



WETHERBY SCHOOL
— KENSINGTON —

Pastoral Care Policy

Policy reviewed by and personal responsible: Michelle Moyles

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Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School Kensington; 'parents' refers to parents, guardians and carers.

This policy applies to all children in the school, including those in the EYFS.



Wetherby School Kensington

Pastoral Care Policy

Introduction

At Wetherby School Kensington we believe that pastoral care is central to each boy's success from both academic and pastoral perspectives. The quality of pastoral care has a huge impact on a boy's academic, vocational, social, emotional and behavioural development. The importance placed on the pastoral care of our boys is reflected by and embedded within our school's mission statement and aims.

We believe that all boys should be happy, well-rounded and confident learners who are respectful, thoughtful and motivated Wetherby Ambassadors. We also believe that the qualities of integrity, kindness and good manners are at the heart of what we do. The aim of our school is to create an atmosphere of care both in and out of school; this is for all users of the school, including children, parents, staff and the community.

This policy applies to all boys in the school including those in the EYFS.

Our Pastoral Aims

- To enable each boy to fulfil their own potential both academically and socially
- To create a caring environment where pupils are valued for who they are, not just for what they can do
- To ensure every boy develops a growth mindset to help him see mistakes as a tool for learning and realise the importance of trying his best
- To ensure that each boy has access to personal and academic guidance and support where necessary
- To promote in boys the self-awareness, self-confidence and resilience that they need to face challenges, both academic and personal, that are placed on them
- To develop boy's self-esteem through the creation of a happy, secure and settled environment
- To provide opportunities for and encourage pupils to exercise individual and social responsibility
- To develop important life skills that promote positive mental health and social welfare, emotional literacy, critical and moral reasoning, self-esteem, self-awareness, communication skills, relationship skills and assertiveness
- To establish and maintain an appropriate relationship with every parent, so that together we can help to prepare the boys for the opportunities, responsibilities and experiences of adult life
- To enable our boys to understand and gain experiences that help them to lead healthy lives, know how to keep themselves safe, enjoy and achieve in their lives, understand the principles of achieving economic well-being and make a positive contribution
- To ensure all pastoral care systems are in place, are monitored and followed up by the Assistant Head (Pastoral) and fed back to the Deputy Head (Pastoral).
- Through our behaviour and policy, develop behaviour that stresses courtesy, tolerance, acceptance, co-operation, respect and care. Boys will be encouraged to

manage their own behaviour and use behaviours that will lead to a happy and safe school and be rewarded for showing these behaviours

- To encourage pupils to take responsibility for their own actions and realise that actions have consequences. To draw an awareness to zones of regulation in direct correlation to behaviour and alter choices as a result
- To ensure all staff are aware of the procedures for Child Protection (Safeguarding)
- To maintain the school's Child Protection (Safeguarding) Policy and ensure all members of staff are conversant with it
- To keep records of all reported incidents and meetings with external agencies that involve the welfare of our boys

The Impact of Pastoral Care

There are a number of positive outcomes to excellent pastoral care:

1. Improving the quality of pastoral care is an important factor in helping to prevent problems both personal and academic from arising
2. Good quality pastoral care will mean that our boys are better prepared to deal with challenges, both academic and personal, that are placed on them
3. Effective pastoral care helps to ensure good mental health practices for pupils and staff.
4. Excellent pastoral care will raise the standards of behaviour in our school. Research clearly suggests that pupils with high self-esteem on average behave better than those with a low self-image. Excellent pastoral care defuses rather than escalates situations and leads to enhanced relationships between staff and boys
5. Improving pastoral care in a school will lead to higher academic performance. There is no question that pupils with a growth mindset and high self-esteem who are essentially content and well-motivated will work better
6. Improving and developing our pastoral care within the school will have a significant impact on staff morale as staff work together as a team with a common purpose

Our Understanding of Pastoral Care

Pastoral Intervention - Individual work/group work with pupils who require support of an academic, social, emotional or behavioural nature

Pastoral Curriculum - This includes both the 'hidden curriculum' that is the ethos of the school, being a Wetherby Ambassador, the day to day relationships between staff and pupils, the House system, the Golden Rules, class rules, school trips, involvement of outside agencies such as the police and fire brigade, links with the local community, charity days, behaviour management systems the value system of a school, the opportunities for moral, spiritual, social and cultural development as well as the more formal and overt pastoral curriculum, which would include, though not be limited to, the learning for life lessons, form time and the pastoral care that is given by class and specialist teachers.

