



**Weston Green**  
School

## **Pastoral Policy**

Created: Autumn 2015  
Reviewed & Updated: Autumn 2016  
Next review: Autumn 2018

### **Introduction**

Weston Green recognises the fundamental importance of providing strong, positive and appropriate pastoral care for the children at the school and staff spend significant time and energy ensuring the children feel secure and valued as an individual.

Weston Green values the home-school partnership very highly and parents and children should always feel they can contact any member of staff if they have concerns.

Emphasis on respect for the individual is a consistent theme in assemblies, discussion and behaviour management, with a particular focus upon the Golden Rules. Positive relationships are built between staff and pupils, in order that pupils feel comfortable talking to their teachers and able to discuss issues that concern them, knowing that they will be listened to taken seriously.

Staff act as positive role models in this regard, by forming constructive and positive relationships with colleagues, parents as well as the pupils themselves, encouraging a respectful and caring community.

Weston Green regards the moral and spiritual development of its pupils as being of great importance and the following attitudes, qualities and skills are considered to be of particular importance for all members of the school community:

- A growing sense of responsibility for one's own actions, and for the effect of one's actions upon others;
- A deepening sense of commitment to the well-being of others in the wider community, locally, nationally, and globally;
- A sense of respect and appreciation for the natural world, and an awareness of the interdependence of human life with other life forms;
- A growing disposition towards generosity rather than selfishness, kindness to others, and a clear rejection of unkindness, cruelty, or bullying;
- The development of a mature sense of self-confidence and self-worth, with a disposition to humility rather than arrogance;
- The development of honesty, truthfulness, and the development of personal integrity;
- The recognition of the right of others to hold their own views, and a respect for those who have different beliefs and customs;
- A rejection of all forms of prejudice;
- A readiness to look beyond materialism;
- A willingness to reflect upon and think critically about one's experiences, opinions, choices and response; a readiness to adapt, grow, and change;
- A recognition that spiritual beliefs, moral values, and reflection on experience can give direction, shape and meaning to an individual's life;
- A growing ability to cope with the experiences of suffering which human life naturally presents (e.g. anxiety, stress, illness, divorce, loss, death).

## **Pastoral Contacts**

Pupils and parents should feel they can easily approach the class teacher for support or advice. Class teachers meet their classes at least twice daily during registration times. He/she is usually, therefore, the first point of contact for pupils with concerns or parents with pastoral questions.

Staff respond to children in a sympathetic and concerned way, offering advice, support, guidance and reassurance. However, staff cannot guarantee confidentiality if it is the best interests of a child to share information. Teachers and other staff will record conversations with pupils as appropriate in order to support the pastoral welfare of the children.

The Head of Pastoral Care is responsible for overseeing this aspect of children's care and can always be contacted by parents to discuss any issue relevant to their child.

Under the guidance of the Head of Pastoral Care and Deputy Head, regular pastoral reviews are conducted to monitor pupil welfare. This is also an agenda item at each staff meeting.

## **SEN**

The Learning Support Department is run by the Head of Learning Support. The Department supports children in a variety of ways, according to their identified needs.

All new pupils and all Yr 2 pupils are screened to assess their needs. Intervention at Weston Green is as early as possible in order to deal with issues as quickly and effectively as possible.

## **Safeguarding and Child Protection**

Weston Green has designated safeguarding leads with appropriate training who are responsible for safeguarding the pupils and for dealing with any child protection issues. The Safeguarding policy and associated procedures are regularly reinforced with all staff at the school and regular training in this area is undertaken by everyone who works with children at the school.

The DSL works closely with Surrey's Education Safeguarding Team and with local social services and the SSCB (Surrey Safeguarding Children Board) as needed.

## **Other relevant policies**

- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Drug and Alcohol Policy
- Equal Opportunity
- Personal, Health and Social Education Programme (PSHE)
- Safeguarding (Child Protection) (includes E-safety)
- SEND Policy
- Sex and Relationship Education Policy (SRE)
- Spiritual, moral, social and cultural Policy
- Supervision of pupils