



Merchant Taylors'

Stanfield MTS

Pastoral Care Policy

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INTRODUCTION

At Stanfield, pastoral care is understood as a whole-school, strategic and operational system, which fosters an atmosphere conducive to learning and promotes important values such as tolerance, resilience, and fairness. This approach to pastoral care aims to eliminate hindrances to learning while creating an ethos that culminates in academic engagement and achievement as a contributing part of the community, both in school and at large.

This policy summarises long-standing procedures reflected in the School's Mission Statement, its ethos and values, the pastoral initiative *The Merchants' Mindset*, and the Code of Conduct for Pupils.

CONTEXT

Stanfield Merchant Taylors' is an academic school that seeks to provide an atmosphere where every pupil can achieve their maximum potential. The school aims to support and develop the whole child to do so. It recognises that pupils will perform their best academically when provided with the opportunity to participate in the broadest possible range of activities, contributing to developing confidence, self-esteem and wellbeing.

The school also recognises that pupils will only achieve their best in an orderly and purposeful atmosphere, feeling known, safe, valued and respected.

THE SCHOOL'S PASTORAL STRUCTURE

The school's formal pastoral care system is horizontal.

The class teacher is responsible for the daily pastoral care of a pupil, having an overview of their academic progress, personal relationships and social development.

The Assistant Head, Pastoral, is responsible for supporting teaching staff in their pastoral duties, with issues escalated when appropriate. Stanfield also offers a confidential counselling service to which pupils may self-refer or be referred by parents or staff. The School Counsellor is in school regularly each week and is a fully qualified professional counsellor.

All pupils in the school are offered Personal, Social and Health Education, delivered by class teachers, other members of the school staff and, in some instances, by outside specialist speakers.

The My Happy Mind Programme, which is NHS backed, runs throughout all year groups, with weekly lessons taking place to enable our pupils to develop a positive mindset and equip them with the knowledge and understanding of how the brain works, as well as key skills and strategies that will help them thrive throughout their lives. Parents and teachers are also strongly encouraged to download the associated App and participate alongside the children.

The school employs a full-time School Nurse. In addition to her medical responsibilities and attending to the physical health of pupils, the School Nurse offers pastoral support to girls as required.

Chartwell's, the schools catering company, are regularly involved in whole school assemblies, events and hands-on workshops to promote healthy food choices, balanced diets and encourage pupils to try out and select a wide range of foods.

A Pastoral Team, led by the Assistant Head Pastoral, meets regularly to facilitate the pastoral care at Stanfield, including the development of whole school initiatives. Each member has a specific responsibility as part of the team. All pupils are aware of both the Safeguarding staff and the Pastoral Team members and are able to seek their help and advice within the school setting.

PUPIL VOICE

Expectations of behaviour and the school's ethos are significantly enhanced by ensuring that pupils feel like valued stakeholders with the opportunity to voice their opinions, suggestions, and concerns.

Weekly School Council and Eco-Council meetings, half termly Leadership Team meetings and regular Form Times create an ongoing dialogue between the school and pupils. A Listening Service, run by trained members of staff, also runs weekly. Pupils have many opportunities to raise issues of concern and to discuss matters affecting the quality of their lives and learning.

A House System also exists to facilitate vertical integration, to offer informal pastoral support and opportunities to develop self-esteem, co-operation, leadership and a sense of responsibility.

Worry boxes are located in each classroom for those pupils who feel they would prefer to write down any concerns they have, with recording devices in the EYFS department.

Regular 'Show and Tell' slots within Form Time give pupils and teachers the opportunity to learn about one another through sharing news about themselves and thus feeling empowered and listened to.

BEHAVIOUR OVERVIEW

The school aims to promote the Merchants' Mindset in all pupils, instilling the highest standards of behaviour inside and outside the classroom (for more information, please refer to **Merchant's Mindset document**).

