

# **Feltonfleet School**

## **Policy for Pastoral Care**

### **Rationale**

Feltonfleet is a boarding school with a day community and as such we regard the pastoral care of our pupils to be of fundamental importance. We thus approach the care of our pupils in a positive way, reinforcing the philosophy, ethos and core values of the school. The pastoral care framework supports, and is in line with, the Behaviour Policy.

### **Objective**

Our aim to provide a safe, secure and affirming environment for everyone in our school community is supported by:

- great emphasis being placed on the welfare and well being of the children so that they may trust that the adults in school are approachable and have their best interests at heart
- the provision of appropriate support and guidance to all staff, pupils and their parents when they so require, through an effective and accessible pastoral care framework
- being good role models for pupils by forming constructive and positive relationships with colleagues, parents and the pupils themselves
- our behaviour policy which is aimed at encouraging pupils to develop caring and respectful relationships towards each other and adults
- our comprehensive health and safety policy aimed at ensuring the well-being and safety of all members of the school community.

### **Pastoral Care in Action**

All adults working in school, both teachers and ancillary staff, are encouraged to approach the care of our pupils in a positive way in accordance with our ethos and following the school behaviour policy.

There is a qualified Matron on duty at all times of the day or night to assist staff in caring for pupils' health and physical well-being.

Though we have a large campus a regularly reviewed duty system is in place to provide effective supervision of pupils outside of lesson times.

Minor difficulties, worries or upsets involving any child which arise within the classroom or in the play areas are dealt with by the form teacher or one of the members of staff on duty. The child or children concerned are always fully involved in any discussion about an incident or concern.

More serious incidents or concerns about a child's behaviour, health or welfare will be referred to the Year Leader.

### **Pastoral Care Meetings**

The meeting schedule in place supports our commitment to pastoral care and the welfare of each child. Form tutors meeting with the Year Leader every Tuesday morning to discuss any concerns or issues that have arisen during the course of the week. Any significant pastoral concerns are shared at a meeting the following morning, attended by the Year Leaders, Headmaster and Deputy Head. The follow-up information and on-going concerns are communicated to staff the next day in the weekly staff Welfare Meeting. (See Section B, B in Staff Handbook) and in the Pre-Prep these are discussed at the daily staff briefing.

### **Communication with Parents**

A child's parents may be contacted, where it is felt necessary, to involve them in dealing with a particular situation or concern. This is carried out by personal contact either when the child is collected from school or by a telephone call from the form teacher, Year Leader, Head of Boarding or Deputy Head.

Parents are always welcomed and encouraged to contact their child's form teacher, Year Leader or the Deputy Head if they have any concerns or worries. We encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any discussions are held in confidence, if desired or necessary.

All our pupils are encouraged to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level. Staff respond to children in a sympathetic and concerned way, offering advice, support, guidance and reassurance. However, staff cannot guarantee confidentiality if it is the best interests of a child to share the information.

Our school places strong emphasis on the individuality and worth of every person and pupils are encouraged to be positive and supportive in their approach to people who may seem 'different' through a disability or by their physical appearance. We teach children respect for their bodies, and how to look after themselves and make positive living choices as part of the Positive Living course.

The Positive Living course seeks to develop a culture of well-being so that pupils live positive and healthy lives both at school and beyond. The course contributes to all of the Every Child Matters outcomes Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve. Themes in each year level are taken directly from these outcomes and encompass physical, nutritional and emotional health.

We promote the moral, spiritual and cultural development of the children explicitly and implicitly through the curriculum, co-curricular programme, daily assemblies and Circle Time provision.

Each class has the opportunity to discuss problems or issues of concern with their form teacher. Teachers throughout the school use the weekly Circle Time to help children discuss and overcome any fears and worries that they may have. It provides a space for pupils of all ages, at their own level, to reflect on aspects of their lives. Teachers handle these sessions with sensitivity.

### **Child Protection**

There is a named person responsible for child protection in the school. This is the Deputy Head for the Prep School and the Assistant, Head of Lower School for Calvi House. There is a Safeguarding Children Policy in the staff handbook which is reinforced regularly with staff. Staff receive an annual training INSET on Safeguarding and child protection procedures. If any teacher suspects that a child in their class may be the victim of abuse, they know to immediately inform the named person about their concerns.

The school's named child protection officer works closely with social services and the LSCB (Local Safeguarding Children Board) when investigating any incident. We handle all such cases with sensitivity and we place paramount importance on the interests of the child.

We require all adults employed in school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse.

Deputy Head

August 2011

Next Review: December 2011

