

## PASTORAL EDUCATION POLICY

**Reference to other School Policies.** This policy should be read in conjunction with the School policies and other documents listed below

- Tonbridge School Ethos and Aims
- The Pastoral Education Department Handbook
- Statement of Boarding Principles
- Safeguarding and Child Protection Policy
- Relationship and Sex Education Policy
- Acceptable Use of Computers (Boys) Policy
- Alcohol and Smoking Policy
- Anti-Bullying Policy
- Behaviour, Rewards and Sanctions Policy
- Conduct of Tonbridge Sport
- Cyberbullying Policy
- Discrimination and Equal Opportunities (For Boys) Policy
- Disabled Persons (The Treatment Of) Policy
- Drugs Policy
- EAL Policy
- Independent Person Policy
- Medical Policy
- Online Safety Policy
- Pastoral Care Policy
- Provision of Food for Boys with Particular Cultural or Medical Dietary Requirements Policy
- SMSC Development of Boys Policy
- The Prevent Duty at Tonbridge School Policy
- Guidance about the use of Supplements
- Philosophy of Care

### INTRODUCTION AND OBJECTIVES

Tonbridge School aims to provide a caring and enlightened environment in which the talents of each individual flourish. We encourage boys to be creative, tolerant and to strive for academic, sporting and cultural excellence. Respect for tradition and openness to innovation are equally valued. A well-established House system at the heart of the School fosters a strong sense of belonging.

Tonbridge seeks to celebrate its distinctive mixture of boarders and day boys, as well as the contribution of our international pupils; this helps to create a unique broadening and deepening of opportunity. Ensuring an effective Pastoral Education Programme is in place promotes wellbeing, a healthy, fulfilled and responsible lifestyle, and strengthens emotional intelligence. Above all it promotes informed and positive decision making, whilst encouraging respect for other people, as well as teaching boys to celebrate difference, especially in respect to race, religion, sexual orientation, gender, special educational needs, disability and family dynamics.

We want boys to enjoy their time here, but also to be made aware of their social and moral responsibilities. Tonbridgians should feel safe whilst at Tonbridge, being able to confidently handle the challenges of adolescence and enter into the adult world with the knowledge and self-belief to fulfil their own potential and, in many cases, to become leaders in their chosen field. Equally, we hope to foster a life-long empathy for the needs and views of others by encouraging the exploration of, and exposure to other belief systems, issues of prejudice and tolerance, and seeking opportunities to

explore spiritual and moral issues across the curriculum. We want to ensure that boys are aware of the dangers that other people pose, including the challenges of extremist views and ideologies. Pastoral Education is one of a number of vehicles used to increase the awareness amongst boys of the Safeguarding responsibilities of the School and for boys to develop a better understanding of their views and beliefs so that they can develop resilience against extremism and be confidently able to defend their point of view.

As well as the PSHEE programme, the School also recognises that the House system plays a central role in supporting the development of many of the aims of the Pastoral Education programme, which in turn reflect the Ethos and Aims of the School. The effectiveness of this House system is enhanced by a range of additional supporting structures and opportunities such as:

- A robust student voice agenda for School as well as House issues;
- Participation at all levels in sporting and creative competitions;
- Having a strong safeguarding culture at the School;
- Providing a caring and efficient medical service, primarily to boarders;
- Promoting the role of the School Counsellor to the whole School community;
- Engaging boys with the principle of social responsibility and their contribution to the wider community via Tonbridge Community Action, community days and other initiatives.

## **PASTORAL EDUCATION DEFINED**

Pastoral Education is the name given to the programme of education at Tonbridge School that incorporates into its curriculum: Personal, Health, Social and Economic (PSHE) education; Citizenship education; Relationships and Sex Education (RSE); Spiritual, Moral, Social and Cultural Development (SMSC); and Fundamental British Values.

We consider our Pastoral Education programme to be a key component in achieving the Ethos and Aims of the School, introduced as follows:

*Tonbridge School aims to provide a caring and enlightened environment in which the talents of each individual flourish. We encourage boys to be creative, tolerant and to strive for academic, sporting and cultural excellence. Respect for tradition and an openness to innovation are equally valued. A well-established house system at the heart of the School fosters a strong sense of belonging. Tonbridge seeks to celebrate its distinctive mixture of boarders and day boys; this helps to create a unique broadening and deepening of opportunity. We want boys to enjoy their time here, but also to be made aware of their social and moral responsibilities. Tonbridgians should enter into the adult world with the knowledge and self-belief to fulfil their own potential and, in many cases, to become leaders in their chosen field. Equally, we hope to foster a life-long empathy for the needs and views of others: in the words of the great novelist and Old Tonbridgian, E.M. Forster: 'Only Connect'.*

(Tonbridge School, Ethos and Aims, 2022)

The Pastoral Education programme supports the School's Ethos and Aims through the following objectives:

### **Physical, Mental and Emotional Health**

- to help boys to develop, enhance and make choices that support their physical, mental and emotional health;
- to help boys build resilience and tenacity in the face of challenges;
- to promote open and non-judgmental conversations around mental health and to destigmatise poor mental health;

- to educate boys on how to recognise and support themselves and others, who may be experiencing poor mental health and to signpost them to appropriate support;
- to help boys acquire the knowledge and skills to help themselves and others be safe e.g. sexual health, personal safety, drugs, first aid;
- to equip boys with skills to navigate life, including health and wellbeing challenges they may face, after their time at Tonbridge.