Pastoral Management - The behaviour and discipline system in the school includes the giving of sanctions, but is a much wider concept than that, and receiving rewards. Good discipline which is consistent, which affirms the pupils' value, which builds rather than crushes, which encourages individuality rather than conformity, but all within an orderly environment, is an essential ingredient of effective pastoral care.

Responsibility for Pastoral Care

It cannot be over-stressed that the pastoral care of all our boys is the responsibility of the whole community. The way we treat, talk to, interact with and indeed teach pupils will all contribute to the quality of our pastoral care. At Wetherby School Kensington the pastoral and academic oversight of every pupil is primarily the responsibility of each boy's class teacher. All issues regarding a particular boy should, in the first instance, be directed through their class teacher. The Head and Deputy Head (Pastoral) have overall responsibility for the pastoral side of the school and need to be aware of any pastoral issues relating to individual boys. The Assistant Head or Head of Upper and/or Lower School may be required to undertake tasks and action as directed. Together, they are responsible for the behaviour and welfare of all boys in the school and the overall administration and oversight of the pastoral system. It may be necessary for class teachers, Heads of School, Head of Learning Support, Assistant Head, Deputy Head (Pastoral) and the Head to meet to discuss certain boys.

Pastoral Care Systems for Discussing/Reporting/Recording Pastoral Concerns

It is essential that accurate records are kept where there are concerns about the welfare of a child. At Wetherby School Kensington My Concern software is used to record all concerns of a safeguarding or pastoral nature.

My Concern - Here any concerns about a child can be recorded, even where there is no need to refer the matter immediately. A concern can be written up and read by any member of staff. Members of the Senior Leadership Team will receive an email alert to notify them of the concern, along with relevant members of staff. It is the responsibility of the Head and the Deputy Head (Pastoral) to ensure concerns are followed up, where necessary.

My Concern is also used to document any conversations with parents, either of an academic or pastoral nature.

Pastoral Referral Form - if a class teacher feels that a boy would benefit from further pastoral support outside the classroom, they must complete a pink Pastoral Referral form and return it to the Deputy Head (Pastoral). Following a discussion between the Deputy Head (Pastoral), class teacher and any other relevant members of staff, an action will be agreed upon. This might involve 1:1 or group sessions to build personal and interpersonal skills. These are run by the Deputy Head (Pastoral). In some cases, a referral to an external agency may be beneficial to a boy. This will be following a discussion with a boy's parents.

Special Educational Needs – Sometimes a special educational need may also have a link with a pastoral concern. A yellow concern form must be completed and emailed to the Head of Learning Support. She will then discuss this with the relevant staff members at a suitable time.

Please refer to the SEND Policy for further information.

Monthly Progress and Wellbeing Meetings - Monthly meetings will take place before each half term. In these meetings the class teacher will discuss each boy in their class with the Head, Deputy Head (Pastoral) and Head of Learning Support. The boys' academic progress, general well-being will be discussed along with any pastoral concerns and academic concerns. Targets will also be recorded. Each class will have their own record for this which can be found in the staff shared area in monthly meetings, pupil progress notes and communication folder.

Please refer to the Report Writing Policy for further information.

Parents' Evening - Staff prepare their notes for the evening on Parent Evening. These are submitted to the Headmistress in the week prior to parents' evening. Monthly meetings will have been held prior to these being completed and any pastoral concerns may be discussed during parents' evening. Generally any pastoral concerns are discussed as soon as possible with parents. We do not wait until parents' evening to do this.

Other Pastoral Systems

Wetherby Ambassadors

Being a Wetherby Ambassador is the boys' most important task; boys are proud to wear the Wetherby uniform and proud to be an Ambassador for their school. Trust, respect, honesty and a hardworking attitude are intrinsic in all that we teach. Being a Wetherby Ambassador is part of everyday school life at Wetherby School Kensington.

To be a Wetherby Ambassador the boys:

- Remember their manners
- Speak correctly and at the right time
- Wear their uniform correctly
- Listen to their teachers and parents/carers
- Behave appropriately
- Respect people and property

Each week in assembly one boy from each year group will be celebrated and given an award for being a Wetherby Ambassador.

