

A decorative graphic consisting of a cluster of blue dots of varying sizes, arranged in a roughly triangular shape pointing towards the right.

***PASTORAL
CARE POLICY***





1. RATIONALE AND PURPOSE

An effective Pastoral Care system is essential to provide for our children as they encounter the rapid changes which are taking place in society. Children require all the skills necessary to deal with the rising pressures of media, family, education and peer pressure that they encounter in their daily lives. We believe in the growth and well-being of all children at LIS. There has been recognition that pastoral care and academic progress are linked. Therefore, a commitment to academic performance must be accompanied by a commitment to excellence in physical health, social competence and emotional resilience.

The aims of the school's pastoral care system are to support the school's stated aims and values; in particular, to create a caring family community committed to the development of the full potential of every individual, and in which they can feel secure. OBJECTIVES are:

- To encourage positive self-image, self-confidence and resilience in children
- To encourage students to develop healthy and positive attitudes towards adults and their peers;
- To develop a united and positive approach to pastoral care within the school.

0. SCOPE OF PASTORAL CARE



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Developing a safe and caring learning environment is at the core of academic success and is the responsibility of all members of the school community. Pastoral care should be an intrinsic component of everything the school does – from student induction, to school events and excellence in teaching. Early establishment of procedures and clearly articulated expectations is an essential first step in the development of the confidence and self-esteem of children and is constantly reinforced and built upon as the children progress through the school. Maintaining high standards of behaviour and self-discipline is central to the overall care system, as is the show of consideration for the feelings and well-being of children.

0. ORGANISATION

In the Secondary School, the pastoral system is built around the tutor system. The head mentor and the

Guidance and Counseling lead of School are responsible for the organisation of this system, supported by the class mentors. The mentor's role is an all- embracing one of care and support for their mentee in academic and pastoral matters.

In the Primary School, the coordinator and the guidance and counseling lead of School are responsible for the organisation of the pastoral system. The Primary School class teachers(mentors) are responsible for the implementation of effective pastoral care in their classrooms.

The House system includes all students and staff and encourages competition and other activities.

The Health Centre staff (the nurse) look after the health and well-being of students as well as providing another very useful pastoral support system.



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Primary students have one designated PSHE lesson and one assembly per week where pastoral themes are covered. Secondary students will have a developed programme zero hour and PSHE lessons. Occasionally, the themes may be handled during the assembly.

0. COMMUNICATION

All members of staff are responsible for maintaining records of any pastoral matters and recording it on the appropriate incident form. Teachers are responsible for keeping parents informed about all matters relating to their children. A record must be kept of all contact with parents. This should be added to the CoolSIS communication log.

0. PERSONAL RELATIONSHIPS

The School aims to foster a positive and supportive community which encourages good personal relationships. Staff are encouraged to look for signs of a breakdown in personal relations and to report them as soon as possible. Students should also be encouraged to report problems to staff. Such problems should be discussed as openly as possible and students are encouraged to express their feelings. It must be stressed that the aim of all such discussion is to build bridges for the future, not to find fault for the past. Students' views can be heard individually, and they should be given the chance to speak to a member of staff of their own choice. In some cases, students find it hard to talk in public. It can be useful to get students to write down how they feel. However, sometimes there needs to be a "coming together" to enable reconciliation between students where there has been a breakdown in relations. At times, problems do need to be aired in public to make real progress.



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Parents or guardians should be informed of the problem(s) and the procedures being followed.

When it is considered that the problem is not a breakdown in personal relations but a case of bullying, then the School's Anti-Bullying Policy should be carefully followed.

0. VALUES

Every opportunity will be taken to praise our students for their contribution to the life of the school. Through positive daily experiences, in addition to activities, we aim to communicate the following beliefs and values:

- Collaboration
- Self-discipline
- Honesty and Integrity
- Leadership and Confidence
- Innovation
- Loyalty
- Citizenship and Diversity
- Curiosity and Love of Learning
- Reflection

These values are reviewed every year by the school's SLT and collaborated across the group

0. DISCIPLINE AND BEHAVIOUR

The best discipline is self-discipline: but this can sometimes fail and should never be used as an excuse for the school not dealing with poor behaviour. In a school



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community, there will always be individuals and circumstances in which school discipline will need to be enforced. (See Behaviour Policy)

0. REWARDS

Positive behaviour, improvement, attitude and academic achievements should always be rewarded. Some examples are: House Points, ‘Star of the Week’, ‘Star of the Month’, Attendance Awards.

0. PASTORAL SUPPORT PLANS (PSP)

A PSP is a structured, coordinated school intervention which is designed to support students who are at risk of permanent exclusion. In instances where a student is not responding to the normal school-based strategies, a PSP will be implemented.

This may include students who:

- Have low attendance which is impacting on their behaviour
- Are showing signs of rapid deterioration in their behaviour
- Are at risk of failure at school through disaffection
- Have experienced recent bereavement
- Are in transition from one phase of their education to another with special education needs (SEND)
- Have unidentified SEND

PSPs for students deemed at risk are developed in consultation with:

- Principal
- Deputy Principal



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- Class mentor
- School Psychologist
- Discipline Committee Members
- Parents/ Carers

0. SELF-ESTEEM

As a school, we will encourage children to think positively about themselves and accept their own individuality. We believe that a child's self-esteem will be boosted when they feel valued in all aspects of school life. This should boost their self-identity.

0. SUPERVISION OF STUDENTS

Staff supervise students as detailed in the duty rota. An outdoor policy informs staff of the recommended play time for students . Staff understand their roles and responsibilities when on duty.

All students are supervised during breakfast, snack and lunch in the school dining room and outside the classrooms too.

0. INDUCTION

We recognise that coming to school for the first day is an important and emotional step for parents and children alike. New students are assigned a buddy in their class who will help them with understanding the school routine and values.

For all students, it is recommended that a discussion takes place with the class and the teacher about how the new child won't know the routine and that we should help them to



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feel settled /if they are unsure about anything. On top of that, if they have no English, ESL and other translator options shall be used to ensure that they settle down.

CONCLUSION

It is always better to be proactive rather than reactive, to be positive rather than negative, and to be preventative rather than having to cure.



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