

Pastoral Care Policy and Guidance

Introduction

The responsibility for pastoral care at Clock House is inevitably the responsibility of all staff, and is closely involved with their attitudes to their pupils and to each other. The experiences a child has at school can be surprisingly long lasting. As Rutter pointed out long ago, in his 1988 survey:

“Children who had positive school experiences differed from the remainder in being much more likely to exert planning in relation to both work and marriage.”

It is the job of the class teacher to let the pupils know they are valued, to put the pupils at the centre and to provide an atmosphere capable of allowing each of them to reach their potential. Thus, pastoral care at its simplest is about caring, involving positive individual responses between teachers and pupils and including academic work.

If the primary purpose of Clock House is to conduct the teaching and learning activity, then the staff and pupils are responsible for the educational environment in which this takes place. Similarly staff must nurture the well being of the pupils in their academic development.

Pastoral care is a means of mobilising teachers, pupils and all others within the school by providing a specific approach to link the whole school curriculum and the academic, social and personal needs of each pupil, thus making sure that we have an environment that is conducive to learning.

At Clock House we feel that pastoral care:

- is for all pupils, not just the problem or disadvantaged child
- should include time set aside for personal development and social awareness (in specific assemblies and house assemblies for example)
- should promote the best possible atmosphere in the school in order that pupils can achieve the highest academic standards of which they are capable
- most importantly it should be totally integrated within the school and encompass the academic curriculum.

This is a whole school approach to pastoral care.

Pastoral care is not something set apart from the daily work of the teacher. It is that element of the teaching process that centres around the personality of the pupil and the forces in their environment, which facilitate emotional stability. Our pastoral effort is also concerned with the modification of the learning environment, adapting it to meet the needs of individual pupils, so that every pupil has the maximum chance of success whatever their background or general ability.

From Outside to Inside

Many reports on school buildings have linked the quality of the built form to the behaviour of the pupils.

Such reports consider a building's effect on its pupils (and not to mention its staff) and indicate that the design as well as the building maintenance is vital. Likewise another conclusion found is that where pupils are provided with a pleasing environment, they responded by respecting it.

At Clock House we have a blend of old and new, traditional and contemporary. The original house dating back to the 17th century and our modern purpose built extension including classrooms and school hall.

Without doubt one of the major assets of the school is its buildings and the sense of identity, independence and belonging that this fosters. We are part of Bradford Grammar School, but ask the teachers and pupils where they work and learn and they will always say Clock House. The staff and pupils are proud of the school and work together to keep it tidy. This care for the building is closely associated with the atmosphere created by the school.

Caring for the built environment that pupils have to interact with leads us into the school's atmosphere. This atmosphere gives it a distinctive tone and character, each school is different and there are many ways in which this comes through.

At Clock House pupils' work is on view throughout the school and there are stimulating displays and models in the classrooms. The work is always current and updated, not just brought out for parents' evenings and open days. This seemingly small aspect not only makes a statement about how the school values its pupils, but also, we hope, gives pupils something to aim for and to achieve.

Similarly awards - academic or sporting, personal or school achievements are also on display and on the web-site.

The Contribution of Effective Teaching

The 'atmosphere' in Clock House is more than just the display of drawings and models. We have a *whole school* approach to care that includes an atmosphere created out of mutual respect and co-operation between pupils and teachers. The school is small enough for staff to know all the pupil's names, and this promotes the feeling that all are valued, not just those who are at the top of the class or make the loudest noise!

Caring goes further though. Teachers through their knowledge of a particular pupil, will know if they need a metaphorical 'kick-start' to become motivated or alternatively, if they need care and encouragement to perform.

The staff are highly motivated and seek to develop each child's potential. This is evident in the methods and style of the school's teaching. The DCFS Report on behaviour states that an effective teacher can create a positive, encouraging atmosphere in the classroom.

Differentiation is also important and is utilised where appropriate by the teachers in Clock House. This is an attempt to make sure pupils achieve their academic best.

