



An Daras Multi Academy Trust



St Stephens Community Academy Pastoral Care Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	
Statutory	No
Version	V2.0
Adopted (v2.0)	Spring 2024
Review (v3.0)	Spring 2029
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	Equality and Diversity Policy SEND Local Offer SEND Code of Practice 0-25 years – 2014 SEND Policy Inclusion Policy Access to Education for Pupils with Medical Needs Policy



Pastoral Care Policy

1. Introduction:

Pastoral Care is an all-embracing term which describes the whole atmosphere, ethos and tone of our school in its mission to promote the moral, intellectual, personal and social development of the pupils. In line with the aims and ethos of St Stephens Community Academy, the Pastoral Care Policy is designed to ensure that every pupil within the school is given outstanding pastoral care while part of the school Community.

We recognise that not every pupil will enjoy the same level of support outside school, and that the school has a duty to nurture and develop every pupil who comes to St Stephens. We believe that a balanced, happy child will maximise their potential.

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 mental health.
- Bullying (including cyberbullying).
- The impact of social media on the lives of young people.
- Impact from Covid-19.

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes:

- Through the quality of teaching and learning.
- Through the nature of relationships amongst pupils, teachers, parents and others.
- Through arrangements for monitoring pupils' overall progress, academic, personal development.
- Through specific pastoral structures and support systems, through extra-curricular activities and the school ethos.
- Pastoral care, accordingly, should help a school achieve success.

2. AIMS:

The aim of pastoral care within St Stephens 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 pupils 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 St Stephens should foster the unique characteristics of our pupils, 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 St Stephens. Pastoral care in St Stephens encompasses and pervades the whole life and work of the school in which:

- All the pupils and all the staff feel valued as individuals, feel safe and secure and are encouraged to develop their gifts and talents.
- The school staff works well together, as an effective team keeping the pupils' interests and welfare as their main focus.
- There are good relationships between teachers and pupils and among pupils within and outside the classroom.
- The pupils are secure and are protected from emotional and physical harm.
- The pupils' opinions are valued, and their worries and concerns are dealt with sympathetically and appropriately.
- The self-esteem of the pupils is promoted, and they have opportunities to develop independence of thought and expression.
- The pupils are taught to work with their peers to value and respect the opinions of others.
- Our parents are closely involved in and knowledgeable about the life and work of the school.
- The school has clear lines of communication and good, flexible relationships with relevant external advice and support agencies, e.g. School nursing, Speech and Language Therapists, Occupational Therapists, social services, police, etc.
- The school strives to promote and sustain high standards of behaviour and discipline which reflect an appropriate balance between rewards and sanctions. Disciplinary procedures are implemented consistently by all staff in a fair and positive manner.

3. Responsibility

While the Local Governing Advisory Body, Head Teacher and senior management have primary responsibility for the arrangements that promote and ensure the care and welfare of pupils and staff, the pastoral care in the school is also a shared responsibility, involving the whole staff in co-operation with parents and pupils and others. All members of staff have the support of the Head Teacher in matters of pastoral care and also have access to external support agencies as necessary.

4. The Pastoral Team

St Stephens Pastoral Team is comprised of Mrs Furber – Head Teacher, Mrs Bartlett - SENDCo, Mrs. Paul - Safeguarding / Attendance Officer, Mrs Baxter – Parent Support. Key members of the team meet on a regular basis to discuss individual pupils causing concern, and to share and agree appropriate strategies. This is then reported back to the appropriate staff and when appropriate, the parents of the child.

Main Components of Pastoral Care in the School

Some of the principal features and components of pastoral care provision and practice in the school are set out under the following headings.

4.1 School Leadership.

The significance of the quality and effectiveness of the leadership of the Head Teacher, Senior Leadership Team and Pastoral Team in striving to create a caring, happy and secure environment, where every individual is treated with dignity and respect, whilst also being given the opportunity to develop their gifts and talents is fully recognised and acknowledged by the Governors of the school.

4.2 Staff Welfare and Development.

It is widely recognised in the world of work that care of staff is vital to ensure that stress and low morale do not jeopardise the success and prosperity of school life. In schools, high pupil

morale and expectations are difficult to establish and sustain without high teacher morale and expectations.

At school level the promotion and development of staff welfare and development is an obvious responsibility of the Governors, Head Teacher and Senior Leadership Team. It is also the mutual responsibility of all colleagues in school. It is also recognised that some of the sources of stress and low morale in schools (as in other organisations) often lie outside the influence of the school.

4.3 Child Protection Procedures

This component of pastoral care refers to the school's policies that aim to protect the pupils from physical and emotional harm, from neglect and from any form of abuse. It also deals with the need for the school to ensure that the curriculum includes a programme for pupils on self-protection.

4.4 The Teaching and Learning Environment

Teachers strive to create and maintain a positive classroom climate:

- A quiet, calm relaxed attitude combined with fairness and a sense of purpose.
- An interest in and knowledge of the pupils individually.
- Mutual respect.
- Pupil recognising the personal qualities, knowledge and skills of the teachers.
- Teacher's being sensitive to the needs of the pupils and respecting their contributions.

This feature of pastoral care refers to the harmonious relations that are striven for, nurtured and developed in the school between teacher's and pupils, and among the pupils within and outside the classroom. It encompasses mutual respect, tolerance, the approachability of teachers, the growth of pupils, and the expectations that each bring to the school situation. Pupils have a sense of security and are free from emotional and physical harm. Teachers are fair, consistent and compassionate in their approaches to discipline.

