



NOTTING HILL & EALING  
HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

Senior School

# Pastoral Care Policy

---

2022-2023

# Contents

Pastoral Care Policy	<b>3</b>
(Senior School)	<b>3</b>
Aims	3
The pastoral structure	3
The tutor group	3
The Head of Year	4
The House	4
Senior Deputy Head Pastoral	4
Mentoring	4
School Nurse	4
Counselling	5
Coaching	5
Peer support	5
Involvement of students	5
Personal, Social, Health, Citizenship and Economic Education	5
All staff	5
Staff development/training	5
Parents	6
Monitoring and evaluating	6
Related policies	6



# Pastoral Care Policy

## (Senior School)

Effective pastoral care provides a supportive environment where girls feel valued and are listened to, where girls develop their confidence and where they are encouraged to show respect for all members of the community. It aims to ensure that all the personal and social needs of the pupils are met as far as possible so that they are able to achieve their full potential both academically and personally. It enables the development of independent, confident and responsible young women, well prepared to meet the challenges of an ever changing world.

The pastoral care of our pupils includes all that contributes to their spiritual, moral, cultural, social, psychological, and physical well-being.

## Aims

- To create within the school an atmosphere conducive to effective learning based on respect and consideration towards others, tolerance, friendliness, and the highest standards of work and behaviour.
- To nurture within our pupils' self-esteem, self-confidence, a sense of personal responsibility, and independence.
- To support our pupils in developing healthy lifestyles.
- To assist our pupils in taking responsibility for their physical well-being.
- To help pupils to build and maintain positive relationships with others.
- To ensure pupils have readily available access to staff to share concerns and seek immediate support.
- To promote and sustain responsible behaviour and attitudes.
- To support good relationships between teachers, pupils, parents, outside agencies and the wider community.
- To support all members of staff in creating an environment of care and trust.

## The pastoral structure

A well-organised management structure for pastoral care is in place in which all staff have clearly defined roles and responsibilities. Oversight of the system is the responsibility of the Deputy Head Pastoral and the Senior Leadership Team who ensure that staff are effectively supported in their pastoral roles and that all pupils have access to quality support.

## The tutor group

The form tutors play a key role in the girls' welfare and are the initial link between home and school. Each form becomes a family unit consisting of the Tutor, a Co-tutor, at least two Sixth Form helpers and two elected form captains from within the form itself. Strong peer support comes from the girls in the year and from the older girls in the Sixth Form. The tutor and co-tutor sees all members of the tutor group as agreed between them per week at registration, form times and to teach Personal, Social, Health, Citizenship and Economic Education (PSHCEE) to the tutor group. This arrangement is agreed with the Head of Year. There is a specialist team of tutors that deliver the SRE sessions. Form tutors have weekly meetings with their Head of Year to discuss issues relating to the year group as well as concerns about individuals.



## The Head of Year

The Head of Year is a key person in ensuring that each pupil's work and conduct meets the high standard we expect. The Head of Year acts as a central repository of information on pupils in the year, and liaises with staff, pupils and parents. Normally the Head of Year stays with the same group of girls for at least two years, and so becomes expert at the issues for those particular pupils. The Head of Lower School has responsibility for Years 7 and 8, as well as transition to the senior school.

The Heads of Year liaise with:

- Senior Deputy Head Pastoral about whole school issues and the welfare of the year group, on a weekly basis. She is also the Designated Safeguarding Lead, when issues of concern arise.
- Pupils
- Parents
- Form Tutors
- Subject Teachers
- Deputy Head Academic
- Outside agencies, as required.

## The House

There are four Houses, N-Nightingale, H-Hepburn, E- Eliot and S - Sharman. The House has regular inter-year sessions and House assemblies, and is the focus for much of the extra-curricular activity in the school, both sporting and cultural. Girls in Year 12 take responsibility as House Captain and Deputy House Captain, supported by reps for specific areas. The House System is co-ordinated by the Head of Houses.

