legislation connected to this policy.
- To share good practice within the school, with other schools and with the local authority in order to improve this policy.

ORGANISATION AND PLANNING

MONITORING ARRANGEMENTS

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteachers and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

INCLUSION

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

TRAINING

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - ☐ All aspects of this policy
 - ☐ Ethos and Mission Statement
 - ☐ Safeguarding and Child Protection
 - ☐ Anti-Bullying
 - ☐ SEN
 - ☐ Equal opportunities
 - ☐ Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff:
 - ☐ that highlights the knowledge gaps in the training;
 - ☐ that shows how those knowledge gaps were corrected

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Pastoral Care;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the School Council in:
 - ☐ determining this policy with the Governing Body;

- ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
 - responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Co-Headteachers

The Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - ☐ in place and cover all aspects of this policy;
 - ☐ accurate and suitable;
 - ☐ reviewed annually;
 - ☐ easily available for all school personnel
- be informed of any concerns from school personnel of the general well-being of any pupil;
- create and maintain a caring and secure learning environment for school personnel and pupils;
- establish and maintain good communication between school, parents/carers and external agencies;
- establish and maintain a pastoral care programme consisting of:
 - ☐ **Safeguarding and Child Protection** policy and procedures are in place with all school personnel, parents and governors with pupils feeling safe and protected; know how to assess risk to themselves; know how to keep themselves safe; know how to raise a complaint or concern; know and recognise a trusted adult that they can go to and raise their concerns; feel supported and protected when they raise a concern; kept informed of any actions that have been taken when they have raised a complaint; feel safe from discrimination and bullying; and are aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
 - ☐ **Emergency Contact** file is in place and is referred to in the event of a school accident or if any child is unwell. Parents are immediately contacted.
 - ☐ **First Day Contact** is in place to monitor the attendance and absence of all pupils.
 - ☐ **School Security** procedures are in place to ensure that the school environment is secure for all pupils and staff.
 - ☐ **Supervision** before, during and after school ensures that all pupils are safely dealt with once they are on the school premises.
 - ☐ **Parent-Teacher Consultations** are held three times a year when pupil progress and pupil welfare is discussed.

- ☐ **Assemblies** held to discuss issues and to celebrate pupil success but regular praise and encouragement is part of the school ethos.
 - ☐ **Outside Agencies** are contacted if the school believes they have tried all avenues of in-house support for the pupil and now need the advice and support of the relevant agency.
 - ☐ **Circle time** takes place several times a week.
 - ☐ **Anti-bullying** lessons in place throughout the school.
 - ☐ **School display boards** highlighting pupil support and anti-bullying.
 - ☐ **Pupil Support systems** are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.
 - ☐ **Weekly staff meetings** to discuss pastoral care and supervision, and monitoring the progress of pupils.
 - ☐ **School-based counselling** is provided for pupils who are or have experienced difficulties such as bullying, parental separation, stress, friendships, change, bereavement, distressing traumatic events and anger in a confidential and non-judgemental atmosphere.
- organise a series of safeguarding and child protection workshops to ensure parents are aware of:
 - ☐ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - ☐ the Safeguarding and Child Protection policy
 - ☐ safeguarding procedures in place;
 - ☐ all safeguarding policies;
 - ☐ their role in safeguarding and child protection
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Subject Leader

The coordinator will:

- create and establish a pastoral care programme to assist the needs of all pupils;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure the Safeguarding and Child Protection policy protects all pupils from physical, intellectual, moral, emotional harm;
- line manage a group of special trained school-based counsellors;
- ensure the counsellors receive regular continuing professional accredited training;
- assist in establishing and maintaining good communication between school, parents/carers and external agencies;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;

- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.
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Role of Attendance Officer

The First Day Contact Supervisor is responsible for:

- ensuring the safeguarding of pupils by establishing the whereabouts of all absent pupils by making contact with parents if the school has not been informed of their child's absence;
- implementing this policy with the Head;
- ensuring the following procedure is carried out each day:
 - ☐ Collect registers once registration has been completed;
 - ☐ Monitor registers;
 - ☐ Listen to absence calls and text messages;
 - ☐ Read emails from parents;
 - ☐ Make a list of absence pupils without no explanation;
 - ☐ Double check the list before calling parents/carers to establish the whereabouts of absent pupils;
 - ☐ Contact parents/carers if they have not reported their child's absence by 10.00a.m;
 - ☐ If unable to make contact with parents/carers then call everyone on the contact list;
 - ☐ Leave voicemail and text messages in all cases;
 - ☐ Use school intelligence to establish any information about the unexplained absence;
 - ☐ Check if the absent pupil;
 - ☐ If still no contact with the parents/carers then repeat the calls;
 - ☐ Contact the key worker if a child is on the child protection register and no reason has been given for the child's absence;
 - ☐ If still no contact then send appropriate school personnel to the family home;
 - ☐ If no contact has been made even after visiting the family home of an absent pupil then inform children's services / the police;
 - ☐ Continue to contact the parents/carers throughout the day until contact is made;
 - ☐ Inform the Headteacher and the Designated Safeguarding Lead of the situation.
 - ☐ Keep a log of all actions.
- keeping an up to date list of at least three emergency contact phone numbers for different adults associated with each pupil;
- monitoring individual and class attendance on a daily basis;
- keeping the Head informed of attendance figures and trends;
- organising meetings between the Headteacher and parents to discuss their child's poor attendance;
- organising meetings between the Headteacher and parents to discuss their child's truancy;
- organising meetings between the Headteacher and parents to discuss their application for a term time holiday;
- compiling attendance data reports for the Head, the Governing Body and the EWO;
- ensuring registers are distributed to the teaching staff and are kept up to date.

Role of Staff

School personnel will:

- comply with all the afore mentioned aspects of this policy;
- be responsible for the general welfare of pupils in their class;
- establish and maintain good communications and contact with parents;
- report any concerns they have of a pupil to the Pastoral Care coordinator;
- implement the school's equalities policy and schemes;

- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration and respect to others;
- be encouraged to help in maintaining a learning environment that is happy, secure and caring;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by any Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents will:

- be made aware of this policy;
- be involved at the earliest opportunity should there be concern at any aspect of a child's behaviour, attitude or work;
- be encouraged to contact the school if they are concerned about any aspect of their child's welfare;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

MONITORING THE EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing board for further discussion and endorsement.

LINKED POLICIES

- Safeguarding and Child Protection
- Anti-Bullying
- SEN
- Wraparound Care
- Ethos
- School Based Counselling
- Pupil Behaviour and Discipline
- Supervision of Pupils
- Troubled and Vulnerable Children
- All Safeguarding and Child Protection Policies
- Sick Child
- Bereavement

Confirmation of policy:

Corpus Christi School

Lead member of staff: M Calvey

Link Governor: M Sawyer

Date to be reviewed: Jan 2023