

PASTORAL CARE

Policy Owner – Pastoral Care Co-ordinator

This is a whole School policy and applies to all members of Cophorne Preparatory School including EYFS.

Our intention is for the children to be surrounded by a network of staff, who teach, supervise and care for them and who will pick up on problems should they occur, or to whom the children may turn for help should the necessity arise.

The day-to-day welfare of the children is the concern of all members of staff with the Form Tutor/Teacher taking specific responsibility for the children in his/her Form/Class. It is possible to outline broad areas of responsibility for certain members, but in practice these areas will inevitably overlap, hence the necessity for all to be involved.

The Head is ultimately responsible for all levels of Pastoral Care, with the assistance of the Pastoral Care Co-ordinator who has specific responsibility for Pastoral Care in the school.

Matron and Head of Boarding is responsible for all boarding matters, including the health and physical welfare of all children.

Regular Pastoral Care Meetings take place each week between the Pastoral Care Co-ordinator, Matron, Head of Learning Support, Deputy Head and the Year 3 & 4 co-ordinator. During the meeting if anything talked about is relevant to all members of staff this is passed on by the Pastoral Care-coordinator either in morning briefings or Staff meetings.

In the Pre-Prep and Nursery, pastoral care meetings take place each week between all teaching staff.

1 Forms

The mainstay of Pastoral Care in the school is the Form Tutor/Teacher. Every child is allocated to a Form/Class, which is broadly, but not exclusively, age based. The children meet as a Form at the start of each day and, for the most part, stay within this group for lessons. Forms are therefore both social and work groups for the children. The role of the Form Tutor covers both of these aspects:

- (a) At the start of each day the Form Tutor collects the Form together, takes the register and deals with any immediate matters of the day, before escorting them to assembly or chapel.
- (b) The Form Tutor will normally also be a subject teacher for that Form which will enable greater rapport and knowledge of the individual children.
- (c) The Form Tutor also takes 1 lesson per week of PSHE in years 3& 4.

The Form Tutor will normally be the focus of any concerns that other staff may have, either to be dealt with directly or to be passed on for further consideration.

In the Pre-Prep & Nursery Department, teachers have responsibility for the Pastoral Care of their own classes. PSED is timetables for Nursery and Reception as part of the EY curriculum. Years 1 and 2 also have one lesson per week of PSHE taken by the Head of Pre-Prep.

2 Houses

Children are also allocated to Houses, which are presided over by three or four members of staff. The Houses are nominal only but are comprised of children from all age groups throughout the school. They are encouraged to form a group identity that helps them to relate to children of different ages, to co-operate in common endeavours and to develop a sense of responsibility for others. The House Staff keep an eye on the general progress, both academic and social, of the children in their House. There are regular House Meetings when House Points are discussed and encouragements or admonishments, issued.

In the Pre-Prep children are allocated to a coloured house (Red, Blue, Green or Yellow). Every two weeks the House which has accumulated the most stars in the class is revealed and suitably congratulated.

3 Prefects/Peer Mentors

A group of senior children are invited to become prefects if they have proved themselves to be caring and responsible individuals. The prefects' principal duty is to watch over and help the rest of the school. They receive help and guidance in this and have a regular meetings with the Deputy Head. There is also an opportunity to become a peer mentor in year 8 where specific training is given to the pupils so they can deal with pastoral issues if a pupil confides in them.

3.1 Problem Solving

With the structure as it is there are many ways in which a problem, either potential or actual, can be picked up and dealt with. Some examples might illustrate this:

1. Academic difficulties would normally be referred in the first instance to the Form Tutor, from here they would probably be aired at the weekly Staff Meeting, when the Director of Studies would become involved and possibly referred to the Senior Management Team for further action.

2. Social/home problems might follow a similar route, normally with the Pastoral Care Co-ordinator becoming involved. If necessary these may also be referred to the School Counsellor or the Independent listener.
3. Physical or medical matters would be referred to the Matron who may refer to the Staff Meeting if appropriate.
4. Relatively minor matters might be picked up by the Student Teachers, Prefects or Peer Mentors, who are often closer to the day-to-day concerns of the children. From there they may be dealt with directly or referred on for further assistance.

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NEXT REVIEW: Summer 2018