

Kenton College Preparatory School



Pastoral Care Policy

Audience	Staff and Governors
Author	Deputy Head Pastoral admin@kenton.ac.ke
Last Review	October 2024
Next Review	October 2025
Related Policies	PSHE/Wellbeing Policy Anti-bullying Policy Discipline Policy Safeguarding Child Protection Policy SEND policy Emergency Procedures Policy

Introduction and Purpose

At Kenton College, 'Pastoral care' refers to support and help with personal needs and problems of pupils. Pastoral care involves all staff and supports pupils as they learn how to flourish and achieve success. Kenton College prides itself on creating a nurturing environment with the children's health, safety and wellbeing at the fore. Kenton has a Christian ethos despite the fact that children who attend the school are from a variety of diverse religious backgrounds.

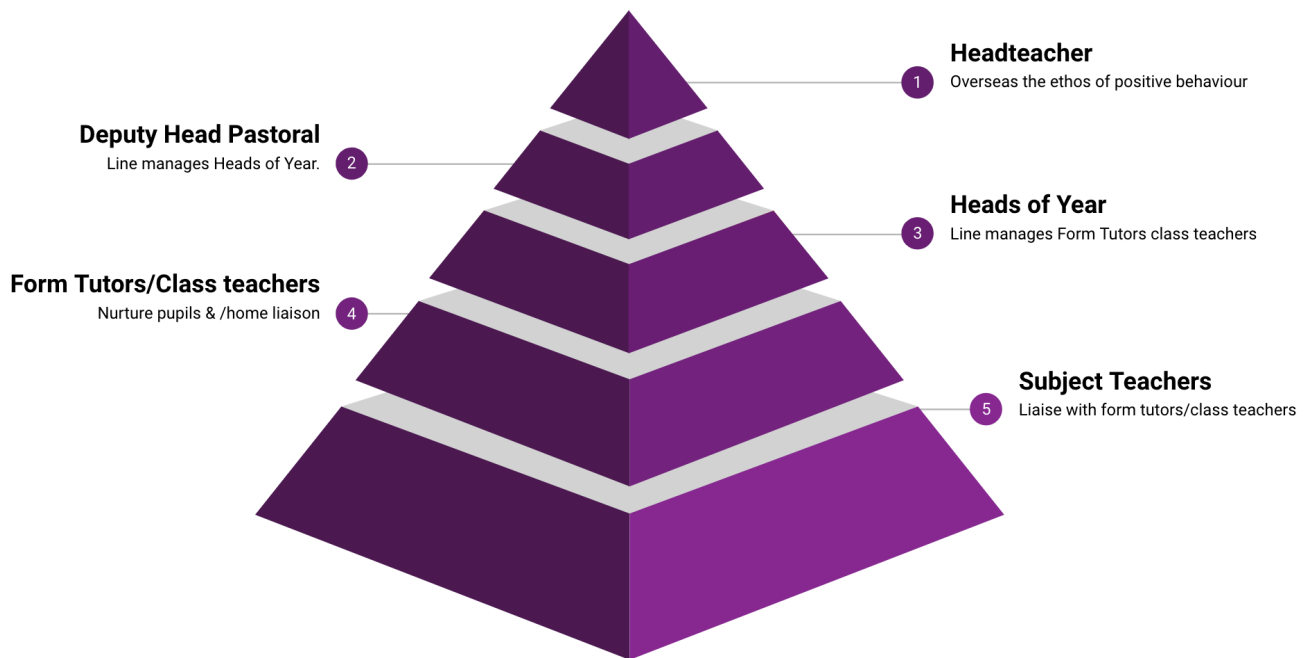
Pastoral care is seen as critical in the school in order to provide a secure environment within which pupils can reach their potential both academically and as individuals. Our pastoral care system is concerned with the moral, personal, social, intellectual, spiritual and emotional development of pupils.

