



# TALBOT HEATH SCHOOL “Honour Before Honours”

## PASTORAL CARE OF PUPILS POLICY

**Date adopted:** 15<sup>th</sup> October 2024

**Date for next adoption:** Autumn Term 2027

**Reviewed by:** Education & Staffing Committee

***As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2014) and the Equality Act (2010), for students with SEND.***

At Talbot Heath School, we are committed to fostering a nurturing and supportive environment where every pupil feels valued, safe and empowered to thrive. Our pastoral care policy reflects our dedication to the holistic development of each pupil- socially, emotionally, intellectually, and spiritually. By prioritising pupil wellbeing, we aim to create a positive school culture that promotes respect, inclusion and personal growth.

Through strong relationships between staff, pupils and families, we ensure that pastoral care is not only about responding to challenges but also about proactively cultivating an environment of care and empathy. This policy sets out our approach to maintaining a school community where every pupil can flourish, knowing they are supported in all aspects of their school life.

The Pastoral Care Policy should be read in conjunction with the following policies to ensure a holistic approach to pupil welfare and wellbeing:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Attendance Policy
- Counselling Policy
- ICT Mobile Equipment and Digital Citizenship Policy
- Mobile Devices Policy
- PSHE Policy

By linking the Pastoral Care Policy closely with these related policies, the school ensures a cohesive and comprehensive approach to supporting pupils in all areas of their development and safeguarding their wellbeing.

### Individual Staff Responsibility

- **Create a supportive environment** - staff are responsible for fostering a classroom atmosphere that is inclusive, respectful and conducive to emotional and social wellbeing. They should model empathy, kindness and respect in their interactions with pupils.
- **Identify pupil needs** - staff must remain vigilant in observing any changes in behaviour, mood or performance that may indicate emotional, social, or academic difficulties. Any concerns should be logged on My Concern and shared with the pastoral team.
- **Providing Initial Support** - where a pastoral concern is identified, staff are expected to offer initial emotional support and guidance. Lend a listening ear and offer reassurance. If the concern raised is a safeguarding risk then this must be passed on to the DSL and noted on My Concern.
- **Logging Pastoral concerns and Communications** – staff must promptly record any concerns related to a pupil’s emotional, social or academic wellbeing on My Concern. This includes both minor issues and significant pastoral concerns, ensuring a comprehensive record of a pupil’s overall welfare. Any communications with parents or carers should be logged. This includes phone calls, email or meetings related to the pupil to ensure transparency and continuity of care.
- **Collaboration with parents and staff** – staff should maintain open lines of communication with parents and carers. They must also communicate and collaborate with other staff members to ensure consistent support for pupils.
- **Promoting wellbeing and personal development** – Staff are expected to integrate pastoral care into their teaching practices by promoting positive values, emotional resilience and personal responsibility. This includes

implementing social-emotional learning activities and encouraging healthy peer relationships.

- **Keeping up to date with safeguarding training** – staff must attend regular scheduled safeguarding training sessions and confirm attendance via My Concern. Staff are expected to have a thorough understanding of the school's safeguarding procedures, including how to report concerns via My Concern. In their daily roles, staff should actively apply their safeguarding training by creating a safe environment for pupils.

NB: Refer to the Talbot Heath Safeguarding Policy (Available via the School website/Foldr)

### **Form Teacher/Tutor Responsibility**

As key figures in pupils' daily school life, form tutors play a vital role in the pastoral care system at Talbot Heath. Their close and regular contact with pupils allows them to provide ongoing support and foster positive relationships. Form tutors are essential in creating a nurturing environment where pupils feel supported and confident to engage in both their personal and academic growth.

