



PASTORAL CARE POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

Mission Statement: 'Our aim is to provide an all-round education in a supportive and happy environment that will challenge every child to fulfil their maximum potential. It is our aim to educate the whole child, academically, socially and morally, through a broad and balanced curriculum, so that they are able to integrate and flourish with confidence in their next school.'

Introduction and Aims

At St David's we take pride in the fact that the school is renowned for its caring family atmosphere where all our pupils feel safe, valued and supported.

The school has a deserved reputation for providing and delivering outstanding pastoral care, ensuring that each child feels valued, cared for and part of the school. Indeed our last inspection acknowledged the strong pastoral care the children receive (Independent Schools' Inspectorate Report November 2018).

The following are quotes from recent Parent Surveys:

- The school provides **'very good pastoral care.'** (Form 6 parent)
- **'St David's is a happy environment fostering happy children enabling them to study and interact well with pupils and teachers alike.'** (Form 4 parent)
- **'The school has a strong family feel with all the pupils knowing and supporting each other. Older pupils look out for the younger ones.'** (Form 3 parent)

As a staff we recognise that it is within such a positive environment that children are able to flourish and reach their full potential.

Our aim is to provide our pupils with a strong, secure base where they can develop into happy, confident and caring individuals who have reached their academic potential, have strong social skills and have enjoyed a wide variety of creative and physical activities. We want them to gain the values, skills and behaviours they need to get on in school and to meet the challenges of life in British society and the wider world in their future life.

Staff

The Assistant Head Pastoral oversees the way in which the pastoral needs of the school are met. Pastoral Care is the responsibility of all members of the school community and Form Teachers, with the support of the SLT, playing a key role.

In the Early Years Foundation Stage welfare requirements are followed which state that each setting must offer a key person for each child. (See the Early Years – Key Person policy)

The pastoral care of pupils in Forms 1 – 6 is centred on the child's Form Teacher who looks after the all-round academic, social and pastoral well-being of the child. At the beginning of every morning and afternoon session, time is allocated to 'Form/registration time' where pastoral issues can be addressed either on an individual basis or as a class (e.g. in a circle time).

The Form Teacher is also the first point of contact for parents and guardians and our 'Open Door' policy means that parents are able to meet and discuss any aspect of care, or day-to-day issues, with the Form Teacher at mutually convenient times. Form Teachers can also be emailed by parents. This contact ensures that the school is aware of any needs or concerns, no matter how small.

The school also has a dedicated Pastoral Care Leader who is a trained ELSA (Emotional Literacy Support Assistant) who will deliver regular 1:1 sessions with individual pupils. There is also a teaching assistant who delivers group intervention sessions as and when they are necessary.

All staff know the pupils in the school, take a pastoral interest in their happiness and progress, and are available to support them and their parents with any academic or personal troubles they may have. With a high teacher-to-pupil ratio, the dedicated and caring staff are able to ensure that the school provides a happy, safe and exciting learning environment, whilst ensuring that the child's individual needs are met.

