



Kensington Park SCHOOL

Part of the



PASTORAL POLICY

This policy outlines the structures in place that help facilitate pastoral care at Kensington Park School. We recognize pastoral care to be the essential foundation upon which learning can take place and, through its provision, it can enhance the physical and emotional welfare of our Students. At KPS pastoral care plays an essential role in building resilience for challenges both at present and in the future and is fundamental in our students' development of character and social skills. Consequently it is reflected in every aspect of school life.

This Policy is governed by the following:

- Section 91 education and inspections act 2006
- *Keeping Children Safe in Education* (September 2021)

Introduction

Pastoral care and student welfare is at the very heart of KPS, with teachers focusing on what is best for each individual student at all times. When Students feel secure and happy we believe they then can also reach their true academic potential and develop into well rounded, resilient and kind individuals who are confident in who they are. As a relatively small school all Students are individually known, with staff treating Students as individuals by their teachers, creating a strong sense of community. We actively encourage our Students to be kind by looking out for others and to have humility, putting other people's needs before their own. This is modelled in our friendly and respectful staff-student relationships and evident in our Students' peer on peer interactions. We talk of a sense of hope, so that when faced with challenges that are outside of their control, they then have the capacity to look to the future and expect better things. This hope is not only for their futures, but for our school community and the wider world. It comes from a general willingness to do what we can as a school to make the world a more helpful place.

At Kensington Park School, every child matters to us. We adopt a multi-agency approach in supporting all of our students to enable them to achieve and be a success.

Aims

- Create, nurture and safeguard a positive learning environment, where all students feel safe and respected
- Provide a structure for students and staff to have a voice in sharing concerns, instilling confidence in the leadership of the school to be able to listen, talk and address problems which may arise;
- Create a caring environment where all students are valued as individuals;
- Foster relationships between students and staff based on trust, fairness, honesty and consistency;
- Promote a sense of achievement and self-worth within the academic, co-curricular and wider experience of the student;
- Support high standards of teaching and learning so that all students develop a positive approach to study, grow in confidence and may achieve their full potential;
- Respond in an effective way to students' concerns, fears and anxieties;
- Strengthen the partnership between home and school to foster a sense of shared responsibility.

Responsibility for Pastoral Care

The pastoral care of students is the responsibility of the whole community. The School is firmly committed to developing and maintaining strong home-school partnerships and we welcome and encourage parents to be closely involved in all aspects of their child's life at the school. We also recognise parents as the primary educators of their children. With their support, we endeavour to educate the 'whole person' and in so doing, help that person realise their potential and grow to become a caring and good citizen who will play a rewarding role in society.

Pastoral Structure

- Personal Tutor
- Heads of Year (Y7&8, Y9-11, Y12, Y13)
- Safeguarding team (as appropriate)

- Head of Lower School, Head of Sixth Form
- Headmaster

Roles and Responsibilities

Personal Tutor

Their role for each tutee is to

- Be the first 'port of call' for students, parents and staff.
- Report and monitor the absence and punctuality of their tutees.
- Promote high standards amongst students, including behaviour.
- Work with the Head of Year to identify student concerns (pastoral, academic and behavioural), providing the necessary support and intervention. This may be subsequently escalated to the Head of Sixth Form or Head of Lower School as required.
- Support and deliver the PSHE, RSE programme once a week (Lower School) or once a fortnight (Sixth Form) during tutor time and within the school timetable where practical.
- Support the provision of our student's spiritual, moral, social and cultural development (SMSC)
- Assist with personal statements and general UCAS advice where appropriate.
- Provide weekly (Lower School) or fortnightly (Sixth Form) email feedback and updates to tutees' families;
- Work with the safeguarding team and SEN teams to effectively raise concerns and assist with interventions and monitoring when requested.
- Write tutor reports twice a term throughout the year.
- Nominate tutees for Headmaster commendations and Head of Year Commendations at the end of every half term.
- Establish and maintain links with house parents in the boarding house where necessary.

