



Repton Prep Pastoral Care Policy

Last updated: Michaelmas 2023
Next review: Michaelmas 2024

Introduction

At Repton Prep every child matters, and the happiness and wellbeing of our pupils is of paramount importance. A happy child is a productive child, and it is the duty of all staff to help ensure that each and every pupil is well cared for, feels safe and secure, is happy, and engages positively with the world around them.

Our Pastoral Care system is designed to support the stated Aims of the School and the Statement of Boarding Principles and Practice:

Aims of the School

Repton Prep aims to provide the highest standard of teaching and learning, pastoral care and broad co-curricular and extra-curricular experience, in an inspiring and spacious setting. We aim to encourage our pupils to use their minds well, to understand their societal responsibilities, to make wise judgements; to be able to discriminate between right and wrong, good and better. A Repton education is about pride in performance.

We want each pupil to achieve their personal best and have the ability to approach all opportunities and challenges with confidence and resilience. We know that participation, in whatever arena, fosters wellbeing and that physical activity is important for growing children. Above all, we value the transferable skills our pupils gain from a broad curriculum: teamwork, dedication, resilience, leadership and a sense of achievement – both collectively and individually.

We believe that no education is complete without a spiritual element to it, teaching children to appreciate beauty, to be creative and to value others. With these elements in place, Repton Preparatory School aims to work in partnership with parents to produce grounded young people with a global outlook.

Statement of boarding Principles and Practice

Boarders live in an environment that is happy with a good family and community spirit in which they can have fun. For the boarders their house quickly becomes a home-from-home – a place where each child is known and cared for as an individual by a team of dedicated and experienced boarding staff. Every boarder has someone who will be their advocate or champion, like a day pupil's parent if required, who helps them feel cared for and safe and offers positive and nurturing guidance and advice. Working closely with parents we aim to create an atmosphere in which success and achievement is championed, resilience and independence encouraged, and confidence, maturity and responsibility developed. We expect to work in partnership with parents, communicating easily and effectively about the joys and triumphs as well as the challenges and stresses.

Our philosophy is that the experience of boarding at Repton Prep provides pupils with an environment that they:

- feel they belong and are accepted
- grow in confidence, have a feeling of self-worth
- value other people and feel valued by others
- feel safe and that they are given every opportunity to develop as a whole person

- be treated fairly with clearly communicated and consistently applied boundaries
- develop a sense of fair play
- have the right to privacy when required
- feel supported and listened to carefully and openly
- develop a sense of responsibility and independence in preparation for the future

Our Pastoral Care system is designed to support the stated aims of the school in encouraging all pupils to maximise their potential. This potential includes their academic, social, physical, spiritual, personal and emotional potentials. The pastoral care system aims to deliver excellence through:

- all the pupils and staff feeling valued as individuals, feeling safe and secure in an environment where pupils' physiological and safety needs are met
- positive relationships between adults and pupils built on open and honest communication
- ensuring appropriate time to communicate and build relationships; both adult/pupil and adult/adult communication
- staff who are committed to delivering excellent pastoral care through excellent communication, team work and regular training to support their pastoral roles
- positive behaviour of pupils with genuine care for each other and effective support and guidance across year groups
- praise for success to build self-esteem and opportunities to develop resilience and to solve problems
- recognition for being good at something and support and encouragement to help pupils to meet their full potential
- a strong pastoral curriculum that takes place both inside and outside the classroom

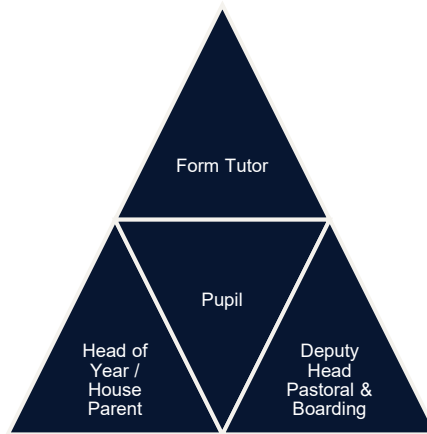
Organising the Provision of Pastoral Care