Clock House teachers have good classroom control. This not only creates a better environment for learning, but also gives the teacher a better opportunity to detect changes in behaviour (see later note on parental contact).

Recording Achievement and Attendance

A school policy on assessment, attendance, reporting and recording is vital.

Marking and recording at Clock House is seen as a vital and continuing part of everyday teaching. Books are marked regularly with appropriate comments for both the pupils and their parents to see.

The marking scheme in each subject is consistent within year groups and thus avoids confusion with pupils.

End of term reports include term marks, exam marks (winter and summer terms), subject comments from class teachers and a form teacher comment including information, advice, encouragement and concerns about work and behaviour. The pupils are then required to respond to their grades and comments by evaluating each term and writing their own self assessment relating to progress and to set targets for the future.

This allows pupils to:

- reflect upon, and acknowledge, personal or group achievements and help them to take the next step(s) in learning
- monitor their progress in each subject.

Reports provide an opportunity for:

- the school to communicate with parents and other interested parties
- teachers to monitor progress
- teachers to monitor the effectiveness of their own work
- informing the school about class and teacher planning.

Pupils are always involved and aware of their current and long term assessments.

There is also a section on the report for pupils (or teachers) to record their involvement in extra-curricular clubs, societies or sporting teams.

It is in these ways that we hope a pupil participates in a continuing educational process, that they appreciate our expectations of them and realise that they too have a responsibility to themselves and the school to achieve their potential and produce their best work.

Other Pupil Records

Each pupil has a personal file that is kept in reception. This file contains the following information:

- a photograph of each pupil
- parents/guardians names and addresses
- daytime contact telephone numbers/addresses
- a parental contact sheet, filled in by members of staff when matters of concern have been discussed
- any special health requirements or problems
- any special dietary requirements or problems
- any disciplinary problems
- any academic achievements.

These are updated as necessary.

Through records a caring school can provide:

- a response to each child as an individual, across the full range of their ability

- the information to engage in sound curriculum planning, based on a comprehensive knowledge of all pupils
- the ability to provide sensitive advice when appropriate
- the ability to offer sound educational guidance, designed to enhance and maximise the talents of a child
- the establishment of productive liaison with parents or guardians.

As well as the pupil file in reception there is a staff booklet (a print out from SIMS), populated by the nurse identifying any health problems a pupil may have. Teachers are required to take particular note of members of their teaching groups with health requirements or problems. Staff are issued with the booklet for immediate reference.

A purple folder is also placed in each classroom highlighting the pupils who require an Epipen or an asthma inhaler. Photographs of the pupils with Epipens are also included as is a sheet with information about those pupils who have other non medical issues.

Rewards and Sanctions

It is very important that the positive aspect of praise and reward should have a great emphasis. Good discipline is, as we all know, based on mutual knowledge, respect and the setting of known standards.

At Clock House rewards are given in the following ways:

- house points are awarded for consistent effort, endeavour, sporting achievement (in or out of school) good citizenship or any other commendable incident, including following the school rules. See attached school rules.
- By positive encouragement.
- interesting work is chosen for display and good practice is shared.
- pupils achievements outside school (musical, sporting, good deeds etc) are also acknowledged where appropriate in assemblies.
- the Headmaster's celebration assembly each week rewards individual pupils who have worked hard, done a good deed or shown good citizenship. The pupils are called to the front in assembly and given the Headmaster's gold award. Each pupil is then entered into the Celebration Book which is left in reception for all to see.
- merit marks are also given throughout the term and for the top three positions in each subject, exam and overall class positions at the end of each term. In this way Houses compete for the Horsley Trophy given to the House with most merit marks (see later note).

The annual prize-giving is held during the summer term. Children who have excelled in academic or sporting achievements are given awards. This is a formal occasion held in the Price Hall and all pupils are required to attend.