Whilst we embrace a number of values that promote pupil wellbeing, Kenton College emphasises the values of honesty, kindness, courage and respect.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Roles and Responsibilities

Kenton College's pastoral care structure:



Every individual has a responsibility towards the pastoral wellbeing of every other individual within the school. The following people have specific responsibilities:

All teachers

Each member of staff has a responsibility with respect to pastoral care including the following points:

- to nurture the wellbeing of pupils
- to promote positive behaviour of pupils and model such behaviour
- to provide an environment in which pupils feel safe, confident and secure
- to offer support and guidance for pupil achievement
- to provide a caring and orderly environment
- to provide colleagues with pastoral information
- to attend Pupil Support meetings, at which a pupil's academic progress or pastoral care issues may be discussed
- to never intimidate, humiliate or shame pupils
- to keep the Deputy Head Pastoral informed of any specific concerns regarding a pupil, especially when the concerns fall under the remit of Child Protection and Safeguarding

The Form / Class Teacher

All pupils are members of a form group. In Early Years and the Junior School the class teacher delivers the majority of the lessons. In the Senior School, the Form Teacher may not teach the class but fulfils the overall pastoral care role. The form tutor / class teacher is the primary point of contact for pupils and parents on all matters pertaining to wellbeing. The pastoral care role of the form teacher / class teacher includes all previous points as well as:

- to establish and maintain a relationship with every pupil in their form group
- to provide pupils with current information regarding emergency procedures
- to foster positive relationships with the parents/guardians of the pupils in the form group
- to monitor pupil academic progress across the curriculum and therefore to offer support and guidance to individual pupils
- to aid the social development of the child
- to work in partnership with parents to develop pupils' moral code
- to work in conjunction with parents to develop a child's organisational skills
- to liaise with members of the wellbeing team (Heads of Year, Deputy Head Pastoral, Wellness Centre members, Head of Learning Support) if they feel the pupil requires extra support

Heads of Year

There are currently Heads of Year for Years 2 - 8. Yr 2, 3 & 4 Heads of Year are also Class Teachers. The Heads of Year 5, 6, 7 & 8 are non-Form tutors in order to provide them sufficient time to tend to the needs of their respective cohorts.

The Heads of Year line manage the form tutors / class teachers within their Year group. This involves regular meetings to discuss the needs of the year group, particularly in response to communication the form tutors may have had with subject teachers regarding the pupils in their form groups.

The Heads of Year 2, 3 & 4 meet with the Deputy Head, Head of Juniors on a regular basis. The Heads of Yr 5, 6, 7 & 8 meet with the Deputy Head Pastoral on a regular basis. Each term, all HoYs meet with the Headteacher, DHP and DHJ.

All Heads of Year are responsible for organising day and residential trips with a pastoral focus.

All Heads of Year are responsible for overseeing communication with parents.

Deputy Head Pastoral

The Deputy Head Pastoral monitors the pastoral care of all the pupils in the school by:

- Working closely with senior Heads of Year and the Deputy Head, Head of Juniors to discuss individual pupils, issues and pupil wellbeing on the whole
- Being the Designated Safeguarding Lead
- Producing safeguarding reports for the Headteacher and Safeguarding Governor
- Identifies children who are named at Senior Leadership Team meetings as those requiring extra care or attention due to a variety of reasons
- Tracks and monitors pupils medical visits to the Wellness Centre
- Tracks and monitors pupils who make use of the Listening Team
- Oversees the members of the Listening Team
- Tracks and monitors Heads of Year entries in the Behaviour Tracker
- Designs and implements new pastoral initiatives within the school, in liaison with the Headteacher and the Senior Leadership Team
- Delivers pastoral care-based training to staff as required (such as updates to KCSIE or changes to behaviour management strategies)

The Wellness Centre

The Wellness Centre is responsible for the medical care of pupils. The Wellness Centre is managed by the school Doctor. Other staff employed in the Wellness Centre include a Paediatric Nurse. The general duties of the Wellness Centre include:

- Safekeeping of medicines brought to school for pupils who require medication during the school day
- Administration of medication as per instructions from the prescribing Doctor
- Stocks first aid resources
- Administers first aid to pupils and communicating this to parents - arranging early collection of pupils by parents/guardians where necessary
- Maintaining a record of Wellness Centre visits and communicating these to the Head of Early Years / Deputy Head Pastoral
- Attends sporting fixtures at Kenton in order to administer first aid
- Books ambulances to be on site for tournaments and larger school events
- Liaises with the catering team to ensure all allergies and medical needs are met in terms of school meals and snacks
- Deliver medical and first aid training to Kenton staff as appropriate
- Ensuring that all school transport has an appropriate first aid kit (including kits for residential and international trips)

