



## **Pastoral Care Policy**

*“Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.”*

### **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, spiritual, cultural, 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
- the nature of relationships amongst pupils, teachers, parents and others
- arrangements for monitoring pupils' overall progress, academic, personal and social
- specific pastoral structures and support systems and through extra -curricular activities and the school ethos.

In essence pastoral care should help a pupil to achieve success in every facet of school life.

### **Aims**

As a Rights Respecting School, we embrace the principles and articles within the United Nations Convention on the Rights of the Child (UNCRC). Pastoral Care at Avon House encompasses and pervades the whole life and work of the school in which:

- All pupils and staff feel valued as individuals, feel safe and secure and are encouraged to develop their gifts and talents.
- The staff keep the pupils' interests and welfare as their main focus.
- There are good relationships between teachers and pupils and among pupils in and outside the classroom.
- 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.

- The school strives to promote and sustain good and 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. See (Behaviour policy (9a))

(with reference to articles 12 and 13 UNCRC)

## **Responsibility**

While the Board of Governors, Senior Leaders and House Leads and 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, carers and pupils and outside agencies.

## **Principal features of Pastoral Care provision**

### **Senior Leadership Team**

The significance of the quality and effectiveness of the leadership of the Head Teacher and Senior Leaders 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.

### **The Pastoral Team**

Avon House has a Pastoral Care team which is made up of the House Leaders and the Head Teacher. This group can also call upon the Inclusion Lead and the Governor responsible for safeguarding when appropriate. Members of the team meet each half term or as required, to discuss individual cases causing concern, and to share and agree appropriate strategies. This is then reported back to the appropriate staff and if appropriate, the parents of the child.

When a child is reported to the team with regard to any pastoral matter, any action taken will be recorded in the class incident and concerns book and the vulnerable children's book which is kept in the Head Teacher's office and dealt with appropriately (refer to Behaviour and Discipline Policy (9a), Anti-Bullying Policy (10a) and Safeguarding Policy (7a)).

The team is known to all members of the school community and will meet with children informally to support and talk through issues or lend a listening ear. Where appropriate children may be invited by the Inclusion Lead to join Circle of Friends as a means of support.

### **School Staff**

At school level the promotion and development of staff welfare is an obvious responsibility of the Board of Governors, Head Teacher and Senior Leadership Team 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.

### **Mental Health First Aid**

The school welfare officer has trained as a mental health first aider for staff and she is available for staff to talk to at any point during working hours.

### **The Teaching and Learning Environment**

Teachers strive to create and maintain a positive classroom climate this is created through:

- a quiet, calm and relaxed attitude combined with fairness and a sense of purpose
- our interest in and knowledge of the pupils individually
- mutual respect
- pupils recognising their personal qualities
- knowledge and skills of the teachers
- the staff being sensitive to the needs of the pupils and respecting their contributions

This feature of pastoral care refers to the harmonious relations which are striven for nurtured, and developed in the school between staff and pupils and among the pupils in and outside the classroom.

It encompasses all British values, the approachability of staff, the growth of pupils and the expectations that each bring to the school environment.

Pupils have a sense of security and are free from emotional and physical harm. Staff are fair, consistent and compassionate in their approach to discipline.

### **Safeguarding 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.

### **School Environment**

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

### **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.

The school has developed "Hope in a box." Hope is a bear that children can borrow or share their emotions with. The box contains story books that the children can borrow to read at home or to read with a member of the Pastoral Care team. Hope has a number of outfits that can also be borrowed to give greater context to Hope's situation.

Parents can also request to borrow Hope and a book to help them discuss issues with their children in times of need.



This policy is run along-side the school's First Aid and Safeguarding policies.

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