Sanctions might include:

- a punishment to fit the crime
- letters of apology or other work to be completed at home or at school
- full report books, *blue books*, for persistent offenders; a signature and comment is required for each lesson and a parent is required to sign the report each day
- a blue star on the pupils' house point card, which, although not discussed with other pupils, reduces the house point totals by 5 house points
- detentions, not indiscriminate, given in appropriate situations. These range from break time and lunchtime, to full detentions. The latter requires a pro-forma letter filled in by a member of staff outlining the reason for the detention. The form is sent home for a parental signature. Full detentions are served in the Deputy Head's office over three lunchtimes.

There are some types of behaviour, such as theft, that are not acceptable in school and pupils may be suspended or excluded for such an offence.

Form teachers or subject teachers can deal with most misdemeanours. Sometimes other colleagues are involved and when necessary the Headmaster. Parental involvement will be considered after advice has been taken or experience suggests it is necessary.

At Clock House we believe that school discipline is the foundation of good education. Without an orderly atmosphere in school and classroom, it is impossible for good teaching and learning to take place. We encourage respect for others, honesty, fairness and politeness. We teach the difference between right and wrong and feel we have a fair and consistent policy on rewards and punishment.

Transition

Some pupils when moving from junior to senior schools will experience fears and anxieties. At Bradford Grammar Junior School we obviously wish to address this matter.

The problem of transition is dealt with in a number of ways. The proximity of the Senior School is an asset, as is the fact that the junior pupils use the Senior School for Science, Art, Games, their lunches and all the school concerts and Prize-Giving. Familiarity certainly quells many fears.

Some of the staff from Senior School who teach Clock House children are already familiar to the pupils by the time they eventually transfer to the Senior School.

During the last few weeks of the summer term all Year 6 form teachers in Clock House meet with the first form Head of Year and discuss each pupil in detail. All aspects are covered from academic ability, behaviour and emotional characteristics to the pupil's friends and ability. With all pupils great care and deliberation is taken to ensure that they do not feel isolated and that when they are integrated within their new Senior School class it contains at least one of their friends and avoids any potential personality clashes. With specific pupils it may be felt necessary to extend this to two or more friends depending on their personality.

Parents

Children are more motivated when they know that their parents are involved with a school and at Clock House we see parental involvement as vital. We encourage parents to keep us informed of situations relating to their child's well-being that might affect their progress or happiness as soon as possible. We aim to be very approachable.

Should contact be necessary then the form teacher is usually the first 'port of call' and a meeting, if required, can be arranged. A meeting with the Headmaster can be organised depending on the circumstances. Simple messages can be passed from teacher to parent through the school diary.

Similarly staff are encouraged to contact parents should any problems arise at school. Indeed this is vital so that staff and parents can, when required, work together to effect a remedy. All staff at Clock House are aware of difficulties that children may face both at home and at school. Teachers probably have as much, if not more contact with their pupils than any other adult. It is inevitable therefore that a child's problems may become evident at school and rapid contact with parents is vital. Having spoken to the parents, the member of staff will place a note in the child's records.

During October an Autumn Social takes place to which all parents are invited. This offers the opportunity for parents to speak to teachers in an informal setting about their child's progress. At the end of the Autumn Term parents' evenings are held for all pupils during which progress is discussed. Most parents attend but special arrangements can be made to allow all parents to discuss their child's progress even if they are unable to attend on the designated date.

Parents are also encouraged to join the Parents' Committee (The friend's of Clock House). They organise a whole range of activities including:

- fund raising functions;
- social functions where pupils, parents and teachers meet in a convivial atmosphere;
- catering for various events;
- refreshments for school concerts, prize giving, plays and so on;

All parents are required to telephone the school before 9.30 am on the morning of any illness. Should contact not be made, the Headmaster's Secretary will follow the

matter up and try to reach the parents. It is hoped that in the unlikely event of a pupil not appearing at school for any reason, both staff and parents are aware of this fact as soon as possible.

A newsletter is published every half term for pupils and parents. This includes results of sporting fixtures, recent school functions and future events. At the start of each term, parents are given a calendar of events containing information about term dates, holidays and events for the whole School.