Provision

- On arrival at St David's each pupil is given a leaflet explaining 'The St David's School Way' and what to do if someone is hurting them or their friends. (see Appendix)
- 'The St David's Way' is displayed in every classroom and the school hall. It is regularly explained to the children in Form time and assemblies.
- Issues such as friendship and bullying are regularly discussed in both PSHE lessons and assemblies.
- Throughout their time at St David's pupils are frequently reminded of what to do if they are worried about anything (e.g. through Form time, PHSE lessons, assemblies, circle time etc.). Staff explain that children can talk to any of the following people:
 - Parents
 - Peer group
 - Form teacher
 - The Pastoral Leader
 - Head/Deputy Head/other staff
 - Office staff/Finance ManagerAny of the above should be only too pleased to help.
- Childline/NSPCC posters are on display on both floors of the school.
- Older children have many opportunities to develop leadership skills and to be a positive example to the younger children. The House system encourages mixed-age relationships and children are given positions of responsibility (e.g. Head Boy, Head Girl, Heads of houses, class monitors during wet play etc)
- At the beginning of term all staff meet together during INSET days to discuss the pastoral and educational needs of all the children in the school. These meetings are recorded and information is placed on 'Staffshare'.
- There is a dedicated pastoral slot in the weekly staff meeting where pastoral issues are discussed and recorded. During the discussions staff are particularly mindful of:
 - Looked after children
 - Separated families
 - Children from all backgrounds whom may not be living with either parent
 - Children who are on the SEND or Gifted and Talented registers
- Form Teachers are responsible for keeping records of pastoral issues related to children in their class. When another member of staff deals with an issue, it is that member of staff's responsibility to write up notes of discussions, actions and meetings etc. and give them to the Form Teacher.
- When a child receives first aid from the Office staff during a break time, an email is sent to all staff to inform them of the nature of the injury and the action taken. Staff are required to be vigilant regarding that child's condition for the rest of the day. Any SEMH issues are also reported daily to inform staff of any playground issues or other social/emotional issues that may have an impact on a child's behaviour throughout the day.
- There are several SEMH intervention groups (Self-Esteem building, Friendship etc) available, as well as 1:1 ELSA sessions that are allocated on a needs basis.

Curriculum

We believe that there is more to a successful education than academic success alone. Therefore our curriculum also aims to develop our children's character, social skills and moral compass as well as providing opportunities for all children to experiment, discover their talents and flourish. The school endeavours to help pupils to develop healthy positive relationships with teachers and other pupils.

Form Teachers are equipped (via the JIGSAW scheme of work) to deliver a comprehensive Personal, Social, Health and Economic Education (PSHE) scheme of work which encourages children to consider social issues such as friendships, responsibility, respect for others, safety, healthy living, effective stewardship of the environment, money etc.

All staff promote positive character traits such as perseverance, resilience, 'grit', honesty, optimism, tolerance, respect, ambition, community spirit etc. These values are regularly promoted and rewarded both in class and in assemblies. These are felt to be things that help young people to become autonomous, preparing them to live independent and rewarding lives.

Our Positive Behaviour Policy, our Spiritual, Moral, Social and Cultural (SMSC) provision and our structured assembly programme also aim to develop each pupil's self-esteem and enable them to grow into confident, independent young people.

Our 'St David's Families' system enables every child to be a member of a mixed-age 'family' which promotes the development of strong friendships across age ranges and encourages children to support and care for one another. This particularly enables younger children to settle into the school. The older children have the opportunity to serve as mentors and take leadership/nurturing roles. Regular 'family' times are planned throughout the year where the children meet up and play/share activities together.

Mental Health and Wellbeing Issues

At St David's we recognise that we have an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. The Pastoral Care Leader (who is also a DDSL) has undertaken a ELSA Course (Emotional, Literacy, Support Assistant) to help support staff and pupils. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Staff are aware that changes in pupil behaviour such as withdrawal from participation, self-harm, being over emotional, mood swings and pupil disclosure are all signs of possible mental health issues. The Assistant Head Pastoral and the Pastoral Leader share responsibility with the staff for the mental wellbeing amongst the pupils. The Pastoral Care Leader holds regular drop in sessions for pupils to share any of their concerns. Pastoral issues are discussed weekly and termly by all staff and a record of concern form should be completed and passed to the DSL/DDSL and Pastoral Leader/Assistant Head Pastoral if deemed necessary. The Pastoral Leader has access to a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by informing the DSL or DDSL.

This Policy is in compliance with 'Keeping Children Safe in Education' (DfE) and is to be read in conjunction with the following related policies:

Anti-Bullying
Child Protection and Safeguarding
Confidentiality
Early Years – Key Person
Gifted and Talented
Positive Behaviour
Preventing Extremism and Anti-Radicalisation
PSHE
Reasonable Force & Restraint
Special Educational Needs & Disability

Policy reviewed by	J Mitchell
Date approved by SLT	November 2023
Review date (every 2 years)	October 2025



The St David's Way, School Rules and Dress Code

THIS IS THE ST DAVID'S WAY

At St David's we expect everyone to follow the **St David's Way**.

