



## Pastoral Policy

**Approval:** Full Board  
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### I. Introduction

- 1.1. The term 'Pastoral care' in school refers to support and help with personal needs and problems, given by staff to Students.
- 1.2. Pastoral care involves all staff and supports Students as they learn how to flourish and achieve success. In such a context, it offers support for the learning behaviour and welfare of all Students and addresses any particular difficulties individual Students may be experiencing. It seeks to help ensure that all Students are able to benefit from the full range of opportunities that the College offers.
- 1.3. The Wellington College educational ethos has pastoral care for Students at its core. For Students to thrive, exhibit the Wellington values of Kindness, Courage, Respect, Responsibility and Integrity, and develop the Wellington Identity, they need to be nurtured, supported and guided. The School's Pastoral framework comprises:
  - 1.3.1. Junior School Class Teachers, supported by yeargroup Middle Leaders, Assistant Head, the Deputy Head and the Head of Junior School.
  - 1.3.2. Senior School Houses, and House Tutor Groups, that provide small-group and individual opportunities for collegiate and informal/formal mentoring, coaching and a strong sense of belonging
  - 1.3.3. A Wellbeing programme that introduces a wide range of ideas, concepts and practices that are designed to help Students locate their own mechanisms and mindsets to allow them to thrive
  - 1.3.4. Peer mentoring by older Students or peers
  - 1.3.5. Leadership programmes that enhance the capacity for Students to act in leadership positions
  - 1.3.6. Strong, fluent communication between home and the College to ensure that Students are fully supported in all aspects of school life.
- 1.4. The desired outcomes from the Pastoral framework are for Students to feel supported, included, guided and cared-for during their time at the College, developing the attributes and cast of mind that are representative of the Wellington values and allow them to flourish as individuals and be prepared for life beyond the College.
- 1.5. We acknowledge that each child is unique, with individual needs, potential, limitations, circumstances, feelings, opportunities and expectations. Our policy is to be concerned for the child as an individual and to develop as far as possible the all-round potential in every child.



## **2. What does Pastoral Care look like?**

- 2.1 Pastoral care supports all Students and staff in feeling valued as individuals, safe and secure and able to develop their motivation, knowledge, understanding and skills.
- 2.2 The staff work closely together, in effective teams, keeping the Students' wellbeing – personal and academic – as their main focus.
- 2.3 There are consistently excellent relationships among Teachers, between Teachers and Students, and among Students, across all areas of School life.
- 2.4 The Students are secure and are protected from major or unnecessary emotional and physical harm, whilst at the same time developing strategies and self-awareness that allow them to cope resiliently and effectively with any trauma that may occur.
- 2.5 The Students' voices are listened to and valued; their worries and concerns are dealt with supportively, thoughtfully and appropriately.
- 2.6 The Students are constantly encouraged to develop independence of thought, provided with a multitude of opportunities to express themselves, as well as opportunities to develop their critical thinking skills
- 2.7 The Students are taught to work with their peers and to value and respect the ideas and opinions of others.
- 2.8 Parents are closely involved in, and knowledgeable about, the life and work of the school.
- 2.9 The College has clear lines of communication and good, flexible relationships with relevant external advice and support agencies.
- 2.10 The school promotes and sustains high standards of behaviour, which are underpinned in part by an appropriate balance between reward and sanction. Disciplinary procedures are implemented consistently by all staff in a fair and constructive manner.
- 2.11 Restorative practice is encouraged whenever appropriate.

## **3 Responsibility**

- 3.1 Pastoral care in the school is a shared responsibility, involving the whole staff in cooperation with parents, Students and others.
- 3.2 All members of staff have the support of the Master in matters of pastoral care.

## **4 Main Components of Pastoral Care in the School**

- 4.1 **School Leadership:** the quality and effectiveness of the leadership of the Master and Heads of School in striving to support the pastoral needs of Students, staff and parents are crucial to the success of the School's Pastoral provision.
- 4.2 **Staff Welfare and Development:** care of staff is vital to ensure that stress and low morale do not jeopardise the success and prosperity of students and the school as a whole.



- 4.2.1 At school level, the promotion of staff welfare and development is an obvious responsibility of the Board, the Master and SLT but it is also the mutual responsibility of all colleagues in school.
- 4.2.2 It is also recognised that some of the sources of stress and low morale in schools (as in other organisations) often lie outside the influence of the schools themselves.