Deputy Head Pastoral and Boarding

The Deputy Head Pastoral and Boarding is a member of the school's Senior Management Team and works closely with the Head, Senior Deputy Head, Deputy Head Pre-Prep, Head of Boarding and Heads of Year to deliver the highest standards of pastoral care throughout the school. The Pastoral work of the school is overseen specifically by a Deputy Head Pastoral and Boarding. Day-to-day pastoral work is overseen by the Pastoral Team in the Prep school and by the Deputy Head Pre-Prep for EYFS and KS1.

All Staff

All staff in teaching and non-teaching positions are involved in the pastoral care of all pupils in the school and do their best to set an example to the children through their own behaviour. Whilst excellent pastoral provision is the responsibility of all staff, it is achieved primarily through a tripartite pastoral care structure involving **Form Tutor**, **Head of Year/House Parent** and **Deputy Head Pastoral and Boarding**.



Every pupil from Nursery to Year 8 has a **Form Tutor** with whom they have daily contact. They are usually the first link in the chain of pastoral care at Repton Prep and he or she will have responsibility for the overall welfare of each child in their class. In addition, each class in the Pre-Prep school has a **Learning Enhancement Assistant** who works in tandem with the Form Teacher to ensure excellent pastoral care of each pupil. Pastoral concerns are communicated formally via weekly staff meetings in the Pre-Prep and the Head also meets regularly with the Deputy Head Pastoral and Boarding.

In the Prep school, every pupil also has a **Form Tutor** who oversees the academic and pastoral needs of his or her tutees. In Year 3 and 4 this person is also the pupils' class teacher, but from Years 5 to 8 the pupils are assigned a Form Tutor with whom they meet every morning and who is responsible for their academic and social welfare. For each pupil, the Form Tutor should be the most important source of help, advice and encouragement and they will in most cases know the pupil best as a close relationship is normally built up between the pupil, the parents and the tutor over the course of each year. Learning Enhancement Assistants are deployed in the Prep to support pupils with their academic and pastoral needs throughout the school day. **Heads of Year** support the Form Tutors in ensuring a cohesive pastoral structure for all pupils.

Boarders also have **House Parents** and they will develop important relationships with the boarders over the duration of their time at Repton Prep and are key links in the pastoral chain.

Staff communicate regularly informally and formally, at Staff Meetings and at Year Group meetings. The Form Tutors and House Parents tend to have most contact with parents and should seek to keep regular communication with parents through formal and informal channels.

Supporting these are:

Head of Boarding

Heads of Year: Year 3, Year 4, Year 5, Year 6, Year 7, Year 8

Deputy Head Pre-Prep

School Nurses (Health & Wellbeing Centre)

School Counsellor

Learning Enhancement Department

Chaplain

Together these groups and individuals work together to ensure that the needs of each individual pupil are met.

Pastoral Partnership

Repton Prep believes that effective pastoral care is a partnership between the school and parents. Communication with parents takes place through Parents' receptions and regular reports but also through emails, telephone and other meetings as required. Effective co-operation between parents and the school pre-empts most serious situations and provides the best possible support for young people in their formative school years.

Parents may contact the school to discuss a pastoral or academic issue at any time and indeed are encouraged to do so. Most day-to-day communication will be through the pupils' Form Tutor/Class Teacher or House Parent but in some situations it may be appropriate to involve the Deputy Head Pastoral & Boarding, the Head of Boarding or indeed the Head.

Staff deployment and the school's arrangements for staff development promote effective pastoral care when:

- members of the senior management team provide clear and committed leadership in the field of pastoral care; roles and responsibilities are clearly defined, understood and accepted; lines of communication between the various tiers of management are open and well used;
- the particular strengths, expertise and interests of individual teachers are utilised fully;
- the needs of staff for training are met through attendance at external courses or through the organisation of suitable school-based professional development;
- the staff have up-to-date information on issues such as child protection, drug education and sex education; they are aware of their legal responsibilities.

