



**KEY SKILLS TRAINING**

# **Pastoral Care Policy**

Pastoral Care Team  
Updated: February 2019  
Ratified by Management team: March 2019

## **This pastoral care policy was created in accordance with the Mission Statement of Key Skills Training**

***Key Skills Training is dedicated to the pursuit of excellence in a caring environment of mutual respect so as to foster the full potential of its students and staff. In partnership with Parents and Social Services we strive to create a desire for life-long learning, respect for the individual, an awareness of the needs of the disadvantaged, concern for the environment and an appreciation of our own unique culture.***

It reflects the educational philosophy of our Head of Education and Director and further reflects the 'mutual respect' aspect of the mission statement.

This policy should be read in conjunction with all other school policies- Child Protection, Substance Use, Guidance, Anti – Bullying, Code of Behaviour, Critical Incident, Admissions Policy, Internet Usage, Learning Support Policy, RSE and PSHE policies.

### **1. Rationale**

Pastoral Care is a core dimension of the life at Key Skills Training. It is defined as the system of roles, resources, structures, policies, programmes and processes employed to support the development of young adults. Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values. This policy sets a formal structure for pastoral care, setting out clear and defined roles and expectations to ensure that every member of our organisation has access to relevant pastoral structures and procedures.

### **2. Pastoral Goals**

1. To provide a safe, caring and supportive environment for students.
2. To care for and support each member of Key Skills Training.

Priority is given to the nurturing of teaching and learning relationships.

### **3. Aims of a Pastoral Care Structure**

- To clarify roles, responsibilities, tasks and procedures.
- To create links between all areas of the Pastoral Care Programme.
- To promote an environment which meet the needs of each student.
- To acknowledge and support each person's role in the organisation.
- To nurture teaching and learning relationships.
- To recognise talents and abilities.
- To monitor progress at every level for the student.

- To act as an early warning system for the early detection of “at risk” students.
- To help the young person to make their own decisions through greater self-awareness and independence.
- To promote clear values that animates our organisation.
- To support an engaging curriculum, through related policies.
- To involve all partners in the life of Key Skills Training.

#### **4. Pastoral Care Personnel**

We take a collaborative approach to Pastoral Care in Key Skills Training and therefore, each staff member has a role to play in its implementation. However, there are a number of personnel who have a specific role to play. These include:

Board of Management  
 Head of Education  
 Department Heads  
 Tutors  
 Critical Incident Team  
 Counsellor  
 PSHE Coordinator  
 SENCo  
 Subject Teachers  
 Care Team

#### **5. Roles and Responsibilities:**

##### **Board of Management**

The Board of Management supports the principles of inclusivity and equality of access. The Board will have overall responsibility for the development and monitoring of policy. The Board will ensure in so far as it’s practicable and in keeping with the Dept. of Education and Science allocation that adequate resources are allocated for the provision of Pastoral Care.

##### **Head of Education**

The Head of Education will work with the Board of Management, Staff and students in the development of the policy and ensuring that the proper structures and resources are put in place for its effective operation. The Head of Education will oversee the implementation of the policy, provide from available resources the necessary structures to implement the policy, contact and liaise with parents and with outside agencies as necessary and will remain available to meet students, staff and parents in a supportive environment. In their role as Designated Liaison Person the Head of Education will contact relevant agencies in accordance with Child Protection Procedures.

##### **The Department Heads**

Each Department will have one assigned Head which, where possible, will remain with the group during their time in Key Skills Training. The Heads will

have the responsibility for the pastoral, educational and disciplinary care of the year group. They will meet the group on a regular basis and keep them apprised on Key Skills Training policies. The Heads will attend all relevant meetings of the Year Group and will have access to information on students in that year. The Head will have a caring interest in each student of that year and will be aware in so far as is possible of the reality of the students' lives. Where necessary, they will intervene to help students who are encountering difficulty with particular areas of school policy and provide necessary supports for the students. This may involve liaising with parents/guardians and other members of the Care Team.

### **Tutor**

The tutor, through meeting students on a regular basis, will identify any challenging areas for the students in their group and liaise with heads, management and other members of the care team, as necessary. The tutor will support the work of the Heads and teachers in supervising, overseeing and monitoring student work and attendance and will encourage group activities. Where possible, the tutor will also be timetabled to teach PSHE to their group, thus enhancing the relationship between the tutor and student and promoting openness and trust.

### **Critical Incident Team**

Key Skills Training Ltd has developed a Critical Incident Management Plan to cope more effectively in the aftermath of an incident. This enables the Key Skills Training community to reach quickly and effectively and to maintain a sense of control. The organisation is proactive in creating a coping, supportive and caring ethos in the organisation.

***'A critical incident is any incident or sequence of events which overwhelms the normal coping mechanisms of the school and disrupts the running of the school.'***

### **Counsellor**

The Counsellor provides for the needs of the students under 3 integrated areas: personal/social guidance and counselling, educational and career guidance. The Counsellor is available to meet students in class groups and for individual consultation with students and/or parents on matters related to career advice and possible personal difficulties. She liaises with the Head of Education and Management team and other staff members and members of the Pastoral Care team as necessary, in providing this support and guidance.

