



PASTORAL CARE POLICY

Introduction

At QEGS Junior School it is our aim to make every boy feel confident, secure, valued and supported. Boys are encouraged to become independent, self-controlled learners developing a sense of achievement through their efforts. The rapport and relationships that the boys establish with adults and other boys are central to the experience at the school, as they are taught to behave in a thoughtful and caring way. Through ethos, role models, the Circle Time Programme and the positive reinforcement of the School Principles the boys understand the part they play in the school community. As a school we are committed to developing the whole boy, as they develop interpersonal abilities alongside their academic skills.

The Pastoral Team

The Form Teacher is responsible for the pastoral care and well being of their form. As the boys progress through the school they receive more specialist tuition and they move away from the time away from their Form Tutor. There is therefore a rigorous system of communication to ensure that the Deputy Headmaster, is informed of any important information about a boy and when intervention may be necessary. The Form Tutors meet regularly with the Deputy Headmaster, to discuss pastoral matters. The Form Tutor is the first point of contact for the parents regarding school matters.

The School Principles

1. We treat others as we would have them treat us.
2. We know that we are not perfect and so we say sorry when we get things wrong.
3. We encourage each other in all that we do and forgive each other's failings.
4. We are truthful and show integrity and humility.
5. We share what we have.
6. We show support for each other by not gossiping, judging or criticising others: we are loyal to each other.
7. We show our respect to everyone by kindness, helpfulness and politeness.
8. We listen to each other and like a family we recognise the needs of each other.
9. We celebrate our diversity and value each person equally.
10. We work together to ensure we are all making the best of ourselves.

Assemblies

This is an opportunity to reinforce expectations of a spiritual and moral nature. The boys are given an opportunity to reflect upon their actions and efforts, and to participate in a communal act of worship. There is one Awards assembly per week when boys are presented with a wide range of different rewards for achievements both in and outside of the classroom.

Circle Time

Circle time provides an opportunity for Form Tutors to explore issues with their Forms. A programme has been devised to enable the boys to develop an

understanding of: who they are, their place in wider communities, and ours, as well as responding to topical matters.

Circle Time

Circle Time is a form activity which usually takes place weekly during a form period. In general it is not a part of the teaching curriculum. Within the Circle participants learn about themselves, about others and about relationships with others. They explore good citizenship, social skills and about their own and others' feelings and emotions. Circle Time is also used to explore issues which might arise during the course of a term, such as bullying, reasons for school rules, worries about impending tests or transfer to another school. It is a feature of Circle Time that it can react immediately to issues as they arise in the form or school.

Circle Time can be used to bolster self-esteem in a boy who feels he is not coping or who feels excluded from a group. It is used, in appropriate classes, to deliver and discuss curriculum work such as legal and illegal drugs and to teach strategies for "Saying No". Thus the aims are mainly concerned with personal and social awareness and developing skills to cope with the world in which the boys live. But Circle Time is also meant to be fun!

Our teachers have been trained in Circle Time rationale and techniques by acknowledged experts in the field who have led training sessions within the school.

In a typical Circle Time the form room is set up with tables pushed to the sides and chairs or stools set in a circle. Boys and the teacher take their seats and there is a short fun game, appropriate to the age group, which is designed to "energize" the boys (and the teacher) and, often, to mix them up so that a boy is not sitting with a chosen partner or group.

The teacher introduces the topic for that session and then, basically, leads a discussion to which all boys are able to contribute as they wish. Boys are allowed to "pass" if they choose and make their contribution later. The emphasis is on informality and each person having equal status within the Circle. There are, however, some strictly-enforced rules: nobody from outside the room should interrupt except in an emergency; only one person may speak at a time; listen to what others have to say and respect (though not necessarily agree with) their opinion: nobody is allowed to "put down" another; whatever is discussed within the Circle is confidential to the form (with the proviso that if the teacher hears anything on which he or she feels they must act this will be discussed with appropriate senior staff).

Finally, the session ends with a game- just for fun! Forms soon discover their favourite game and ask for it time and time again.

A Circle Time session lasts about half an hour. On Thursdays the bell for start of school rings five minutes earlier than on other days so that Circle Time can be accommodated without losing lesson time.

The benefits of Circle Time to the individual, the group and the school can be immediate but in general they should be seen as long-term. There is no doubt that in the few years since Circle Time was introduced into the Junior School it has become a favourite part of the week for many boys.

Communication with Parents

The Form Tutor is the first base for Parent communication with the School. Parents are welcome to speak with their son's Form Tutor on an informal basis before school, or arrange appointments to discuss issues.

There are Parent's Consultation Evenings and reports written at the end of terms. Grade sets are also provided half termly, indicating achievement and progress. Parents are encouraged to communicate with the Form Tutor through the homework journal.

A record of any pertinent conversation with a parent should be recorded on the relevant form and passed to the Deputy Headmaster.

Induction of New Boys

New boys visit their classrooms and meet their new classmates in preparation for starting at the school. From Year 3 boys are given a peer buddy to guide them as they begin their new school career.

Playtime

The school has two main play areas, (Main Playground and Quiet Garden) A buddy system has been put in place where the boys are encouraged to meet up and play, ball and table games are supervised and a buddy bench provided for boys looking for a friend.

Boys are encouraged to play imaginative games and equipment is provided to make playtimes fun.

The boys have 3 timetabled outdoor playtimes during the day.

Rewards and Sanctions

House points are awarded for academic, sporting, social and community achievements. Boys are kept aware of their successes through the house points board which is updated weekly. The boys' may also receive 'Roll of Honour' recognition through the Awards assembly.

Verbal warnings are given for minor infractions of the rules. After receiving a verbal warning a boy may then receive a yellow warning card or red consequence card for further instances of unacceptable behaviour.

Clubs and Societies

There are approximately 30 Clubs and Societies that run each week providing boys with the opportunity to develop their personal skills in a wide variety of areas.

Suggestion Boxes

Should any boy have a particular worry that they feel unable to share with their Form Tutor, a 'Suggestions Box' is available for boys to post information. The box is emptied daily and its contents acted upon.