



THE GODOLPHIN SCHOOL

PASTORAL CARE AND SUPERVISION POLICY (including EYFS)

Last reviewed: September 2019
Next review: September 2020

Reviewed by: Head of Prep, Early Years Co-Ordinator

Refer also to: Anti-Bullying Policy
Behaviour Policy
Teaching, Learning and the Curriculum
Relationship and Sex Education Policy



GODOLPHIN PREP

PASTORAL CARE AND SUPERVISION POLICY (including EYFS)

Pastoral Care Policy

It is the aim of Godolphin Prep to provide a disciplined, caring and happy environment where effective learning can take place. In the school it is also our aim that through its environment each person both child and adult, associated with the school can feel safe and secure.

What this means for Pupils:

For pupils this means encouraging them:

- To set and achieve personal, social, moral, physical and academic goals
- To gain maximum benefit from their time in school
- To develop independence of mind and to take responsibility for their own actions.
- To develop self-discipline and self-respect.
- To develop an understanding of themselves as individuals recognising their strengths and limitations, their personal qualities their attitudes and values.
- To develop a respect for the opinions and rights of others and show tolerance towards them.
- To develop an understanding of the world in which we live.
- To foster relationships where they feel happy and secure.

What this means for Teachers:

For teachers this means:

- Developing whole school policies which establish principles for action throughout the school.
- Promoting a caring environment where pupil's learning is developed within the context of their individual needs and abilities.
- Being aware of the children's individual "backgrounds and experiences" and individual "needs and aspirations".
- Fostering relationships where children feel happy and secure and can come to the class teacher for any reason.

What this means for other adults in the School

For other adults associated within the school this means:

- Understanding and having an empathy with, the general ethos of the school.
- Being partners with teachers in providing a caring approach.
- Helping the pupils to achieve their personal goals.
- Developing a team approach where each member has a particular role to play.
- Being aware of the children's individual "backgrounds and experiences" and individual "needs and aspirations".



The School as a Community

The school as a community should be seen as an extended family where everyone works for the common good.

- Teachers will share duties as part of a mutually supportive team.
- Parents will be made welcome in the school and encouraged to feel that their role is important and appreciated.
- Parents will be encouraged to show their support in a variety of ways e.g. sports matches, Friday Assemblies, Carol Service and Speech Day.

Communication

The class teacher/tutor should endeavour to have a detailed knowledge of the needs, aspirations, interests and academic progress of each pupil in the class. With this knowledge, and a good working relationship with parents the school can support the learning and development of each pupil.

Communication between home and school takes place in the following ways:

- Informal conversations at the start and end of the day with class teacher/tutor.
- Formal conversations which are recorded by the teacher and on the Care List.
- The homework diary and the reading record book are used for communication between home and school on a daily basis.
- The school secretary emails relevant information to class teachers during the day.
- Weekly newsletter from the Head - the Red Pinny.
- End of term/beginning of term letters to parents e.g. on staff changes/forthcoming events.
- Workshops for parents
- Weekly information for Pre-Prep parents about work covered and forthcoming events
- Further updates for EYFS parents and information about their daughter's experiences in school sent via Tapestry.

Roles and Responsibilities

The class teacher/tutor is responsible for getting to know pupils in his/her care, building relationships and developing a trusting environment for all pupils.

- Tutor periods are timetabled to enable general discussions about school life, routines, concerns and any friendship issues.
- The Care List is used to record incidents and concerns from staff and parents. Copies of letters and notes in Homework Diaries should be kept in the girl's file. If parents are invited in to school to discuss matters any discussion action points will be recorded on the Care List. Tutors should cross-reference notes on the Care List to include all girls involved.
- Teachers may bring issues to the attention of all staff at the weekly staff meeting under agenda item Girls/Pastoral Matters.



School Chaplain

The School Chaplain is a well-known figure around the school and leads assemblies and religious festivals. She also acts as a listening ear for pupils with personal or family problems and bereavement.

School Nurse

Health Education – Implicit in the pastoral dimension is a programme throughout the school for Health Education and Healthy Eating.

The school has a Health Centre with a trained nurse. Her role includes liaising with families of pupils with allergies and medical problems along with administering medication. She also makes herself available to chat with individual girls as required. We also have a School Counsellor and she sees Prep girls and parents by appointment.

Pupils

The development of good inter-personal relationships is vital to ensure mutual respect, positive attitudes and happiness and security for pupils.

- Pupils will be encouraged in the classroom situation to assist one another, care for one another and develop the skill of listening, thereby promoting in them tolerance and respect for others.
- Pupils will be encouraged to behave responsibly, to participate in the School community and to take responsibility for new and younger girls. Girls will act as “Buddies” to new girls helping them settle in to school life.
- Year 6 girls will be given additional responsibility as Prefects.
- Food Council and School Council provide an opportunity for the “pupil voice.”
- Selection of a school charity and ideas for fund raising are the responsibility of the girls.
- Pupils will be encouraged to show good manners and care of others at all times and rewards are given in the form of house points and / or in the weekly individual award for community spirit.

