



Pastoral Care Policy

Including all of the Pre-Prep Department and Early Years Foundation Stage

JERA

Updated October 2018

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
27/10/16	JERA	Addition of 'banter' in Statement of Boarding Principles; addition of 'DSL' specifically in Pastoral Team; Pastoral Team meets 'weekly' rather than 'regularly'; additional detail about PSHE; addition of new Head Sister
27/11/17	JERA	Update to names of key personnel and Year Group nomenclature
5/10/18	JERA	Update to titles of key personnel and addition of pre-prep school

Introduction

At Summer Fields every child matters, and the happiness and wellbeing of our pupils is of paramount importance. A happy child is a productive child and it is the duty of all staff to help to ensure that each and every pupil is well cared for, feels safe and secure, is happy, and engages positively with the world around him.

Our Pastoral Care system is designed to support the stated Aims of the School and the Statement of Boarding Principles and Practice:

Aims of the School

The school's mission statement says that "the quality of pastoral care is outstanding and our aim is constantly to examine what we do and in this, and in all areas, improve where we can." The Aims of the School make reference to "the importance that is placed on the pastoral care of the boys and all the (academic) staff play an important role as Lodge Parents, as helpers in lodges or as Tutors. Indeed, the horizontal structure of the Lodges, according to age, is a great strength of the school."

Statement of Boarding Principles and Practice

At Summer Fields our Principles of Boarding, which apply equally to our day pupils as well, aim to:

1. Safeguard and promote the welfare of each pupil, providing an environment that is, as far as possible, free from physical hazards and dangers of any sort.
2. Develop the whole person, and instill a desire for truth and a respect for others in a caring and happy atmosphere.
3. Produce an open and trusting ethos in which each boy can feel that he is able to approach any other member of the community, whether that be staff or pupil, confident in the knowledge that he will be treated and respected as an individual.
4. Create an atmosphere of tolerance, openness and trust in which teasing/banter, harassment and bullying would find great difficulty in developing.
5. Provide the conditions for pupils to develop their intellectual needs through participation in activities and in an atmosphere that values effort.
6. Provide a range of activities, hobbies and pastimes that will assist in the personal, social and cultural development of each pupil.
7. Provide accommodation that is comfortable and suited to the needs of the pupils, and that offers adequate levels of privacy.
8. Develop boys' responsibility for self, others and the environment
9. Develop boys' qualities of leadership and their ability to work as part of a team.
10. Develop confidence in every boy.

Our **Pastoral Care system** is designed to support the stated aims of the school in encouraging all pupils to maximise their potential. This potential includes their academic, social, physical, spiritual, personal and emotional potentials. The pastoral care system aims to deliver excellence through:

- all the pupils and staff feeling valued as individuals, feeling safe and secure in an environment where pupils' physiological and safety needs are met
- positive relationships between adults and pupils built on open and honest communication
- ensuring appropriate time to communicate and build relationships; both adult/pupil and adult/adult communication
- staff who are committed to delivering excellent pastoral care through excellent communication, team work and regular training to support their pastoral roles
- positive behaviour of pupils with genuine care for each other and effective support and guidance across year groups

- praise for success to build self-esteem and opportunities to develop resilience and to solve problems
- recognition for being good at something and support and encouragement to help pupils to meet their full potential
- a strong pastoral curriculum that takes place both inside and outside the classroom

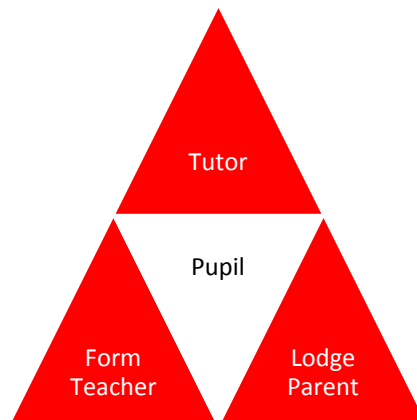
Organising the Provision of Pastoral Care

Deputy Head Pastoral

The Deputy Head Pastoral is a member of the school's Senior Management Team and works closely with both the Headmaster, Head of Pre-prep and Deputy Headmaster to deliver the highest standards of pastoral care throughout the school. The Pastoral work of the school is overseen specifically by a **Pastoral Team** which is chaired by the Deputy Head Pastoral.

