



Policy No: 21a(1)

## OUR LADY'S ABINGDON (OLA) PASTORAL CARE POLICY

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

### Document Details

Information Sharing Category	School Domain
Version	1
Date Published	September 2021
Authorised by (if required)	Head
Responsible Area	Leadership Team

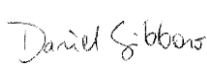


We comply with the Government guidance and regulations, currently in force, regarding COVID.

**Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

### Monitoring and Review:

Reviewed: September 2021

Next Review: September 2022

Head	DSL	Chair of Governors
Mr Daniel Gibbons	Chrissi Sharkey	Freddy El Turk
Signed: 	Signed: 	Signed: 

### 1. Introduction

OLA prides itself on its outstanding pastoral care. We believe the effectiveness of our processes is down to the fact that we adopt an approach of 'Proactive Pastoral Care' (Maria O'Neill 2021). In this approach we support and develop four pillars of pupil health by creating, embedding and nurturing a wellbeing culture. The approach is preventative in nature, equipping our pupils with skills which will develop the whole child.

Physical &  
Mental Health

Emotional  
Health

Social Health

Spiritual Health

All staff at OLA are devoted to the personal, social development, education and care of all pupils. They are responsible for their welfare and progress and they put pastoral care first because they want to deliver safe and supportive environments for pupils. Pastoral care is at the core of OLA and is central to our approach of, 'to each according to their needs'. Success is built upon our inclusive Catholic values. Through this approach, we aim to meet the diverse needs of learners, supporting them to achieve their full potential and prepare them for the future.

Our pastoral team regularly articulate what pastoral care means in the context of OLA and this is translated into care at every level of the school. Strong pastoral care is inextricably linked with teaching and learning and the structural organisation of the school - promoting students' personal and social development and fostering positive attitudes. This is done through the

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*Pastoral Care Policy: Reviewed September 2021*

quality of teaching and learning; through the nature of relationships amongst pupils, teachers; through arrangements for monitoring students' overall progress (academic and pastoral); through specific pastoral support systems; and through co-curricular activities and OLA's ethos. Research has shown that when it is done well, pastoral care can assist students to develop positive self-esteem, healthy risk taking, goal setting and negotiation, thus enhancing their strengths and other protective factors contributing to their resiliency as well as developing a sense of social cohesion that together can improve their overall health and wellbeing. Quality pastoral care focuses on the whole student and it engages all members of the school community as providers of pastoral care.

## **2. Roles and Responsibilities**

### **Governing Board**

The member of the Governing Board with responsibility for Safeguarding and SEND/SEMH monitors any ongoing pastoral issues.

### **Head and Deputy Head (DDSL)**

Liaise with Pastoral Teams to keep a clear oversight of pastoral care and its effectiveness.

### **Assistant Head (Safeguarding) and DSL**

- Handles all matters of safeguarding
- Liaises with Assistant Head (Operations) and Heads of Section to implement pastoral interventions, as necessary

### **Assistant Head (Operations and Mental Health) and DDSL**

- Liaises with the DSL to maintain and update OLA's welfare list
- Liaises with the nurse and school counsellor
- Takes the lead of mental health initiatives

### **Heads of Section**

- Ensure any interventions are taking place
- Handles everyday pupil pastoral matters
- Passes on any safeguarding information to DSL

### **SENDCo**

- Monitors the progress and wellbeing of SEND and SEMH pupils
- Assists with interventions

### **Form Tutors**

- Positively interact with pupils in their form every day
- Monitor the mood and feelings of pupils, holding 1:1 conversations where necessary

### **Teachers**

- Follow the B.A.S.I.C.S pupil and staff expectations to create a positive and pastorally supportive class environment

### **Support staff**

All staff employed at OLA have a duty to support pastoral care of all pupils. Staff should be vigilant and where a pupil looks to be in distress should alert the relevant staff and seek support where necessary.

## **3. Pastoral care in action at OLA**

At OLA we take pastoral care extremely seriously. The following activities are commonplace:

