



# DAVENANT FOUNDATION SCHOOL

## PASTORAL CARE POLICY

Last Review Date: 23 March 2004 (Curriculum Committee)

### Our view of pastoral care

Pastoral care is

- a creative activity, which aids the development of young people, reinforcing aspirations and maturity, consolidating positive mental health.
- one aspect of our School's work that cannot be allocated as a responsibility to one area, set of lessons or group of teachers and students: it pervades all we do - including extra-curricular activities and the hidden curriculum.
- at its simplest, and best, about caring.
- at the heart of what we are striving to do: reflecting the love of God in our relationships as we demonstrate the principles of the Kingdom of God.

Such a climate will be created by the attitudes of staff and students and will be enhanced by an appropriate pastoral care system. If well done, it is not only of great benefit to our students, but also is a source of job satisfaction for all our staff.

### Aims of pastoral care

1. To build self-esteem.
2. To ensure that all students feel secure in the knowledge that they are valued members of the School community and can participate in giving and receiving encouragement, guidance and support.
3. To help students achieve personal autonomy, so that they can make informed decisions and formulate their own beliefs.
4. To equip students with the skills and information necessary to become effective members of adult society.
5. To provide help and support so that students are able to make the most efficient use of School and to make their own contribution to the life of the School.
6. To support, in an integrated fashion, the work of curriculum areas in enabling students to maximise their achievement in all aspects of school life.

### Organisation

Many aspects of school life involve attending to the spiritual, educational, mental and physical welfare of pupils which is the responsibility of all staff, parents and governors.

On entry, Davenant students are placed into one of six Tutor Groups, each of about 25 students, within the same year. The Tutor Group is a mixed-ability group and represents a cross-section of new entrants. The Form Tutor is the central figure in the pastoral organisation of the School, responsible for the social and academic progress of the students in their group.

Parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Children achieve more when schools and parents work together. The importance of good relations between home and School cannot be emphasised too strongly and the Form Tutor is the valuable link-person. In order to maintain continuity in Years 7 to 11 it is the intention that the Form tutor moves up through the school with their group.

Each Year has a Head of Year who is responsible for co-ordinating pastoral care, contact with parents and tutorial work and for guiding and monitoring the work of their respective Form Tutors. For Years 12 and 13 the Head of Sixth Form with an Assistant leads and co-ordinates the work of Tutors.

For Years 7 to 13 a Director of Learning, a member of the Leadership Group oversees and monitors the work of the Heads of Year.

The diagram below illustrates the Pastoral structure for each Year.



Pastoral care guidance is given to students through activities such as Assembly, tutorial time/programmes, Personal, Social, Health Education and Citizenship and extra-curricular activities

Years 7-11 have a timetabled period with a structured programme of Personal, Social, Health Education and Citizenship.

Examples of topics included are:-  
friendships, bullying, drugs, smoking, AIDS, making decisions, setting personal goals, GCSE coursework, careers, work experience, assertiveness and interviews.

The PSHCE programme aims to foster equality of opportunity regardless of an individual's race, gender, social background and disabilities and to support the aims of pastoral care.

A thought for the day, with a scripture reading and prayer are included during the morning registration period, when students do not attend Assembly.

Members of the Sixth Form work with some students in Key Stage 3 acting as Mentors, thus providing an extra dimension to the pastoral care provided.

### Induction and Professional Development

The School recognises that pastoral awareness is a key aspect of successful teaching. A consideration of an applicant's understanding of this dimension will form a part of the appointment process and this will be reinforced through new staff induction. The programme of CPD will contain elements for specific groups of staff as well as, on occasion, for whole staff consideration.

### Evaluation

An Evaluation team, to be decided by the Leadership Group, will be responsible for carrying out an assessment of the effectiveness of the Pastoral Care provided by the School.

The leader of the Evaluation Team would be responsible for drawing up the team's report with recommendations to be discussed with the Leadership Group.

The evaluation of the pastoral system will be undertaken in a variety of ways:

- Regular monitoring by the Director of Learning with Heads of Year and Senior Leadership Group (SLG)
- Review through the rolling programme of school self-evaluation
- Specific reviews identified as priorities within the School Development Plan.