4.5 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 e.g. governors, staff and SLT, the school and parents, and the school and the wider community, whether of St Stephens or beyond.

In the upbringing of the pupils, and the care that is provided, St Stephens believes strongly in the tripartite system being the most effective, involving pupils, school and parents / carers together. As this applies to academic studies, so this applies to pastoral care, and there is very open communication between the school and parents / carers 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 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.

4.6 Partnership and Consultation with Parents

This aspect of pastoral care refers to the school's arrangements for keeping parents informed and up to date about their children's progress and about developments in school.

Pupils learn and thrive when there is a close relationship between home and the school. Every attempt is made to keep the lines of communication open and strengthened with:

- Open Days for potential new parents and pupils.
- Information day for new parents into our Foundation class.
- Termly Parent's Evenings for all classes.
- Christmas service in St Stephens church for Key Stage 2 parents.
- Nativity play for parents to watch pupils perform from Key Stage 1.
- Sports Day.
- Transition meeting for Yr6 pupils and parents.
- Meetings to support planning of a residential.
- Informal meetings in the school playground at start and finishing times by teaching staff and Head Teacher.
- Open Door policy.
- Annual pupil school reports.

4.7 Special Educational Needs

To ensure the appropriate response to all of our children's needs and to comply with SEN legislation e.g. The Code of Practice (2015), Equality Act 2010: advice for schools DfE Feb 2013, Disability Discrimination Act 1995, Children and Families Act 2014. Ensuring that all members of staff are informed of a child's specific learning or possible medical conditions e.g. ASD, ADHD, epilepsy etc.

A rolling programme of training is in place, so members of staff have training on Risk Assessment (awareness raising) and De-escalation and Diffusion of Challenging Behaviours through positive handling. Please refer to the schools 'Control & Restraint of Pupils Policy on the website.

For pupils with SEN, the following are also offered to ensure we work in partnership with parents:

- Meetings to discuss and review pupil targets each term.
- Home / school communication books for designated pupils.
- SEN Annual Reviews to ensure parent's / carers views and aspirations are pivotal to planning for the needs of their child, to ensure that we work in partnership to meet the needs of their child.
- Early Support meetings for designated families.

4.8 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 parents / carers, in particular with regard to the pastoral care of pupils.

4.9 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 class groups, assemblies, certificates / awards, stickers to house point 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.

4.10 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 Trauma Informed (TIS) practitioners, EMHP, and the school nurse.

4.11 Extra Curricular Activities.

This feature of pastoral care refers to the opportunities the school provides for learning and social activity outside the formal classroom setting. The school provides a range of extra-curricular activities, and the staff take pride in the quality of opportunities that are available. Parents / carers and teachers are encouraged to push pupils towards an area in which they might enjoy success, and therefore build their self-esteem.

These activities also provide pupils with opportunities to make friends, learn to work together, improve their social skills, learn and develop new skills and exercise group skills.

- A range of clubs are offered each term for pupils / families to select from.
- Wrap-around care is offered from breakfast club to after school care as required.

4.12 School Environment

This aspect of pastoral care refers to the action of staff and management in ensuring safe, clean, comfortable and pleasant environment throughout the school for work or leisure.

5. Bullying

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Pupils must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff at school.

Individual members of staff are alert both inside and outside the classroom. Pupils are aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales.' To be seen to act is as important as taking action. Silence and secrecy nurture bullying. Please refer to the schools Anti-bullying Policy on the website.

6. Strategies / Resources used to promote the moral, intellectual, personal, social and spiritual development of our pupils include:

6.1 Spiritual, Moral, Social and Cultural education:

SMSC allows children to participate as partners in the process of developing responsibility for their own behaviour and learning and forms an integral part of our behaviour policy and pastoral support for the pupils at St Stephens Community Academy. It promotes personal development and the mutual understanding of others. Our programme

- Helps equip pupils with a variety of social skills.
- Encourages self-awareness and enhances self-esteem.
- Encourages respect and tolerance of others.
- Encourages self-protection.

SMSC involves all aspects of learning and teaching and is the responsibility of all teachers. As well as being evident in interpersonal relationships throughout the school our scheme of work includes such topics as keeping safe, drug awareness, relationships, developing self-esteem and self-discipline. The SMSC programme also embraces health education, cultural heritage and Internet Safety.

6.2 Award Assemblies:

Special Achievement Certificates, end of year awards, positive reinforcement, special awards, stickers, hand-written notes, Class Assemblies

6.3 School Council:

Pupils are voted onto the School Council. They meet on a regular basis and organise activities throughout the school year.

6.4 Play Leaders:

Y6 pupils apply for this position. The pupils help organise equipment in the playgrounds and organise games and interact with younger pupils etc.

7. Fortnightly Newsletter:

Keeping parents up to date with school news and the celebration of recent successes.

8. Parent and pupils' questionnaires:

Sent out regularly to support the school to identify how the academy can address parental concerns.

9. Pastoral Support Leaflet:

Please refer to our leaflet for further information on how the Pastoral Team can offer support for parents and pupils from St Stephens Community Academy

10. Monitoring and Evaluation:

This policy should facilitate good relationships and a happy caring atmosphere. St Stephens Community Academy will carry out, at regular intervals, an evaluation of the pastoral care system to enable us to further improve the quality of provision for the benefit of all pupils, parents / carers and staff.

11. Publication and availability of the plan

The Pastoral Care Policy will be made available on the website.

This plan will be reviewed every five years by the Local Governing Advisory Board.

Plan approved by the full Local Governing Advisory Board: **Spring 2024**

Next review will be: **Spring 2029**