- **Build relationships** – form tutors are responsible for developing strong, trusting relationships with their pupils. This involves getting to know each pupil individually, understanding their needs and creating a supportive and inclusive environment.
- **Monitoring Wellbeing** – As the first point of contact each day, form tutors are well placed to monitor pupils' emotional, social and academic wellbeing. They are expected to be alert to any changes in behaviour, appearance or mood that may indicate a need for additional support and to intervene where necessary.
- **Delivering tutor time curriculum** – Senior School form tutors are responsible for implementing the tutor time curriculum as planned by the pastoral team. This involves leading discussions, activities and reflections on topics related to emotional wellbeing, resilience, positive relationships and personal development. The curriculum is tailored to address the needs of pupils at different stages, ensuring age-appropriate content that supports their growth.
- **Providing Guidance** – Form tutors offer pastoral guidance on a daily basis, addressing minor personal or social issue that pupils may face. This includes advising on matters such as time management, peer relationships and personal responsibilities, as well as reinforcing positive behaviours and attitudes.
- **Facilitating communication** – Form tutors are responsible for ensuring open lines of communication between pupils, parents and other staff particularly where concerns arise.
- **Promoting positive school values** – through daily interactions, form tutors should consistently promote the school's values, such as respect, empathy and responsibility. They also encourage a positive classroom dynamic where every pupil feels included and valued.
- **Reporting concerns** – When a form tutor identifies a significant pastoral or safeguarding concern, they must follow the school's reporting protocols. Log the concern on My Concern and notify the DSL in a timely manner.
- **Logging Pastoral concerns and Communications** – staff must promptly record any concerns related to a pupil's emotional, social or academic wellbeing on My Concern. This includes both minor issues and significant pastoral concerns, ensuring a comprehensive record of a pupil's overall welfare. Any communications with parents or carers should be logged. This includes phone calls, emails or meetings related to the pupil to ensure transparency and continuity of care.

### **Key Stage Leaders' Responsibility**

Key Stage Leaders at Talbot Heath play a vital role in overseeing the pastoral care of pupils within the key stage. Their responsibilities ensure the wellbeing and personal development of pupils, as well as support the effective delivery of pastoral care by tutors. Through their leadership, Key Stage Leaders ensure that pastoral care is proactive, pupil-centred and responsive to individual needs, promoting the wellbeing and development of all pupils within the key stage.

- **Developing and writing the Tutor Time Curriculum** – Key stage leaders are responsible for creating and updating the tutor time curriculum in collaboration with the pastoral team. This curriculum should address the emotional, social and personal development needs of pupils, covering topics such as mental health awareness, emotional resilience, relationships and responsible behaviour. The curriculum must be tailored to the developmental stage of pupils within the key stage, ensuring it is relevant and engaging.
- **Supporting and Liaising with Form Tutors** – A critical aspect of the role involves providing ongoing support and guidance to form tutors in the key stages. This includes:
  - Offering advice on how to effectively deliver the tutor time curriculum
  - Addressing any challenges tutors face in managing pastoral issues within their form group.

- Monitoring the effectiveness of tutors in fulfilling their pastoral responsibilities and providing feedback where necessary.
- Ensuring that tutors feel supported and empowered to manage the wellbeing of their pupils and escalate issues where appropriate.
- **Monitoring and Managing Pupil Wellbeing** – Key Stage Leaders must actively monitor the overall wellbeing of pupils across the key stage. This involves reviewing pastoral data and logs to identify trends or recurring issues and intervening where necessary. They work closely with tutors and other staff to ensure that pastoral concerns are addressed quickly and effectively.
- **Liaising with the Designated Safeguarding Lead** – When serious concerns arise, particularly those related to safeguarding, Key Stage Leaders are responsible for reporting these concerns to the DSL. They must ensure that all safeguarding concerns are escalated according to the school's safeguarding policy and follow up to ensure that appropriate action has been taken. Clear communication with the DSL is crucial to ensure the safety and protection of pupils.
- **Communicating with Parents** - Key Stage Leaders often serve as the point of contact for parents regarding pastoral concerns within the key stage. They must engage in regular communication with parents to provide updates on their daughter's wellbeing and collaborate with external agencies if additional support is required.
- **Evaluating Pastoral Practices and Providing Feedback** – Key Stage Leaders should periodically review the effectiveness of pastoral care within their key stage. This includes evaluating the tutor time curriculum, the performance of form tutors and the outcomes of pastoral interventions. Based on these evaluations, they may recommend improvement to ensure that the pastoral care system continues to meet the needs of all pupils.

### **Assistant Head Pastoral Responsibility**

The Assistant Head Pastoral at Talbot Heath plays a strategic leadership role in promoting and maintaining the wellbeing of all pupils. Their responsibilities extend across the entire school, ensuring that pastoral care is consistent, effective and aligned with the school's ethos. Through strategic leadership the Assistant Head Pastoral ensures that the school's pastoral care system is proactive and focused on supporting the holistic wellbeing of all pupils. Their work ensures that pupils have access to the necessary resources, interventions and external support to thrive emotionally, socially and academically.