Each pupil is also given a Red Book that contains useful information such as term dates and a list of every child at BGS.

Communication

For the school to function efficiently it is vital that all parties involved understand their role within school; this is as important for staff as it is for pupils. Pastoral care of the pupils is shared, although overall responsibility rests with the Headmaster.

Initially a pupil with a problem may first discuss this with their form teacher. The teacher may then involve another member of staff (for example if the problem exists in a different subject area). Pupils may also approach other staff to discuss problems. The Head should be kept informed.

All staff are informed about problems relating to a pupil's work or behaviour or any other factors influencing their happiness. There is an informal exchange of information before the start of school each day. Important notices are given at morning staff briefing. During this period and at other times during the day, discussions and advice on how to deal with or evaluate specific pupils takes place.

It is the responsibility of the form teacher to let other members of staff know of potential problems. A Staff Handbook exists which sets out the correct procedures for making contact with parents.

Extra Curricular Activity

All staff are encouraged to help with extra-curricular activities. Such outlets provide an important part of school life, providing an opportunity for teachers and pupils to work together outside normal timetabled lessons.

Because our children travel to school from a wide geographical area, extra-curricular activities generally take place at lunchtime, although some events take place as and when required in the evenings or early mornings. A register of who attends the clubs is kept by the teacher and passed on to the Deputy Head. Staff are encouraged to make sure all pupils attend at least one club per week.

Activities include:

- Choir
- Chess
- Sport (Netball, Hockey, Swimming, Rugby, Cross Country, Football, Cricket and Athletics)
- Dance
- Design Technology Club
- Rock Band
- Orchestra
- Wind Band
- Recorders
- Poetry Club
- String Group
- Guitar Group
- Fun Maths
- Gardening
- Squash
- Samba Band
- Gymnastics
- Extra English
- Knit and Natter
- Orienteering
- School Council
- Broad Minds Club
- Visits and talks.

When pupils are selected to represent the school in sports and other events, they are expected to commit themselves to wholehearted involvement. Parents are informed and a list is placed on the staff notice board if the pupils are to miss any lessons. It is regarded as an honour to represent the School and we believe that this fosters respect for and sense of belonging to the school.

School Council

The School Council meets regularly and holds meetings in the staff room to add importance to its value. The representatives change each term and they are required to discuss with others at Monday morning form period or during PSHCE lessons matters arising from the School Council or matters for the agenda.

The headmaster generally speaks to the pupils each half term to indicate which, if any, of their suggestions have been accepted into school life.

Suggestion Box

A Suggestion Box is also placed in reception for all pupils to table ideas for discussion at the School Council.

Moral and Spiritual Guidance

Bradford Grammar School is a non-denominational school although with a Christian foundation. Our intake contains pupils from a variety of social and cultural backgrounds.

We attempt to foster a spirit of understanding, tolerance and respect for others in everything we do. This is done across the curriculum.

This philosophy is reinforced in assemblies by drawing on principles common to the major religions represented in the school. Assemblies take place on three mornings a week:

- on Mondays a form period is held where diaries are signed and informal chats with the Form Teacher take place
- on Tuesdays a teacher (and or form) led assembly is held
- on Wednesdays PSHCE takes place at the end of the day
- on Thursdays a House assembly is held
- On Fridays the Headmaster's celebration assembly is held

Assemblies are the time when the school gathers together at the start of the day for notices, presentation of awards, recognition of achievements and reflective moments.

We try to encourage open and inquiring minds and the regard and awareness of new ideas.

We not only have high expectations of the pupils academically but also of their behaviour, manners and consideration for others.

Religious Studies in the school encompasses work on all the main world religions and it is informative in exactly the same way as all other subjects in the curriculum. It is possible for parents to withdraw pupils from RS on conscientious grounds. Pupils may then complete work (supplied by their parents) related to their own beliefs.

House Assemblies

On arrival at the school in the first year each child is assigned to a House. There are four Houses - Bradford, Founders, Freeman and Royal. Every week there is a House Assembly that is supported by two members of staff.