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 through their own behaviour. Whilst excellent pastoral provision is the responsibility of all staff, it is achieved primarily through a tripartite pastoral care structure involving **Tutor**, **Form Teacher** and, in the case of the boarders, **Lodge Parent**.



Every pupil from Reception to Year 8 has a **Form Teacher** with whom he has daily contact. They are usually the first link in the chain of pastoral care at Summer Fields and he or she will have responsibility for the overall welfare of each child in their class. In addition, each class in the pre-prep school has a **Teaching Assistant** who works in tandem with the Form Teacher to ensure excellent pastoral care of each pupil. Pastoral concerns are communicated formally via weekly staff meetings in the pre-prep and the Head teacher also meets regularly with the Deputy Head Pastoral.

In the prep school, every pupil also has a **Personal Tutor** who oversees the academic and pastoral needs of his or her tutees. In the Year 4 this person is also the boys' Form Teacher, but from Years 5 to 8 the boys are assigned a tutor with whom he meets regularly and who is responsible for his academic and social welfare. They will usually meet at least weekly on a one-to-one basis to review progress, overcome any concerns or problems and to set targets. For each boy, the Tutor should be the most important source of help, advice and encouragement and they will in most cases know the boy best as a close relationship is normally built up between the boy, the parents and the tutor over several years.

Boarders also have **Lodge Parents**. This usually changes on an annual basis due to the horizontal nature of the Summer Fields boarding model but the lodge parents will also develop important relationships with the boys over the year and are key links in the pastoral chain.

Staff communicate regularly informally and formally, at Staff Meetings and at Year Group meetings. The Tutor and Lodge Parents tend to have most contact with the parents and should seek to keep regular communication with parents through formal and informal channels.

Supporting these are:

Heads of Year

Year 4

Year 5 and 6 (Middle)

Year 7 and 8 (Upper)

School Nurses (Hobsons) and a School Counsellor

Head Sister

Learning Support Department

Head of Learning Support

Lay Chaplain

Together these groups and individuals work together to ensure that the needs of each individual pupil are met.

Pastoral Partnership

Summer Fields believes that effective pastoral care is a partnership between the School and parents. Communication with parents takes place through Parents' Receptions and regular reports but also through emails, telephone and meetings as required. Effective co-operation between parents and the school pre-empt most serious situations and provides the best possible support for young people in their formative school years.

Parents may contact the school to discuss a pastoral or academic issue at any time and indeed are encouraged to do so. Most day-to-day communication will be through the pupils' Form Teacher, Tutor or Lodge parent but in some situations it may be appropriate to involve the Deputy Head Pastoral, the Head of Boarding, the Deputy Head or indeed the Headmaster.

Staff deployment and the school's arrangements for staff development promote effective pastoral care when:

- members of the senior management provide clear and committed leadership in the field of pastoral care; roles and responsibilities are clearly defined, understood and accepted; lines of communication between the various tiers of management are open and well used;
- the particular strengths, expertise and interests of individual teachers are utilised fully
- the needs of staff for training are met through attendance at external courses or through the organisation of suitable school-based professional development;
- the staff have up-to-date information on issues such as child protection, drug education and sex education; they are aware of their legal responsibilities

School Governors

Regular reports are submitted to the governors to ensure good communication of developments relating to the provision and management of Pastoral Care and to provide appropriate oversight.

