

Durston House

Pastoral Care Policy

Aims of the Policy

- to state clearly the importance of the care that Durston House gives as part of the education that it offers the whole person
- to set out the school's approach to the care of all pupils in the school, which reflects its ethos and mission
- to set out the school's approach to the care of all pupils in the school, which reflects its responsibilities during the Covid-19 pandemic

Objectives of the Policy

- to establish a school environment in which the welfare of each pupil is paramount
- to clarify the structure of care that is best suited to the needs of the pupils at Durston House
- to be an umbrella statement, from which emanate other policies pertaining to the care of the pupils
- to make sure the different aspects of care complement and dovetail one another
- to complement all relevant school policies and procedures found on the Durston House Operations Tree, including those relevant to Pastoral Care and the **Safeguarding Policy**
- to complement all further procedures, guidelines and risk assessments introduced and implemented to manage the school during the Covid-19 pandemic.

Introduction

Durston House recognises that the education of an individual encompasses all that affects the human condition, the academic, the physical, the emotional, the spiritual, the moral and the cultural. For a pupil's education to thrive, the Pastoral Care given him is of paramount importance and should take account of each of these, discretely, and as a whole. The school recognises, especially, the effect the Covid-19 pandemic and remote learning have had on the education of pupils at Durston House and recommits itself to the holistic care that must be given to all pupils. Such care embraces all he does at school, as well as at home. It must be supportive and encouraging. It recognises that aspects of human nature are not mutually exclusive, but are developed and nurtured in balance, in a secure and positive environment. A happy, healthy, confident pupil achieves significant personal development. From a community that enthuses about respect and consideration for self and others, a pupil learns how to be a well-rounded member of society.

All staff take seriously this holistic care of boys and the need to safeguard them from harm. Each teacher and member of the non-teaching staff has responsibility for the Pastoral Care of all boys in the school, whether he or she might work directly with particular boys, or not. He/she is committed to maintaining a healthy environment, both physical and emotional. Pastoral Care is a personal interest in boys, in what they do and how they go about their day, in their curricular work, their relationships, their play. Such care is imbued with the ethos of 'mutual respect and understanding, fairness and opportunities for all...' and reflects the school Mission, '...a disciplined environment within which security and happiness are paramount...' Such care can occur in a formal as well as informal way, at all times of the school day.

This policy sets out the nature of Pastoral Care at Durston House and highlights the component policies that support it, all with the aim of providing boys with security, contentment and success. It applies to all pupils at Durston House, including those in Reception (EYFS).

As this policy involves the recording of personal data, Durston House (the data controller) handles such data in accordance with the Data Protection Act 2018 (DPA), and only uses it for the purpose for which it was collected and only shares it with third parties where it is necessary for the school to do so, and the law allows it. A copy of the school's Privacy Notice is available on the Durston House website, www.durstonhouse.org.

The Role of Staff Members

The following is not hierarchical and does not presuppose that any part of the structure is better equipped at caring for the boys. All parts of the structure can operate exclusively and/or in conjunction to effect that which is in the best interests of the boys.

Each Member of Staff

The duty of care for all pupils is the responsibility of the whole staff, teachers and non-teachers alike. It is vital that everyone whose work brings him/her into contact with pupils is active in the care of all pupils, vigilant in monitoring the needs and interests of the group as well as those of the individual. There may be times when pupils may wish to seek the advice or support of any member of staff whom they trust. This is encouraged. The member of staff has a responsibility to inform or consult others, in particular, the Form Teacher.

Form Teacher

Responsibility for the Pastoral Care of particular pupils in particular Form Classes is delegated to the Form Teachers, whose closer contact and detailed knowledge of each boy in their Forms should enable them to co-ordinate his day-to-day care. The Form Teacher is the first point of contact for pupils or parents. Pupils benefit if they recognise that home and school are working together, so positive relationships and communication are essential. The Form Teacher should be consulted by other members of staff about an individual's needs, and he/she will make sure that important information is recorded and made known to all adults who need to know.

Senior Management

The pastoral work of the staff and Form Teachers is monitored and supported by all SMT members. Form Teachers should liaise closely with them, consult them where necessary, especially when parents are involved. All may need to discuss the welfare and care of pupils with parents, but the most sensitive issues will, in the first instance, be referred to the Head of Pre-Prep, the Head of Junior School or the Deputy Head, who will consult the Headmaster, if appropriate. Clear communication among staff members, Form Teachers, and SMT members is important.

Deputy Head

Responsibility for co-ordinating and overseeing the Pastoral Care of pupils is delegated to the Deputy Head by the Headmaster. He/she supports and liaises with other staff members and parents, where necessary, about the care of pupils. He/she leads the Heads of Junior School and Pre-Prep in the review and implementation of all Pastoral Care policies and strategies. Monitoring all aspects of Pastoral Care, the Deputy Head reviews its effectiveness and, in consultation with the staff and SMT, initiates changes where necessary. It is vital that positive and negative aspects of the welfare of pupils are brought to his/her attention. The Deputy Head is the Deputy Designated Safeguarding Lead in the school.

