

**GODOLPHIN PREP****PASTORAL CARE AND SUPERVISION POLICY  
(including EYFS)**

Last reviewed: September 2022

Next review: September 2023

Reviewed by: Head of Prep, EYFS/Pre-Prep teacher

Refer also to: Anti-Bullying Policy  
Behaviour Policy  
Teaching, Learning Policy and the Curriculum Policy  
Relationships 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 happy and caring environment where effective learning can take place. It is also our aim that through its environment pupils and staff feel safe and secure.

**What this means for Pupils:**

For pupils this means encouraging them:

- To be kind
- 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 and kind 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 any 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 and kind 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, Art Exhibition 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.
- Online meetings with parents
- 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 Prep - the Red Pinny.
- End of term/beginning of term letters to parents e.g. on staff changes/forthcoming events.
- Workshops for parents
- Further updates for EYFS parents and information about their daughter's experiences in school

### **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 time and PSHE lessons 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/Safeguarding.

### **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 School Counsellors and they see 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 be kind and 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.
- School Council provides 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**

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**

**In the current circumstances, arrangements for lunch differ.**

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.

Pre-Prep

Girls in Pre-Prep tidy up for lunch at 11.45am. They go to the toilet, wash their hands and put on appropriate outdoor clothing. They walk up to South Dining Room with their teachers to meet the lunchtime supervisors. 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 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 Pre-Prep classroom. In the case of an accident, a member of the teaching staff will provide basic first aid. A paediatric First Aider is always available.

Afternoon registration is at 12.55pm.

Years 3 to 6

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. Tutors/teachers oversee the girls in their care, ensuring that they have a well-balanced meal. A choice of 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 is expected. At 12.25pm the lunchtime supervisors escort the girls to the courts/field or back to school.

The girls play in the Prep playground or pitches. They have access to their toy cupboard in the playground.

If wet, girls will play in their classrooms –they have a wet play toy box.

First Aid/Accident Procedure (EYFS/Pre-Prep)

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 Pre-Prep classroom. A paediatric First Aider is always present when EYFS children are in school.

First Aid/Accident Procedure (Years 3 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 organised by the Prep Housekeeper.

- **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.