



Heath Hayes Academy

Pastoral Care Policy

REVIEW DATE:	October 2018
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Signed by Chair of Governors	Date
	October 2017

HEATH HAYES ACADEMY

Pastoral Care policy

At Heath Hayes Academy we are committed to providing a positive, happy, caring environment in which our pupils are able to develop to their full potential, in preparation for their adult life their learning skills are sensitively extended by encompassing spiritual, moral, physical, social and emotional development. Our school's Ethos encompasses a positive, nurturing approach between staff and pupils where good relationships are forged and every individual feels cared for, respected and valued at all times.

AIMS

Through our pastoral care policy we aim:

1. To create and maintain a caring and secure environment for all staff and pupils.
2. To maintain an environment where all pupils feel confident and safe to be able to discuss their feelings and concerns.
3. To inspire our pupil's to gain self worth and self confidence.
4. To embed a value, respect and understanding of the views, cultural beliefs and lifestyles of others.
5. To encourage the development of self discipline and positive behaviour.
6. To foster a sense of belonging amongst all members of our school community.
7. To ensure pupils are aware of potential dangers within our society.
8. To promote an awareness of moral standards.
9. To support and encourage the development of a healthy lifestyle.
10. To provide opportunities for pupils to develop an awareness of their spiritual needs.

PASTORAL CARE

Successful pastoral care is a partnership between school and home. At Heath Hayes Academy we pride ourselves in our commitment to developing and maintaining positive, trusting and sympathetic relationships with our families.

Our school's open door policy reflects our dedication to fostering strong, supportive bonds with our families; Urgent concerns will be addressed immediately, an appointment may need to be made for less urgent concerns.

Parents/guardians are encouraged to share any home or medical circumstances that may affect their child's work or behaviour in school. Disclosures of concerns regarding school or home are received with the utmost sensitivity and confidentiality.

Our Bullying Prevention policy and Safeguarding Policy contribute to protecting our school community from physical, social, emotional and intellectual harm. We will encourage pupils to be responsible for their own personal safety by helping them to acquire skills that will enable them to make safe, informed decisions and to be aware of available help in the event of danger. School's Head Teacher is the designated safeguarding leader and the Emotional Welfare Manager is our Safeguarding Deputy.

PASTORAL STRUCTURE

All school staff, teaching and none teaching have a responsibility for pastoral care and should endeavour to contribute effectively to establishing and maintaining a climate which is characterised by good relationships and mutual respect.

Our board of Governors will have overall responsibility for the implementation of the curriculum including monitoring the safety of each pupil in school. The senior management team will ensure that pastoral care is given a high profile in our school development plan. The Emotional Wellbeing manager will monitor and evaluate the implementation of the pastoral care policy, they will ensure teaching resources are kept up to date and staff are properly trained. They will coordinate with all staff and make sure that non teaching staff are familiar with the policy and receive help and advice when needed. All members of staff are responsible for encouraging the development of pupil's self esteem and ability to resist peer pressure; they will promote pupil's celebrations of success and enhance their ability to make moral decisions knowing the difference between right and wrong.

All School staff are responsible for informing the Emotional wellbeing manager of any ongoing pastoral care that may be required for a particular pupil, they will, in turn be responsible for communicating arising concerns to the appropriate members of staff. Class teachers are responsible for ensuring pupils are appropriately forwarded for nurture group intervention.

CONCLUSION

The evaluation of our pastoral care provision is effective when the school policy and pastoral care planning is fully implemented and consequently reflected in our quality of provision both within and beyond the classroom.

All staff and pupils need to feel safe and valued at all times

REVIEW

This policy will be reviewed biannually by the Senior Management Team

Reviewed: