



# **Notting Hill Preparatory School**

## **2.1 Policy for Pastoral Care**

**(EYFS & KS1-3)**

Reviewer responsible: **Deputy Head Pastoral**  
Reviewed by: **HF**

Date of last review: **03/20**  
Date of next review: **03/21**

## PASTORAL CARE POLICY

A policy for pastoral care must incorporate the dual role of protection and safeguarding a child's welfare as well as promoting a child's social, emotional and academic development to allow him/her to benefit from all aspects of school life and become an independent learner and responsible member of the school community.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our prime aim is that children should be safe and happy and develop a love of learning with a view to becoming confident and lifelong learners. To achieve this, children need to know they have a voice, they are listened to and they can effect change. Through their ability to think creatively, to question and challenge and not fear making mistakes, it is expected that our pupils will develop the confidence to engage fully with their learning, to consider the implications and consequences of actions and how they might affect others and thus to take ownership of enhancing and supporting the ethos of their school community.

The NHP Habits (and NHP Values in the Upper School) are continuously taught, utilised and promoted throughout the school. We believe that by developing the independent thinking skills of the children, through habits such as reflecting and evaluating, being resilient, persevering and persisting, and the De bono Thinking Hats, this will help children make discerning choices and be able to recognise when they need help. This is supported by a culture of growth Mindset which, combined with aspects from the Thinking School toolbox, contribute to the children's ability to understand themselves and their needs, take good care of themselves and to know how and when to ask for help when necessary.

A code of expected behaviour helps children to consider how they should interact with teaching staff, their fellow pupils and other members of the school community. (See Policies on **Managing Behaviour** and **Rewards & Sanctions**). It is expected that children will be attentive, well behaved and hard working in the classroom. Kindness, courtesy and respect for others are highly valued and positively reinforced by all members of staff. The NHP Behaviour Tree Map ensures a consistent approach to issuing rewards and sanctions and ensures children are aware of the consequences – positive and negative – of their behaviour.

We are a listening school and central to our Pastoral Care Policy is the belief that all children have the right to start and end the day in a happy frame of mind.

### Objectives

- To ensure pupils are safe in the school environment
- To support pupils' social and emotional needs
- To promote in pupils a sense of responsibility towards themselves and others
- To help pupils develop good relationships with peers and staff and to respect differences between people
- To inspire self-motivation and a desire to become 'one's own best person'

These objectives embrace the 'Every Child Matters' agenda and are intended to support the five 'Every Child Matters' priorities:

- **Being healthy:** enjoying good physical and mental health and living a healthy lifestyle
- **Staying safe:** bring protected from harm, neglect and from bullying
- **Enjoying and achieving:** getting the most out of life and developing the skills for adulthood
- **Making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour
- **Achieve economic well-being:** engage in further education, employment or training on leaving school, young people are ready for employment, children and young people live in decent homes and sustainable communities

In addition to 'Every Child Matters' the school requires that all staff are familiar with and understand 'Keeping Children Safe in Education' (KCSIE) Part 1 and Annex A, September 2019. An explanation of KCSIE is also provided to staff during their safeguarding induction, along with an opportunity to ask any questions. As a result, all staff are aware of the legal duties that they must follow to safeguard and promote the welfare of children.

### Safety

- A comprehensive **Health and Safety policy** covers all aspects of providing a safe and healthy environment. Risk assessments are regularly reviewed.
- Rules and procedures relating to safety are communicated to parents via the Parents' Handbook, and to pupils via the NHP Planner and the Intranet, by Form Teacher/Tutors, during assemblies or before any activity that might require additional instructions or reminders concerning safety.

### Social and emotional needs

Various procedures and activities are in operation to ensure social/emotional needs are monitored and positively supported:

- It is reinforced to the children in assembly, the NHP Planner, the Intranet and posters around school, that there are a range of people in the school community that are ready to listen and offer support:
  - Form Tutor/Teacher
  - Head of Pastoral Care
  - School Counsellor – Place4me
  - School Nurse
  - Admin staff at reception
  - Playground Staff
  - Heads of House
  - Deputy Heads
  - Head of Lower School
  - Head of Middle School
  - Head of Upper School
  - Headmistress
- Opportunities for cross-year activities in after-school clubs and House activities
- Residential trips for Years 4-8
- Pastoral duties of Head Boy/Head Girl, Deputies, Prefects and House Captains stressed
- PSHE and RSE policies and curriculum address issues directly concerned with all aspects of personal, social and emotional development.
- Anti-bullying week to raise awareness of how what to do if you are bullied as well as the importance of being kind and respectful to others
- Friendship week to promote the ethos of supporting and respecting each other
- Behaviour and organisational issues are monitored to spot children who need support in these areas (Culpa and Portanda records)
- A weekly summary of behaviour concerns in the Middle and Upper School, which is shared with all staff
- Children of concern are raised in the sectional meetings each week and included in the minutes which are emailed to all staff.
- Mentoring children needing support
- Events such as circle time, special tea parties, social clubs (knitting, cards etc.) may be organised when it is apparent it is needed by a child or children
- Any incident of unkind behaviour is monitored and recorded to ensure a pattern of bullying does not occur
- Workshops or talks from external speakers e.g. the NSPCC, Elizabeth Gillies etc.

