

MOORBROOK SCHOOL



Pastoral Care Policy

Adopted: December 2022

Revised: September 2025

To be reviewed: September 2026

Governors' vision and mission statement for school

The Governors wish to create a centre of excellence, where:-

Everyone feels safe and happy to be part of a welcoming school community, which values and respects their individuality and their unique contributions.

There is a committed, stable and effective team of staff who understand their roles and who are supported through relevant professional development to fulfil the high expectations being placed upon them.

Pupils are keen to attend every day, because of the opportunities and high quality support they receive.

A rich and varied curriculum, shaped in consultation with pupils is provided, through excellence in teaching and learning within which pupils are supported to achieve their full potential

By nurturing their talents,

Setting appropriate learning challenges and

Removing the barriers to progress resulting from their wide ranging special educational needs.

Pupils are taught the skills they will need to manage themselves, their emotions and their relationships with others so that the school becomes a springboard to the wider world beyond school, where pupils are proud of their achievements, confident to take their place and have the skills they need to succeed in their adult lives.

Pastoral Care Policy

Through its pastoral care arrangements and provision the school aims to demonstrate its concern for the behavioural, emotional, and social development of all pupils, regardless of their age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community.

Pastoral care permeates every aspect of school life and finds expression in the structures, organisational policies and decision-making procedures of the school. We recognise that central to the success of this is the involvement of parents and other outside agencies within the community. We strive to work in partnership with them to achieve our aims.

Aims

The pastoral care system works to:

- promote a supportive and caring environment where all pupils are valued and respected
- promote a supportive and caring environment where all pupils safe, have effective working relationships with staff, and have their progress monitored and encouraged.
- contribute to an orderly atmosphere and the maintenance of good behaviour.
- offer effective guidance and support when required.
- contribute towards strengthening the links between parents, school and the community.
- Provide interventions to support pupils in working towards their EHCP objectives

It also encourages pupils to:

- respect the rights and feelings of others.
- be responsible for their own academic, behavioural and social development.
- develop a sense of self-worth.
- develop self-discipline.
- take responsibility for their actions.
- accept the consequences of their actions.
- develop the basic skills, experiences, knowledge and attitudes that are required for life beyond Moorbrook.

Teaching Staff

Teaching staff play a pivotal role in pastoral care. All members of staff should be fully committed to creating an environment of care and trust and to ensuring the emotional and physical welfare of the pupils, as well as their academic progress. In doing so they should adhere to school policy.

Regular contact with pupils enables staff to observe the well-being or otherwise of the children in their care. They are the eyes and ears of the rest of the pastoral care team and are alert to changes in pupils' performance, behaviour, or appearance which may require action or intervention. They work with other staff, as necessary, for the benefit of pupils, briefing the Key Worker, Pastoral Manager, FSW and SLT where required.

Key Workers

The Key Worker system enables at least one key member of staff to have a detailed knowledge of the needs, aspirations, interests and academic progress of each pupil. The role of the Key Worker is to establish a rapport and secure good relationships with pupils, and to show an interest in the progress of each individual giving help and support when needed. This is facilitated by regular communication with home (minimum weekly) and by working with other staff, as necessary, for the benefit of the pupils, briefing the Pastoral Managers and/or SLT where required.

Pastoral Support Team

The Pastoral Support Manager (PSM) alongside their care and guidance team liaise closely with Teachers, Teaching Assistants, Support Staff and SLT. Their main job role is to provide pastoral support to pupils when needed. They work closely with the FSW, KS leaders, SENCO and SLT.

Aspects of their role include; day to day support for pupils out of class, the organisation of social, emotional and behavioural interventions; leading on the delivery of The Thrive Approach across the school; identifying key pupils in need of particular support; writing pastoral/behaviour support plans, ensuring up to date knowledge of mental health strategies and other behaviour support methods; leading on behaviour interventions such as proprioception. Reintegration support for pupils who have been suspended. Implementing the use of additional behaviour support (ABS) and monitoring its impact. Care and guidance record keeping; the PSM monitor the data and impact of C+G on pupil progress.

Family support worker and designated lead for safeguarding

The FSW and DSL lead on matter related to family support and safeguarding pupil's needs outside of school. They work closely with all staff particular keyworkers and the pastoral support manager. Issues outside of the school impact on pupil wellbeing on a regular basis and therefore a coordinated approach is need for optimum support for our pupils. FSW and DSL will refer to other agencies for support for individual pupils as needed.

SENCO

The main school SENCO supports need through ensuring provision of needs within the EHCP, monitoring pupil progress and changing needs, leading on review of EHCP needs and referral to professionals to support identification of pupil need eg EP, OT, Sp+L therapists.

Senior Leadership Team (SLT) including KS leaders

The Senior Leadership Team lead on pastoral matters relating to particular whole year groups. Their role is to monitor the welfare, discipline and progress of their pupils, and to foster optimum development in these areas through the provision of constructive support and, where necessary, the imposition of appropriate sanctions. To this end they lead a team of Teachers, TAs and Support Staff who are in daily contact with the pupils, and they liaise closely with the Pastoral Support Manager.

Head teacher

The Head Teacher meets regularly with the Pastoral Support Manager to monitor the pastoral care provision, to provide support and to determine action to be taken.

The Headteacher will also meets with teachers, support staff, parents and/or pupils as appropriate. A report will also be provided to the link Governor for behaviour and attendance on matters concerning pastoral care. The Headteacher is responsible for ensuring staff are supported and trained to meet pupil needs.

School Governors

The Governors seeks to ensure that the aims of the Pastoral Care policy are fulfilled and to provide appropriate training and resources to facilitate the implementation of the policy.

Professional Development

Aspects of Pastoral Care remain a permanent feature of our School Development Plan and subsequently staff development and training are considered essential to support this. Our on-going development programme helps staff identify the attitudes, values, skills and knowledge, which will enable them to carry out their pastoral roles.

Staff participate in on-going training in interpersonal skills, counselling skills and teaching methods which engage pupils actively in their learning. Training programmes are organised through In Service Training.

Safeguarding

We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.

We therefore:

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Behaviour Plans have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

Reviewing and monitoring

This policy is written in consultation with governors, teachers, support staff and advisors. Pastoral care is monitored through the care and guidance system and reported to governors termly. The effectiveness of the policy is considered by all stakeholders at least annually and the policy amended to reflect any changes to school policy/procedures.

Complaints

The school policy for complaints can be found on the school website.

Supporting Policies

Whilst all policies and procedures within the school take cognisance of the pastoral care of pupils and staff some specifically support it in very specific areas.

These policies include:

- Health and Safety
- Anti-Bullying
- Behaviour
- Positive handling
- Acceptable use of the Internet
- Special Educational Needs
- Safeguarding and Child Protection