



THE  
KING'S SCHOOL  
CANTERBURY  
JUNIOR KING'S

# Pastoral Care Policy

Responsible Person: Deputy Head (Pastoral)

Latest Review Completed: September 2023

## **Aims**

Pastoral care is at the heart of the School's ethos and is central to the success of our pupils. Our aim is to ensure that every child in our care feels secure, valued, 'heard' and accepted, and is enabled to fully participate in the life of the school and its wider community. Caring for our children is our first priority and we strive to provide a nurturing atmosphere in which each child thrives. Our pastoral care is ubiquitous; our values are woven into our curriculum and into our daily systems and structures. We promote strong and positive relationships between staff and children. Our high expectations of pupils' behaviour, good manners and consideration for others are fundamental values. Each child is encouraged to develop his or her individuality, and to learn that personal freedom comes with responsibility to others.

## **Our Tutor System**

Form tutors play a key role in providing a secure base for each child at various points throughout the school day and are a pivotal link between the family and the school. In Pre-Prep, each child has a form teacher who teaches them for the majority of the day; form teachers are supported in both pastoral and academic matters by teacher assistants. In Years 3, 4 and 5 each child has a form teacher who will teach them for core subjects and for humanities; teaching assistants are also involved in giving pastoral support to these year groups. In Year 6, each child has a form teacher, with whom they meet at least twice daily. Teaching assistants offer further pastoral support. In Years 7 and 8, the tutors meet individually with their tutees as well as seeing them on a daily basis at the beginning and the end of each day. In Years 7 and 8, each form has a form tutor, these are accompanied by support tutors who are attached to a year group, they play a fundamental role in our pastoral care. In Years 7 and 8, the tutors see their tutees at least once a day. They also meet with them individually on a periodic basis.

We invite parents to email form teachers and tutors with any issues, pastoral or academic, who will then ensure that appropriate support is given. The relationship that exists between form tutors and their tutees is key; this relationship is at the heart of our pastoral support system. It is the tutor's role to report to parents, and they will do this formally four times a year but, of course, the informal communication that exists through emailing and conversing is just as important in building relationships. Parents can contact tutors at any time by email, and tutors will endeavour to meet face-to-face as soon as possible when requested. Formalised parent meetings take place twice annually, specifically for academic purposes, but these are also times when form tutors are available to feedback to parents.

## **Life Skills (formerly PSHE) Curriculum**

Our Life Skills curriculum aims to promote the spiritual, physical and social development of pupils, and to prepare them for some of the opportunities, responsibilities and experiences of later life. This preparation for life involves self-knowledge; an understanding of the needs and motives of human beings; knowledge about their own health and bodies; the importance of choice. Life Skills education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. This includes education and awareness on recognising discrimination and how to manage it. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The values promoted in our Life Skills curriculum are inherently incorporated into the fabric of our school through assemblies, community events, charitable support and in our day-to-day living.

Our Life Skills curriculum is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The Life Skills curriculum is taught in a variety of ways that will involve discussion, reflection, role-play, collaboration and teamwork, multi-media and outside speakers.

### **Heads of Year/Section**

Form tutors are supported by their respective Heads of Year/Section, who meet weekly at section meetings to discuss pastoral issues and to ensure the ongoing care of all children. Heads of Section feed back to the Senior Management Team and Pastoral Welfare Committee on a weekly basis; clear and quick communication is vital in ensuring our pastoral structures remain effective. Heads of Year and Heads of Section also meet together regularly to discuss the pastoral needs of the children in their section of the school. Heads of Year/Section meet weekly with the Deputy Head (Pastoral) to discuss matters arising, but also to review and to plan for the future.

### **Pupil Voice and Leadership**

The Head Boy and Head Girl, joined by two pupils from each year group (usually boy and girl), are elected on to the School Council (one of five councils or committees) by their peers and represent the school in a discussion forum. The group meets regularly (at least twice a term) under the guidance of the Deputy Head (Pastoral) and brings forward suggestions that might improve the running of the school. These meetings are minuted, with action points taken forward. Issues raised can range from rules and procedures, to fabrics and fittings, to curricular and extra-curricular activities. The children set their own ground-rules in September and councillors are welcome to bring all ideas.