- We treat others as we would have them treat us
- We forgive others
- We share
- We are truthful and have good standards
- We are kind and helpful
- We listen carefully to each other
- We do our best to be our best

By following the St David's Way we are raising our standard and saying "We are pleased to be St David's School".

We expect children to be disciplined and to follow this basic Code of Conduct:

- Work hard and to the best of your ability at all times.
- Treat everybody with politeness, courtesy and respect.
- Be punctual for school, for lessons and for any appointments.
- Follow directions the first time they are given.
- Use suitable voices in all situations.
- Walk safely, sensibly and quietly around the school.
- Look smart - take pride in your appearance.
- Care for and respect our School environment and other peoples' property.
- Always settle any differences which may occur in a fair and civilised way.

SCHOOL RULES

This is your school, this is our school. By showing consideration to other pupils and to teachers, together, we can make it a happy school.

- Behave in an orderly and sensible manner in the classroom and throughout the school. Your conduct outside the school on outings, matches etc., should reflect the standards expected within the school.
- Please always try to be polite, not only when talking to staff but also when talking to one another.
- The corridors and stairways are narrow so be sure to walk along them and to stand aside to let adults pass. Always be sure to show extra care to children younger than yourselves when moving about the school.
- You must never leave the building unless accompanied or given permission by a teacher.
- Please try to keep the cloakroom areas tidy by hanging up your clothes and putting away your shoes. **ALL CLOTHING AND SHOES MUST BE CLEARLY NAMED.**
- Please do not bring toys/games into school unless you have been given permission to do so by a teacher.
- Chewing gum or sweets must never be brought into school.
- Correct uniform must be worn at all times - please follow the dress code for pupils.

Things you should know if someone is hurting you or your friends:

- We believe in keeping you safe and all the staff will help you to feel safe.
- It is not your fault – whoever is hurting you or your friends is to blame.
- You all have a right to be safe.
- You do not have to keep a secret about being hurt.
- You do not have to deal with this on your own.
- Tell someone you can trust about what is happening. Your friends, parents, teachers or family may be able to help you.
- **Miss Mardell** is the teacher in this school who has special responsibility for helping you if someone is hurting you or your friends.

DRESS CODE FOR PUPILS

- **Smart uniform makes a smart school.** A pupil dressed smartly feels good; a pupil who feels good works well.
- School uniform lists for each year group are on the website.
- Pupils should wear correct school uniform during term time, in school hours, on Saturdays if for any reason they are coming to school, and on special occasions – Prize Giving, Sports Day, Carol Service etc.
- Caps, panama hats and boaters must be worn when coming to and from school.
- Shoes should be kept **clean and polished**.
- Each article of clothing, including socks, shoes, plimsolls, trainers and personal belongings such as watches should be clearly named. Parents should name all items of clothing. If using a marker pen, please re-apply when faded.
- In the summer term the summer uniform must be worn.
- All pupils need to wear winter uniform when they return to school after the summer holiday.
- All staff should ensure that pupils leave the premises looking smart with their shirts tucked in and tie, blazer and hat on.
- Hair must be kept tidy. Colour highlights, gel or similar are not to be used. Hair should not obstruct your vision and if it reaches your shoulders, it should be tied back with plain navy/ black ties.
- **Jewellery of any form may not be worn.** Plain gold or silver ball studs are allowed as earrings, but they must be removed or covered for PE and games.
- Forms 5 and 6 ONLY are allowed to wear watches in school and these should be clearly named. **Watches with access to the internet are not allowed.**
- Only two keyrings are allowed as decorations on school bags.

The school will not accept responsibility for lost articles of clothing which are not named.