



**SHERBORNE HOUSE
SCHOOL**

Pastoral Care Policy

This policy applies to all pupils in the school, including EYFS

Created **November 2016**

Revised **November 2016**

Date for revision **July 2017**

AIMS

At Sherborne House School, our objective is to provide an environment in which our children flourish, to recognise the needs and talents of each pupil and to facilitate the development of creative, intellectual, moral, physical and social competence.

We aim to achieve this by:

- Being a vibrantly happy and stimulating school
- Giving each child the opportunity to develop independence, self-confidence, self-discipline and self-esteem
- Helping to fulfil each pupil's individual potential
- Planning and delivering a broad, balanced curriculum which meets the needs of the individual within the developing requirements of our school and society
- Providing equal opportunities for all children
- Promoting positive links between Home and School
- Organising all sorts of activities where girls and boys can succeed and achieve a feel-good factor on which to build in whatever sphere, whether it be cultural, academic, musical or sporting

We believe that emotional and social well-being and growth, self-esteem and confidence are of prime importance in themselves and are inextricably linked with academic progress.

At Sherborne House School all staff are responsible for the pastoral care of our pupils, by providing:

- A safe, friendly and secure environment
- A place where all have a sense of responsibility
- A place where all members of the community have a clear understanding of the school rules, which are produced by the pupils themselves.
- A place where positive behaviour is encouraged and recognised
- A community which fosters mutual respect and unity
- An environment in which no pupil is hindered in any way from achieving his/her full potential.

We devote considerable amounts of formal curriculum time to fostering the children's personal development through the pupil's being in forms and their daily registration or tutorial periods, PSHE classes which take place once a week, how we meet 'The Every Child Matters agenda, Assemblies and the timetabled curriculum.

In addition to the overt parts of the curriculum, the effective delivery of the pastoral aspects of the school's ethos can be seen in many aspects of the hidden curriculum, the daily interactions of the pupils and staff and the structures within the school. The communications within the school community are also important in delivering the caring and inclusive pastoral policy.

Equal Opportunities and Safeguarding:

The system is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. Within the pastoral system, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported.

The school pays due regard to the DfE guidance on Mental Health and Behaviour in Schools (March 2015), especially the references to eating disorders and we have developed strategies for monitoring what children eat in school.

COMMUNICATION AND FEEDBACK

One of the fundamentals of any pastoral policy is the communication between all parties. Early communication, even if the message is not positive, will always foster a more effective and positive response than a late one. Similarly distributing information as appropriately as possible will also help keep all parties informed.

Within the school community it is expected that the pupils and staff will communicate all pastoral issues and concerns as promptly as possible. Throughout the curriculum the pupils are always encouraged to share their concerns and worries, especially with staff, to enable any problems to be sorted out as quickly as possible. The most likely route for a pupil is through their Form Tutor, but if this is not appropriate, each pupil can choose an additional support tutor. The Deputy Head and Head of Pre-Prep are responsible for the oversight of pastoral care in Early Years, Years 1-2, and Years 3-6. Any concerns about pupils will be discussed at the Phase meetings and staff meetings. All the pupils have Homework Diaries in which to record their homework but also they are a valuable tool for communicating between staff and parents. Form tutors check these daily where applicable for messages from parents and pupils are expected to get their parents to sign their diaries on a weekly basis to acknowledge their awareness of what their children have been doing. Parents are encouraged to contact the school by e-mail if they want to address a problem and the school has an open door policy whereby parents can make an appointment to see teachers at a mutually agreed time, in addition to the termly parent/teacher meetings.

SCHOOL STRUCTURE

The structures of the school enable the pupils to continually interact with each other in many different settings and across all year groups. There are times when different year groups mix, such as in Games. There are House events, where many year groups are brought together for competitions and assemblies. The school's use of prefects and other positions of responsibility in Year 6, means that the younger pupils have role models to look up to and give the Year 6 pupils a real sense of responsibility and duty. Older pupils often help with the younger ones, such as taking them to and from assembly.

THE SENSE OF COMMUNITY

When prospective parents are given tours of the school they are struck by how happy, confident and polite the pupils are. There is a unity and sense of belonging between the pupils, staff and particularly the parents. This can be seen at the way the parents are committed to the Parents' Association and the events it organises. It is expressed in the children's and parents' commitment to the many charitable fund-raising activities in which we engage.

More detail can be seen in the following school policies:

- PSHE
- HEALTH AND SAFETY
- SAFEGUARDING
- BEHAVIOUR
- ANTI –BULLYING