



Wetherby School
Little Wetherby and Reception
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Wetherby School
Years 1, 2 and 3
11 Pembridge Square
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Pastoral Care Policy

Policy reviewed by: Beverley Gill

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Reviewer's Signature: 

Head Teacher's Signature: 

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School; 'parents' refers to parents, guardians and carers.



Wetherby School

Pastoral Care Policy

Introduction

At Wetherby School we believe that pastoral care and good mental health is central to each boy's success from both academic and pastoral perspectives. The quality of pastoral care has a huge impact on a boy's academic, vocational, social, emotional and behavioural development. The importance placed on the pastoral care of our boys is reflected by and embedded within our school's mission statement and aims.

We believe that all boys should be happy, well-rounded and confident learners who are respectful, thoughtful and motivated Wetherby Ambassadors. We also believe that the qualities of integrity, kindness and good manners are at the heart of what we do. The aim of our school is to create an atmosphere of care both in and out of school; this is for all users of the school, including children, parents, staff and the community.

This policy applies to all boys in the school including those in the EYFS.

Our Pastoral Aims

- To enable each boy to fulfil their own potential both academically and socially
- To create a caring environment where pupils are valued for who they are, not just for what they can do
- To ensure every boy develops a growth mindset to help him see mistakes as a tool for learning and realise the importance of trying his best
- To ensure that each boy has access to personal and academic guidance and support where necessary
- To promote in boys the self-awareness, self-confidence and resilience that they need to face the challenges, both academic and personal, that are placed on them
- To develop boy's self-esteem through the creation of a happy, secure and settled environment
- To provide opportunities for and encourage pupils to exercise individual and social responsibility
- To develop important life skills that promote positive mental health and social welfare, emotional literacy, critical and moral reasoning, self-esteem, self-awareness, communication skills, relationship skills and assertiveness
- To establish and maintain an appropriate relationship with every parent, so that together we can help to prepare the boys for the opportunities, responsibilities and experiences of adult life
- To enable our boys to understand and gain experiences that help them to lead healthy lives, know how to keep themselves safe, enjoy and achieve in their lives, understand the principles of achieving economic well-being and make a positive contribution.
- To ensure all pastoral care systems are in place, are monitored and followed up by the Assistant Head (Pastoral)
- Through our behaviour and discipline policy develop behaviour that stresses courtesy, tolerance, acceptance, co-operation, respect and care. Boys will be encouraged to manage their own behaviour and use behaviours that will lead to a happy and safe school and be rewarded for showing these behaviours

- To encourage pupils to take responsibility for their own actions and realise that actions have consequences
- To ensure all staff are aware of the procedures for Child Protection (Safeguarding)
- To maintain the school's Child Protection (Safeguarding) Policy and ensure all members of staff are conversant with it
- To keep records of all reported incidents and meetings with external agencies that involve the welfare of our boys

The Impact of Pastoral Care

There are a number of positive outcomes to excellent pastoral care:

1. Improving the quality of pastoral care is an important factor in helping to prevent problems both personal and academic from arising
2. Good quality pastoral care will mean that our boys are better prepared to deal with challenges, both academic and personal, that are placed on them
3. Effective pastoral care helps to ensure good mental health practices for pupils and staff.
4. Excellent pastoral care will raise the standards of behaviour in our school. All research clearly suggests that pupils with high self-esteem on average behave better than those with a low self-image. Excellent pastoral care defuses rather than escalates situations and leads to enhanced relationships between staff and boys
5. Improving pastoral care in a school will lead to higher academic performance. There is no question that pupils with a growth mindset and high self-esteem who are essentially content and well-motivated will work better
6. Improving and developing our pastoral care within the school will have a significant impact on staff morale as staff work together as a team with a common purpose

Our Understanding of Pastoral Care

Pastoral Casework - Individual work/group work with pupils who are having problems of a social, emotional or behavioural nature.

Pastoral Curriculum - This includes both the 'hidden curriculum' that is the ethos of the school, being a Wetherby Ambassador, the day to day relationships between staff and pupils, assemblies, pastoral 'pop up' days, Mental Health Day, the House system, the Golden Rules, class rules, school trips, involvement of outside agencies such as the police and fire brigade, links with the local community, charity days and initiatives, behaviour management system, the value system of a school, the opportunities for moral, spiritual, social and cultural development, as well as the more formal and overt pastoral curriculum, which would include, though not be limited to, the Learning for Life lessons including Growth Mindset, Keeping safe online, Relationships education, Resilience training, Healthy minds and Healthy Bodies and The World Around Us, form time and the individual and class care that is given by class and specialist teachers. Research shows that children who are 'involved in giving back to their community are happier than those who do not'.

