

KELLY COLLEGE PREPARATORY SCHOOL

PASTORAL CARE POLICY DOCUMENT.



RATIONALE.

At Kelly College Prep School we care very much for individual children and we aim to meet their needs not only in academic terms, but also pastorally. The happiness and well-being of each child is of paramount importance. The school endeavours to cultivate an atmosphere where the children can voice their concerns because they know that their anxieties, no matter how large or small, will be listened to. Good manners are encouraged, as indeed are tolerance and concern for the needs of others. Children flourish in a happy, yet well disciplined environment.

Pupils should appreciate that they can approach any adult on our staff when they are worried. For parents and teachers alike, the form teacher is the lynch pin in the care we offer. It is the form teacher's responsibility to get to know their pupils, to develop an understanding of their strengths and weaknesses and to see each child as a personality. The form teacher gives an enormous amount of time to following up any concern a member of the Kelly College community raises, to help the pupils grow in confidence, self esteem and to be happy.

AIMS.

This policy links closely to the following **Kelly College Prep School aims**:

- To provide opportunities for all pupils to live out the School's 'Values' and to adopt them as values for life.
- To communicate regularly and openly with parents in support of their child's general welfare, learning and development.

More specifically, the pastoral care aims include:

- To develop a set of morals for the pupils, where they put the needs of others before themselves.
- For pupils to be happy, self-reliant, confident and well-mannered.
- For pupils to have pride in their achievements (and those of their peers), personal appearance and behaviour.
- For pupils to have high self-esteem, respecting themselves, others and their environment.
- To ensure the school is a secure, happy and safe environment, where moral values are actively promoted and each member of the community is valued.
- To allow the school to have an atmosphere of support, challenge and encouragement.

METHODOLOGY.

The school works on the premise that communication is vitally important and parents and staff are encouraged to make contact sooner rather than later to ensure the well-being of the pupils. All pupils have a Form Tutor who will meet them first thing each morning and at the end of each day. This Form Tutor is the first point of contact for all pupils, staff and parents alike. This is even more important when pupils in Year 3 to 6 are subject taught by several different staff. Information is passed on immediately where appropriate via staff pigeon holes, the communication book in the staffroom as well as verbally if possible. There are regular staff meetings, where pupil issues can be brought up as soon as they arise.

The Form Tutor will be available to meet with parents or to use the telephone. This is especially important if something has happened during the day, so that parents are fully informed and do not have to worry over night until the next morning. This is particularly important in any case of suspected bullying where the policy is to contact parents before the child goes home that day. Conversations and meetings with parents should be recorded on the parental meeting forms and a copy passed on to the Head of the Prep School so that he/she is informed of the meeting.

If the Form Tutor feels that he/she cannot deal with a situation, they should pass the matter on to the Deputy Head. During this process, being a small school, the Form Tutor and Deputy Head should keep the other staff informed if necessary.

Additional Pastoral Care information:

- **All** members of staff are involved in Pastoral care.
- The school's 'Pastoral Welfare List' is constantly reviewed and updated.
- Pupils, parents and staff work closely together and communicate regularly (including via the 'Pupil Planner and Homework Diary').
- Every staff briefing (daily) and meeting has pupil information and updates as a priority – these items are always covered first. Particular attention is paid to the boarders who have additional pastoral care needs in the school.
- Pupils' input is valued with regard to anti-bullying advice and guidance for other/younger pupils.
- Promote the School Values via whole school assemblies, PSHE lessons, rewards and sanctions, pupil mentors and new pupil 'buddies'.
- The form teachers, together with classroom assistants and nursery nurses where applicable, monitor the welfare of those pupils in their care. Members of the Senior Management Team are involved closely with this process.
- Regular staff meetings and pastoral meetings to identify as quickly as possible any potential issues and communicate these to all staff.
- Involve the boarding house parents in all communication with staff with regard to their pupil welfare. They come in to a staff meeting once a week for pupil welfare updates.

Pastoral care is delivered to the pupils from the moment they arrive in the morning until they go home at the end of the day. This is through the school's values, ethos and

appearance, the example set by staff and their relationships with the children, the behaviour and discipline policy, rewards and sanctions, PSHE lessons, curriculum time and non-curriculum time, assemblies, form periods and it involves every member of staff.

MONITORING AND EVALUATION.

We are committed to reviewing our approach to pastoral care through staff training, in response to observations and in updating our Behaviour (including rewards and sanctions), Anti-Bullying, P.S.H.E. and Child Protection Policies. This policy will be reviewed as per the school's main 'policy review schedule'.

Last review: January 2009

Next review: January 2010