

# ***St. Francis' College***

## ***Pastoral Care Policy (Pupils - Prep)***

### **Introduction**

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

### **Statement of Core Values**

St Francis' College provides an environment of excellence and care for each member of its community. We demonstrate our valuing of each person through respect, truth, compassion and challenge. We foster excellence through the highest standards in our teaching, learning and pastoral structures and programmes. Each individual contributes to and benefits from our community of excellence and care.

### **Pastoral approach in the Prep Department**

St Francis' College realises its core aims and goals through a variety of means, none more important than our pastoral support given through the year group system. We understand Pastoral Care 'as an approach to education which endeavours to value and develop each member of the community. It promotes learning and personal development at every level. This approach animates the nature of our pastoral care provision. Pastoral Care is most effective when it is all pervasive and fully integrated into the Prep department's daily routines, its curriculum and its extra-curricular activities. As such, there is consistent collaboration between staff.

Each member of the Prep Department community has access to the relevant pastoral structures and procedures; each is also invited to play their part in contributing to the pastoral ethos of the St Francis' College community through involvement in the House System, charity events, student voice, assemblies, whole school events and School Council.

The Pastoral Care policy works alongside a range of related policies and 'Keeping Children Safe in Education'. We recognise the pastoral needs generated by online technology child-on-child abuse and demands on mental health. Staff receive regular training in order to support students.

More than anything else, we seek to nurture positive relationships as the core resource in developing a pastoral approach. This policy endeavours to put in place the framework necessary to underpin and support this approach. The policy will address the following areas:

- Pastoral role: definitions and responsibilities
- Pastoral programmes
- Pastoral procedures
- Resources and professional development
- Monitoring and evaluation
- Communications with parents/guardians

## **Pastoral Roles: Definitions and Responsibilities**

At the centre of the pastoral framework are the pastoral roles of Form Tutor, Head of Prep School, Nurses, Counsellor and Independent Listener. We recognise that each contributes to the pastoral nature of the community. We also recognise that other key roles in Prep carry significant pastoral dimensions and responsibilities – such as Teaching Assistants, Prep Receptionist, Individual Needs Coordinator and More Able Coordinator. The Deputy Head of the College is in overall charge of the pastoral system and acts as DSL. In this section, we deal with the roles of the Form Tutor and Head of Prep. It is the policy of this College that in relation to each of these roles, the following applies:

### **1 Form Tutor**

- Every Form Tutor is responsible for the general welfare and progress of all the pupils in the Form. The Form Tutor should try to foster a good Form spirit, which will contribute greatly towards their attitude, enthusiasm and discipline.
- Form Tutors should undertake to deal with the day-to-day problems of the Form, but major difficulties should be referred to the Deputy Head of Prep or Head of Prep.
- The Form Tutor will meet the Form every morning for registration and the tutor time activities.
- The Form Tutor plays a major part in the induction programme.
- The Form Tutor may deliver the PSHE (Personal, Social, Health and Economic Education) programme and RSE programme in line with the PSHE education curriculum.
- The Form Tutor will have access to the relevant information on the pupils in the Form.
- Form Tutors are responsible for ensuring that pupils adhere to the school behaviour policy
- Form Tutors are responsible for monitoring the pastoral and academic well-being of the pupils in the Form.

### **2 Head of Prep**

- The Head of Prep is responsible for the pastoral and academic overview of the Prep Department. They are expected to support the College ethos at all times and will liaise closely with and report to the Deputy Head of the College. The Head of Prep will work closely with and line manage the Form Tutors.
- Assumes responsibility for pupils: follows up incidents, maintains detailed records on iSAMS and in pupil files.
- Meets with parents as required, sometimes with the Form Tutor, Deputy Head of Prep or Deputy Head College present.
- Arranges sanctions (in line with the Behaviour and Discipline Policy) where appropriate and inform parents and staff.
- Will communicate with parents about pastoral and academic matters by telephone, email or face to face meetings.
- Attends weekly meetings with the Deputy Head of College to ensure significant developments within the year group or with particular pupils are shared.
- Holds regular Prep Staff meetings.
- Ensures pupils through the Deputy Head of the College have access to the Counsellor.
- Monitors pupil progress and liaises with the Form Tutor as required. This may include contacting parents.
- Monitors the delivery of the PSHE and RSE programme in consultation with the Head of PSHE.

