THE
KING'S SCHOOL
CANTERBURY
JUNIOR KING'S

Pastoral Care Policy

The policy is applicable across the whole school, including EYFS

Responsible Person: Deputy Head (Pastoral)

Latest Review Completed: September 2026

Aims

Pastoral care is at the heart of the school's ethos and is central to the success of our pupils. Our aim is that every child feels safe, valued, heard and able to participate fully in school life. Caring for our children is our first priority and we strive to provide a nurturing atmosphere in which each child thrives. Pastoral care underpins all aspects of school life; 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 Class teacher who teaches them for the majority of the day; Class 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, each pupil is assigned a form tutor and supported by a year-group support tutor. Tutors meet pupils daily and hold periodic individual meetings.

Parents are encouraged to contact tutors via email or arrange meetings as needed. Tutors provide both formal reporting (four times annually) and ongoing informal communication.

Life Skills (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 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. This programme reflects statutory expectations for RSHE.

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 Year/Section meet weekly (including with the Deputy Head Pastoral) to review pupil wellbeing and ensure timely communication with the Senior Management Team and Pastoral Welfare Committee.

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 six 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 review 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 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 well-being 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 well-being. 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 previously been identified as Amber or Red but whose circumstances have improved. These pupils still require ongoing, but less intensive, monitoring to ensure their wellbeing remains stable.

Amber: Children identified as having emerging or moderate concerns relating to their wellbeing or experiences at Junior King's. These pupils require closer and more regular monitoring. A **Team Around the Child (TAC)** plan may be considered if concerns persist or escalate.

Red: Children whose situation or behaviour raises significant concern and warrants immediate intervention. These cases **automatically trigger a Team Around the Child (TAC) plan**.
An **individual risk assessment** will be developed both for the child in question and any other affected parties to ensure safety and appropriate support.

TACs **Team Around the Child (TAC) Committee Composition**

A TAC committee will typically consist of up to six members of staff who are most influential in the child's life at Junior King's and best positioned to provide targeted support. This group will always include the Designated Safeguarding Lead (DSL) and at least one Form Tutor. Depending on the child's needs, the committee may also include members of the Health Team, the Head of Learning Support, and EAL (English as an Additional Language) teachers.
These individuals will take part in TAC meetings to collaboratively assess the child's needs, coordinate support strategies, and monitor progress.
At an appropriate stage in the TAC process, once initial internal assessments have been conducted, parents will be informed and invited to participate in the ongoing development and implementation of the plan. All TAC processes operate in accordance with the school's Safeguarding Policy and statutory guidance (e.g. Keeping Children Safe in Education).

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 on 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 Mother Lucy Sullivan and the Senior School Chaplains. The Senior Chaplain has overall responsibility for school worship and services. They also organise special services at the Cathedral, including the Christmas Service, the Start of Year Service and the End of Year Service. Mother Lucy is available to Junior King's staff and pupils, of all religions or none, as a friendly advisor and counsellor. The chaplaincy offers a weekly drop-in session known as "Chill and Chat".

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. Confidentiality is maintained except where safeguarding concerns arise, in which case information will be shared in line with 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 service is regularly scheduled either in The Barn or in St Nicholas' Church. 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.

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.

Breaktime Supervision and Social Support

Junior King's ensures that there is sufficient staffing and supervision during all breaktimes. Duty staff are actively encouraged to view these times not only as supervisory responsibilities, but also as valuable engagement opportunities. Staff are expected to interact informally with pupils, using these moments to build relationships and get to know children they may not otherwise teach.

To support the integration of new pupils, the school operates a 'buddy' system. Each new child is paired with an established pupil from the same class who helps them settle in, navigate routines, and feel included, especially during unstructured times such as breaks and lunchtimes.

In Pre-Prep, additional social support is provided through the Friendship Stop, a designated area where children may stand if they feel alone. Pupils are encouraged to check the Friendship Stop regularly and invite any child standing there to join in with their play. This promotes kindness, inclusion, and peer-to-peer care.

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 lead Nurse (Deputy DSL) 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.

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.

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/Juckes and Deputy Heads of Kipling/Juckes 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/Juckes are given a specific job description, as are the Senior Boarders.

Monitoring (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. They are independent of the school's management structure.

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.