Headmaster

The Headmaster is accountable for the education of all pupils, and hence, their Pastoral Care in the school. He keeps himself abreast of all issues concerning their care, through consultation

with the Deputy Head, the Head of Junior School, the Head of Pre-Prep and other members of staff, as well as with parents. The Headmaster deals with any matter that becomes a serious crisis, particularly where one boy's problems threaten the success or happiness of others or where parents' confidence in Durston House is endangered. The Headmaster is the Designated Safeguarding Lead in the school.

The Delivery of Pastoral Care

Individuals

It is accepted at Durston House that Pastoral Care comes in many guises, some formal and others less so, and can be dispensed by any member of staff, at any time. Acknowledgement of pupils and all they do is important. A general interest in them as people, as well as pupils, plays a major part in their feeling of well-being and contentment. This can be achieved through something as simple as a kind remark, an awareness of their behaviour or a manner that is inclusive. Some pupils may feel comfortable seeking care outside that which is provided by the Form Room, Form Teacher or members of SMT. They may relate better to one member of staff than another and seek his/her support.

Forms Classes

Forms are rearranged each year, ensuring that all pupils relate to a wide range of those in their year group, as well as staff. Pupils should feel welcome and comfortable in the Form and should learn to identify with it and its Form Teacher. It is in the Form that much social, moral and emotional development will occur, not just in PSHME lessons, but also in the general interaction of all. Together the Form reinforces all policies that pertain to Pastoral Care, as listed in the Objectives of this policy.

Form Teachers

The tone and success of the Form Class is set by the Form Teacher, whose more formal role in Pastoral Care is pivotal. A constructive Form ethos will depend on the commitment of the Form Teacher, his/her consistency of approach, knowledge of boys and interest in all. Pupils easily recognise a Form Teacher who does 'care'. The Form Teacher reinforces the policies and procedures that pertain to Pastoral Care, all of which are designed to create the ordered, calm and safe environment that is Durston House. The Form teacher liaises with subject teachers, other staff members, including the Director of Studies, and the Heads of Junior School and Pre-Prep or the Deputy Head, who liaise with each other, so that a 'joined-up' approach to a pupil's holistic welfare can be taken.

Form Rooms

A positive, physical environment is important if a healthy Form spirit is to be nurtured. Form Teachers help the pupils develop a pride in the Form Room by allowing them input and giving them responsibility for its upkeep. The room should be tidy, clean and interesting, worthy of Form pride.

PSHME

Personal, Social, Health, Moral and Economic education is an essential part of the school's Pastoral Care. Through its more formal structure, Pastoral Care is reinforced and developed, so that all pupils are helped to live happy, confident, independent, responsible lives. PSHME occurs weekly, as a timetabled lesson, taught by the Head of PSHME in **Years 3-8** and by the Form Teacher in Pre-Prep.

Houses

The House system at Durston House allows for an alternative grouping of pupils, who gather together with staff appointed to that House. Pupils stay in this House group throughout their time at the school. As well, the Houses are divided into a number of Vertical Groups, each of which comprises at least one Year 8 Vertical Group Leader and pupils from every other year group,

including Reception. There are House Assemblies and Vertical Group Meetings throughout the term. The House spirit and House Vertical Group spirit engender a sense of belonging and security and an opportunity to mix with older and younger pupils on a regular basis. These House gatherings and the House sports and cultural competitions provide an opportunity for all pupils and staff to participate in activities outside the classroom and for many to excel, in a setting with which pupils can identify and feel supported. The Head of House and other staff in the House, together with the House Captain and other Year 8 Vertical Group Leaders, have the chance to reinforce positive values such as those of a group spirit, concern and care for others throughout the school, healthy competition, fair play, and other values reflecting the school's Ethos and Mission.

Weekly Report (see Rewards and Sanctions Policy)

From the perspective of Pastoral Care, the Weekly Report (Junior, Middle and Upper Schools) can be used to monitor the general welfare of a pupil, through his behaviour, work and social interaction. It provides support for pupils during the school day, enabling them to make the most of their time at school, and allowing staff to support the pupil, to encourage him and to congratulate him for progress made. If the Deputy Head, or the Head of Junior School deem it appropriate, it is used, in consultation with the pupil, the parents and the staff. They decide the length of time the pupil is to be on report. It is given to a pupil to take to each session of the school day and have the teacher or member of staff fill it in. At the end of the day it is monitored by the Deputy Head, or the Head of Junior School, discussed with the pupil, and taken home for parental signature, to be returned the next day. At the end of the time on report, a review is made about the pupil's progress, in consultation with him, his parents and the staff. It may be necessary to amend or extend its use.

Recording Pastoral Care Issues

All benefit from the careful recording of Pastoral Care issues. Issues that arise through discussion between staff members and pupils, or staff members and parents, which are of significance, are recorded. These are recorded on Engage, the school's Management Information System. Letters or emails from parents are scanned and attached to the record. Such records enable all who need to know to be informed and an on-going record to be kept, noting all that affects the care given to pupils or that deters from the happiness and security that they have a right to enjoy. Issues relating to Safeguarding, Work or Behaviour, Bullying, or other general pastoral issues can be recorded here. Any significant meeting between a member of staff and the parents is recorded on Engage as well. A significant meeting means any contact, in person or by telephone, that gives rise to anything that might need to be remembered, or that may help colleagues, or that the parents may later rely on. All significant written communication is drawn to the attention of all who need to know.

Evaluation of this Policy

This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.

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