Pastoral Care In Practice

PSHE

Kenton has termed its PSHE provision as “Wellbeing”. All pupils have a timetabled Wellbeing session (delivered by form tutors / class teachers). Kenton has designed its own bespoke curriculum with resources from platforms such as Jigsaw. An example of topics covered in Junior school is included below:

	Michaelmas	
	1st Half	2nd Half
Focus:	Being me in my world	Celebrating Difference
2	<ul style="list-style-type: none"> ● Hopes and Fears for the Year ● Rights and Responsibilities ● Rewards and Consequences ● Rewards and Consequences ● Our Learning Charter ● Owning our Learning 	<ul style="list-style-type: none"> ● Boys and Girls ● Boys and Girls ● Why does Bullying Happen? ● Standing up for myself and others ● Celebrating differences
3	<ul style="list-style-type: none"> ● Getting to know each other ● Our nightmare school ● Our dream school ● Rewards and consequences ● Our learning charter ● Owning our learning 	<ul style="list-style-type: none"> ● Families ● Family conflict ● Witness and feelings ● Witness and solutions ● Words that harm ● Celebrating difference: compliments
4	<ul style="list-style-type: none"> ● Becoming a class team ● Being a school citizen ● Rights, responsibilities and democracy ● Rewards and consequences ● Our learning charter ● Owning our learning 	<ul style="list-style-type: none"> ● Judging by appearances ● Understanding influences ● Understanding bullying ● Problem solving ● Special me ● Celebrating differences: how we look

Listening Team

The Listening Team is a group of staff members who have received training in listening and supporting pupils. Whilst Kenton aims to have the form tutor / class teacher as the main point of contact for a pupil and their pastoral care, we recognise that some pupils may wish to have their concerns listened to by another trusted adult. The following poster is in all form / class rooms:



Alongside the above poster are some easy to use forms for junior pupils where children can tick the member of the Listening Team they wish to speak to, hand it back to their class teacher who then places it in the Deputy Head Pastoral's pigeon hole in the staffroom. Senior pupils can also use the Listening Team form on the Pupil News Google Classroom. The Deputy Head Pastoral then arranges for the Listening Team member to find the pupil concerned the same day (where possible), recording the details of the concern on a tracking sheet. The Listening Team members have been trained to support the pupil in the most appropriate way, taking into account the nature of the concern:

Level of Seriousness	Criteria	Communication
Level 1	Minor personal issue	Report to FT
Level 2	Child-on-Child issue	Report to FT & HoY
Level 3	Major personal issue	Report to HoY & DHP
Level 4	Safeguarding/Child Protection issue	Report to DSL immediately

On a case by case basis, the Head of Year or Deputy Head Pastoral may decide to contact parents/guardians if this would further support the pupil.

Pastoral Mentors

A team of Pupil Pastoral Mentors has been formed which will operate on a rotational basis. Training and leadership opportunities are provided in order to:

- Enhance positive interactions between pupils.
- Provide an avenue for pupils from Years 6 - 8 to share any pastoral concerns with SLT.
- Foster effective pastoral care between junior/EY and senior school.
- Have a duty one day a week.
- Look for opportunities to befriend pupils who may be struggling.
- Pastoral Mentors (Year 8) to provide mentoring and leadership in workshop sessions with junior pupils.
- Contribute to the pastoral section in Kenton Post.
- Update pastoral noticeboard in Birdcage.
- Present the Kenton Citizen Award in assembly

Values

Whilst Kenton continually champions the personal values of honesty, kindness, courage and respect, we also introduce a value that becomes a whole-school focus. The value will be discussed in assemblies, in form time (with a working display in the form room) and in academic lessons where appropriate.

Teaching staff are given the opportunity to nominate pupils throughout the term with pupils' photos being displayed on the Kenton Tree/Flower of Values noticeboard.. Additionally, at the end of each half-term, a pupil who has consistently demonstrated the value will be selected by the Deputy Head Pastoral and awarded with a Kenton Citizen certificate. The schedule of values for the Academic year 2024-2025 is as follows:

Values for 2024 - 2025

Term	Value	Specific Focus
Michaelmas 1	Kindness	<ul style="list-style-type: none">● Taking care of others● Pay it forward● Taking care of yourself
Michaelmas 2	Teamwork/Collaboration	<ul style="list-style-type: none">● Working well with others● Including others in play● Showing leadership
Lent 1	Respect	<ul style="list-style-type: none">● Respect for yourself● Respect for others● Respect for the environment
Lent 2	Gratitude	<ul style="list-style-type: none">● Showing thanks to others● Appreciating the moment● Having a healthy perspective
Trinity 1	Positivity	<ul style="list-style-type: none">● Being encouraging to others● Positive thoughts● The power of a smile
Trinity 2	Bravery	<ul style="list-style-type: none">● Taking risks● Being independent● Showing courage

Assemblies

Assemblies are regular occurrences at Kenton.