Prefects and Monitors work together to ensure the maintenance of a happy and secure community. All Year 8 pupils are expected to be involved with leadership tasks of one kind or another. They may be a Prefect or a Monitor, a member of the Senior Boarding Team, a Sports Captain, Head of Choir or Orchestra, or a member of the School Council, Catering Committee, Eco Committee or Arts Committee. Children in Year 7 who set a fine example or who have outstanding leadership qualities are invited by the Head to become Prefects when they begin Year 8. The Prefects' main role is to set a good example and to be an extra tool in the pastoral care system. Staff make recommendations for the appointment of new prefects. The children themselves may also offer themselves as candidates, explaining why they might be chosen, what they have to offer and where they hope they might exercise initiative. There is a balance of nominated School Prefects across the four Houses.

### **Pastoral Welfare Committee**

The Deputy Head Pastoral, with overall responsibility for pastoral care, meets with the Deputy Designated Safeguarding Leads, boarding houseparents, the Senior Nurse, the Head of Learning Support and the Heads of Year/Section for a weekly welfare meeting. The main purpose of the PWC is to further support children whose wellbeing may, for any number of reasons, require

discussion, monitoring and/or action to benefit the child and/or the school. The PWC aims to put into place strategies to assist the child in his/her development and wellbeing. The opinions and recommendations of outside agencies are fed into the PWC when appropriate. Children who are raised at the PWC meeting usually fit into one of three groups so that they can be monitored and supported appropriately:

- Green: Children who have been moved from Amber or Red, or who require on-going monitoring.
- Amber: Children raised as having some concern in their lives at Junior King's, who it is felt need to be monitored more regularly and may require a Team Around the Child (TAC) plan.
- Red: Children of concern enough to trigger an automatic Team Around the Child (TAC) plan.  
An individual risk assessment will be developed for the individual and affected parties.
- TACs A TAC committee will usually be comprised of up to approximately six members of staff most influential in the child's life at Junior King's and best placed to help and administer support. This would involve the Designated Safeguarding Lead, and could involve member(s) of the Health team, and will involve at least one Form Tutor. Others who might become involved include the Head of Learning Support, EAL teachers. These individuals will be involved in Team Around the Child (TAC) meetings. At an appropriate moment in the development of a TAC, parents are informed and invited to be part of the process.

## **Houses**

Every child belongs to one of four Houses that meet together each week. There are many House competitions during the year that create great excitement. House time also sees other successes being rewarded and celebrated, and school values being further explored. Although the Heads of House agree the overall themes of their House assemblies, they are encouraged to tailor-make the assemblies to their specific pupils.

## **The Chaplaincy**

Junior King's is supported by the Senior School Chaplains. The Senior Chaplain has overall responsibility for school worship and services. She also organises special services at the Cathedral, including the Christmas Service, the Start of Year Service and the End of Year Service. The Senior Chaplain is available to Junior King's staff and pupils, of all religions or none, as a friendly advisor and counsellor.

## **Counsellors**

We have two part-time Counsellors who see children on a weekly basis, initially for a six-week period before further assessments are made. Usually, those children who see the Counsellors are raised by the Pastoral Welfare Committee but, at times, parents request the provision. It is usual practice for permission to be sought before a child sees the Counsellor. Appointments with the Counsellor are confidential, although comments from school and parents are welcomed and fed

into sessions if considered appropriate. Any safeguarding disclosures made as part of counselling sessions will be reported immediately as described in the safeguarding policy.

## **Assemblies**

### Prep school

Since the School's foundation, there has been an expectation that the School will meet regularly for worship. Members of staff are expected to attend morning prayers and should sit with their Forms or Houses. They should also attend assemblies, the Carol Service and other significant corporate acts of worship. Sunday services, in which boarders and the choir take part, are published in the calendar; all staff are welcome to attend. Morning prayers take place on Mondays and Wednesdays, either in The Barn or in St Nicholas' Church at 8.30am. Junior House and Middle School run their own assemblies/services in the Music School; the Upper School meet together weekly in various locations. Each House holds its own special house assembly. On Friday mornings, an assembly gathering is held in the Barn. It is more informal in nature. Musicians might perform; certificates may be presented; academic and sporting achievements might be celebrated. Occasionally, there will be a full school singing practice, which all teaching staff are expected to attend. St Nicholas' Church is the parish church in Sturry, with which Junior King's has enjoyed a strong and long-standing relationship.