Managing Pastoral Information and Pastoral Care Records

The Pastoral Team

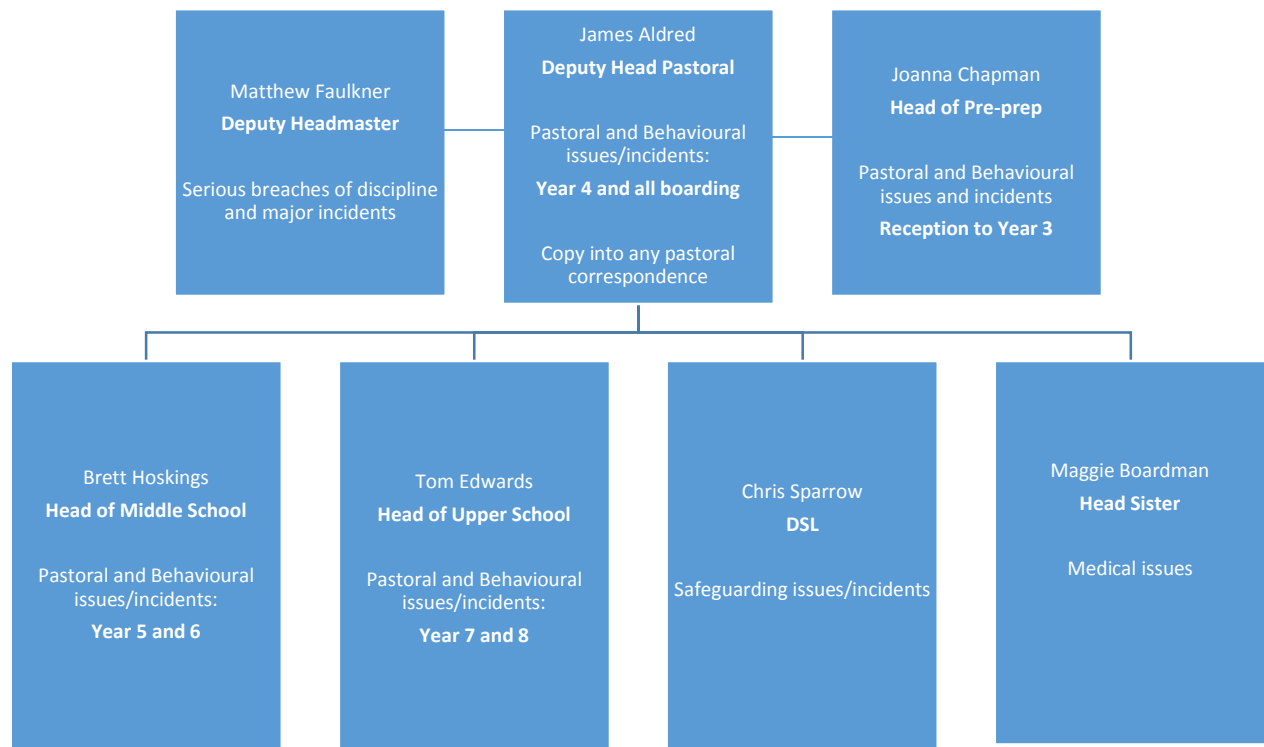
The Pastoral work of the school is overseen specifically by a Pastoral Team. The team includes the Deputy Head Pastoral, Head of Boarding, Designated Safeguarding Lead, Heads of Year, Head Sister, Head of Learning Support, Lay Chaplain and School Counsellor. The team meets weekly to provide a forum to oversee and support the provision the school makes for the overall welfare and wellbeing of pupils.

Pupils causing concern are discussed at all pastoral staff meetings and briefing meetings. Specific pastoral concerns are co-ordinated and any strategies are logged in a **Pupil Pastoral Register** and reviewed at each Pastoral Team meeting. The register is posted in the Black Hole (staff room) and is shared with Form Teachers, Tutors, Lodge Parents and peripatetic staff. The process is monitored by the Senior Management Team to ensure that there is implementation and follow up of any strategies to support the individual pupil.

The team's remit includes, but not exclusively: the school's counselling and health services; safeguarding and child protection; the Tutor system; the School Council; the provision of PSHE; the application of Rewards and Sanctions; pastoral record keeping.