### **Social Wellbeing**

- to promote healthy, supportive and respectful relationships with peers, parents, teachers and all other people, with whom boys come into contact in their daily lives;
- in an age appropriate way, to promote healthy romantic and sexual relationships founded on the principles of mutual respect, mutual trust, mutual commitment and mutual consent;
- to help boys recognise unhealthy and/or unsafe relationships and to signpost them to appropriate support;
- to encourage respect and tolerance for and acceptance of other people;
- to celebrate difference in themselves and others, especially in respect to race, religion, sexual orientation, gender, special educational needs, disability and family dynamics;
- to encourage boys to challenge unkind and/or unacceptable behaviour and language where they encounter it;
- to equip boys with the skills to challenge extremist ideologies and protect them from radicalisation;
- to increase the awareness amongst boys of the Safeguarding responsibilities of the School;

### **Citizenship and Social Responsibility**

- to make boys aware of the institutions of state and public services and how they function;
- to educate boys on the strengths and weaknesses of different political systems;
- to educate boys on their legal rights and obligations;
- to develop in boys a sense of right from wrong and respect for the law;
- to develop in boys a sense of community responsibility and service;
- to encourage a greater cultural awareness and tolerance for other races, religions, sexual orientations, genders, people with special educational needs, disabilities and other protected characteristics;

### **Digital Wellbeing**

- to celebrate the positive and exciting opportunities the internet has to offer;
- to equip boys with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world;
- to help boys recognise potential risks to their safety and wellbeing that arise online;
- to educate boys to evaluate what they see online and make judgements about content and conduct, to enable them to navigate the online world safely and confidently;
- to make boys aware of how and when to seek support around issues that occur online.

## **PASTORAL EDUCATION – OUR APPROACH**

### **Boys**

#### **Lessons-based approach (Years 1-4)**

In Years 1-4, Pastoral Education is primarily delivered through lessons in the academic timetable taught by a cadre of specialist and well-trained teachers. For Years 1-3 the lessons are weekly; boys in Lower Sixth (Year 4) have a lesson fortnightly.

The teachers follow bespoke schemes of work created by the Head of Pastoral Education, using age-appropriate resources carefully designed to meet the needs and reflect the capabilities of Tonbridge School's very able boys. The classroom tasks are largely discussion-based, with an emphasis on case studies that are relatable to the age and stage of our boys. There are also opportunities for students to express themselves in writing, thereby supporting literacy and written communication.

The curriculum is arranged in a spiral with termly themes: Wellbeing in the Michaelmas Term; Relationships in the Lent Term; and 'Beyond' – life outside Tonbridge and life after Tonbridge – in the Summer Term. As the same themes reoccur year on year, boys are able to deepen their understanding of the different topics covered therein over their time at the School and their progress can be tracked by their teachers.

Resources are designed with differentiation in mind: discussion questions get progressively more challenging and teachers are encouraged to make use of targeted questioning in order to provide learning opportunities that enable all boys to make progress. Boys with SEND and/or specific pastoral challenges are identified to teachers (via the SEND list and/or Housemasters as appropriate), thereby allowing the teacher to approach sensitive content in a way appropriate to that individual. The Head of Pastoral Education provides ongoing training and support to assist teachers in this regard.

Throughout the different courses, boys are regularly signposted to and reminded of sources of support: parents/carers at home, relevant staff members in School and quality online resources.

#### **UVIth (Year 5) Pastoral Education: "Looking Forwards"**

UVIth Pastoral Education is delivered through four 2-3 hour 'drop down' mornings or afternoons: two in the Michaelmas Term and two in the Lent Term.

These sessions are themed and are designed to address the different situations and perhaps challenges boys will face after their time at Tonbridge. Boys are consulted by the Head of Pastoral Education on the education they would like to receive in their final year at the end of the LVIth.

The sessions comprise a mixture of talks and workshops by external facilitators and small-group discussions facilitated by Pastoral Education teachers. Additionally, the boys hear from a panel of recent leavers, who answer their questions on the reality of university and gap years.

#### **Supplementation, extension and enrichment of learning**

In addition to timetabled lessons, Pastoral Education is delivered to the boys via a number of other means, including the following:

- Talks by external speakers
- Lower School Assemblies
- Chapel talks
- Off-timetable 'drop down' days
- Wednesday Afternoon Activity Programme

- Peer teaching sessions

### **Safeguarding**

Safeguarding is at the heart of the delivery of Pastoral Education. Boys are encouraged to be proactive about their own safety: teaching them how to recognise situations and people that are unsafe are central to the programme of study. Boys are also given practical skills for what to do in situations of a safeguarding nature. In particular, they are consistently encouraged to make a disclosure to a trusted adult if they experience harmful behaviours at the hands of others. Further sources of support are signposted throughout the courses.

Additionally, given the sensitive content of the material, Pastoral Education teachers are trained to be particularly vigilant for safeguarding concerns that may arise in the course of lessons, to follow up with the pupil (if appropriate) and to follow the School's Safeguarding policy to notify the Housemaster and/or DSL. The majority of teachers have other pastoral responsibilities in the School and have qualifications such as Mental Health First Aider certification.

### **Parents**

Tonbridge is committed to providing outstanding Pastoral Education to Parents, to enable them to have positive and productive conversations about such topics with their children and to increase their confidence around their parenting decisions.

Parents are consulted by the Head of Pastoral Education at the end of the academic year on the Pastoral Education topics they would like more information on during the course of the next academic year. They are also consulted on the Pastoral Education curriculum for the boys, to make sure this reflects the priorities and concerns of our parent body.

**The Pastoral Education Department Handbook demonstrates how this policy operates in practice and can be accessed, alongside resources on specific topics, via the Pastoral Education Department Firefly page.**