



READING BLUE COAT SCHOOL

Pastoral Care Policy

At Reading Blue Coat School we recognise the central importance of pastoral care as we seek to provide for our pupils a safe and caring environment in which they can develop their full personal and academic potential. The quality of pastoral care influences the ethos and tone of the whole school and we believe that pastoral care must permeate all aspects of the school's daily routines, its curriculum and its co-curricular activities. We therefore seek to promote an environment that enhances the spiritual, moral and cultural development of the pupils underpinned by pastoral care arrangements that ensure that all pupils are safe, happy and secure. The school's Aims and Ethos are integral to this.

Pastoral Goals

- To welcome pupils into a community in which they can feel a sense of pride, loyalty and belonging and to encourage them to make their own personal contribution to enhance the life of the school.
- To assist each pupil to reach personal fulfilment and happiness and to develop the qualities of self-esteem, self-reliance, adaptability, physical and spiritual well-being and moral responsibility.
- To ensure each pupil feels valued as an individual and that his/her opinions and concerns are listened to.
- To achieve a caring, orderly and happy atmosphere in the School which provides pupils with the confidence to exercise initiative and develop as individuals.
- To create an environment in school where pupils are safe and secure from harm.
- To help pupils to develop positive, co-operative, respectful and tolerant attitudes and behaviour and to promote self-discipline.
- To ensure that each pupil is well known by teachers who show a personal interest in their well-being so that their experiences and their views of progress are heard and understood.
- To assist, guide and stimulate pupils in their achievement so they are working to achieve their full academic potential in order to gain useful and relevant qualifications.
- To monitor each individual pupil's progress and achievement across the whole curriculum in order to create an overview of their approach to different learning tasks.
- To ensure that colleagues are provided with relevant knowledge of pupils so that teaching and learning methods can be adapted for

greater success and in doing so therefore respond to the needs and experiences of the pupils.

- To prepare pupils for the transition to Further and Higher Education and to adult and working life.
- To provide for pupils a wide and enriching co-curricular programme through which they can develop their interests, talents and social skills.
- To facilitate close and co-operative links with parents and provide a personal point of contact with parents so they are able to hear the views of their son or daughter's progress.
- To ensure active links with the wider educational welfare community and world of work networks to support and extend the experiences of all pupils.

Pastoral Care Arrangements

All members of staff, both teaching and support have a responsibility for the pastoral care and welfare of pupils and regular staff development and training is provided to ensure that knowledge and skills are kept up to date. The tutor acts as the first point of contact for pupils and their parents. Their responsibilities include the provision of pastoral care as well as administrative tasks to support pupils. Good tutoring is central to the School's ethos and underpins the balanced development of every pupil. It adds considerable value to the School and is a central part in providing support and guidance to pupils thus allowing every individual to reach their potential. The tutor is expected to help develop intellectual ability and ensure the well being of their tutees. This is achieved by maintaining that praise exceeds rebuke and that there is positive affirmation of the achievements and successes of individuals. Tutoring requires a measured and consistent approach. It is the aim that each pupil develops a trusting and mutually respectful relationship with their tutor and that they are comfortable for the tutor to be their first port of call for academic and pastoral matters. The tutor is also the main point of contact for parents.

For the purposes of the pastoral system the school is divided up into sections and each of these sections consists of a Pastoral Team consisting of Tutors, Heads of Year and a Director of Section. The Heads of Year and Directors of Section provide support for the tutors and maintain regular contact with pupils through assemblies and school events :

Lower School (Years 7 & 8)

Twelve tutor groups are arranged vertically with pupils staying with the same tutor throughout. There are 3 tutor groups per House. Tutors are supported by the Director of Lower School, Head of Year 7 and Head of Year 8.

Middle School (Years 9, 10 & 11)

Sixteen tutor groups are arranged vertically with pupils staying with the same tutor throughout. There are 4 tutor groups per House. Tutors are supported by the Director of Middle School, Head of Year 9, Head of Year 10 and Head of Year 11.

The Sixth Form (Years 12 & 13)

Twenty mixed tutor groups are arranged vertically with pupils staying with the same tutor throughout. Tutors are supported by the Director of Sixth Form and Head of Year 12 and Head of Year 13 as well as the Sixth Form administrator. The pastoral system is under the supervision of the Directors of Section and the Deputy Head Pastoral (pastoral). Each Tutor meets their Tutor group twice a day for morning and afternoon registration. Routine administrative matters and any pastoral or academic problems which may arise are also dealt with during this time. In addition each Year Group has a regular Year Assembly taken by the Head of Year in which issues of particular relevance to the Year Group may be addressed.

The Pastoral Teams:

- Record and monitor attendance and punctuality through the Tutor.
- Maintain standards of uniform and behaviour in accordance with school rules and regulations.
- Complete and check the school reports that are produced by subject teachers.
- The Form Tutor interviews each pupil in his/her tutor group in order to review academic progress and to encourage pupils to take responsibility for their progress and to set personal targets.
- Encourage pupils to participate fully in the life of the school and monitor their involvement in co-curricular activities.
- Liaise with colleagues and parents in the interests of pupils.
- Help and support pupils in coping with problems.
- Deal with areas of concern in relation to pupils.
- Academic problems are dealt with initially by the subject teacher and referred where necessary to the Head of Department.
- Concerns of a personal, social, emotional or behavioural nature are dealt with initially by the Tutor and referred where necessary to the Head of Year. More serious areas issues are referred to the Director of Section or Senior Management Team.

