



**POLICY (Number: Piii)
PASTORAL CARE POLICY**

Definition

Pastoral Care at Somerset House is composed of different policies, programmes, and procedures which encourage each individual child to develop their full potential by catering for their spiritual, moral, emotional, intellectual, physical, and social needs, in a safe and secure environment. Each child is encouraged to develop personal, social, and academic skills to prepare them for life.

The ethos and framework of values encompassed in the Somerset House Vision and Mission and enables our children to be self-reliant, motivated, self-disciplined and to make choices in a moral context.

Aims

- Assist children to manage their lives and prepare them for the opportunities, responsibilities and experiences of high school and ultimately adult life.
- Develop essential 21st Century life skills.
- Provide a caring environment to guide and advise pupils on both personal and educational matters.
- Build a community of children who care about each other and show respect for themselves and others.
- Raise pupil's social awareness, promotes positive attitudes, and build self-esteem.
- Foster in our children an awareness of the wider community.
- Provide staff training and development in relation to pastoral issues or any other professional development requirements.
- Promote a partnership and close working relationship with parents and or guardians whose views and wishes are heard and respected.
- Recognise that regular, effective communication is crucial in Pastoral Care and positive relationships will be promoted between:
 - Board of Governors – School
 - Principal – Staff
 - Staff – Staff
 - Staff – Pupils
 - Pupils – Pupils
 - School – Parents

Staff – Pupil relationships will:

- Encourage respect for self and others
- Promote courteous behaviour to everyone
- Develop positive relationships among peers and adults
- Be consistent and fair so that children will feel secure and know the parameters within which they must behave
- Be an instrument for advice and guidance
- Be a support in times of difficulty
- Accept and empathise with unique experience of each child.

Staff – Staff relationships will ensure:

- Respect for individual dignity
- A supportive affirming community of fellow workers
- Opportunities to develop personally and professionally
- A tolerance of weaknesses
- A sharing of strengths and talents.



School – Parent relationship will ensure that parents:

- Enjoy positive relationships with all school personnel
- Are made aware of the arrangements whereby they may meet with staff
- Are confident of a welcoming spirit and mutual support
- Receive regular and accurate information regarding all school functions.

Roles and Responsibilities

The Board of Governors has overall responsibility for Pastoral Care in the school.

The Principal has overall responsibility for promoting Pastoral Care and fostering positive relationships. In addition, he will review and update the policy, inform and liaise with parents and initiate and ensure Pastoral Care is forefront in the School's Development Plan.

Teachers have responsibility for promoting Pastoral Care by:

- Helping children to make informed decisions
- Celebrating success
- Building children's self-esteem
- Encouraging assertiveness
- Encouraging sensitivity
- Developing effective communication
- Ensuring that pastoral care files and reports are kept up to date on Angel.

Teachers build up a knowledge of pupils as individuals and take an interest in their special needs and all-round development. To this end the school has a learning support unit, which is a multidisciplinary team consisting of an occupational therapist, a speech and language therapist, a counsellor and two learning support teachers. The children are supported when their learning capabilities are significantly different to those experienced by the majority of pupils of the same age.

The occupational therapist helps develop gross and fine motor skills as well as motor planning and visual perception. The speech and language therapist helps develop improved language use and structure as well as correcting speech errors. The counsellor supports children with social and emotional needs. The learning support teachers support those with learning difficulties (specific and general) and for those that would benefit from academic extension. The support team works closely with the teachers and parents to ensure that each child is reaching their potential.

Support staff contribute to the promotion of Pastoral Care consistent with our policy.

Monitoring and Evaluation

To ensure the Pastoral Care Policy is working effectively in our school, the policy procedures and practice will be kept under review. This will be achieved by:

- Listening to staff (through the staff forum) and pupils concerns and acting on them.
- Encouraging parents to inform the school immediately if they have any concerns.
- Parent/Teacher Interview meetings.
- Staff and Board of Governors meetings.
- Information Evenings.