Pastoral Management - The behaviour and discipline system in the school includes the giving of sanctions and receiving of rewards. Good discipline which is consistent, which affirms the pupils' value, which encourages self-reflection and self-awareness, which builds rather than crushes, which encourages individuality rather than conformity, but all within an orderly environment, is an essential ingredient of effective pastoral care.

Responsibility for Pastoral Care

It cannot be over-stressed that the pastoral care of all our boys is the responsibility of the whole community. The way we treat, talk to, interact with and indeed teach pupils will all contribute to the quality of our pastoral care. At Wetherby School the pastoral and academic oversight of every pupil is primarily the responsibility of each boy's class teacher. All issues regarding a particular boy should, in the first instance, be directed through their class teacher. The Assistant Head (Pastoral) has overall responsibility for the pastoral side of the school and needs to be aware of any pastoral issues relating to individual boys. All staff are responsible for promoting good behaviour and the welfare of the boys. It may be necessary for any member of the teaching staff, Assistant Head (Pastoral), Deputy Head, Assistant Head (Wellbeing and Co-Curricular), Assistant Head (Academic), Heads of Reception, Head of Learning Support and the Headmaster to meet to discuss certain boys.

Pastoral Care Systems for Discussing/Reporting/Recording Pastoral Concerns

It is essential that accurate records are kept where there are concerns about the welfare of a child. At Wetherby School there are a number of different systems in place to record pastoral concerns:

Causing Concern Documents – On the staff shared area in each year group folder there is a causing concern document for each class. Here any concerns about a child can be recorded, even where there is no need to refer the matter immediately. These documents can be completed and read by any member of staff. All follow ups to these concerns may be recorded onto this document or on a Parental Conversation Form depending on which is more suitable. The Assistant Head (Pastoral) regularly reads these documents and is responsible for following anything up, where necessary. If you complete the causing concern document, it is essential that you email the Headmaster and all members of the SMT to let them know.

Safeguarding Concern Sheet – This document is for safeguarding concerns which should be shared immediately with the Assistant Head (Pastoral). If you complete a Pastoral Care and Safeguarding Concern Sheet, it is essential that you email the Assistant Head (Wellbeing and Safeguarding), Headmaster and the SMT.

Parental Conversation Form – This document is to record any conversations you have with parents, either of an academic or pastoral nature. These documents are also saved in the year group folder on the staff shared area. Once again, if you complete a Parental Conversation Form, it is essential that you email the Headmaster and the SMT.

Special Educational Needs – Sometimes a special educational need may also have a link with a pastoral concern. A yellow concern form must be completed and emailed to the Head of Learning Support. She will then discuss this with the relevant staff members at a suitable time. Please refer to the SENDA Policy for further information.

Social groups – Boys who have social, behavioural and/or communication needs are identified by class teachers and referred to the Assistant Head (Pastoral) and / or Assistant Head (Wellbeing). These boys may attend a weekly 'social' group with a small number of their peers and two members of staff. Toys such as Lego and collaborative games are used to facilitate boys' language and communication, thereby improving their

social skills and ability to develop and maintain their relationships with others. Staff will draw up an Individual Learning Plan for each boy and will always liaise with parents before a boy starts in a social group.

Play Therapy – occasionally a boy will be referred by the Assistant Head (Pastoral) and/or the Assistant Head (Wellbeing) for play therapy with a play therapist for a variety of needs. The Assistant Head(s) will liaise with parents, the class teacher and external specialists, and if appropriate, the Learning Support department.

External Specialists – very occasionally a boy's needs can be best met by an external specialist or consultant. In this case, a TAC (Team Around a Child) will be formed with parents, staff and other agencies to put a program of support in place for the child.

Progress Meetings - Progress meetings will take place before half term in the autumn and spring terms. In these meetings the class teacher will discuss each boy in their class with the Headmaster, Deputy Head, Assistant Head (Pastoral) and Head of Learning Support. The boys' academic progress, general well-being will be discussed along with any pastoral concerns and academic concerns. Targets will also be recorded. Each class will have their own record for this which can be found in the staff shared area in monthly meetings and rexels folder. Please refer to the Progress Meeting Policy for further information.

Parents' Evening and Rexels - Staff prepare their notes for the evening on Parent Evening rexels. These are submitted to the Headmaster in the week prior to parents' evening. Progress meetings will have been held prior to these rexels being completed and any pastoral concerns may be discussed during parents' evening. Generally any pastoral concerns are discussed as soon as possible with parents. We do not wait until parents' evening to do this. Please refer to the Parents' Evening Policy for further information.

