

**Hope High School**

**Pastoral Care Policy 2018-19**

Through its pastoral care arrangements and provision the school aims to demonstrate its concern for the behavioural, emotional, and social development of all pupils, regardless of their age or ability, as individuals and as secure, successful and fully participating members of the school and it’s wider community.

Pastoral care permeates every aspect of school life and finds expression in the structures, organisational policies and decision-making procedures of the school. At Hope High School we recognise that central to the success of this is the involvement of parents and other outside agencies within the community. We strive to work in partnership with them to achieve our aims.

**AIMS**

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| The pastoral care system works to: |
| * promote a supportive and caring environment where all pupils are valued and respected
* promote a supportive and caring environment where all pupils safe, have effective working relationships with staff, and have their progress monitored and encouraged.
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| * contribute to an orderly atmosphere and the maintenance of good behaviour.
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| * offer effective guidance and support when required.
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| * contribute towards strengthening the links between parents, school and the community.
* Provide interventions to support pupils in working towards their EHCP objectives
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It also encourages pupils to:

* respect the rights and feelings of others;
* be responsible for their own academic, behavioural and social development;
* develop a sense of self-worth;
* develop self-discipline;
* take responsibility for their actions;
* accept the consequences of their actions;
* develop the basic skills, experiences, knowledge and attitudes that are required for employment and leisure in our ever-changing society.

**Teaching Staff**

Teaching staff play a pivotal role in pastoral care. All members of staff should be fully committed to creating an environment of care and trust and to ensuring the emotional and physical welfare of the pupils, as well as their academic progress. In doing so they should adhere to school policy.

Regular contact with pupils enables them to observe the well-being or otherwise of the children in their care. They are the eyes and ears of the rest of the pastoral care team and are alert to changes in pupils’ performance, behaviour, or appearance which may require action or intervention. They work with other staff, as necessary, for the benefit of pupils, briefing the Key Worker, Pastoral Manager and SLT where required.

**Key Workers**

The Key Worker system enables at least one key member of staff to have a detailed knowledge of the needs, aspirations, interests and academic progress of each pupil. The role of the Key Worker is to establish a rapport and secure good relationships with pupils, and to show an interest in the progress of each individual giving help and support when needed. This is facilitated by regular communication with home and by working with other staff, as necessary, for the benefit of the pupils, briefing the Pastoral Managers and/or SLT where required.

**Pastoral Support Team**

Pastoral Managers liaise closely with Teachers, Teaching Assistants, Support Staff and SLT. Their main job role is to provide pastoral support to pupils when needed. They work closely with the SLT and meet regularly with the Assistant Head in charge of Pastoral Care. They also meet as a Committee to oversee the whole-school provision of pastoral care. Aspects of their role include; the organisation of social, emotional and behavioural interventions; supporting Team Around the Family (TAF) early help, liaising with Children and Family Wellbeing, and contributing to strategies to support families in meeting TAF objectives; identifying key pupils in need of particular support; liaising with families and social workers; completing pastoral logs and pupil files; initiating and monitoring the report card system; undertaking catch up sessions and detentions; leading on the delivery of The Thrive Approach across the school

**Senior Leadership Team (SLT)**

The Senior Leadership Team lead on pastoral matters relating to particular year groups. Their role is to monitor the welfare, discipline and progress of their pupils, and to foster optimum development in these areas through the provision of constructive support and, where necessary, the imposition of appropriate sanctions. To this end they lead a team of Teachers, TAs and Support Staff who are in daily contact with their pupils, and they liaise closely with the Pastoral Managers and the Assistant Head in charge of Pastoral Care.

(Responsibilities of Teachers, Pastoral Managers, and SLT are detailed in the Staff Handbook.)

**Head teacher**

The head teacher meets regularly with the Assistant Head in charge of pastoral care to monitor the pastoral care provision, to provide support and to determine action to be taken.

The Headteacher will also meets with Teachers, support staff, parents and/or pupils as appropriate. She will also report to the Board of Governors on matters concerning pastoral care.

**School Governors**

The Board of Governors seeks to ensure that the aims of the Pastoral Care policy are fulfilled and to provide appropriate training and resources to facilitate the implementation of the policy.

**Professional Development**

Aspects of Pastoral Care remain a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this. Our on-going development programme helps staff identify the attitudes, values, skills and knowledge, which will enable them to carry out their pastoral roles.

Staff participate in on-going training in interpersonal skills, counselling skills and teaching methods which engage pupils actively in their learning. Training programmes are organised through In Service Training.

**Supporting Policies**

Whilst all policies and procedures within the school take cognisance of the pastoral care of pupils and staff some specifically support it in very specific areas.

These policies include:

* Health and Safety
* Anti-Bullying
* Behaviour and Positive Handling
* Drugs/Misuse of Substances
* Child Protection
* Acceptable use of the Internet
* Special Educational Needs