Promoting good behaviour is embedded in our Rewards and Sanction systems (**see Behaviour Policy**). To encourage pupils to meet our required standards, we have a framework of rules enforced by a series of sanctions. The highest standards of behaviour are reinforced in Assemblies, Form Periods, PSHE lessons and the wider curriculum.

1. DISCIPLINE

The school can only achieve its educational objectives within an orderly framework, where clear boundaries of acceptable behaviour and mutual respect are established. The expected standard of behaviour is laid out in the School Code of Conduct, The Seven C's, and the Behaviour Policy. We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. Pupils are encouraged to take a full part in the school's activities.

2. REWARDS

The school seeks to reward and encourage positive behaviour. Recognising and rewarding good behaviour, effort and achievement wherever possible is important as rewards help to foster and reinforce positive behaviours. Our Rewards System uses extrinsic motivators to encourage the formation of good habits by rewarding specific behaviours and not just for general achievement. We aim to develop intrinsically motivated pupils using rewards in a targeted way.

3. SANCTIONS

Good discipline requires a framework of sensible, defensible, and clearly understood rules. These rules need to be enforced by sanctions, which are generally regarded as being fair because the 'punishment fits the crime'.

At Stanfield, a Traffic Light System is used to prevent low-level disruption in and around the school. For serious incidents, further sanctions may be used. Below is a brief description of the procedures:

- A. **Suspension** – is a temporary sanction in response to a breach of the school rules. There is no right of appeal to suspensions under 11 days.
Procedures for suspension are:
 - The Headmistress/ Executive Head will decide upon whether a pupil should be excluded.
 - Before the decision is made, a full investigation will have taken place, and the pupil concerned will have been listened to fairly and been given the opportunity to state their position and version of events.
 - Parents will be told the reasons for the suspension, how long it will last, which measures to support the pupil will be provided while they are suspended
 - Parents and pupil will be told of the expectations and conditions for the return to the school before the end of the suspension period.

- B. **Exclusion** – is permanent and a sanction of last resort. Exclusions are very rare within the schools. A pupil may be expelled for a single act that constitutes a major violation of discipline, such as breach of the school rules on substance abuse, or for a criminal offence. Exclusions can be appealed via the Board of Governors – see the process below. The student will be required to remain away from school pending the outcome of the review.

C. **Removal** – is a permanent step, usually in response to repeated infringements of school policies, poor behaviour over a period of time and inability to benefit sufficiently from the educational opportunities and/or the community life offered by the school. Where removal is requested by the Headmistress, parents may be given a chance to withdraw their child as an alternative at the sole discretion of the Headmistress. The decision to remove can be appealed to the Board of Governors. The student will be required to remain away from school pending the outcome of the review. Further details on removal are found in the Terms and Conditions.

Procedures for expulsion and removal are:

- The Headmistress or Executive Head will decide upon whether a pupil should be expelled/removed.
- Before the decision is made, a full investigation will have taken place, and the pupil concerned will have been questioned and listened to fairly and been given the opportunity to state her position and version of events.
- Parents will always be informed fully of the reasons for expulsion/removal and given a copy of the Review Procedure.
- The Chair of Governors or the Deputy Chair in the Chair's absence will always be informed of exclusions/removals.
- Parents will be able to lodge an appeal against an exclusion/removal within seven calendar days of being notified of the exclusion/removal.
- An appeal review meeting will take place as soon as possible after the appeal has been lodged.
- The appeal review panel will consist of three members of the Board of Governors, who have not been previously informed of the details of the case in question. Parents may, if they wish, ask the school to nominate an independent person to take the place of the third Governor on the panel.
- The appeal review will be conducted following the Exclusion/ Removal of Pupils – Review Procedure (Annex A).
- The student will be required to remain away from school pending the outcome of the review.

REFERENCES

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- Merchants' Mindset Policy
 - Stanfield Parents' Handbook
 - Code of Conduct for Pupils
 - RSE Policy
 - School PSHE Policy and Curriculum documents
 - Anti-Bullying Policy
 - Behaviour (including Rewards and Sanctions) Policy
 - Terms and Conditions