- **Overseeing Key Stage Leaders**- The Assistant Head Pastoral is responsible for supervising and guiding Key Stage Leaders, ensuring they effectively manage pastoral care within their respective key stages. This includes:
  - Holding regular meetings with Key stage Leaders to review the wellbeing of pupils and discuss any ongoing pastoral concerns.
  - Providing leadership advice and support on complex pastoral issues.
  - Ensuring consistency in the delivery of the tutor time curriculum and other pastoral initiatives across the key stages.
  - Monitoring the effectiveness of Key Stage Leaders in delivering pastoral care and offering developmental feedback.
- **Delivering Wellbeing Assemblies** – The Assistant Head Pastoral leads the development and delivery of school wide Wellbeing Assemblies that focus on key issues related to pupil emotional, social and mental health. These assemblies:
  - Highlight important topics such as resilience, mental health awareness, empathy, inclusion and positive relationships.
  - Foster a school culture that prioritises pupil wellbeing and promotes a sense of community.
  - Provide a platform for addressing current wellbeing challenges and celebrating positive achievements in pupil welfare.
- **Running wellbeing surveys and analysing results** to ensure that the pastoral care strategy is responsive to pupil needs, the Assistant Head Pastoral is responsible for organising and running wellbeing surveys. This includes:
  - Designing and distributing surveys to gather pupil feedback on their emotional and mental wellbeing, as well as identifying areas of improvement.
  - Analysing the results of these surveys to spot trends, concerns, or areas requiring intervention.
  - Using survey data to inform the development of new initiatives and programmes that address emerging wellbeing issues.

- **Deciding on ELSA and Wellbeing Counsellor interventions-** Based on feedback from Key Stage Leaders, wellbeing surveys and individual pastoral cases, the Assistant Head Pastoral determines where targeted interventions are required. This includes:
  - Assessing which pupils would benefit from Emotional Literacy Support Assistant (ELSA) programmes or school-based wellbeing counselling sessions.
  - Prioritising cases based on urgency and need, ensuring timely support is provided to pupils who require emotional assistance.
  - Overseeing the coordination of interventions and monitoring their effectiveness to ensure that pupils are receiving appropriate care.
- **Liaising and working with external agencies –** The Assistant Head Pastoral is the key liaison between the school and external agencies that provide additional pastoral, mental health and safeguarding support. This involves:
  - Collaborating with external agencies to ensure that pupils receive specialised support when needed.
  - Facilitating referrals to external agencies for more complex or severe cases of emotional distress, safeguarding concerns or behavioural issues.
  - Ensuring clear communication and coordination between the school and these agencies to maximise the effectiveness of interventions.
- **Developing links with parents to educate and support them –** A vital part of the role involves building strong relationships with parents and carers to enhance their understanding of pupil wellbeing and involve them in supporting their daughter's emotional and mental health. This includes:
  - Organising presentations, webinars and information sessions for parents and carers on topics such as mental health, emotional resilience, and digital wellbeing.
  - Creating resources, such as newsletters or guides, to help parents better understand how to support their daughter's wellbeing at home.
  - Establishing a culture of open communication with parents, ensuring they feel informed and supported when dealing with their daughter's emotional or behavioural challenges.
  - Acting as a key point of contact for parents with serious pastoral concerns, guiding them through the process of getting help for their daughter, whether through school resources or external agencies.

### **ELSA and Wellbeing Counsellor Responsibility**

Both Emotional Literacy Support Assistants (ELSAs) and Wellbeing Counsellors play a critical role in supporting the emotional and mental wellbeing of pupils at Talbot Heath. Their expertise in delivering targeted interventions ensure that pupils receive the care and support they need to navigate emotional challenges. ELSAs and Wellbeing Counsellors ensure that our pupils receive high-quality personalised emotional support, contributing to a school culture where wellbeing and personal development are prioritised.

- **Assessment and identification of needs –** ELSAs and Wellbeing Counsellors work closely with the pastoral team to identify pupils in need of emotional and mental health support. They assess the individual needs of each pupil based on referrals, observations and pastoral records.
- **Tailoring individual programmes –** For each pupil, ELSAs and Wellbeing Counsellors develop a personal intervention programme that focuses on specific areas such as emotional regulation, self-esteem, social skills or anxiety management. These programmes are tailored to meet the unique emotional and psychological needs of the individual.
- **Delivering targeted support sessions –** ELSAs and Wellbeing Counsellors provide structured support sessions that help pupils develop emotional literacy and resilience. These sessions may include activities such as:
  - Developing coping strategies for managing emotions
  - Practising social skills and peer interaction.
  - Enhancing self-awareness and self-regulation
- **Group interventions –** ELSAs and Wellbeing Counsellors run group sessions for pupils facing common challenges such as friendship issues, managing stress or transition to a new year group. These group interventions promote peer support and help pupils learn from shared experiences.
- **Attending ELSA and Counselling supervision sessions –** ELSAs and Wellbeing Counsellors are required to attend regular supervision sessions led by an educational psychologist or counsellor. These sessions provide support and guidance and enable ELSAs to reflect on practice.