### Pre-Prep

Assemblies take place daily in the Pre-Prep hall. A programme is published at the start of each term and leadership is shared by the Pre-Prep staff, the Head, the Deputy Heads and the Senior Chaplain, with occasional input from other staff. There is a specific focus for each day, which celebrates pupil behaviour and the way they treat others: Monday - manners; Tuesday - tidiness; Wednesday - work; Thursday - thoughtful; Friday - friend.

## **Breaks/Play times**

We have a 'buddy' system for new children to the School; a new child is paired with an established pupil in the same class, who helps to orientate and settle the new child, and ensures that he or she is included during breaks.

During play times, in Pre-Prep, there is a Friendship Stop, which any child may stand beside if they feel they have no one to play with. Others are encouraged to check this point regularly to 'collect' anyone who may be there.

## **The Health Centre**

The well-equipped Health Centre is run by a team of fully qualified nurses; overnight care is available from the duty matron who can be called at any time. The nursing staff are supported by a school GP, who holds a weekly surgery in the Health Centre. The Sister-in-Charge is a member of the Pastoral Welfare Committee. If a child experiences difficulties during the school day they can approach their teacher who may send them to the Health Centre. If a child experiences difficulty during a break time they should report to the member of staff on duty and if they can't immediately locate the duty staff member, go to the Health Centre where they can be assessed.

## **Pastoral Care in the Boarding Houses**

### **Meetings**

The boarding staff team meets weekly to discuss, amongst other things, individual boarders who give cause for concern.

### **Boarding Logs**

Boarding logs are kept for each boarder in which issues, including welfare issues, are recorded. A daily log for each boarding house is also completed by duty staff, with any key pastoral/welfare issues being recorded internally.

### **Boarding Voice**

All boarders are given the opportunity to be heard through the 'Boarding Voice'. Worries, concerns, ideas, suggestions and complaints may either be emailed to the Houseparents or Head of Boarding, or posted in the Boarding Voice Post Box.

### **House Rules, Aims and Objectives**

The boarding houses have clearly defined aims and objectives which centre on the notion that boarders should feel happy, safe and listened to. There is also a clearly defined set of house rules which encourage social behaviour and discourage antisocial behaviour. House Rules encourage the pupils to be honest and trustworthy, respect the Boarding Houses and the people and property within them, make good choices and decisions in their day-to-day lives, and uphold and contribute positively towards the boarding community.

### **Leadership and Senior Boarding Team**

Every year, Heads of Kipling/Juckles and Deputy Heads of Kipling/Juckles are appointed. In addition, a number of boarding prefects called 'Senior Boarders' are appointed following an application process.

The main purpose of the Senior Boarding Team is to assist the Houseparents in creating a happy and secure environment, in which everyone feels valued and appreciated. Their role is to help the Houseparents in the smooth running of the boarding house. The Heads and Deputy Heads of Kipling/Juckles are given a specific job description, as are the Senior Boarders.

### **Support Cards**

Occasionally, boarders will need to be placed on a support card, which may be full or partial. This card will monitor elements of a child's behaviour during various parts of the day and evening. It will be handed in and signed off daily by boarding staff.

### **Independent Listeners**

The Independent Listeners are Mr Phil and Mrs Elizabeth Lewis. Boarders are introduced to Mr and Mrs Lewis as 'The School Friends' at the start of each year. Pupils are encouraged to contact them should the need arise. Their contact details are displayed in both boarding houses and around the school.

Naturally, all teachers have a responsibility in terms of pastoral care for all of the pupils they come across, not just as subject teachers or personal tutors, but in co-curricular activities and in every area of school life.