Staff should share any specific pastoral information and concerns with any members of the Pastoral Team. The following hierarchy is a useful guide:

A child in need:

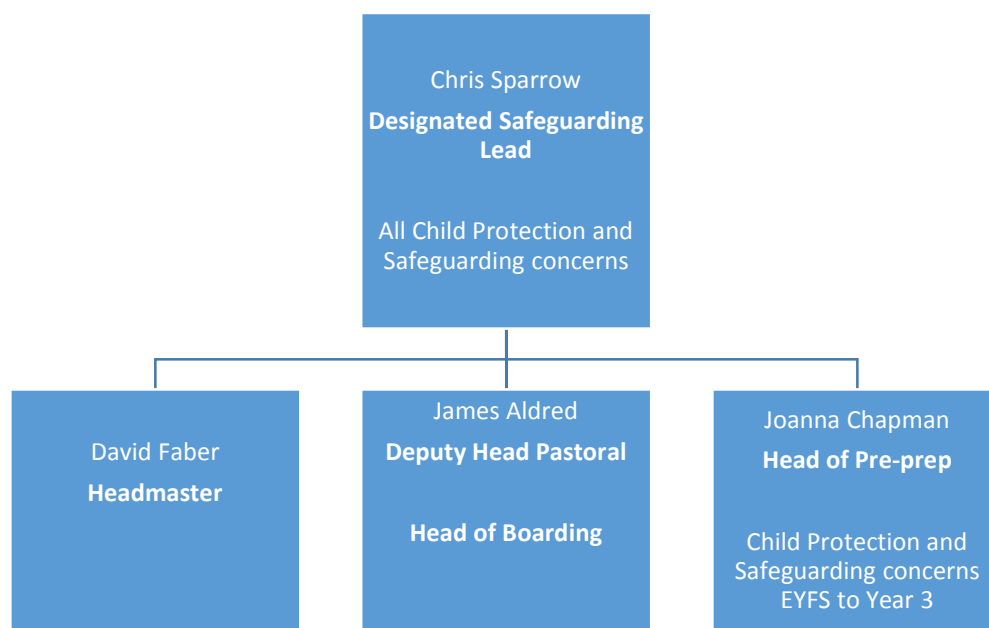


The Role of the Headmaster

In some situations, the Headmaster may be very involved. Reasons for this may include:

1. A serious breach of discipline
2. Sensitive or confidential issues not to be shared with a wider audience.

A child at risk – refer immediately to the Safeguarding Team:



Pupil Support and Guidance

It is very important that all the children at Summer Fields know to whom they can turn for support and guidance. There are plenty of people that the pupils can turn to for help . . .

1. Tutor
2. Lodge Parents
3. Form Teacher
4. Headmaster
5. Deputy Headmaster
6. Sister in the Medical Centre (Hobsons)
7. One of the Prefects Do the prefects have 'training' to deal with pastoral/safeguarding issues?
8. Their friends
9. Any teacher or any adult that they trust

It is recognised that sometimes they might want to talk to someone not mentioned above. If so, pupils can:

- Make an appointment to see the School Doctor (Independent Listener) or the School Counsellor (they do not have to tell Sister what it is about – just say that it's a private matter)
- Phone ChildLine on 0800 1111
- Access www.childrenscommissioner.gov.uk
- Phone the Office of the Children's Commissioner on 020 7783 8330

- Phone the Local Child Protection Team on 01865 815232
- Phone Ofsted on 0300 1231231 (Monday - Friday, 8.00 am - 8.00 pm) Ofsted is the Office for Standards in Education, Children's Services and Skill

There are 'Are You Happy' notices displayed in every classroom, all the lodges and at various other locations around the school with this information as a reminder for all the pupils.

Well-run PSHE sessions give children a great sense of support from both the teacher and their peers.

PSHE

Every year group receives regular Personal, Social and Health Education (PSHE) and this provides a vital foundation for the personal development of young people in preparing them for teenage and adult life. The PSHE programme includes study skills, thinking skills, health and sex education, behaviour, relationships. In addition, the school also provides workshops for pupils, staff and parents to raise awareness of pertinent issues and provide training. These may include: anti-bullying, eSafety and improving mental health and wellbeing.

Other Relevant Policies

There are a number of school policies closely integrated and linked to Pastoral Care. These are:

1. Behaviour, Rewards and Sanctions Policy
2. Countering Bullying Policy
3. Equality and Diversity Policy
4. Fire Safety Procedures and Risk Assessment Policy
5. Health and Safety Policy
6. Learning Support Policy
7. PSHE Policy
8. Safeguarding Policy
9. Staff Induction Policy
10. Statement of Boarding Principles and Practice