



VISION : To promote, instill and sustain a desire for inquiry, innovation and research among all learners towards an organic growth as a global citizen.

POLICY NAME:	PASTORAL CARE POLICY				
APPROVAL AUTHORITY:	PRINCIPAL	ADOPTED:	03.05.2021	REVIEWED:	01.4.2024
		REVISED:	29.09.2025	NEXT REVIEW ON:	01.04.2026
		AVAILABLE:	IN THE LIBRARY, WEBSITE		

Rationale

Pastoral Care lies at the heart of the School's overall policy that seeks to provide a caring happy environment in where young people can develop to their full potential. It aims to extend the pupils learning skills in line with their spiritual, moral, social personal and physical development, and thus enable them to manage their present lives and prepare them for adult life in an ever-changing society. Our school is proud to offer a counselling service for all students. This is run by an experienced and qualified school counselor who is available throughout school time to help and manage the psychological wellbeing of all students.

Aims and Objectives

Through our pastoral care policy, we aim

1. To create a caring and secure environment for staff and pupils.
2. To create an environment where pupils are able to discuss their feelings and concerns.
3. To ensure there is good communication between the school, parents/ guardians and external agencies.
4. To enhance the pupil's self-worth and self-confidence.
5. To help pupils value and respect the views of others.
6. To help pupils develop self-discipline and encourage positive behavior.

7. To support pupils in developing healthy life-styles.
8. To support pupil progress across the curriculum.
9. To develop in pupils an awareness of moral standards.
10. To provide opportunities for pupils to develop an awareness of their individual spiritual needs.
11. To encourage pupils to show respect and understanding of those, whose culture, beliefs or life style may be different from their own.

Young people clearly face many challenges, whilst growing up and may find at times that they need someone to talk to external, to either home or school.

Counseling is a process which offers support and guidance when things feel particularly difficult.

The counselor will provide a safe and confidential place for a young person to explore thoughts and feelings which perhaps are overwhelming and upsetting in a drive to enable change.

Issues young people may be struggling with include-

- Bullying
- Academic pressure
- Parental divorce or separation
- Peer pressure
- Arrival of new sibling
- Low mood
- Anxiety
- Exam stress
- Bereavement
- Confusion
- Anxiety about the future and career
- Self-harm
- Adolescent stage
- Over influence of the social media.

Teachers

Each teacher will be responsible for

1. Identifying and planning for the pastoral activities for a particular class
2. Building pupils self-esteem
3. Encouraging pupils motivation and commitment
4. Celebrating success, achievement and effort.
5. Developing skills

6. Planning differentiated work

7. Giving pupils opportunities to explore their own attitudes and values and those of others

8. Providing opportunities so that pupils may appreciate their own development and take responsibility for their own learning.

Through our structured PSHE classes the school aims to help children to understand themselves and others.

Develop skills to enable them to form and sustain relationships. Develop positive self-esteem

Develop an appropriate set of values and a moral code by which to live.

Promote the development of skills such as decision making, assertiveness, make positive, inform choices to enjoy a healthy life style.

Pastoral care in teaching and learning

We will fulfill the aims of the policy by

1. Enthusiastic praise from teacher, for effort and achievement at all levels.
2. Recognition and applause from peers for effort/achievement.
3. Visit to another teacher /class in recognition of effort or achievement.
4. Children sent to the Principal with good work.
5. Work displayed on schools "Good work board"
6. Singing Happy birthday to children in the class

Whole school

- Children's participation in School assembly
- Focus in assembly on children's achievement outside, as well as inside school.
- Participation in special services, concerts etc
- Involvement of the Principal in children's achievements.
- Responsibility given to children or appropriate task around School.
- PTM events

Classroom environment

1. Class leaders in many areas to include all
2. Each child's contribution is given attention
3. Positive classroom ethos to encourage children to be caring, sharing, helpful, considerate

and to display good manners.

4. Stories /messages to emphasize desirable attitude / behavior.
5. Awards or stickers given to children who display remarkable qualities.
6. Seating arrangements and group work to take account of less confident children's needs.
- 7, Positive approach to class disciplines.
8. Display of children's work to take account of effort or quality of end product.
9. Every child's work to be represented over a period of time.
10. Focus on children's birthdays
11. Recognition of non-academic progress, art or design, PE, music etc.

Teaching staff

All teachers are aware of the Vision and aims of the School.

1. full participation of all members of the staff in decision making is encouraged as a part of the team
2. Planning, developing, implementing and monitoring the curriculum is the responsibility of every member of the team.
3. the opinion and input of each teacher is valued and will be taken into account when decisions are made.

Ancillary staff

Non -teaching staff have a vital role to play in the life of the School. They will:

- Understand and participate the particular ethos of the School.
- Be involved in the profession of a caring, supportive environment for their children
- Help individual children as required
- Work as a team to ensure maximum benefit for the children

Role of the Principal

The role of the Principal is to-

- Ensure that the programs and curriculum on offer to the students is responsive to their needs and allows them to develop to their full potential.
- Ensure that the structures are put in place to support the students pastoral needs
- Create and foster a climate and culture of respect among all members of the School community that allows students to develop to their full potential
- Promote a restorative approach to dealing with student discipline which seeks to build relationships based on respect.
- Support the continuous professional development of staff to manage the needs of students in their care.
- Support staff in responding to the needs of students
- Coordinate a whole school approach to the pastoral care.
- Proactively engage with the pastoral care of all students including responding to the needs of students who may need extra support.
- Provide a wide range of opportunities for students to develop all aspects and facets of their character.
- Support parents in the holistic development of their children.
- Proactively facilitate the contribution of external agencies to the development of students.
