



PASTORAL CARE POLICY

SENIOR SCHOOL

Governors' Committee normally reviewing:	Education Committee
Date last formally approved by the Governors :	Summer Term 2019
Date policy became effective :	Autumn 2010

Period of Review:	Three Yearly
Next Review Date :	Summer Term 2022

Person responsible for implementation and monitoring :	Senior Deputy Head
Other relevant policies :	<ul style="list-style-type: none">● Anti-Bullying● Drugs & Drug Testing● Safeguarding (Child Protection & Staff Behaviour)● PSHE● Promoting Positive Behaviour for Learning and Code of Conduct● Health & Safety● Catering & Hygiene● PDR (Pastoral Staff)

The following policy covers the aims and ethos of the Senior School

[Aims of the School](#) Click here

[Ethos of the School](#) Click here

Mr Chris Townsend
Head, Senior School

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect

FELSTED SCHOOL PASTORAL CARE POLICY

1. INTRODUCTION

In line with the aims and ethos of Felsted School ('the School'), the Pastoral Care Policy is designed to ensure that every pupil within the School is given outstanding pastoral care while part of the Felsted Community.

2. RATIONALE FOR THIS POLICY

In line with the core statements of 'Every Child Matters' (Government Green Paper 2003), Felsted sees it as a core principle to ensure that every pupil has the opportunity, regardless of background and family situation to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

We recognise that not every pupil will enjoy the same level of support outside the School, and that the School has a duty to nurture and develop every pupil who comes to Felsted.

Some examples of challenges that pupils will face include:

- the effect of growing up in the 21st Century and the changing home backgrounds of our pupils
- family instability
- child abuse and other child protection issues
- varying abilities of parents to raise their children to be balanced, responsible, considerate citizens
- the changing attitudes and messages from society
 - towards sex
 - towards drugs
 - towards leisure in relation to health
- pressures resulting in stress and increased suicide attempts (including, for example, the increased pressure reported nationally in relation to exams)
- bullying (including cyberbullying)
- the impact of social media on the lives of young people
- mental illnesses

We also believe that it is true that a balanced happy child will maximise their potential in school.

3. DEFINITION

Pastoral Care can be defined as a set of systems and programmes which attempts to meet the totality of needs of its pupils (social, spiritual, mental, emotional, physical), so that every pupil has the opportunity in a safe environment to flourish in every area of his/her life, and is equipped with the skills to cope with the 'outside world'. At Felsted, we see this as being an essential part of the School's ethos, and central to the wishes of the School to fulfil its aims.

4. AIMS

The aim of pastoral care within Felsted School is to ensure that all pupils have the best possible chance to be contented, socially at ease and educationally thriving. The starting point for this is vigilance on the part of all staff to notice unhappy, preoccupied, irritable, depressed children and to ensure that these concerns are followed up appropriately within the structure of the School's system of pastoral care.

In particular, the pastoral care within Felsted School should foster the unique Felstedian characteristics of our students, maintain a strong sense of community, encourage a climate of tolerance and respect, and help to develop global citizens, at an individual level as well as collectively as the community of Felsted School.

5. SPECIFIC ISSUES

a) *Ethos*

The pastoral care within Felsted is geared towards supporting the ethos of the School, of which the five key points are that Felsted is:

- A school that has a Christian (Church of England) ethos and foundation
- A school that is a genuinely supportive and caring community
- A school with an ethos of a holistic education for life
- A school with a strong regard towards Internationalism
- A school that is part of an extended community

These five points run through everything that happens within the School, whether in the classroom, on the games field, within the theatres or music school, or in the houses. By recognising the importance of the ethos of the School, the pupils will in turn be more likely to recognise the values of mutual respect, and be more willing to support and benefit from the pastoral care provision within Felsted.

These are underpinned also by Felsted's Philosophy of Learning, and its focus on core life skills for the individual.

b) *Relationships*

The School sets very high importance on the good relationships between all parts of the community – between pupils, pupils and staff, including the wider staff, staff and SLT, the school and parents, and the School and the wider community, whether of Felsted or beyond.

In the upbringing of the pupils, and the care that is provided, Felsted believes strongly in the tripartite system being the most effective, involving pupils, school and parents together. As this applies to academic studies, so this applies to pastoral care, and there is very open communication between the School and parents in order to help to facilitate these relationships.