## **Personal, Social, Health and Economic (PSHE) Education**

PSHE is a core area of the College life and its link to Pastoral Care is clear. At St Francis' College, this is known as the PSHE Programme. All pupils in Prep receive a weekly PSHE session, which is delivered by the Form Tutor. The PSHE programme is drawn up by the Head of Prep overseen by the PSHE Co-ordinator. This College has a commitment to PSHE and demonstrates this in its provision on the curriculum and in addition through our 'off timetable' sessions.

The Head of Prep oversees the delivery of RSE and ensures that the RSE framework is implemented in full. Many aspects of the PSHE and RSE Curriculum are reinforced in tutor times and assemblies.

## **Pastoral Procedures**

The College has a number of procedures with pastoral implications. In the area of information, we are committed to respectfully and sensitively dealing with how information is received, shared, stored and accessed in line with GDPR requirements (pastoral concerns are recorded on iSAMS or 'MyConcern' platform). Our publication of policies and procedures posted is on the St Francis' College website.

Another area of relevance is the relationship of the College to the parent. Our policy commitment in this area is to work in partnership with parents to achieve the optimum quality of relationship – this will require respect, listening patience, and willingness to reach consensus, creativity, co-operation and generosity. The Deputy Head of Prep and the Head of Prep will review this relationship regularly in consultation with the Head of the College.

Dealing with sensitive issues such as sudden death, suicide or any Child Protection issues requires careful consideration. The Designated Senior Lead with Responsibility for Child Protection (DSL) plays a key role and is in regular and high priority communication with the Head. The DSL is supported by Deputy DSLs in EYFS, Prep and Senior. Regular reports are given to Inspired Learning Group, Carrie Askew, Head of Operations, the Head, Deputy Head of College and Bursar.

## **Resources and Professional Development – Form Tutors**

St. Francis' College is committed to providing the necessary resources to underpin this pastoral policy. In particular, we are committed to providing where possible tailored professional development programmes for Form Tutors either through BSA, GSA, ILG, IPD or other training providers in the form of conferences or specific training courses. There will also be annual opportunities for the full staff to review the effectiveness of these roles and other pastoral issues through the College Development Planning process. DSLs and Deputy DSLs receive regular safeguarding update training.

## **Policy Monitoring and Evaluation**

Effective policy requires constant monitoring and evaluation to ensure successful implementation and to review what adjustments may be necessary from time to time. Regular Pastoral Meetings are held, chaired by the Deputy Head and reviews will take place in staff meetings or other meetings as appropriate.

## **Communication with Parents**

Parents are provided with an electronic copy of the Parents' Handbook before their child enters the College. In addition, all parents have access to the College website, which contains up-to-date policies and procedures. All parents are invited, with their child to New Academic Year Induction Evenings every September.

Regular formal contact is made through reports and Parents' Evenings. Individual issues are discussed through letter, email, telephone or individual appointments at College. Parents/Guardians are always welcome and are encouraged to contact their child's Form Tutor; Deputy Head of Prep and the Head of Prep if they have any concerns or worries. Urgent concerns will be given immediate attention. Parents are encouraged to share concerns about home circumstances or medical matters that may affect their child's work or behaviour in school. Any information disclosed will be treated as confidential and only passed on to those with a need to know.

There is increasing practise of communicating with parents by e-mail but where there is a disciplinary matter or point of concern, the usual policy is to contact parents by telephone as soon as is practically possible. At St. Francis' College, we encourage open, robust communication with parents. Parents are given opportunity to feedback and give opinions on pastoral care in the Prep Department.

#### **Related Policies**

All Boarding Policies  
Safeguarding Policy  
Online Safety  
Missing Child and Missing Child in Education  
Anti-Bullying  
PSHE and RSE  
Safer Recruitment  
Misuse of Drugs  
Physical Restraint Policy  
Mental Health and Well Being  
First Aid Policy  
Peer-on-Peer abuse

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