### **P.S.H.E Coordinator**

"Social, Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships" (SPHE support service). It is the role of the S.P.H.E Coordinator to ensure that all students receive this curriculum in a supportive, non-judgemental and atmosphere. The S.P.H.E Coordinator will organise workshops, guest speakers, activities and any events which will support the implementation of this programme.

## **SENCo**

The Learning Support Coordinator will be responsible and accountable for developing and coordinating a system of learning supports that enables all students to have an equal opportunity for success at school and to manage their respective curricula. This may be done by addressing barriers to learning, enhancing engagement, student advocacy, and reengaging disconnected students. She will liaise with class teachers and others in support of the development of the student. The role includes liaising and communicating with management, class teachers, support staff, parents and outside agencies. Special Needs Assistants assist in the care of pupils with disabilities or Special Educational Needs in an educational context. The SENCo liaises with all members of the Pastoral Care team in supporting the development of the student(s) in their care.

## **Subject Teachers**

The Subject Teachers will have regular contact with the class and will deal with simple issues as they arise. They will normally be the first to be approached by pupils. Relevant information and issues that require further attention will be passed to any member of the Care Team, depending upon the nature of the concern. The teacher will create a positive learning environment in the classroom which encompasses the development of the whole person.

## **6. The Care Team**

The Care Team is a visible representation of the organisations understanding and valuing of each student as an individual. Students who experience severe difficulties in life will find it difficult to have cognitive space for learning. Therefore, the rationale of the care team is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning. Members of the care team work hard to identify and assist students who may be in need of extra support. Care Team meetings are held weekly. They meet on both a formal basis, weekly and informally as issues arise. Each case is treated confidentially on an individual basis, depending on the needs of the student. The core Care Team is made up of staff that have direct involvement in the care issues of students:

- Head of Education
- Guidance Counsellor
- Department Heads
- SENCo

## **Aims**

1. To share information in a confidential setting
2. To coordinate a single transparent response to the care needs of a student
3. To be action focussed.
4. To review and monitor the students with care needs

### **Care Team Issues**

- o Attendance and Retention
- o Behaviour
- o Academic Achievement
- o Pastoral Care
- o Supports
- o Health and Welfare
- o Family Issues
- o Mental Health
- o Child Protection
- o Critical Incident supports
- o Staff Support / Development

### **Confidentiality**

An essential element of the Care Team is maintaining clarity around the boundaries of confidentiality. It is essential for all members of the team, as well as all staff and students, to understand the concept of confidentiality in regard to child protection guidelines.

### **Communication**

Clear communication is essential. Any member of staff can refer a student to any member of the Care Team, however, it is important that there is an understanding that a person who refers a student does not need to know the details of what has been discussed in relation to the student, but they need to be assured that the student is being cared for.

### **Essential Elements of the Care Team**

1. Child centred/ advocate for the student
2. Professionalism and Confidentiality
3. Non-judgmental
4. Solution focused as opposed to problem focused.
5. Supported by staff, and management
6. Optimistic and hopeful
7. Effective use of time and resources
8. Information sharing with wider staff
9. Accountable through record keeping

### **Evaluation**

The team need to be reminded that they need to take care of themselves as well as the students. Reflection and evaluation are necessary. Evaluation will take place for this purpose at the end of each academic year.

## **7. Structures which Support the Pastoral Care System**

### **Wellbeing programme**

The Pastoral Care system of Key Skills Training will be complimented and supported by the Wellbeing programme which will be implemented in the school from September 2018.

## **Code of Behaviour**

The Code of Behaviour is in place to facilitate learning and teaching in a positive, safe and secure atmosphere. The Code has been developed in partnership with the staff, students, parents and management. Refer to Code of Behaviour

## **Recognition of Positive Behaviour – Awards Ceremony**

At Key Skills Training, we acknowledge the value of recognising positive behaviour in motivating and encouraging our students. Every member of staff may give a student a comment in the weekly progress report to recognise good organisation, participation, performance, effort in school activities etc. Due to the small size of the organisation and the challenging nature of the students we further do a student of the week and adhoc certificates where specific effort is identified.

An Awards Ceremony is organised by at the end of each academic year to award students in the following areas:

- Student of the Year
- Contribution to the organisation
- Subject based
- Maturity

## **Induction Programme**

A comprehensive induction programme is in operation for:

- Year 10 and 11 students
- Parents, social teams and carers
- Post 16 students
- SEND students
- Apprentices
- New Staff

Responsible personnel:

<b>Group</b>	<b>Staff member responsible</b>
Year' 10 and 11 students	Head of Education, GCSE team, councillor
Parents, social teams and carers	Director, Head of Education, tutors
Post 16 students	Head of Education, vocational tutors, FS tutors
SEND students	SENCo/ Head of Education, FS teams, councillor
Apprentice's	Apprenticeship team, Beauty, Hospitality and Catering and Maintenance/plumbing Head of Education
New staff	Head of Education, Tutor leads

**8. Pastoral Care Self Evaluation:**

**Review and Evaluation:**

This policy will be evaluated at the end of each academic year and will be reviewed if necessary.

**Performance Criteria:**

The Pastoral Care Programmes are being implemented effectively.  
The Pastoral Care procedures are effective.  
The Aims of the policy are being met.

**This policy was ratified by the Board of Management of Key Skills Training at a meeting held on 10<sup>th</sup> March 2018**

Signed: .....  
Head of Education

Date: .....