Monday and Friday assemblies are used as a time to develop a child's moral code, give age appropriate information on global affairs as well as an act of collective worship.

Form Assemblies are an opportunity for a particular form group to work with their tutor to deliver an assembly on a topic of their choice (for example, on the current value).

At all assemblies, values such as respect, tolerance, kindness and compassion are upheld and promoted.

Monday	9.50am: Whole School with Headteacher
Wednesday	9.50am: Junior school assembly
Thursday	9.50am: Form time or extended break
Friday	9.50am: Early Years Celebration Assembly with Headteacher 2.45pm: Whole School or Year group form play

Behaviour Management

Kenton College promotes positive behaviour management in and outside of the classroom. The teaching staff and other adults are expected to model the behaviour we wish to see the pupils engaging in. We are aware that pupils are most likely to meet expectations of behaviour when there is a calm, orderly and consistent learning atmosphere. To this end, raising voices, pointing fingers, public telling off of pupils in a classroom setting or otherwise are strongly discouraged.

Kenton pupils are reminded that they are on a journey of not only academic achievement, sporting achievement etc, but also of personal growth and development to equip them with the skills necessary to be positive members of their community both whilst at Kenton and beyond.

In all classrooms, the pupils are able to see a set of Kenton expectations:

A Kenton pupil:

...is honest

...is respectful

...works hard

...actively listens to others

...has excellent manners

...acts in a kind way

...follows instructions

...has a positive impact on others

...wears the correct uniform

...is on time

...has the correct equipment

**Challenge yourself to keep
improving these skills**

Teaching staff who encounter pupils that are struggling with one or more of the expectations above are instructed to follow this procedure:

- 1) Inform the pupil that a discussion after the lesson will take place
- 2) During the discussion, ascertain (if possible) why the pupil is not able to meet the expectation. If the pupil can easily be supported to meet the expectation, the teacher should offer that support and monitor the pupil in future lessons.
- 3) If, during the discussion, a pastoral matter is raised by the pupil, the teacher should offer what support they can, but then communicate directly with the pupil's form tutor / class teacher.
- 4) In discussion with the Head of Year, the form tutor / class teacher or the Head of Year themselves may communicate to the parent/guardian of the pupil (at which point the Deputy Head Pastoral will be informed).
- 5) Further support will then be put in place to support the pupil and aid them to meet the expectations.

Learning Environment

Classrooms and other learning spaces at Kenton promote a calm and purposeful learning atmosphere. Classrooms adhere to a “Natural and Neutral” theme, clear from clutter and clean. All classrooms will have the following pastoral information displayed:

- Listening Team poster
- Pastoral Mentors poster
- Anti-Bullying Posters
- Kenton Expectations poster
- Suggestion / Worry boxes
- Value display
- Fire and evacuation procedure posters
- Where applicable, timetables, changing into PE kit guidance etc if a room is a form base

House System

All pupils and teaching staff (with the exception of the Heads of Boys & Girls Sport, Headteacher and Deputy Head Pastoral) are members of one of four houses.

The house system permeates many aspects of life at Kenton:

- Regular attendance by all at weekly House meetings
- House Captains elected by pupils from Year 8
- Junior House captains elected by staff from Year 4
- Merits awarded for effort contribute to overall House points
- Mentions and Commendations contribute to overall House points
- Inter House events (arts festival, sports etc) held annually
- Winning Houses celebrate with a BBQ at the end of term
- Prominently features at Speech Day

The House system aims to foster the pupils’ sense of identity and commitment to a team. Each House is led by a House Parent (member of staff), 2 Senior House Captains and 2 Junior House Captains.

Child Protection

For this aspect of pastoral care, please see the separate Child Protection & Safeguarding policy. This policy outlines the signs that all adults should be aware of, what to do if they suspect abuse or neglect, how and to whom they report it and the response that will be coordinated by the DSL (or the deputy DSL or Headteacher in the DSL’s absence).