(Please see **Policies on Behaviour and Sanctions and Rewards**)

### **Sense of responsibility towards others**

Kindness, courtesy, and concern for others are highly regarded at NHP and are promoted through:

- Assemblies, PSHE lessons, form time, NHP Habits, NHP Values (for Upper School) and other Thinking School tools
- The NHP Planner
- End of year cups at Speech Day awarded for Qualities and Disposition, including the Headmistress's cup awarded for 'kindness, courtesy, courage, commitment and generosity of spirit'
- Opportunities for taking part in community initiatives and projects are organised, e.g. support for local charities, fundraising, singing at old people's homes, harvest festivals etc.
- NHP Leadership Programme for Years 7 & 8 (see Upper School Handbook)
- Students of the Week and Laudatio certificates given for NHP habits and values (as well as academic reasons)

### **To develop good relationships and respect differences between people**

Children are expected to respect teaching staff, other adults in the school community and their fellow pupils. They are encouraged to:

- listen to others' points of view
- handle and resolve conflicts peacefully
- respect the traditions and customs of people of different races and creeds
- look for common ground and similarities in values and approaches
- appreciate the talents and skills of others

Opportunities for promoting these attitudes:

- The fostering of Growth Mindset
- PSHE, P4C and RS lessons
- NHP Habits, Values and Thinking School strategies
- Behaviour Tree Map
- Form time
- Assembly:
  - recognition and celebration of festivals and feast days of other faiths
  - performances by individuals, small groups, classes
  - invited speakers who stimulate thought and interest in wide spectrum of ideas, beliefs and experiences
- Occasions for social interaction such as playtime and meal times (including House lunches and whole school House activities)

### **Support for academic achievement**

- Children's progress is closely monitored through assessments, exams, observations and record keeping (see **Policy for Assessment, Recording and Reporting**) to determine a child's level of achievement and ability to take responsibility for his/her learning
- Clear guidelines and expectations are set by staff
- Staff Handbooks outline the consistent approach expected of staff
- Advice is given in the NHP Planner for establishing good homework habits

If necessary additional support may be given by

- Finding time to do some one-to-one work with a pupil
- Using a Teaching Assistant when available to provide extra support
- Referring child to one of the SENCOs for assessment and extra help if recommended

### **Those responsible for upholding the Pastoral Care Policy**

#### The Headmistress

The Headmistress has overall responsibility for the wellbeing of all pupils in her care. Her open door policy encourages all children to feel free to speak to her at any time should they wish to do so.

The Head expects to be kept closely informed about pastoral problems as they arise. While parents should deal directly with the Form Tutor, in the first instance, then the Head of Lower School, Head of Middle School, Head of Upper School and Deputy Head Pastoral, often they will wish to speak to the Head later. In such cases the Head will distribute relevant information to those staff concerned. The Headmistress meets weekly with the Deputy Head Pastoral to discuss any key issues.

All teachers have access to the Head who will ensure support in the case of any pastoral care or disciplinary needs.

#### Designated Safeguarding Lead and Deputy Designated Safeguarding Leads (DSL & DDSL)

The DSL has overall responsibility for the safeguarding and child protection of the pupils (See **Safeguarding & Child Protection Policy**). There is also a Deputy DSL (DDSL) in each building, to work with the DSL and to act as cover in case the DSL is unavailable.

#### Deputy Head Pastoral

Deputy Head Pastoral oversees the different staff members in their pastoral roles to ensure a consistency of approach and correct following of procedure and policy. They oversee the management of behaviour, monitoring closely occurrences of poor behaviour to ensure a child who needs further support receives it, and to ensure unkind behaviour towards another child is dealt with promptly and is not repeated. The Deputy Head Pastoral works closely with form teachers, the school counsellor, playground staff, SEN teachers, Heads of PSHE and P4C and, when necessary, with outside agencies. Since pastoral concerns may emerge as a drop in attainment, a change in behaviour in more subtle ways, it is essential that they ensure prompt and good communication between all members of staff taking into account the content, the appropriateness and a need for confidentiality.

#### Head of Lower School, Head of Middle School and Head of Upper School

The Heads of Lower School, Middle School and Upper School support Form Teachers in their role and should be informed of any issue regarding pastoral care. These Heads of sections are all actively involved in the pastoral care of the children in their part of the school and may be involved in interventions or parent meetings concerning pastoral issues. In some cases, the pastoral issues link closely with academic issues and issues regarding siblings in other years and therefore communication between sections of the school is crucial.

#### School Counsellor (Head of Well-Being)

The School Counsellor is based on the ground floor of the JCB and is available for children to drop in during break times from Monday to Thursday. She has an open-door policy and children know they can drop in for a chat whenever the door is open, or they can book an appointment with her for a later time. Parents may also email the School Counsellor if they have a concern for their child and arrange a time to talk. However, they are encouraged to speak to the child's Form Teacher first. If a teacher has a concern about a child they may seek advice from the School Counsellor or refer the child to see her, filling out a referral form and keeping parents informed at each step. The School Counsellor will keep the relevant Head of Lower, Middle or Upper School, the Deputy Head Pastoral and the form teacher informed of any issue raised by a child or parent. If it is decided that a child should see the School Counsellor on a regular basis, then approximately six sessions should be planned. Following this, the School Counsellor will liaise with the Deputy Head Pastoral as to next steps, which could be:

- Seeing the child for one or two more sessions
- Stopping the sessions, if the issues seem to have improved (although monitoring will continue)
- Recommending specialist support to the parents e.g. a psychotherapist

#### School Nurse

The School Nurse is based on the ground floor of the JCB and is available during breaks and lunch for children to see in case of an injury or illness and also for advice. Parents can also contact the School Nurse for medical advice. The School Nurse is also safeguarding trained (Level 2 and 3).

### Head of Early Years NHP

Head of Early Years NHP ensures that the transition from nursery schools is smooth. Home visits and visits to nursery settings are carried out well in advance and relevant information on individual children joining NHP is collated. (See **Home Visiting Policy and EYFS Policy**)

### Deputy Heads (Academic and Operations)

The Deputy Head (Operations) has specific responsibility for discipline and may be consulted in cases of very bad behaviour (negative 3 on the Behaviour Tree Map). He may carry out evening or weekend detentions. Academic success and the wellbeing of children go hand in hand. Therefore, the Deputy Head (Academic) naturally plays a role in supporting the pastoral care of the children at school.

### Head of Computing

Head of Computing supports the safeguarding of children online in school and teaches the children e-safety awareness. This role extends to the education of parents in e-safety (through workshops, information letters and the intranet) and offers recommendations and guidance for computing at home.

### Administrative staff

Trained in first-aid and always available at their desks, the administrative staff based in the reception areas, are integral to the pastoral care of the children. They often are the first to observe a pastoral issue and may be the first to be approached by a child, parent or staff member in need of some help. Their role in this regard, is to apply first-aid to physical injury and for emotional concerns to offer comfort and sympathy in the first instance but to refer children, parents and staff to the appropriate staff member for the right support. Communicating the information to the appropriate staff member is their priority.

### Playground staff

Playground staff communicate closely with form teachers regarding any behavioural issues that may arise at break times. They either speak to the form teacher directly or via the Deputy Head Pastoral. The playground staff meet with the Deputy Head Pastoral once a week to discuss any children of concern, updates in procedure and to discuss other issues such as the need to reorganise the timetable, order new equipment. These meetings also ensure a consistent approach in and out of the classroom and help the playground staff understand the school ethos and practices.

### Form Teachers

Form Teachers play an important role in providing pastoral care. They are the first person that children, staff and parents should speak to regarding a pastoral concern about a child in that particular form. They are often the most likely person to pick up any concerns or difficulties that a child may be experiencing, so it is important that they build up a positive and reassuring rapport with all the pupils in their care. They need to be aware of any particular difficulties that a child may be experiencing and be ready to provide sensitive support and careful monitoring, communicating with members of the Pastoral Care Department, as appropriate, and coordinating with the SENCOs in order to address specific needs (**see Policy for Learning Support and Enrichment**). Where necessary, they should liaise with the Heads of Lower School, Head of Middle School, Head of Year Upper School, Deputy head Pastoral and the Headmistress to ensure that all relevant information is passed on.

Form Teachers also have an administrative role relating to organisation and practical matters. This includes: daily registration; managing correspondence to and from home and disseminating messages to colleagues where appropriate; writing Form Teacher reports; monitoring house point totals; doing annual risk assessment for their class.

Form periods should not only be used for administrative purposes, but also for communication with pupils about school events and matters of a pastoral nature. Form Teachers should display and regularly remind their pupils about their expectations for pupil behaviour with reference to the Behaviour Tree Map.