Training

Opportunities will be provided for the PSHE co-ordinator to undergo appropriate training. In addition, all staff will be trained on a regular basis in the areas of Pastoral Care and Safeguarding Children.

Evaluation

The school will carry out at regular intervals an evaluation of the pastoral dimension to determine ways of improving the quality of provision for the benefit of all pupils and teachers.



APPENDIX A

LUNCHTIME PROCEDURES

Lunchtime is a focal point of the school day; the food is extremely good and a wide choice is always on offer. In addition to providing the girls with a nourishing and satisfying lunch, it is the school's responsibility to teach the girls the accompanying social skills. Good manners and table etiquette are therefore to be encouraged at all times.

Early Years Foundation Stage

Girls in the Nursery and Reception classes tidy up for lunch at 11.40am. They go to the toilet, wash their hands and put on appropriate outdoor clothing. They walk up to South Dining Room with the Foundation Stage staff, where designated lunchtime supervisors will be waiting. They are seated, on booster chairs if necessary. Teaching staff help them make sensible choices for lunch and the meals are served family style by the staff at the table. When their first course is completed they are offered dessert. Teaching staff sit alongside the girls encouraging good table manners and social interaction. At the end of lunch, they leave the table and put on their coats, assisted by the Foundation Stage staff. They return to school, accompanied by designated lunchtime supervisors.

If the weather is dry they play in their own play area. If wet, they play in the Foundation Stage classrooms. In the case of an accident, a member of the teaching staff will provide basic first aid.

Afternoon registration is at 12.55pm.

Years 1 and 2 (Key Stage 1)

The girls tidy up for lunch at 11.45am when they go to wash their hands, then proceed to the South Dining Room wearing suitable outdoor clothing and with the appropriate teachers. The designated lunchtime supervisor will be awaiting their arrival in the dining room, where she will have set the tables in readiness. Teaching staff advise girls about the menu and their choices. Teachers eat their lunch alongside the girls, prompting good table manners.

Years 3 to 6 (Key Stage 2)

Lessons end at 11.50am; girls are encouraged to pack up promptly, wash their hands, put on outdoor clothing ready to leave the building promptly. The girls line up in the hall to await the members of staff who will then accompany them to the dining room of South Kitchen. The teachers on duty escort the girls to the dining room. Each year group has allocated tables with a teacher at the head of the table. Duty teachers oversee the girls in their care, ensuring that they have a well-balanced meal. Girls may choose bread to accompany salad. A choice of 1 dessert is made. Girls are encouraged to have seconds rather than extra desserts or bread. Good table manners should be practised, with teachers offering guidance where necessary. Lunch is a social occasion but a high standard of behaviour should be the norm.

At 12.25pm the lunchtime supervisors escort the girls to the courts/field or back to school.

If wet, girls will play in the Prep School Hall.



First Aid/Accident Procedure (EYFS)

During the lunchtime break the supervisors deal with minor First Aid. Injuries are recorded in the EYFS First Aid Book which is kept in the Nursery. A paediatric First Aider is always present when Nursery and Reception children are in school.

First Aid/Accident Procedure (Years 1 to 6)

During the lunchtime break the Lunchtime Supervisors deal with minor first aid and carry a mobile first aid kit and a radio for contact purposes. Injuries are reported in the first aid book kept in the school office. Any serious injuries are referred to the Health Centre on site.

Behaviour or pastoral issues are reported to the class teacher at the end of the lunchtime session.



APPENDIX B

PLAYGROUND DUTIES

• **It is the responsibility of the member of staff on duty to:**

Dismiss their class promptly for break time.

Be in the playground promptly.

Girls should not be allowed into the playground until the member of staff is present.

All hot drinks taken outside should be in a thermos beaker with a lid.

The setting up of break snacks/drinks is the duty of the ancillary staff and Year 6 girls will help.

• **Whilst in the playground the teacher on duty should:**

Move around the playground monitoring behaviour and activities.

Stand where she can see all girls in the playground.

Be visible to the girls.

Not get involved in games and activities e.g. turning the skipping rope.

Allow girls into the school to use the toilets but there should be very few other reasons for doing so.

Discourage girls from going into school during breaks.

Ring the bell at 10.15am for end of morning break and 2.55pm for afternoon break.

Ask girls to line up, facing the school, once the bell has rung.

Ensure girls are quiet in their lines.

Send girls in a class at a time.

The duty teacher's class should always be last, so that girls do not arrive in class before their teacher.

• **In case of accident the teacher on duty should;**

Check the girl over for initial assessment of injuries.

Send the girls in to school for first aid accompanied by ancillary staff during the morning break and with an older child or sibling during the afternoon break.

Summon help from the staff room either by sending a girl or knocking on the window, should an emergency occur.

Report the details of any accident to the first aider so that it can be accurately recorded in the First Aid Book.