School Governors

Regular reports are submitted to the governors to ensure good communication of developments relating to the provision and management of Pastoral Care and to provide appropriate oversight. The Pastoral and Safeguarding Committee meet termly and the Safeguarding Governor visits the school regularly to audit our provision and maintain oversight.

Managing Pastoral Information and Pastoral Care Records

The Pastoral Team

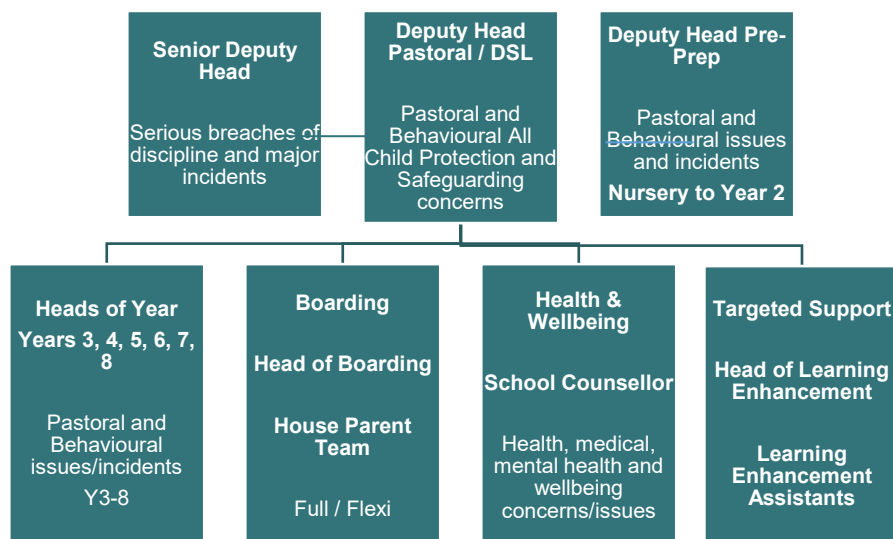
The pastoral work of the Prep school is overseen specifically by a Pastoral Team. The team includes the Deputy Head Pastoral & Boarding, Head of Boarding, Designated Safeguarding Lead, Heads of Year, Head of Learning Enhancement, Chaplain and School Counsellor. The team meets weekly to provide a forum to oversee and support the provision the school makes for the overall welfare and wellbeing of pupils.

Pupils of concern are discussed at all pastoral staff meetings and briefing meetings. Specific pastoral concerns are co-ordinated and any strategies are logged on iSAMS and reviewed at each Pastoral Team meeting. The register is disseminated to tutors by Heads of Year. The process is monitored by the Senior Management Team to ensure that there is implementation and follow up of any strategies to support the individual pupil.

The pastoral team’s remit includes, but not exclusively: the school’s Counselling and Health & Wellbeing services; Safeguarding and Child Protection; the Tutor system; the School Council; the provision of PSHE; the application of Rewards and Sanctions and pastoral record keeping.

Staff should share any specific pastoral information and concerns with any members of the Pastoral Team. The following hierarchy is a useful guide:

A child in need:

