



Davenant Foundation School

Pastoral Care Policy

Last Reviewed: June 2023

Next Review: June 2025

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

POLICY DETAIL

Policy Name	Pastoral Care	Committee Responsible	Curriculum
Status	Discretionary	Committee Person i/c	Deborah Lake
Produced by	Ms Heaphy	First Agreed	26 January 1998
Date Produced	14 September 1999	Last Review Date	June 2023
References		Next Review Date	June 2025

This policy sets out our view of pastoral care. As such it covers aspects of other policies and should be read in conjunction with them. The relevant policies are listed at the end of this policy. This policy should be read in conjunction with the Equality Policy.

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 through his vision and values:

Reflect the love of God in all aspects of the community by nurturing mind, body and spirit

Compassionate

To encourage and show concern for others whilst displaying kindness and honesty.

Determined

The desire to succeed in school and life with energy commitment and diligence, showing persistence.

Open-minded

The willingness to be quick to listen and slow to speak; accepting each other's differences and new ideas.

Respectful

To show fairness and consideration through acting in a thoughtful and understanding manner.

Inclusive

Displaying tolerance and acceptance of different religions, denominations, race, age abilities and sexuality

Such a climate will be created by the attitudes of staff and students and will be enhanced by our student services programme. 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 Student Services is to;

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. All departments have the vision and values embedded within their scheme of work and contribute to the pastoral care of all students through the student services model.

On entry, Davenant students are placed into one of six Tutor Groups, each of about 30 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. For most students, their Form Tutor is their lead practitioner.

The student services programme of assessment of Behavior Education needs and Safeguarding assesses the needs of each student on entry to Davenant to ensure all students have the support to succeed. For students with wider behavioral, safeguarding or SEN needs, there will be a specialist lead practitioner assigned to support the Form Tutor.

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. The Heads of Year are responsible for co-ordinating pastoral care, contact with parents and tutorial work and for guiding and monitoring the work of their respective Form Tutors. The Pastoral Manager and Head of Sixth Form oversee their respective key stages with the support of the Student Services team and programmes.

The Deputy Headteacher has oversight of the pastoral provision, alongside a Link Governor.

Inclusion

All involved in pastoral support recognise the importance of inclusion. Looked After Children, students with SEN and students from minority backgrounds may, from time to time, have particular needs that require specialised support. As with every student, when such support is required, the school will provide a positive response and may look for input from external agencies. Please see Equality Policy

Working With Extended Agencies

The school maintains clear procedures for referring students to external agencies. Liaison is co-ordinated by an appropriate member of the SLG or by the SENCO. Parents will be kept fully informed and, wherever possible, strong partnerships will be maintained.

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

Years 7-9 have a structured programme of PSHCE. Year 10 and 11 have a series of events during the year, which are supported by the Tutor Time Programme.

Examples of topics included are:-

friendships, bullying, drugs, smoking, anti-radicalisation, the prevent strategy, FGM, AIDS, making decisions, setting personal goals, GCSE coursework, careers, take your child to work, assertiveness and interviews.

The PSCHE and Tutor programme aim 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 reading and prayer are included during the morning registration period, when students do not attend Assembly. These encourage the students to make the most of themselves and their opportunities.

Members of the Sixth Form work with some students in Key Stage 3 acting as Peer 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 contains elements for specific groups of staff as well as, on occasion, for whole staff consideration. Training for dealing with specific issues (e.g. bereavement, eating disorders, self-harm) will be offered when necessary and appropriate.

Monitoring and Evaluation

The Pastoral Care programme is routinely monitored and discussed at Leadership Group meetings and at meetings between individual SLG and Year Heads. Key data is maintained and included in the Schools Self Evaluation (SEF). Key metrics relating to this policy area will be agreed, tracked, reported and included in the SEF

Related Policies:

Anti-Bullying
Behaviour Management
Child Protection
Home School Agreement
ICT acceptable use
SRE
Equality
DoE Keeping Children Safe in Education (2021)
Student Services Vision