



DANES HILL SCHOOL
STRONG & SAGACIOUS

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AUTHOR: ASSISTANT HEAD (PASTORAL)

PASTORAL CARE POLICY

Pastoral Care Policy

'The welfare of the child is paramount' (Children's Act 1991)

Aims

The pastoral care structures at Danes Hill School are aimed at enhancing the achievement of all the pupils in the school, whilst protecting their right to learn in a stress-free environment.

Our goal is to have pupils who are knowledgeable about their own personal development, are aware of their own strengths and weaknesses, who know how to access support, who are enthusiastic about learning and who, through their attitudes and behaviour- (see Behaviour Policy), contribute to a happy, learning community.

The aim of the teaching staff is to understand the needs of pupils for guidance and support and to play an effective role in the learning and personal-social development of *all* children in the school. (See SEN, Disability and Inclusion.)

We aim for a community in which all members can flourish in achieving their individual potentials.

Objectives

Pastoral Care at Danes Hill makes a significant contribution to:

The sense of community and mutual respect of all members of the school community

Pupils' contributions to each other and the school

The recognition of a wide range of achievements

The extent to which pupils feel effective and empowered as learners

Pupil-pupil and teacher-pupil communication.

The extent to which pupil voices are heard and responded to.

Under no circumstances is bullying or intimidating behaviour acceptable, either on the part of children or by any adult in the school. (See Anti-bullying policy).

Class teachers have regular contact with parents of children in the Pre-Prep. Parent-staff conferences also help keep the school informed of any issue relating to pastoral care or pupil welfare. Safety and discipline issues are also the concern of all teachers. (See Behaviour Policy, Health and Safety and Pupil's Welfare Policies including Safeguarding and Child Protection.)

Serious Pastoral Issues

In the event of a child having a history of serious and confidential pastoral issues, information will be handed on to the next Head of Year at the end of the summer term by the current Head of Year. That confidential information will be disseminated on a strictly 'need-to-know' basis throughout the forthcoming academic year. The Assistant Head, Pastoral, is always available to advise staff should a child's circumstances indicate they need special care or assistance.

Pastoral Care Structure: Pre-Prep

Transition –Year1

The Head of Pre-Prep is responsible for all pastoral care issues and for the overall welfare of children in Transition, Reception and Year 1.

The class teacher, however, is usually the first point of contact for a child, his or her parents or another teacher who may have a concern. Teaching assistants provide further support.

The class teacher informs the Head of Year and the Head of Pre-Prep, should an issue arise regarding a child's welfare and happiness. The Assistant Head, Pastoral, is also kept informed.

Pastoral Care Structure: Years 2 to 8

Through the pastoral care structure set up in the Lower, Middle and Upper schools, Form Teachers (years 3-5), Tutors (years 6-8), Heads of Years, and Heads of Sections provide children not only with a point of contact with a key member of staff, but also with a choice of adults who they can approach at any time.

The Assistant Head, Pastoral/DSL/MHL, is also on hand to assist any child or parent who has a concern. Her role is to deal with individual children's concerns.

Equally, the Head and Deputy Head are available to help staff, children and parents.

The first port of call for a child, however, is normally their Tutor (years 6-8) or Form Teacher (years 2-5).

Form Teachers (Years 2 to 5)

The role of the form teacher in the Lower and Middle schools is primarily one of ensuring the well being and happiness of children in their form. The form teacher meets/speaks on the phone or via Microsoft Teams with parents early in the school year, in order to increase the level of communication between home and the school.

The form teacher registers the children twice daily and passes on to the Head of Year any concerns regarding a child, which may arise during the school day.

It is the responsibility of the Head of Year to write a file note to the Head of Pastoral Care if the issue is of a more serious nature, a copy of which must then be sent to the Head.

Tutors (Years 6-8)

It is the responsibility of tutors to pass on concerns regarding the under-achievement of any child to the Assistant Head, Pastoral, and to the Head of Year. Equally, if a tutor has any concern regarding a child's happiness or progress, the Head of Year is informed. In certain cases, parents may be contacted.

Tutors teach PSHEE lessons as organised by the Head of PSHEE. Children meet daily with their tutor. Within the tutor group every child has an opportunity to discuss day-to-day issues and current affairs.

The tutor is responsible for signing prep books and monitoring the academic progress and behaviour of each child. The tutor also meets/speaks on the phone or via Microsoft Teams with parents early in the school year, in order to increase the level of communication between home and the school.

Record Keeping and Communication

The monitoring of pupils' progress through written reports and the keeping of Records of Achievement are two of the ways in which a child's development is monitored.

Subject teachers, tutors and form teachers, heads of year and section heads all meet to discuss individual children. These lines of communication exist in order to ensure that information is kept up to date and monitored closely.

In the Pre-Prep it is the responsibility of the form teacher to pass on records of achievement to the next teacher. Any concerns regarding a child are referred to the Head of Pre-Prep during the weekly meeting with the Heads of year.

It is the responsibility of Tutors (years 6-8) and Form Teachers (years 2-5) to record and pass on to the Assistant Head, Pastoral, any concerns about a child. Liaison between Heads of Section, Year Heads and the Assistant Head Pastoral takes place in regular meetings, in order to monitor children's academic and social-behavioural progress. Any concerns are written on a file note and passed to the Head and the Assistant Head, Pastoral, who deal with individual cases.

All Pastoral notices are published daily on the staff VLE site. The Assistant Head, Pastoral, also keeps staff informed during 'Communications.'

Parents

Of paramount importance also is the communication between tutor/form teacher and parents. The education of the child is regarded as a co-operative process between the school and parents. The tutor/form teacher will inform the Head of Year who will contact a parent with any concerns they might have. Parents can ask to make an appointment to see their child's tutor or form teacher to discuss issues or concerns. (See also Discipline Policy and Anti-Bullying policy).

Health and Safety

The school follows the Health and Safety policy, as required by statute. The Head of Health and Safety and the Pastoral Care Committee monitor and review this policy, in conjunction with the Senior Management Team and the Head. (See Health and Safety document).

EMERGENCIES AT SCHOOL

In the event of an accident or any incident on the school premises which, in the judgement of the member of staff closest to the said accident/incident, requires an ambulance or any other emergency service, it is vital that Reception is contacted and an ambulance or other emergency service is requested immediately and without delay.

In the event of the said member of staff failing to make contact with the Reception, they should dial 999 immediately and request the assistance of the emergency services.

If the member of staff closest to the accident/incident is unsure of the severity of the accident/incident and if they are also unsure as to whether there is a need for emergency assistance, they should contact Reception and ask for the assistance of the school nurse or any member of staff with a first aid qualification. They can also call the nurse's mobile phone or office number directly. This person can then make the decision as to whether or not an ambulance or other emergency service is required.

In the event of an accident or incident occurring off the school premises, it is the responsibility of the member of staff in charge of the child/children involved in the said accident or incident to make the decision as to whether or not the assistance of the emergency services is required and to take the appropriate measures to contact them and request assistance as is deemed necessary.

Child Protection

If a member of staff suspects that a child is being neglected or abused, (physically, emotionally or sexually), or is at risk of harm, or being neglected, then he or she will communicate this immediately to the DSL or deputy DSL, (see the Child Protection and Safeguarding Policy) who will deal with the matter immediately in accordance with the Surrey Local authority and Social Services guidelines. All prospective employees of the school (teaching and non-teaching staff) are checked by the Disclosure and Barring Service (DBS) prior to their appointment being confirmed.