## Senior Deputy Head Pastoral

One of the Deputy Heads has overall pastoral responsibility. She co-ordinates the team of Heads of Year, Form Tutors and subject staff who work closely together, so that the needs of the pupils, whether academic, social or pastoral are speedily evaluated and appropriate measures taken. She liaises closely with the school nurse and counsellors and has responsibility for Child Protection.

## Mentoring

All girls are given a staff mentor for Year 11 who will be able to support them with their academic progress as well as more general issues of well-being. All staff are expected to engage in informal academic mentoring, by advising students outside lessons (breaks, lunchtime, after school).

## School Nurse

There is a qualified nurse on duty in the Lodge from 8.15am – 4pm every day who is available to administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. There is a welfare officer from 10am-2pm to provide additional support from Monday to Thursday. Referrals can be made to the school nurse if there are medical concerns. She receives support from the school doctor as necessary. The school nurse also gives emotional support and girls may be referred to her by the pastoral team for a variety of issues.



## Counselling

The school employs highly qualified and accredited counsellors, who attend the school three or four times a week. They are able to see girls at the girl's request, or at the request of the school, or parents, if the girl is happy to go. In the case of girls below the age of 16, parental consent is sought when they join the school.

## Coaching

We have a team of staff who have received some coaching training to be able to provide additional support to individual students if needed. Their approach is proactive and works with the rationale of providing practical and positive coping strategies to empower the girls and build confidence in managing situations and feelings.

## Peer support

Every Child Matters requires young people to become involved in decisions that affect their lives. We encourage and guide pupils in taking responsibility for one another; older pupils may support younger pupils where appropriate. Peer support can reduce bullying, improve pupil confidence and the atmosphere in our school. It makes young people into better citizens because it is about caring, listening to others.

## Involvement of students

- Sixth form students take roles as Head Girl and Deputy Head Girl, Sports Captain, subject representatives, House Captain, Vice House Captain and other form representatives.
- Members of Year 12 act as Big Sisters to girls in Year 7 to help them settle into the school.
- There are other opportunities for girls to lead in different areas of school life such as the Year 9 wellbeing leads.

## Personal, Social, Health, Citizenship and Economic Education

There is a weekly programme throughout the whole seven years of a pupil's time at the school, delivered by tutors, planned and resourced by Heads of Year and the Head of PSHCEE, and co-ordinated by the Senior Deputy Head Pastoral. The Head of Careers ensures that careers education and guidance is thorough and well-targeted. There is a specialist team of tutors that deliver the SRE sessions.

## All staff

All staff build an atmosphere of care and respect with positive pupil relationships. This generates a positive climate within the school community where every individual feels valued and cared for at all times. While all teaching and non-teaching staff have a responsibility for the care and welfare of pupils, Form tutors and Heads of Year will endeavour to know the pupil's strengths, weaknesses, aspirations and needs.

## Staff development/training

Staff needs relating to Pastoral Care will be identified in the staff review or by Heads of Year. Training may comprise of:



- Timetabled meetings
- INSET training
- School based professional development
- Mentoring
- Attendance at external courses
- Training on Child Protection will take place for all staff, in a three yearly cycle.

## Parents

Home school links are very important and parental support of all school activities is highly valued. We positively encourage contact with parents concerning all aspects of their daughter's life. Successful pastoral care is a partnership between school and the home. NHEHS is committed to developing and maintaining strong links with parents. In the Senior School, form tutors and Heads of Year work closely with parents of pupils in their year group. Regular formal contact is made through reports and parents evenings. Individual issues are discussed through letter, email, google meet, telephone or individual appointments at NHEHS and other staff are informed as appropriate.

## Monitoring and evaluating

Regular team meetings are scheduled to discuss the ongoing pastoral work and its effectiveness. Additionally, we recognise the value of consulting with parents and pupils on whole school issues and appropriate opportunities will be taken to do this. The contents of the policy will be reviewed as necessary and as a minimum requirement, on an annual basis.

Last Reviewed July 2022

Next Review July 2023