Heads of Year

- Promote and model high standards amongst students, including behaviour.
- Lead and mentor a team of tutors, with the expectations of excellence with regard to pastoral care and safeguarding.
- Work alongside tutors to implement and evaluate the provision of PSHE, RSE, SMSC and British values appropriate for each age group.
- Respond to discipline issues with consistency, fairness and promptly, following the school's behaviour and expectations policy, with an aim to de-escalate the situation. Before any action is taken guidance is sought from the Head of Lower School or Head of Sixth form.
- Handle lower level safeguarding concerns, delegating tasks to tutors or escalate higher levels ones to the Head of Lower School, Head of Sixth Form or DSL.

Head of Lower School, Head of Sixth Form

- Ensure high quality and up to date attendance data is maintained.
- Monitor student progress, effort and behaviour by working directly with Heads of Year. Discuss and implement appropriate interventions.
- Seek to resolve escalated discipline issues, including the recording of incidents and outcomes. Implement formal sanctions, following discussion with the Headmaster, and record a detailed account of what has happened. Review actions taken.
- Work with the DSOs, Heads of Year and DSL to identify student concerns (pastoral, academic and behavioural), providing the necessary support and intervention (including external agencies if appropriate) and establishing effective monitoring systems which are personalised to each child.
- Monitor progress, effort and behaviour of students by working with the Heads of Year and implement the appropriate interventions.
- Establish and maintain close links and good communication between the 3 sites: Lower School, Sixth Form and Boarding House.

Headmaster

- Ensure that the importance and value of good pastoral care is promoted to parents and staff.
- Promote high standards amongst staff and students, including behaviour and uniform.
- Deal with discipline issues appropriately (see *Achievement, behaviour, rewards and sanctions Policy*).
- Monitor progress, effort and behaviour of students and implement the appropriate interventions;
- Meet regularly with the Senior Leadership Team / Extended Leadership Team (as required) to discuss student concerns (pastoral, academic and behavioural), and the support and intervention implemented (including external agencies if appropriate).

Astrum Advisory Board

- Monitor and review the School's Pastoral Policy

Parents

Home School communication is considered vital in ensuring good pastoral care. This begins prior to admission with student interviews and continues:

- Regular reports from the School;
- Parent/Teacher meetings which discuss the progress of individual students: students normally attend such meetings;
- Parents and the School can communicate through Firefly, email, telephone, Teams calls and meetings.

Student Voice

The "Student Voice" is represented through the student council. This is led by our two joint Heads of

School who act as an ambassador and role model on a daily basis. They take a lead in ensuring that Student Voice is effective and that decisions that are agreed upon in student council meetings are then implemented. The student council has representatives from across the school who then in turn have specialist areas such as pastoral and wellbeing, social, charity, co-curriculum, curriculum and ethos and values.

School Nurse

The School Nurse offers support and advice to students, staff and parents. The nurse makes staff aware of specific medical, care and action plans and displays these in the staffrooms and on Firefly. In the case of an emergency the nurse will seek external support as required.

First Aiders

There are many members of qualified in first aid at Kensington Park School. Their names are displayed on notices around school. First aiders play an important role in the pastoral care of the students. Any student who feels unwell in the School should ask permission from a member of staff to leave class and report to the FirstAider.

The First Aider will work with the school nurse to decide on the appropriate treatment and may contact parents if necessary. An injury report form is filled out.

Sanctions

All teachers and other staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

Sanctions will be reasonable and proportionate and will consider the individual circumstances of the student.

Please see the *Achievement, Behaviour, Rewards and Sanctions Policy*

Academic, Pastoral or Behavioural Support

Please see the *Achievement, Behaviour, Rewards and Sanctions Policy*

This includes details of the systems in place for academic, pastoral and behavioural support.

Assessment and Reporting to Parents

The School's regular assessment of Students and termly reporting to parents, either written in reports or given verbally in parent meetings, is used to encourage appropriate academic achievement, effort and behaviour. A very good predictor of an individual's performance in Sixth form examinations is their effort and attainment in EPP's.

Tutorial and PSHE, RSE Programme

This programme is delivered both during tutor times and through timetabled lessons. Details can be found in PSHE, RSE Policy.