



Pastoral Care Policy

Principles

Our vision is to take each student on a journey of opportunities throughout Northleigh House School so that they can develop academically, socially and emotionally, within a happy and caring environment.

Pastoral care is part of every student's entitlement in their school life. It can be defined as the promotion of students' personal and social development and the fostering of positive attitudes to school, learning, other members of the community and oneself. Pastoral care is central to academic achievement. A child who is emotionally and physically healthy is better able to reach their full potential.

Northleigh House School is a community in which each person is valued as an individual. This pastoral care policy seeks to promote positive relationships between individuals in which all can work in an atmosphere of mutual respect and support.

It also addresses the key priorities within the government document *Every Child Matters* relating to the Children Act 2004.

Aims

1. To encourage, in all members of the school community, respect for oneself, other people and the environment in which we live and work.
2. To create, for all members of the school community, an atmosphere that is conducive to learning, based on respect and consideration for the needs of others, tolerance, responsible behaviour, high aspirations and high achievement.
3. To educate the "whole person": academic, emotional, physical, spiritual, moral, and social.
4. To ensure that students feel safe in school.
5. To encourage young people to become responsible members of society.
6. To ensure that each child feels valued and has a sense of personal worth and dignity.

7. To empower students to build good relationships with others: both fellow students and adults.
8. To encourage a sense of personal responsibility.
9. To ensure that every student meet the five 'outcomes' as set out in *Every Child Matters*:
 - To be healthy;
 - To be safe;
 - To enjoy and achieve;
 - To make a positive contribution;
 - To achieve economic well-being.
10. To create an environment where students feel safely able to discuss their feelings and concerns.
11. To ensure there is a good communication between the school, parents/carers and external agencies.
12. To support student progress across the curriculum.
13. To support students in developing healthy lifestyles.

Resources and Staff Training

- The school will endeavour to deploy staff with appropriate strengths, expertise and interests in the taught element of the pastoral system.
- Training will be provided for staff when appropriate, through external courses or school based training, e.g. child protection.
- Staff will be kept up to date with relevant information.

Practice

1. All adults working in the school have a responsibility for the welfare of others in the community (*related policies: Health & Safety; Child Protection; Educational Visits*).
2. The student's emotional wellbeing is similarly of great importance. The school, therefore, has in place structures and systems to assist students to feel positive about themselves, to enjoy good relationships with other students and with adults, and to enjoy school life as far as possible.

3. Outside agencies may also be called upon to assist with pastoral matters (e.g. Educational Psychologist, health professionals, SENDIAS, MIND, CAMHS, Education Welfare, Behaviour Support, etc.).
4. Students are encouraged to share their worries, concerns or problems with a trusted member of staff. They should be listened to and respected. Confidentiality cannot be guaranteed and students will be informed of this in line with their level 1 Child Protection training.
5. Staff who are asked to deal with sensitive matters (drugs related, sexual matters or child protection, for instance) must seek advice from senior members of staff or colleagues with a specific responsibility in that area.
6. The school seeks to meet the five “outcomes” of *Every Child Matters* via the taught curriculum, activities and by engendering an appropriate ethos through assemblies, code of conduct, leading by example, etc)
- **To be healthy:** through the curriculum in Food Technology, PE, Science, sex and relationships, activities, assemblies, the school ethos of promoting, celebrating and rewarding success, banning smoking on the site, and by having in place and acting upon policies to enhance health and well-being such as Health and Safety, Educational Visits, etc.
 - **To be safe:** through implemented policies for Health and Safety, and for Educational Visits, and by ensuring that written risk assessments accompany the full range of school activities.
 - **To enjoy and achieve:** by encouraging all students to reach their potential in all areas of school life, by creating an atmosphere and ethos which is friendly, welcoming and that promotes achievement, through the fostering of positive relationships between student, staff, parents/carers and all other stakeholders, by seeking ways to combine learning and enjoyment.
 - **To make a positive contribution:** by encouraging all students to *make a positive contribution* to the school and wider community as suits their temperament and talents.
 - **To achieve economic well-being:** through the taught curriculum in such areas as Personal, Social and Health Education, Careers Education, Work Experience etc by developing the skills and attributes that lead to worthwhile and rewarding employment – academic attainment, reliability, conscientiousness, sense of responsibility, creativity, good attendance, punctuality.

Pastoral Staff Structure

All staff both teaching and non-teaching have a day to day responsibility for the pastoral care of our students. Each student will have a key figure for support, who will report to the School Director.

School Director:

Elaine Simmons

Pastoral Care and Learning Mentors:

Heather Bradley, Carla Elliott,
Elaine Hoggarth, Wendy Pettitt,
Trudi Scales, Samantha Setchell

Designated Staff for Child Protection:

Wendy Pettitt, Elaine Simmons

Designated Trustees for Child Protection:

Viv Morgan

Date:

September 2018

Review Date:

September 2020