### External Specialist support

In addition to the specialist roles of staff in school, we recognise the benefits and importance of seeking support from external experts:

- Di Donaldson - Bi Borough Safeguarding Lead, providing support and advice for the Headmistress and DSL and also provides training for staff
- Elizabeth Gillies – Education Psychologist – supporting children with social and behaviour issues and working closely alongside the Deputy Head Pastoral and School Counsellor for other pastoral issues e.g. transition
- Visiting speakers – various e.g. EPIC, Self-Esteem Team, Dr Tara Murphy, Dr Thevan, the NSPCC

### **Complaints Procedure for Children**

Every child at Notting Hill Prep has the right to be fairly and kindly treated by both other children and staff. Children may expect the staff to treat them with consideration, to give them the best education they can, to help them develop and to listen to their problems and try to solve them. If a child feels, for any reason, that he/she has not been appropriately treated there is a procedure in place that will provide help and support. The procedures for making a complaint are listed below:

### **Strategies for maintaining safe environment**

- Pupils know that they can ask for advice and support from a number of members of the school community: Headmistress, Deputy Heads), Head of Lower School, Head of Middle School, Head of Upper School, School Administrator, School Counsellor, School Nurse, Form Tutor, School Secretaries, Head Boy/Head Girl team. Any of these may be suitable points of contact in a case of concern.
- In most cases the first point of call would be the child's Form Tutor, who is available to the child throughout the day, especially during registration and playtimes.
- The Behaviour Tree Map, School Routines poster, PSHE and P4C will reinforce appropriate behaviour of child towards child.
- The Head has a stated open door policy for children at all times and will always give priority to children in need. Children are encouraged to go and see her, not just when they have a problem. This is important to establishing a happy balance at school, as it ensures that children can receive special attention even when school life is running smoothly.
- The Head Boy and Girl Team, Prefects and House Captains, as children with positions of responsibility, are encouraged to provide support for all children, including promoting anti-bullying. These children may be an alternative point of contact for some issues.
- The Head will treat any confidences with sensitivity. Notes will be added to the pupil confidential file, as a causal link can then possibly be identified if academic progress or behaviour deteriorate in any way.
- All teachers should aim to create a supportive and understanding environment, where children feel comfortable and able to raise any concerns or complaints. Some teachers may choose to have a 'Worry Box' in their form room, although this is not a requirement.
- 'Worry Eaters' are available for children to use in the School Counsellor's office.

### **Procedure for making a complaint**

- In the first instance a child who feels he/she has been wronged either by another child, a member of staff or other adult in the school may seek advice from any of the nominated people above.
- The chosen person will listen carefully, ask questions as appropriate, show that they are concerned and take the child's complaint seriously. They will remind the child that it is very important to tell the truth as their complaint could get someone else into trouble. The distinction between a grievance about a 'one off' incident and complaint is made i.e. Is the child complaining about 1 culpa or piece of work that they are unhappy with or is the complaint based on either reoccurring issues or a more serious incident. If the problem cannot be resolved in this preliminary discussion, the member of staff will reassure the child that action will be taken

to resolve the situation and that he/she (the member of staff) would like to talk to the Head about the problem, who will then help to solve the problem.

- If the complaint concerns a case of bullying by another child the procedure detailed in the **Bullying Policy** will be followed.
- If the child's complaint is against a member of staff or other adult in the school, the Head will consult with the LADO, depending on the nature of the complaint. The Head will follow any advice given by the LADO. She may inform the member of staff concerned, if suitable, and if appropriate interview any witnesses that may have been mentioned by the child. (See **Managing Allegations Policy**)
- Parents will be informed of the child's complaint and of the outcome of the investigation, if the child is happy to consent to the sharing of their problem. Every effort is made to encourage children to keep open all lines of communication between school and home.
- Written records of all complaints are dated and recorded on the complaints log on the N drive.
- If the complaint is of a more serious nature that constitutes an issue of abuse, the procedures detailed in the **Safeguarding & Child Protection Policy** and, in particular the **Policy for Managing Allegations Against Staff**, will be followed.

It is our stated policy that every child at Notting Hill Prep has the right to start and end their day in a happy frame of mind and to this end we believe it is very important that children speak out if they are unhappy for whatever reason.

Other policies (and procedures) that form part of our overall Pastoral Care provision include:

Policies: **Safeguarding & Child Protection, eSafeguarding, Dealing with Bullying, Managing Behaviour, Sanctions and Rewards, EYFS, Home Visiting, Personal Development, Educational Visits, Learning Support and Enrichment Policy, Critical Incident and Health and Safety.**

Procedures: **Safety Procedures for Road Crossing and Travel by Coach, Guidance for Playground Supervision**