## **5 Child Protection and Safeguarding**

- 5.1 This component of pastoral care refers to school's policies that aim to protect students from physical and emotional harm, from neglect and from any form of abuse. It also deals with the need for the school to ensure that the curriculum includes a programme for Students on self-protection. See the Child Protection and Safeguarding Policy.

## **6 The Learning/Teaching Environment**

- 6.1 Teachers strive to create and maintain a positive classroom climate, rooted in mutual understanding and enactment of the Values of the School (Courage, Respect, Integrity, Kindness, Responsibility) and the Wellington Identity (Inspired, Intellectual, Independent, Individual, Inclusive).
- 6.2 This feature of pastoral care refers to the harmonious relations which are nurtured and developed in the school between Teachers and Students and among the Students, within and outside the classroom.

## **7 Partnership and Communication with Parents**

- 7.1 This aspect of pastoral care refers to the school's arrangements for mutual communication with parents about their children's wellbeing and progress and about developments in school.

## **8 Learning Support**

- 8.1 To ensure the appropriate response in all cases, all members of staff are made aware of a child's specific learning needs or medical conditions.
- 8.2 All members of staff receive training on issues and concerns related to Learning Support. See the Learning Support Policy.

## **9 Bullying**

- 9.1 Bullying is the repetitive, intentional harming of one person or group by another person or group, particularly where the relationship involves an imbalance of power.
- 9.2 The School does not accept the inevitability of bullying in any context – amongst Students, amongst adults or, indeed, between adults and Students.
- 9.3 The following policies cover bullying or aspects of it: Anti Bullying Policy; Behaviour Policy; Child Protection and Safeguarding Policy.



## 10 Strategies and procedures used in the Pastoral context: Junior School

- 10.1 **The Role of Class Teachers:** throughout the Junior School, the pastoral lead for any student is their Class Teacher. The class teacher collates holistic understanding about each child in their class from all specialists, building a deep understanding of the individual and supporting them in all areas of pastoral care. They are also the key point of contact between home and school. The Deputy Head of Junior School and Head of Junior School are available to support Class Teachers with individual students as required.
- 10.2 **Circle Time:** this allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. It can be used as part of lessons with whole classes, or within smaller groups following conflict or difficulty. It promotes respect, equality and the skill of listening, supporting individuals to develop empathy with each other to make positive change.
- 10.3 **Award Assemblies:** Star of the Week assemblies feature the presentation of a special certificate to one student per class each week, celebrating what they have achieved that week. This could be something academic, but is more likely to be a positive attitude, demonstration of determination, or an act of kindness towards another. Other Achievement Certificates and awards may be provided throughout the year, with academic achievement and progress celebrated at our annual Speech Day.
- 10.4 **Wellbeing Lessons:** Junior students take part in weekly Wellbeing lessons as part of their curriculum study. These focus on a number of different points regarding keeping students safe and well, as well as learning how to understand oneself and others in a pro-social context.
- 10.5 **Positive reinforcement:** this includes House Points, hand-written notes and specific words of praise for a student.
- 10.6 **Class Assemblies:** each class from Year 1 to 6 prepares an assembly each year on some aspect of the work they have been doing. This is performed/presented to the school and, when possible, parents.

## 11 Strategies and procedures used in the Pastoral context: Senior School

- 11.1 **House Tutor Groups:** the main pastoral locus in the Senior School. The House Tutor, and supporting members of the House, develop strongly supportive relationships with each member of the House Tutor Group. Groups are vertical, and limited to 10-12 students, in total, each. In this way, close support can be maintained.
- 11.2 **House Tutor Time** happens every school day, after morning Break. This 20-minute period offers students and staff the opportunity to address some issues of mutual value or concern, either individually or as a group.



- 11.3 **Yeargroup-specific issues** occur throughout a student's time at school. Wellbeing lessons, which are not delivered via the House Tutor framework, cover many of these. When coordination between House Tutors is needed to address any 'group' issue that crosses House lines, this is facilitated by the Deputy Head or Head of Senior School.
- 11.4 **House Tutors** form strong, mutually supportive relationships with parents as well as students. This allows for swift communication and resolution when pastoral issues occur.
- 11.5 **The purpose of Houses** is to provide a 'family'-like structure for students, which touches all aspects of school life. Competition is one element, but personal, social, emotional support are much more fundamental.