The Wetherby Bear

The Wetherby Bear will spend the week with the class that has gathered the most house points during that week. Staff will accumulate the 'Golden Moments' and 'Consequences' for individuals and groups and this will be reviewed during the Thursday staff meeting to determine the winning class. The bear will be awarded during Friday's assembly. In addition, the Wetherby Bear will wear a scarf in the colour of the house with the highest number of house stars that week.

Houses

At Wetherby School Kensington each boy will be grouped into a House. There are four Houses: Regent House (green), Hyde House (yellow), Richmond House (blue) and Holland House (red). Boys will know their House before they start school and any new

pupils that arrive during the academic year will be allocated to a House. Each boy has the opportunity to contribute to the success of their House through active participation in numerous House activities and through their own achievements.

Golden Moments can be awarded individually or by House and can be given for: academic achievement and effort in learning; service to Wetherby School Kensington and others; good manners and behaviour. Please refer to the Houses Policy for more information.

Pupil Parliament (*Updated from School Council*)

The Pupil Parliament is a structured forum for active and constructive pupil input into the daily life of the school. It replaces the previous School Council model and offers broader opportunities for leadership, collaboration, and representation.

The Pupil Parliament includes elected Members of Parliament (MPs) from Reception to Year 2 and two leadership roles – Prime Minister and Deputy Prime Minister – held by pupils in Year 3. MPs represent key areas such as Education, Health & Wellbeing, The Creative Arts, and Sports. They meet regularly with staff to discuss ideas, share feedback, and contribute to school initiatives.

Each class has a voice through their MP, and pupil suggestions are gathered and shared during meetings. Where possible, pupil-led ideas are actioned, ensuring that children's contributions shape and enhance school life. For further details, please refer to the Pupil Parliament Policy.

Other Roles of Responsibility

There are many other opportunities for boys to have a position of responsibility. These positions vary between year groups and include snack monitors, librarians, table captains and peg monitors. For further details, please refer to the Roles and Responsibilities Policy.

Celebrations of Achievement

Each week, outstanding examples of academic progress, effort, behaviour, and organisation are recognised during our Celebration Assembly across all subjects and areas of school life. One or more boys from each class may be celebrated for demonstrating excellence, significant improvement, or making positive contributions to the school community. Celebrations may also reflect learning behaviours linked to the Habits of Mind and pupils' use of the Zones of Regulation to show self-awareness and emotional control. These assemblies highlight the values we promote at Wetherby and give pupils the opportunity to feel proud of their growth, good choices, and achievements.

Headteacher's Awards

Headteacher's Awards are given out in assembly. Two boys from each class are nominated by their class teacher. The Headteacher's Awards are given to a boy for

anything that their teacher feels they have done well during the week. This could be for good work or progress in any subject area, following the Golden Rules or demonstrating the qualities of a Wetherby Ambassador.

Other Certificates

In some areas, certificates celebrating achievement will be awarded although this is left up to individual staff to adopt. Certificates of achievement are awarded for swimming and other sporting areas where appropriate. Art, Music and Drama actively encourage pupils to practise good behaviour and achieve excellence through exhibiting work and performance. Certificates are awarded in school assemblies.

Education for Social Responsibility (ESR)

Wetherby School Kensington is committed to Education for Social Responsibility (ESR). ESR works closely in conjunction with the five strands of the Every Child Matters agenda. The 21st century presents our rising generation with an array of amazing opportunities but also complex technological, social, economic and environmental challenges. The pupils in our school will play an important part in the development and sustainability of our world now and in the future. With that comes a responsibility for us to prepare them with a comprehensive understanding of these challenges and to equip them with the skills, creativity and determination to be the change makers who help the economy within the ecological limits of a finite planet. At Wetherby School Kensington the pupils have an understanding and an appreciation of interrelated social, economic and environmental issues across the range of curriculum subjects across all age groups.

Spiritual, Moral, Social and Cultural Education

We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society. We are committed to the SMSC development of all students at Wetherby School Kensington.

Fundamental British Values

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Government set out its definition of British values in the 2015 Prevent Strategy (revised 2021). At Wetherby School these values are reinforced regularly across all areas of the curriculum and the day-to-day life of the school. Please refer to the Fundamental British Values Policy.

Please refer to the school's attendance policy for further information.

This policy will be reviewed annually