At these meetings pupils are encouraged to develop a loyalty for their House and everyone is encouraged to take part in the activities (sporting and non-sporting) between Houses. The Houses are run by the pupils themselves some of whom put themselves forward as Captain or Vice Captain and a vote is taken to select a suitable candidate.

Other pupils will come to the fore throughout the year and may be made Captain of a team that represents the House in a competition.

Great rivalry exists between the Houses and cups are awarded each term for the overall winners of house points and sporting events. The pupils often organise their own informal competitions and sporting fixtures.

Each term, Houses compete for the Horsley Trophy. This is a competition based on academic achievement. Commendations are awarded during assembly.

Any other interests that the pupils may have away from school are encouraged. These may also be represented in the house assembly and pupils often talk about their hobbies, play musical instruments and set quizzes for their peers.

Differentiation

It is a fact that we are all different and we all vary in different ways. Pupils are no exception to this and vary in ways such as:

the amount of work completed in a lesson;
the amount of homework completed;
the willingness to answer questions;
the ability to work co-operatively/independently;
their physical skills;
their perceptive skills;
their reading skills;
emotional differences.

Differentiation is an attempt to address these facts and accept differences in young people.

The school seeks to use some, or all, of the following ways of differentiation depending on the class or individual concerned:

- by task: setting a project that a pupil can complete, open ended assignments, extra topics, interpretational freedom and digression
- by resource: different teaching methods - written, pictorial, verbal, models and other ways of transferring information
- by planning: breaking down a task in advance so that it is split into smaller sections
- by support: supporting and helping the more and less able
- by assessment: taking into account effort put into work (when appropriate)
- by outcome: the marks a pupil achieves for the task or the quality of product in Design and Technology, for example
- by pace: the speed a subject is taught or the pace a pupil is expected to work at.

No system is perfect, and care is always taken to stretch the more able whilst considering the progress of other pupils.

Accidents and Emergencies

During all break times and lunchtimes there is always two members of staff on duty in the playground. If there have been any accidents of any nature the children report it to the staff member on duty. The member of staff will assess whether one of the Clock House First Aiders can deal with the problem or whether the School Nurse should be informed. The School Nurse deals with accidents of a minor nature. Should she consider the accident is of a more serious nature then the parents are informed of the course of action she intends to take.

The accidents will be recorded in the Clock House minor injuries book or the nurse will complete an accident report form. Should any medication be given or the pupil receive a bang on the head the First Aider will fill in a standard form from the minor injuries book to give to the pupil to take home.

Pastoral Care Conclusions

There are those who feel that the best possible way to show how a school cares is through academic results, that the most obvious need of children is to achieve the best possible results they are capable of.

Others see pastoral care as something only required for the problem or disadvantaged pupil whereas, pastoral care should be for all not just for the problem children. It is vital not to overlook the welfare needs of **all** pupils in our worry over major issues.

Some even see pastoral care as a separate curriculum, taught in a separate time tabled slot discussing health and other issues. Here pastoral care is seen as a peripheral adjunct to the process of teaching something covered in timetabled lessons of PSHCE.

But pastoral care is more than getting children through exams, more than a safety net approach to catch those who fall off the tight rope and much more than just a remedial mopping up system for pupils unfortunate enough to have a major problem. Nor is it just a separate system where we teach PSHCE.

Pastoral care at Clock House is all of these and more - it is in **everything** we do and everything we teach.

CLOCK HOUSE RULES, OK!

- C** Care for each other – help other members of the school whenever possible
- L** Look after your property and that of others
- O** Organise your time and equipment effectively
- C** Consistent effort in all lessons to achieve your best
- K** Keep our school clean and tidy
- H** Help give our school a good name – behave appropriately in and out of school
- O** Open doors and be polite to everyone
- U** Use your free time to join in activities and clubs
- S** Speak kindly and support each other
- E** Ensure you look smart and tidy