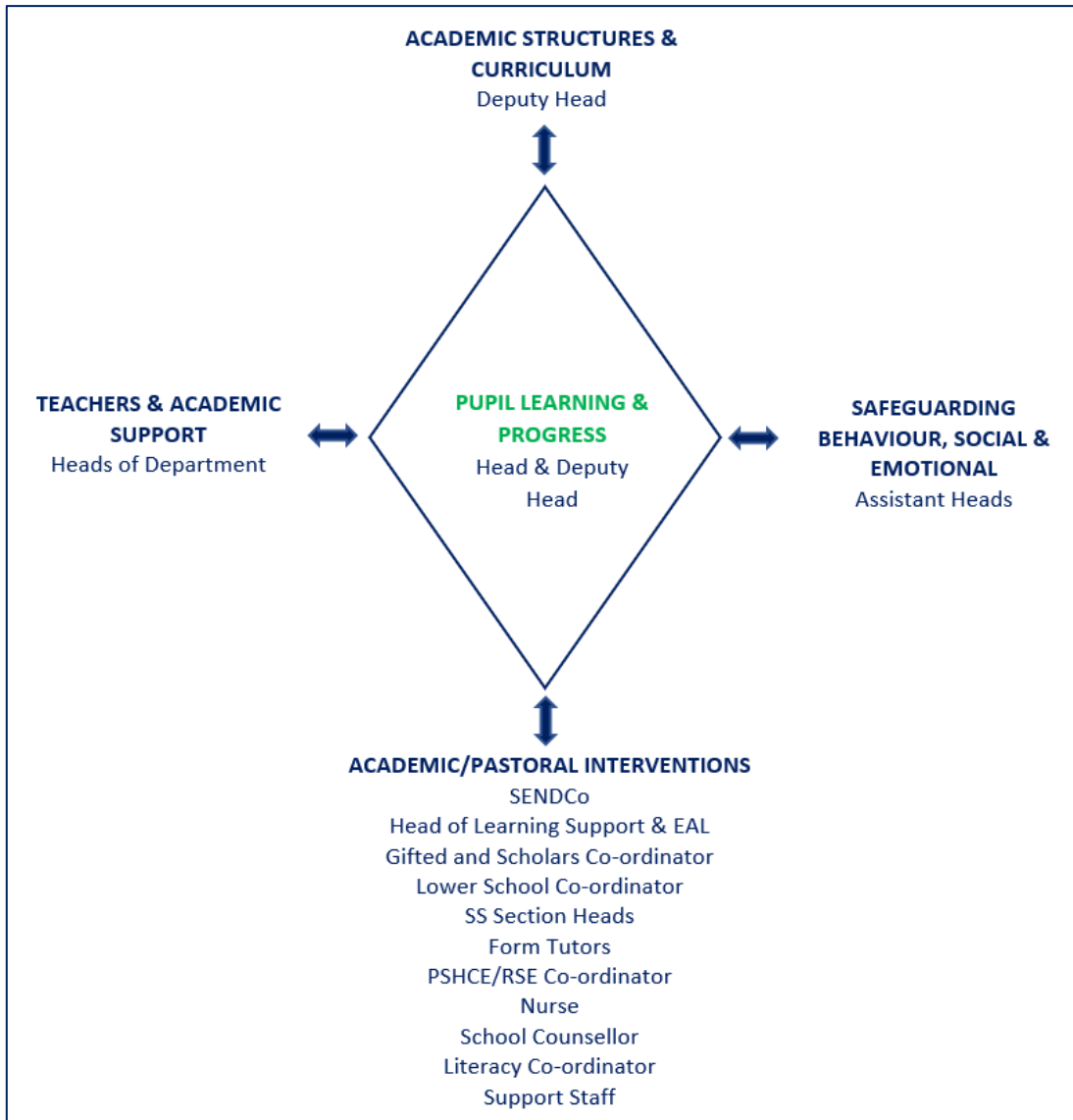
- Open-door policy in pastoral office
- Individual interventions based on pupil need
- Liaison with school counsellor and/or nurse
- Assistant Heads/SENDCo/Section Heads communicate information for pupils with particular SEND or SEMH needs
- Pupil case conference meetings, as necessary
- Weekly break time pastoral catch-up meetings for staff, run by the Heads of Section, with input from the Leadership Team where appropriate

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- Detailed Weekly Pastoral Bulletin (for all years)
- Half-termly Pastoral Teams meetings between Section Heads and Form tutors
- There is a weekly Head of Section meeting which is attended by the Assistant Heads, SENDCo, school nurse, school counsellor and PSHEE Coordinator.
- A Pastoral support room is used for pupils who need a little space in their day

OLA has a coordinated approach to pastoral care and care is provided in a number of ways depending on the pupil needs:



#### 4. Maintaining and reporting wellbeing

All pupils have access to classcharts and can record their mood/feelings through the wellbeing tracker. If a child puts in a low score, this triggers staff involvement at OLA and contact is made with the pupil to check that they are ok. The lower the score, the more senior the staff member that is involved. This tracker was vital during COVID-19 lockdowns as it enabled OLA to maintain a level of pastoral support for pupils. Staff were able to track engagement in Teams lessons also, when remote learning took place.

#### 5. Communicating with parents

Any pastoral concerns are first raised with the pupil’s form tutor, who may be well placed to deal with the issue. If further support is required, the Head of Section or Assistant Heads may become involved. If the Assistant Heads are not available, the SENDCo or the Deputy Head can deal with the issue.

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