

Laleham Gap School – LGS10 Pastoral Care Policy

Kent County Council

Education Learning and Skills Directorate



Date: April 2016

Next Review: April 2018

Owner: Assistant Head Teacher

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Laleham Gap School – LGS10

Pastoral Care Policy

1. Security Protective Marking

Not protectively marked

2. Summary of Change

- 2.1 The following changes have been made to this policy in March 2016:
 - Recognition that all pupils Primary and Secondary are on one site.
- 2.2 This policy is scheduled for review in April 2018

3. Introduction

The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders. The issue of Pastoral Care is reflected in several of the documents which make up the Staff Handbook, the School Development Plan, Staff Structures and other policy documents.

- 3.1 The principles underpinning the school's philosophy of care can be found in the Aims of the School [School Handbook]. "To maintain an ethos and an atmosphere wherein each child can be happy, secure, valued and fulfilled and wherein the individuality of each child is recognised and nurtured."
- 3.2 The Pastoral support system is organised and co-ordinated by the Assistant Head Teachers at Primary and Secondary.

Where a member of staff is concerned by educational, emotional or social factors in respect of a particular student he/she should report that concern to the relevant Assistant Head Teacher who will if the situation merits it co-ordinate action.

The student's Key Worker, Form Tutor/Teacher, TA and any other relevant member of staff may then be involved in determining an Action Plan.

The Action Plan will be recorded, communicated and set in motion.

The process is not disciplinary. It is designed to care for and support students who may unknowingly have a problem.

4. School Policy & Procedures

- 4.1 The 'Child Protection Procedures' are contained in the Staff Handbook and they detail the role of staff in the event of suspected or actual abuse.
- 4.2 The policy and procedures to be followed if a pupil claims to be being bullied are contained in the School Handbook.
- 4.3 Complaints by pupils are covered in the Staff Handbook 'Complaints Procedures'. The section is prefaced thus:

"County guidelines insist that there should be a clear system for pupils to alert an appropriate adult to situations which are causing them distress and that they should be made aware of that system."

This provision is deemed to be part of the pastoral support system.

- 4.4 The Staff Handbook specifies the role of the Link Governor which includes aspects of the pastoral support system. Child Safeguarding Governor; LAC governor and Residential Governors link within pastoral care.

5. Site Co-ordination

- 5.1 Staff are aware, reflected in several documents, of the importance of good communication, whether between residential staff, teachers, TA, SLT/OT/SALT, pupils or parents/carers. There is close liaison between the SENCO, Pastoral Co-ordinator, School Nurse, Head of Care, Designated Safeguarding Lead, OT, SALT and Senior Leadership Team.
- 5.2 Each class has its own tutor/teacher. Elements of pastoral support are very much part of these roles and they are likely to be the 'significant adult' to whom a student may turn when in distress. The role of the TA introduces another 'significant adult' for the pupil as the TA support the pupil both educationally and pastorally.
- 5.3 All students in Years 10 and 11 are offered the option of an adult mentor. The mentor's role is voluntary and the hope is that the mentor will become a 'significant adult' to whom the student may turn for advice and support: the mentor will be a listener, encourager, motivator and advocate for the student. The aim is for the mentor to work alongside subject teachers helping to remove external barriers to learning and achievement.

Each 'Child in Care' has a mentor who will act as a listener, encourager, motivator and advocate; they will liaise regularly with the Designated LAC member of staff. Younger students may be offered a mentor under the direction of the Pastoral Care Co-ordinator; the mentor will meet regularly with the student offering support and guidance, record meetings when necessary and liaise with the Pastoral Care Co-ordinator.

6. Safeguards

- 6.1 A supervised group of pupils meet before school, at break time and lunchtime in secondary. The group is primarily aimed at those students who find unstructured times

difficult or who have difficulties forming relationships with other students. The focus of the group will be social skills, discussion and friendship through organised games, discussions, ICT, art and craft work and drama. Students are given the opportunity to discuss their day and this is an important point of contact for some students with a member of staff.

At the Primary there are organised activities and high staff supervision to ensure all students have a productive and pleasant break time.

- 6.2 A weekly pupil well-being meeting is held in Secondary to discuss particular student concerns, these concerns may be identified by staff, parents, outside agencies or the student themselves.

The staff who attend the meetings are the Assistant Head responsible for Pastoral Care and Behaviour, DSL, LAC Co-ordinator, SENCO Review Manger, LSU Co-ordinator, School Nurse, and Speech and Language staff. The meetings are minuted, action plans put into place and staff/parents are informed of the concerns where appropriate.

- 6.3 All staff have the opportunity to share their pastoral concerns about specific students by:
- Speaking informally with the Assistant Head Teacher responsible for Pastoral Care who may ask for the information to be recorded formally so that further action can be taken if and when appropriate.
 - Discussing concerns in daily Briefing Meetings or at weekly Professional Development Meetings in order to gather information raise awareness and/or decide on appropriate support for further action to be taken.
 - Completing a Pastoral concern form and discussing it with the LSU team who will decide if or what further action needs to be taken. These forms are filed and stored in the Assistant Head Teacher's office.

6.4 INTERVENTION PROCEDURES

- Meeting with the student in a supportive environment to discuss concerns
- Contact with parents/carers to discuss concern and decide on appropriate action
- Contact with outside agencies e.g.: Social Services; CAHMS etc to discuss concern and decide on appropriate action
- Contact with other professionals working with the pupil or pupil's family eg: Social Care; CAHMS; Family Intervention Project to discuss concern and decide on appropriate action
- Meeting with school staff with direct involvement with the pupil to agree a support plan e.g.: "Special time"; time to do preferred activities; be with preferred adult etc

- 6.5 The school policy on recording behaviour incidents and physical interventions ensures that both staff and students have the opportunity to de-brief or reflect on incidents with a mentor of the Senior Leadership Team (for staff) or a supportive member of staff (for students). We believe it to be the view of the students that they are well supported pastorally. There is a range of provisions outlined above which seek to cover most eventualities and, when necessary, each of those provisions has the means to communicate with relevant others effectively.

7. Equality Impact Assessment

This policy has been assessed with regards to its relevance to race and diversity equality. As a result of this assessment, this policy has been graded as having a low potential impact.

Laleham Gap School