Within the School, the good relationships between pupils and teachers are a major part of the whole process of pastoral care, and it is the combination of the formal and informal situations, as well as the curricular and Co-Curricular contact that teachers can best foster a climate of self-respect, self-discipline, tolerance, equality and fairness. The intention is that this generates a positive climate within the school community, in which every individual feels valued and cared for at all times.

c) Values

The pastoral care provision of the School must reflect the ethos of the school, as outlined above. Staff are encouraged to identify and communicate these values and beliefs in their dealings with pupils, and in particular with regard to the pastoral care of pupils.

d) Self-Esteem

The School recognises the crucial importance of building the self-esteem of all pupils. This is done in a number of ways, from the small tutorial groups, to house rewards. There is also a focus on effort, rather than just attainment in reward, which allows all pupils to have a chance to taste success. Also, with the breadth of the School's co-curricular provision, there is a belief that there is something for everyone, and HMs and Tutors are encouraged to push pupils towards an area in which they might enjoy success, and therefore build their self-esteem, as epitomised within the development of the Felsted Diploma

e) Wellbeing concerns

Where pupils are having problems, and self-esteem might be low, there are a number of different actions available to support them, including the school counsellors, school medical team and school chaplain. House Teams will work together, under the leadership of the HM, to ensure that any pupil in need of additional support receives it. The school counselling service is based in the Wellbeing Centre and this is open during working hours Monday to Friday. Pro-active stress-reducing activities, such as yoga, pilates and mindfulness take place in the Wellbeing Centre, as does year 9 PSHE and lower sixth peer counselling training. It is also a place where pupils can take a few minutes out of a busy day to be quiet and reflect or can come to if they are feeling overwhelmed or distressed.

Pupils in need of an Individual Welfare Plan are identified by HMs (and House Teams) in consultation with the Deputy Heads. HMs prepare, maintain and review Welfare Plans to ensure that particular pupils of concern receive the required support, referring to specialists where appropriate or necessary.

Each week pupils of concern are raised at HMs' meetings and at the Common Room briefing in order to ensure that teaching staff have the information needed to play their part in supporting pupils of concern.

f) AS Tracking

The School recognises that proactive, early intervention helps to prevent wellbeing concerns becoming bigger pastoral problems. For this reason the school has gradually rolled out the use of "AS tracking" (provided by Steer Mind.World Education) which, through cognitive assessment, detects wellbeing risks earlier and more precisely.

g) Mental Health First Aid (MHFA)

Two members of staff are trained as MHFA instructors in order that all pastoral staff (and as many teaching staff as possible) are able to complete the two day MHFA (Youth) course.

h) Mindfulness

Drop-in mindfulness sessions are scheduled in the Wellbeing Centre throughout the school year. During the exam season the Wellbeing Centre provides scheduled

mindfulness sessions in order to help pupils to concentrate and remain calm during this time of increased stress and anxiety. The “.b” [dot-be] course is also available to staff.

6. IMPLEMENTATION

a) *Roles and Responsibilities*

The Board of Governors is responsible for the oversight of this policy. The Governance Committee receives a termly report from the Senior Deputy Head which addresses any relevant issues of pastoral care. The Deputy Head (Wellbeing) reports annually to the Governors on Child Protection and Safeguarding issues from the previous 12 months. Mrs Jane Crouch is the governor who leads on Child Protection and Safeguarding, and her contact details can be obtained from the Headmaster’s Office.

Within the School, the Headmaster has ultimate responsibility for the pastoral wellbeing of the pupils, although the functioning of the systems is the responsibility of the Senior Deputy Head, who also acts as the line manager of the Housemasters and Housemistresses (via the Senior HM). The Senior Deputy Head (Mr George Masters) is supported by the Deputy Head (Wellbeing) (Mrs Karen Megahey). Mrs Megahey and Mrs O’Brien are the Designated Safeguarding Leads.

The pastoral care of the individual pupil will be looked after in a number of ways. The Housemaster or Housemistress (HM) (whether boarding or day) will oversee the pastoral well being of the pupils within his or her house. The HM will normally be the first point of contact for parents, and will work closely with the pastoral and tutorial teams in the house in order to provide the best possible care for individual pupils. In addition, each pupil will have a tutor, who is responsible for their academic and pastoral well being, and this tutor will see the pupil each week in a formal tutorial period, as well as having a role within the house, which will allow and encourage more informal contact with pupils.

Also within the houses, there are further staff who will take an active role in ensuring the pastoral well being of pupils. The Assistant HM (AHM) and Resident Tutor will normally be housed within the boarding houses, and as such are on hand to support the pupils. Each house has a matron, who is in the house five days a week, and will provide a useful outlet for pastoral issues for some pupils. In addition, in some houses, the HM’s spouse might take on a supporting role. There are also visiting tutors within the houses, who come in to do duties, and are responsible for the pupils in that house, reporting directly to the HM.

In addition to this, each member of staff recognises their duty of care towards the pupils within the School, and when there are concerns over the well being of any pupil, they report this to the HM in the first instance. Similarly, senior pupils within the boarding houses, school prefects, and peer counsellors are all given training in how to support pupils and provide them with another alternative, if they prefer not to speak directly to a member of staff.

Similarly non-teaching staff are given child protection training, and bring concerns of this nature to the attention of their line manager and/or one of the DSLs.