Parents in Partnership

Kenton believes strongly that the parents/guardians of all pupils should work in partnership with the school. To this end, the school hosts a series of Parents in Partnership meetings that are open

to all parents to attend. The aim of these meetings are for various members of the school to present details of their area of expertise in order to raise awareness within the parent/guardian community. Meetings cover a range of topics centred around pastoral care including the following:

- Behaviour Management at Kenton
- Online safety
- Anti Bullying
- Demystifying Learning Support

Learning Support

Kenton College has a Learning Support department that caters for pupils with SEND (see separate SEND policy). The Learning Support department team does not work in isolation; a large part of the Learning Support team's work is to share information with teachers to ensure that pupils with SEND are taught using methods that support their learning style and needs. The Learning Support team support pupils in the following ways:

- one on one sessions (withdrawal from certain lessons or in non-academic time)
- small group sessions (withdrawal from certain lessons or in non-academic time)
- in-class support (for either individual pupils or groups of pupils)
- carry out observations on pupils who teachers may recommend to the team
- Organise and lead TATC (team around the child) meetings as required

The Head of Learning Support regularly updates all staff on the pupils with SEND. This may take the form of disseminating Educational Psychologist reports, changes to personal circumstances or updates on their progress and strategies to utilise during lessons. The Learning Support Team is also an integral part of the PSMs (Pupil Support Meetings) - see below.

Pupil Support Meetings

These are held once or twice a term with the dates published in the staff calendar. Teachers of Years 5 & 6, Years 7 & 8 and Junior teachers have separate meetings which are chaired by the relevant Head of Year. Individual pupil progress is discussed, as directed by Form / Class teachers who nominate pupils of concern. Strategies and actions for support are shared, discussed and agreed, to be reviewed at the next meeting. Teachers are expected to be familiar with the most recent standardised data on the pupils they teach and to contribute in advance to the PSM notes, which form an ongoing record of pupils raised and strategies agreed.

Bullying/Unkindness

At Kenton College we are committed to providing a warm, caring and safe environment for the children in our care so that they can learn and play in a relaxed and secure environment. We have no tolerance for bullying and therefore bullying of any kind is unacceptable in our school.

We take all incidents of unkindness / bullying seriously and believe that nobody deserves to be a victim of unkindness / bullying. Everybody has the right to be treated with respect and pupils who are being unkind or bullying others need to learn different ways of behaving. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group

either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

At Kenton College, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to recognise it and know that incidents will be dealt with promptly and effectively in accordance with this policy. Any child who knows that bullying is happening is expected to tell a member of staff immediately. Any adult that witnesses bullying type behaviour is expected to report it immediately to the DSL who will then communicate directly with the relevant Head of Year.

Wherever possible, a restorative approach will be used to reconcile the pupils involved. See the Anti-bullying policy for further details.

School Council

Each Term, form / classes elect a boy and girl pupil to be their form representatives (form reps). The form reps actively seek views from their classmates about school life, ideas for school or questions about school. These recorded views are then brought to the School Council Meetings chaired by the Deputy Head Pastoral.

The School Council meetings occur at least once each half-term. The pupils have separate Junior and Senior School Council meetings.

Occasionally, a special guest is invited to a School Council meeting in order to focus the discussion on a particular aspect of school life. For example, the Catering Manager may attend to hear the views of the pupils about school snacks and food.

Pupil Safety & Security

The safety and security of all pupils is central to the pastoral care system at Kenton. The Health & Safety committee meets regularly to ensure pupil safety.

Security guards are employed 24 hours a day. They control the entry and exit of all people (with physical barriers in place). The guards also patrol the perimeter during the school day, reporting anything untoward to their headquarters as well as the Estates Manager.

Security guards and members of the estates team control drop-off and pick-up each morning and afternoon (with a gate pass system in place if a pupil is collected by a parent/guardian during the day). Only vehicles with an up to date Kenton car sticker are permitted entry to the school site. Members of teaching staff are also placed on duty at these times.

The guards will supervise any contractors working on the school site.

Drills for fire and evacuation are carried out routinely - decreasing the advanced warning to pupils as the year progresses in order to ensure the pupils have learnt how to react when different alarms sound. See Emergency Procedures policy for further details.