- **Collaborating with pastoral team** – ELSAs and Wellbeing Counsellors liaise regularly with Key Stage Leaders and Assistant Head Pastoral to ensure a consistent approach to pupil wellbeing. After delivering interventions ELSAs and Wellbeing Counsellors will share key insights about the pupil's emotional progress and challenges.
- **Record Keeping** ELSAs and Wellbeing Counsellors will maintain records of each session and document pupil's progress.

### Parent Responsibility

At Talbot Heath, parents play a crucial role in supporting the pastoral care and overall wellbeing of their daughter. A strong partnership between parents and the school ensures that pupils are supported both at home and in school, fostering a safe and nurturing environment. By fulfilling these responsibilities, parents contribute significantly to a holistic pastoral care system that prioritises the emotional, social and academic development of each pupil, ensuring a collaborative approach to pupil wellbeing. Parents are expected to contribute to the pastoral care process in the following ways:

- **Promoting emotional and social wellbeing at home** – Parents are encouraged to actively support their daughter's emotional and social development by:
  - Creating an open communicative environment where their daughter feels safe expressing their emotions.
  - Encouraging positive social interactions and fostering resilience and self-esteem.
  - Reinforcing the values of respect, empathy and responsibility promoted at school.
- **Maintaining open communication with the school** - Parents are expected to maintain open communication with the school, sharing any significant concerns or changes that may affect their daughter's wellbeing, such as:
  - Family difficulties (e.g. divorce or bereavement)
  - Health issues or changes in behaviour.
  - Social or emotional challenges their daughter is facing. By keeping the school informed, parents enable form tutors and the pastoral team to provide appropriate support.
- **Engaging with school initiatives and support services** -Parents should actively engage with the school's pastoral initiatives including:
  - Attending parent information sessions on mental health and emotional resilience.
  - Supporting their daughter's participation in school programmes related to emotional and social development.
  - Cooperating with the school when their daughter is recommended for additional support, such as ELSA or wellbeing counselling.
- **Encouraging regular attendance and positive behaviour** – Parents play an important role in promoting regular attendance and ensuring their daughter adheres to the school's behaviour expectations. This includes:
  - Encouraging punctuality and attendance, which are key to academic success and emotional wellbeing.
  - Reinforcing positive behaviour and discipline policies at home that align with the school's approach.
- **Working collaboratively with the pastoral team** – Parents are expected to collaborate closely with the school's pastoral team by:
  - Responding promptly to communications from the school regarding their daughter's wellbeing.
  - Attending meetings to discuss any pastoral concerns and working with the school to develop support plans.
  - Supporting any interventions recommended by the school, such as ELSA, wellbeing counselling or external agency support.
- **Encouraging digital wellbeing** – Parents have a responsibility to monitor their daughter's online activity and promote healthy digital habits. This includes:
  - Setting boundaries for screen time and encouraging positive online behaviour.
  - Working with the school to address any online bullying or inappropriate use of social media that may affect their daughter's wellbeing.
- **Fostering a positive attitude towards school life** – Parents should encourage a positive attitude towards school by:

- Supporting their daughter in maintaining healthy relationships with peers and teachers.
- Engaging positively with school staff and supporting school policies, including those related to sanctions, wellbeing and safeguarding.

### **Pupil Responsibility**

At Talbot Heath, pupils are encouraged to take an active role in their own wellbeing and contribute to a positive and caring school environment. By fulfilling these responsibilities, pupils play an essential part in their own wellbeing and in maintaining a school environment that is safe, caring and inclusive for everyone. This active engagement ensures that the pastoral care system is effective and promotes overall growth and development of each pupil. As part of the pastoral care policy, pupils have the following responsibilities:

- **Taking responsibility for personal wellbeing** – Pupils are expected to:
  - Be aware of their emotional, social and mental health needs and seek help when necessary by talking to a trusted adult.
- **Showing respect and kindness to others** – Pupils should contribute to a supportive school community by:
  - Treating peers, teachers and all staff with respect, kindness and empathy.
  - Avoiding behaviours that harm others, such as bullying, exclusion, or any form of discrimination.
  - Standing up for those who need help.
  - Offering peer support, helping to create a welcoming and inclusive environment for all.
- **Communicating openly and honestly** - Pupils have a responsibility to communicate openly about their concerns by:
  - Speaking up if they are struggling with emotional, social or academic issues. This can involve approaching teachers, form tutors or pastoral staff for support.
  - Reporting any concerns about the wellbeing or safety of their peers to a trusted adult in school, especially if they witness bullying or safeguarding concerns.
- **Engaging with school pastoral initiatives** – Pupils are expected to actively participate in the school's pastoral programmes, including:
  - Engaging with the tutor time curriculum and Wednesday Wellbeing activities.
  - Attending and contributing positively to assemblies, workshops and other sessions focused on emotional and social growth.
- **Adhering to the school's behaviour and sanction policies**- Pupils are responsible for:
  - Following the school's behaviour policy and behaving in a manner that promotes a positive, respectful school atmosphere.
  - Taking responsibility for their actions and working to resolve conflicts in a peaceful and respectful manner.
- **Contributing to a safe and positive environment**- Pupils should help maintain a safe and supportive learning environment by:
  - Respecting school rules designed to keep everyone safe and well, including those related to behaviour, safeguarding and online safety.
  - Being inclusive and encouraging others to be respectful of differences, fostering a sense of belonging for all pupils.
- **Promoting digital wellbeing**- Pupils are responsible for:
  - Using technology and social media responsibly and being mindful of the impact their online behaviour may have on others.
  - Reporting any instances of online bullying or inappropriate online behaviour to a trusted adult in school.

### **The Wellbeing Room- The Oasis**

The wellbeing room, 'The Oasis' at Talbot Heath is an integral part of the pastoral care system, designed to provide a safe and supportive space where pupils can take time to manage their emotional and mental wellbeing. This room is available to pupils who need additional pastoral support to enable them to take a break from the pressures of school life, offering a calm environment to reflect, relax and receive support. By providing a dedicated wellbeing room, Talbot Heath demonstrates its commitment to creating a caring and supportive environment where pupils' emotional and mental health needs are prioritised, helping them feel secure, valued and ready to learn.

Purpose of The Oasis:

- **A safe space for emotional regulation** – The Oasis offers a quiet and comfortable environment where pupils can go when they are feeling overwhelmed. It provides an opportunity to step away from the classroom in a controlled, supportive manner, allowing time for self-regulation.
- **Access to support and guidance** – Pupils have access to pastoral staff, such as ELSAs and Wellbeing Counsellors, who can provide emotional support, guidance and coping strategies. These staff members help pupils navigate challenges, develop resilience and re-engage with their schoolwork when they feel ready.
- **Promoting mental health and wellbeing** – The Oasis plays a key role in promoting pupil mental health by:
  - Encouraging pupils to recognise when they need a mental health break.
  - Providing resources such as mindfulness activities, calming exercises or stress-relief tools that pupils can use to manage their emotions.
  - Offering a space for group sessions, such as social skills workshops or emotional wellbeing activities, designed to support emotional growth.
- **Short term use for emotional breaks** – The Oasis is intended for short term use, allowing pupils to take a break when they are feeling overwhelmed. Pupils are encouraged to return to class once they have had sufficient time to calm down and feel ready to continue their day.
- **Referral and access** – Pupils can be referred to The Oasis by the pastoral team, when it is identified that they need emotional support. The room is monitored to ensure its appropriate use, with clear guidelines about when and how pupils can access it.

## Conclusion

At Talbot Heath our pastoral care policy reflects a deep commitment to nurturing the holistic wellbeing of every pupil. We strive to create an environment where all pupils feel safe, supported and empowered to succeed both academically and pastorally. By fostering strong relationships between pupils, staff and families, and providing a comprehensive framework of emotional, social and mental health support, we ensure that every pupil has the opportunity to thrive.

Through collaboration, empathy and proactive care we uphold a culture that promotes respect, inclusion and resilience, equipping pupils with the tools they need to navigate challenges and achieve their full potential. Our pastoral care system is not just a reactive measure, but a proactive and integral part of our school community, helping to shape well-rounded, compassionate individuals.