Some of the objectives that Felsted has for its staff are that they should:

- Help pupils to make informed decisions about issues in terms of 'right' and 'wrong'
- Remain sensitive to the needs and beliefs of others
- Build up pupils' self-esteem

- Encourage pupils to be assertive
- Help pupils to resist peer pressure
- Prioritise making time to listen to pupils who want to talk
- Not use sarcastic, belittling, humiliating, sexist, homophobic, racist or oppressive language or communication of any kind
- Encourage pupils to support the ethos of the School

b) *Monitoring and Evaluation*

All members of staff are involved in the gathering of information on the effectiveness of pastoral care, as all members of staff are encouraged to observe, and report any concerns that they might have. This might be done through the on-line bullying log, which is monitored by the Headmaster, Senior Deputy Head, Deputy Head (Wellbeing) and DSLs, as well as being available to all members of Common Room.

Within the houses, all tutors, duty staff, matrons, RTs, AHMs and HMs are involved in monitoring the pastoral care provided, and each house keeps a log, which is monitored by the SLT.

Pupils are surveyed at regular intervals and the outcomes of these surveys are used to direct future policy and practice. Similarly, house councils, and school forum are seen as areas in which concerns can be raised about the pastoral care provision in houses, or more widely across the School. Houses also use their logs (or have separate logs) for pupil complaints and comment, and these are also monitored by the SLT.

Pastoral issues are raised on a weekly basis at the HMs' meeting and in Common Room Briefings as well as at SLT meetings. Major pastoral issues are discussed at HM evening meetings (held twice termly). On a smaller scale, houses hold prefects meetings and councils in which these issues will be discussed, to be fed through to HMs weekly meetings. The school prefects also meet on a weekly basis.

Changes to the provision of pastoral care are instituted by the Senior Deputy Head with the approval of the Head. However, any changes are approved by SLT, HMs, and also the school forum, where appropriate, in order to ensure that these changes are seen as productive and beneficial to the School. In addition, where appropriate, changes will be raised with the parents' consultative groups, or parents will be e-mailed to ask for their opinions. Parents are also consulted from time to time as part of the House Review process.

The practice of this policy is reviewed against its aims on a termly basis, through the report to the Governance Committee.

c) *Staff Training*

Staff training for pastoral matters is a central part of the whole school's INSET training, and as such falls under the Senior Deputy Head's remit. These sessions are a combination of short sessions throughout the year, and longer INSET sessions at the beginning of terms.

In addition, HMs have a weekly meeting in which issues of staff training, including sharing good practice are discussed, to ensure that key points are covered throughout each academic year. In addition, all prefect meetings within the School (whether school prefects or house prefects) have a training element to them.

Pastoral staff are encouraged to make use of BSA courses (in particular the Professional Development Certificate in Pastoral Care and Boarding Management) in order to further their training, the details of which they will share with other HMs.

AHMs and Resident Tutors have regular evening meetings with the Deputy Head and/or Senior HM, and these meetings are used for training purposes, including the use of, for example, case studies.

d) *Resourcing*

The Senior Deputy Head controls the budgets for INSET training and for the funding to support the boarding life of the pupils within the School. This is available for staff to draw upon, if they have the need, including tutorial entertainments.

As stated above, there is also the provision of time within the School's own INSET training to allow for in-house training and staff development. This is also seen as a crucial part of the process of staff review (PDR), which has been developed further to take into account the crucial pastoral role played by staff, and all staff are required to receive some annual analysis of their role beyond the classroom, in the pastoral care of pupils.

e) *Range of Pastoral Activities*

The School provides a huge range of co-curricular activities, and the staff take pride in the quality of opportunities that are available at Felsted. These co-curricular activities include competitive sports, minor sports, clubs, activities, service (DofE, CCF, Volunteering), music (individual, and many groups, orchestras and bands), drama (both in and outside the curriculum), and many social events. HMs are particularly tasked with directing every pupil towards one or more of these areas in order to provide a properly balanced, all-round education, in line with the aims of the School and the Felsted Diploma.

The supervision of pupils is the responsibility of all members of staff. The Common Room supervises the site during the school day as per a formal rota published by the Senior Deputy Head. The staff duties in the houses are clearly detailed in each house, and provide an excellent level of supervision within the day and boarding houses.

Pupil induction is completed in a number of ways. Before joining the School, to ease the transition, pupils are invited to a number of house-based events. Then, when pupils join the school, there is a buddy system, to help pupils to settle in. In addition to this, houses provide induction in house, and for the wider school, as well as a series of school induction meetings which take place over the opening weeks of the academic year. Overseas students are expected to attend the LEAP course (Learning English for Academic Purposes) for the week before the school year starts. This is an excellent induction, and current pupils are used as mentors on that course.

Mr G W S Masters
Senior Deputy Head