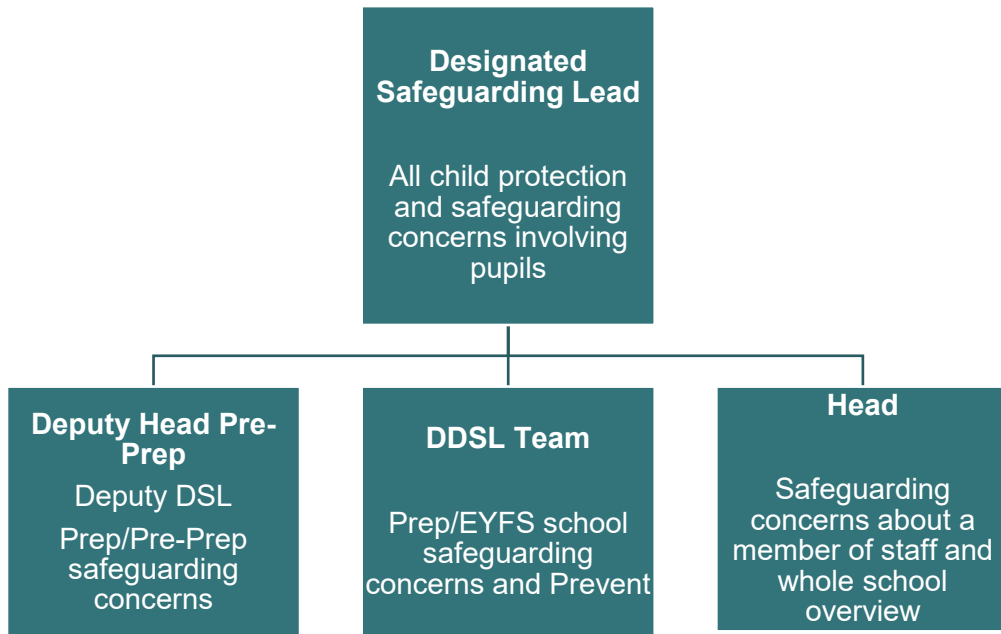


The Role of the Head

In some situations, the Head may be very involved. Reasons for this may include:

1. A serious breach of discipline
2. Sensitive or confidential issues not to be shared with a wider audience.

A child at risk – refer immediately to the Safeguarding Team:



Pupil Support and Guidance

It is very important that all the children at Repton Prep know to whom they can turn for support and guidance. There are plenty of people that the pupils can turn to for help:

1. Form Tutor/Class Teacher
2. House Parents
3. Head of Year
4. Head
5. Senior Deputy Head
6. Deputy Head Pastoral & Boarding
7. Nurses in the Health & Wellbeing Centre
8. R Team
9. Their friends
10. Any teacher or any adult that they trust

The school recognises the importance of promoting positive mental health and is committed to providing support and guidance to staff and pupils. The Health and Wellbeing Centre provides 24-hour medical care and staff and pupils are encouraged to bring any concerns they may have about their health or wellbeing. The Pastoral Office and Health & Wellbeing Centre both offer a good place for staff and pupils to reflect and have time out, to talk and to get advice.

It is recognised that sometimes they might want to talk to someone not mentioned above. If so, pupils can:

- Make an appointment to see the school GP or the school counsellor and independent listener (they do not have to tell the nurses what it is about – just say that it's a private matter)
- Phone ChildLine on 0800 1111
- Access www.childrenscommissioner.gov.uk

There are 'Who Can I Talk To' and 'Wellbeing Matters' notices displayed in every classroom, all the boarding houses and at various other locations around the school with this information as a reminder for all the pupils.

Well-run PSHE lessons give children a great sense of support from both the teacher and their peers.

PSHE

Every year group receives regular Personal, Social, Health and Education (PSHE) and this provides a vital foundation for the personal development of young people in preparing them for teenage and adult life. The PSHE programme includes study skills, thinking skills, relationships (both in person and online), health and sex education and behaviour. In addition, the school also provides workshops for pupils, staff and parents to raise awareness of pertinent issues and provide training. These may include: anti-bullying, Online Safety and improving mental health and wellbeing.

Relevant Policies

There are a number of school policies closely integrated and linked to Pastoral Care. These are:

1. Behaviour Management Policy
2. Anti-Bullying Policy
3. Equality Opportunities Policy
4. Exclusions Policy
5. Health and Safety Policy Statement
6. Online Safety Policy
7. Safeguarding Children and Child Protection Policy
8. PSHE Policy