



Endon High School

Pastoral Care Policy

Principles

VISION STATEMENT

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

We aspire to equip every student with the skills and qualities needed to achieve success at the highest level so that they may all follow a quality pathway after Endon High School.

Pastoral care is part of every pupil's entitlement in their school life. It can be defined as the promotion of pupils' 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.

The 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.

It should be seen as the overarching philosophy and policy beneath which are a number of related policies covering very specific areas of school life.

These include:

Relationships

1. Behaviour and discipline
2. Bullying

Health and Wellbeing

1. Health and Safety
2. Child Protection Procedures
3. Trips and Visits
4. Medical Needs including medication
5. First aid, sickness and Asthma Care
6. Drugs & Substance Misuse

Academic achievement

1. Attendance
2. Careers
3. Homework
4. Teaching and Learning

Equality and Inclusion

1. Special Educational Needs
2. Inclusion
3. Access
4. Equal Opportunities

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 pupils 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 pupils 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

Practice

1. All adults working in the school have a responsibility for the welfare of others in the community (*related policies: Health & Safety; Safeguarding; Trips & Visits, Drugs & Substance Abuse; Medical Needs including Medication; First Aid, Sickness and Asthma care*)
2. The pupil’s emotional wellbeing is similarly of great importance. The school, therefore, has in place structures and systems to assist pupils to feel positive about themselves, to enjoy good relationships with other pupils and with adults, and to enjoy school life as far as possible.
3. There is a hierarchical structure in place for the promotion of pastoral issues. Assistant Head Student Support will undertake the line management duties.
 - The form tutor has prime duty of care for the members of their form, being the first port of call for concerns relating to social and emotional well-being for each member of their form (see *Endon High School Role of the Form Tutor*).
 - The Progress Managers work with all pupils in a given year group, dealing with issues which cut across subjects, or across school life in general. Their role is to promote achievement and success and to tackle underachievement and poor behaviour for whatever reason (see *Endon High School generic job description for a Progress Manager*). The Pastoral Support Team work closely with Progress Manager and with the Leadership Team, providing support for pupils exhibiting a wide range of needs, including sign posting to other agencies when appropriate.
 - The Assistant Headteacher Student Support manages the Pastoral Team, providing leadership and management, ensuring that appropriate whole-school structures and systems are in place, taking on issues which are passed on by individual situations. She also acts as the school’s designated Safeguarding Lead Teacher.
 - The AHT Student Support works closely with the Progress Managers, monitoring individual and group concerns, liaising with parents and making decisions relating to external support and exclusions.

- The Governing Body approves all school policies, maintaining the culture and ethos of the school, and serves as the decision-making body for permanent exclusions, exclusions totalling more than 5 days in any academic year, and associated appeals.
4. Outside agencies may also be called upon to assist with pastoral matters (e.g. Educational Psychologist, health professionals, SEND, MIND, CAMHS, Education Welfare, Behaviour Support, BRFC, this list is not exhaustive.)
 5. Older students are expected to be good role models and undertake positions of responsibility including Buddies and Prefects to formally care for and encourage younger students.
 6. Students are encouraged to share their worries, concerns or problems with a trusted member of staff (Student Mentor, Form Tutor, Progress Manager, school nurse, or any adult of the child's choosing). They should be listened to and respected. Confidentiality cannot be guaranteed and students will be informed of this in line with their level 1 Safeguarding training.
 7. 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.
 8. The school seeks to meet the five "outcomes" of *Every Child Matters* via the taught curriculum, extra-curricular activities and by engendering an appropriate ethos through assemblies, L4L, leading by example, etc)
 - **To be healthy:** through the curriculum in Food Technology, PE, Science, L4L, sex education, extra-curricular activities, assemblies, via the school ethos of promoting, celebrating and rewarding success in sporting endeavours, 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, Drugs, Trips and Visits, etc.
 - **To be safe:** through implemented policies for Health and Safety, and for Educational Trips and 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, curricular and extra-curricular; by creating an atmosphere and ethos which is friendly, welcoming and which promotes achievement, through the fostering of positive relationships between pupil, staff, parents and all other stake-holders; 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, by offering a range of opportunities for service to the school such as positions of form captain, prefect, eco-buddy, librarian, peer mentor, buddy, student councillor, member of orchestras and school and house teams, participation in school productions, etc. Also by encouraging participation in extra-curricular activities (see above) this list is not exhaustive.
 - **To achieve economic well-being:** through the taught curriculum in such areas as Personal, Social and Health Education, Careers Education, work-based learning activities, college placements and Enterprise Education; by developing the skills and attributes which lead to worthwhile and rewarding employment – academic attainment, reliability, conscientiousness, sense of responsibility, creativity, good attendance, punctuality.

Reviewed by Governors: October 2018

To be reviewed every 3 years – next review October 2021