

St George's School Windsor Castle Pastoral Care Policy



St George's School takes pride in being a happy and caring community, where academic attainment, supportive pastoral care and a variety of activities combine to offer an excellent education for all pupils.

Our first concern is for the individual. We aim to provide a friendly and ordered community with good working relationships between children, staff and parents, where all members feel valued.

We understand education to mean all that a child learns from the world and in particular, the world of school. We believe that emotional and social well-being and growth, self-esteem and confidence are of prime importance in themselves and are inextricably linked with academic progress.

We believe that respect for children, faith in children and an ability to see the world through their eyes should inform our teaching and our care.

All staff at St George's are expected to contribute to the pastoral care of the children. The overwhelming majority of staff will have specific roles as a Form Teacher or Personal Tutor and, irrespective of this, all staff are expected to have an understanding of, and be in sympathy with, the school's approach to pastoral care.

Pastoral care is no more and no less than taking an interest in any matter that may have a bearing on a child's welfare and happiness and ensuring that action is taken, as appropriate, to promote the well-being of a child.

To do this, a teacher will need to:

KNOW THE CHILD

- Know a child's history – through discussion with a child's previous teachers/personal tutors and through a thorough acquaintance with matters of significance in the child's file.
- Know a child's family – through initial meetings and through informal and formal contact, establishing and maintaining a co-operative relationship that will benefit the child.
- Know a child's routines - e.g. commitments within and after school, extra-curricular activities, music commitments, homework routines etc.

- Know a child's performance – how well he/she is doing, and in which areas.
- Know what support is given to or required by a child e.g. SEN support, emotional support etc.
- Know a child's behaviour – is he/she well-behaved, in class, in the playground? Does he/she have friends, does he/she relate well to adults, etc?

On the basis of such knowledge, the teacher/tutor will wish to:-

Discuss the Child

- With other teachers - to ensure all who have dealings with the child are well informed.
- With the child's parents - to advise on how things are going at school and to hear how things are at home.
- With the child – to hear the child's point of view, to offer guidance and support as necessary.

Take action on the child's behalf

- Report concerns to the Pastoral Committee (Pat Griffin, Andrew Zihni, Sue Jones).
- Raise concerns at weekly staff meeting.
- Log concerns in the Pupil Profile and give details of the Action Plan.

The aim in all discussions and actions that take place is to seek to prevent problems arising and to support the child through a careful monitoring of his/her welfare.

PASTORAL MONITORING

Form Teachers, Personal Tutors, the Head and the Pastoral Committee will all expect to be involved in dealing with pastoral issues and to be informed of any concerns.

The Pastoral Committee will meet weekly to review all current pastoral issues and to ensure that appropriate action is being taken.

Weekly meetings of both Pre-prep and main school staff provide the opportunity to bring the circumstances of any child to the attention of the staff in general.

A full and extensive review of each pupil's circumstances takes place twice each year and involves teachers, tutors and the Pastoral Committee and Action Plans where necessary will be produced. All details to be recorded in the Pupil Profile.

Reviewed: December 2009 PG

Next review date: December 2010