Other Pastoral Systems

Wetherby Ambassadors

Being a Wetherby Ambassador is part of everyday school life at Wetherby School. The Rules to Always being a Wetherby Ambassador are:

- We are polite, well-mannered and honest
- We are kind, caring and helpful
- We listen to and respect others
- We behave sensibly
- We play nicely and include others
- We work hard and try our best
- We have a positive attitude and a growth mindset
- We encourage and congratulate each other
- We look after our belongings and school
- We show good sportsmanship
- We smile and have fun

Each week in assembly one boy from each year group is given an award for being a Wetherby Ambassador. His photograph is taken and is displayed on the Wetherby Ambassador notice board.

The Wetherby Bear

The Wetherby Bear will spend the week with the class in the school who have been particularly good in achieving the weekly target. Staff decide in the staff meeting on Thursday which class has won. The bear will be given out in assembly on Monday. The Wetherby bear will also wear a scarf in the colour of the house with the most house stars for that week.

Houses

At Wetherby School each boy will be grouped into a House. There are four Houses: Marlborough, Montgomery, Nelson and Wellington. Boys will know their House before they start school and any new pupils that arrive during the academic year will be allocated to a House. Each boy has the opportunity to contribute to the success of their House through active participation in numerous House activities and through their own achievements. House stars can be given to individual boys for: academic achievement and effort in learning; service to Wetherby School and others; good manners and behaviour. Behaviour points are converted into House points. Please refer to the Houses Policy and Behaviour Policy for more information.

School Council

The school council is a group of boys that meet twice a term. This is a forum for active and constructive pupil input to the daily life of the school. There is one boy from each class from Years 1, 2 and 3. In the summer term one boy from each Reception class will join the school council. During these meetings 'pupil voice' from the whole school is listened to and where possible is acted upon. Please refer to the School Council Policy for further information.

Other Roles of Responsibility

There are many other opportunities for boys to have a position of responsibility. These include charity ambassadors, eco-warriors, and librarians.

Achievement Board

Each week a piece of the boy's work is displayed on the achievement board. Every boy in each class will have a piece of his work displayed on this board.

Wetherby Tate and Picture of the Month

Twice a term a piece of artwork from each class will be displayed on the Wetherby Tate boards on both sites. Picture of the month will also be displayed.

Headteacher's Awards

Headteacher's Awards are given out in assembly. Two boys from each class are nominated by their class teacher. The Headteacher's Awards are given to a boy for anything that their teacher feels they have done well during the week. This could be for good work or progress in any subject area or following the Rules to Always being a Wetherby Ambassador.

Growth Mindset

To promote the concept of growth mindset at Wetherby, one boy a week is awarded a Growth Mindset certificate, in year group assemblies, in recognition of him demonstrating this in school or at home. Our PSHE lessons, or Learning for Life lessons, include a 5-week module of Growth Mindset lessons and assemblies take place regularly throughout the year.

Behaviour Points system

The boys in Years 1, 2 and 3 will follow a five-point and a star behaviour management program. This offers continuity and progression from Reception and for consistency at 11 Pembridge Square. The boy with the most behaviour points every half term receives an award and a prize for having the best behaviour in the class. At the end of the year, boys who have behaved exceptionally well are given a special treat.

Other Certificates

Certificates celebrating achievement are awarded weekly in year group assemblies. Certificate of achievement are awarded for Art, Digital Literacy, French, Music and Sport.

Social Responsibility

The 21st century presents our rising generation with an array of amazing opportunities but also complex technological, social, economic and environmental challenges. The pupils in our school will play an important part in the development and sustainability of our world now and in the future. With that comes a responsibility for us to prepare them with a comprehensive understanding of these challenges and to equip them with the skills, creativity and determination to be the change makers who help the economy within the ecological limits of a finite planet. At Wetherby School the pupils have an understanding and an appreciation of interrelated social, economic and environmental issues across the range of curriculum subjects across all age groups. The Learning for Life module 'The World Around Us' includes lessons on citizenship and looking after the environment. Our assemblies provide extra focus for this.

Fundamental British Values

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Government set out its definition of British values in the 2015 Prevent Strategy (revised 2021). At Wetherby School these values are reinforced regularly across all areas of the curriculum and the day-to-day life of the school. Please refer to the Fundamental British Values Policy.

This policy will be reviewed annually