Learning Support

It is recognised that some pupils with Special Educational needs may require more pastoral support. Tutors, Heads of Year and Directors of Section liaise with the Head of Learning Support in these cases.

School Assemblies

A system of Full School Assemblies and Year Group Assemblies provides the opportunity for an act of worship during which personal, social and moral issues are explored within a Christian framework and the ethos and values of the school are promoted.

The Careers Department

The Careers Department aims to raise pupils' aspirations and to help them to make wise choices as they prepare for the world beyond school. Through a timetabled programme of Careers Education in PSHEEE and Careers Lessons in Year 12 pupils are encouraged to explore their own interests and aptitudes and to make informed decisions about subject choices, Further and Higher Education and/or employment. In the Middle School all pupils have the opportunity to participate in a Work-Experience scheme and in the Sixth Form they are given specific guidance in the selection of potential university courses. Pupils have access to a wide range of up-to-date reference materials in the Careers Library and online.

Personal, Social & Health Education

This section is to be read in conjunction with the School's PSHEE policy.

1. Pupils in Years 7, 8, 9, 10 and 11 have lessons in topics that are tailored to the age and stage of their development.
2. Pupils in the Sixth Form have a series of talks as part of the weekly "Specials" programme that provide them with thought provoking and stimulating ideas in order to encourage their thinking and personal development.
3. The PLUS (Personal, Life and University Skills) course in the Sixth Form is aimed to prepare the pupils for life beyond school at university.
4. As they progress through the school pupils are helped to develop study skills and encouraged to take responsibility for independent learning.
5. Health Education is taught to pupils through the PSHEE programme.
6. A valuable contribution to the Health Education programme is made by Sister Geraldine Montgomerie (School Nurse) who is available for pupils who wish to speak to them on health-related matters.
7. A number of talks and activities promoting health education are delivered across the year groups. For example a specific talk on Sexual Health is delivered to Year 10 and a programme for promoting positive mental health is available to Year 12 students.
8. A rolling programme of whole school PSHEE talks is delivered once a year to the entire school. These talks have centred on issues such as alcohol, drugs and use of the internet.
9. Independent Counselling sessions are also available once a week during which individual pupils may discuss issues of concern, and receive support and help. Referrals may be made by pupils, parents or members of staff via the School Nurse.
10. The whole School meets twice a week for assembly and one of these assemblies is always a spiritual assembly that seeks to develop pupils' moral, spiritual and cultural thinking within the ethos of a Christian framework.

Safeguarding and Child Protection

The school recognises that its pupils have a fundamental right to be protected from harm. The school's approach to this is detailed in the

Safeguarding and Child Protection Policy which is available on the website and intranet.

Bullying

The School enforces a strict Anti-bullying Policy, which applies to conduct online as well as in person. The Anti-bullying Policy is available on the website and intranet.

Co-curricular Activities

The school places a very strong emphasis on the value of co-curricular activities as a contribution to the education of its pupils, particularly in developing social skills, self-esteem, initiative and the ability to work as part of a team. These activities encompass a broad range of different options for pupils across Music, Drama, Public Speaking, Outward Bound and Sport and more to ensure that a wide variety of needs are catered for. All pupils are encouraged to become involved in co-curricular activities which take place during timetabled Games and Activities lessons or alternatively either at lunch-time or after school. Pupils, under staff guidance, take a leading part in their organisation and management providing great scope for the development of leadership skills.

House System

The House System promotes a sense of loyalty and a spirit of healthy competition and is overseen by the Senior Housemaster/Housemistress. Through weekly House Assemblies pupils are encouraged to participate in a broad range of regular House activities and competitions. Each pupil is allocated to one of 4 Houses – Aldworth, Hall, Malthus and Rich. Each House is led by a Housemaster and by pupils with specific roles and responsibilities. The House system provides the framework for the organisation of tutor groups so that pupils achieve a strong sense of house identity and community as they move through the School.

Induction

A well-developed system of liaison with Primary schools and Secondary schools aims to ensure a smooth induction to the School. A system of induction days and events during the course of the year means that prospective pupils are familiar with the School before they begin. A dedicated Admissions team collects and collates information from the previous school in order for teachers and tutors to understand the needs of incoming pupils.

Liaison With External Agencies

The school has a long and established history within Reading and Wokingham and consequently has strong links within the local community which provide opportunities for pupils such as Young Enterprise and Public Speaking. There are also strong links with local agencies and individuals who support pupils such as the School Counsellor, the Everlief Clinic and Social Services as well as school based organisations such as HMC, 86 Group and The Society of Heads.

Liaison With Parents

The work of Reading Blue Coat School is based on a partnership of parents and staff operating in the interests of the pupils and on the belief that pupils prosper academically and socially in conditions of strong home support for the pupil and the school. In addition to the Parents' Consultation Evenings which are held annually for each year group parents may contact the school to arrange an appointment with their son or daughter's tutor, Head of Year or Director of Section. For very significant matters that cannot be resolved within Section appointments can also be made to see the Headmaster, Second Master, Deputy Head (Pastoral) or Deputy Head (Academic).

Staff Development

School-based training on pastoral issues is offered regularly on staff training days. Members of staff are facilitated to attend courses organised by other off site agencies.

Related School Policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

1. Safeguarding and Child Protection Policy
2. Anti-bullying Policy
3. Disability Policy
4. Behaviour, Rewards and Sanctions Policy
5. PSHEEE Policy
6. Aims and Ethos

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