



LA SCUOLA ITALIANA A LONDRA

CODE OF PRACTICE FOR PASTORAL CARE

(EYFS & KS1,2)

Last reviewed September 2014

A Code of Practice for pastoral care must incorporate the dual role of protection and safeguarding a child's welfare as well as promoting a child's social, emotional and academic development to allow him/her to benefit from all aspects of school life and become an independent learner and responsible member of the school community.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Rules are kept to a minimum and are generally to ensure the safety and happiness of the children while they are in school. Children are expected to respect the teaching staff, other adults in the school community, their fellow pupils and property. It is expected that children will be attentive, well behaved and hard working in the classroom. Kindness, courtesy and consideration for others are highly valued and positively reinforced by all members of staff.

We are a listening school and central to our pastoral care policy is the belief that all children have the right to start and end the day in a happy frame of mind.

Objectives

- to ensure pupils are safe in the school environment
- to support pupils' social and emotional needs
- to promote in pupils a sense of responsibility towards themselves and others
- to help pupils develop good relationships with peers and staff and to respect differences between people
- to inspire self motivation and a desire to strive for the best for themselves

These objectives embrace the 'Every Child Matters' agenda and are intended to support the five 'Every Child Matters' priorities:

- **Being healthy:** enjoying good physical and mental health and living a healthy lifestyle
- **Staying safe:** bring protected from harm, neglect and from bullying
- **Enjoying and achieving:** getting the most out of life and developing the skills for adulthood
- **Making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour
- **Achieve economic well-being:** engage in further education, employment or training on leaving school, aiming to make young people ready for employment, and doing our best to ensure children and young people live in decent homes and sustainable communities.

Safety

- A comprehensive Health and Safety Code of Practice covers all aspects of providing a safe and healthy environment. Risk assessments are regularly reviewed.
- Rules and procedures relating to safety are communicated to the children via the Parents' Handbook, in assembly and before any activity that might require additional instructions or reminders.

Social and emotional needs

Various procedures and activities are in operation to ensure social/emotional needs are monitored and positively supported:

- reinforcement both in assembly and in Pupils' Home/School link book that there are a range of people ready to listen and offer support: teacher/ Senior Leadership Team (SLT)
- stated open door policy of school encourages children and adults to visit the SLT at any time
- opportunities for cross-year activities in after-school clubs
- PSHE policy and curriculum address issues directly concerned with all aspects of personal, social and emotional development.

Sense of responsibility towards others

Kindness, courtesy, and concern for others are highly regarded at La Scuola Italiana a Londra and are promoted through:

- Assemblies, PSHE lessons, form time
- Pupils' Home/School link book
- the school's House System and the Stars Awards and Cup Class Award
- opportunities for taking part in community initiatives and projects are organised, e.g. support for local charities - raising funds, singing at old people's homes, harvest festivals etc.

To develop good relationships and respect differences between people

Children are expected to respect teaching staff, other adults in the school community and their fellow pupils. They are encouraged to:

- listen to others' points of view
 - handle and resolve conflicts peacefully
 - respect the traditions and customs of people of different races and creeds
 - look for common ground and similarities in values and approaches
 - appreciate the talents and skills of others
- Opportunities for promoting these attitudes:
- PSHE lessons
 - form time
 - assembly
 - recognition and celebration of festivals and feast days of other faiths
 - performances by individuals, small groups, classes
 - invited speakers who stimulate thought and interest in wide spectrum of ideas, beliefs and experiences
 - occasions for social interaction such as playtime and meal times

Support for academic achievement

- children's progress is closely monitored through assessments, exams, observations and record keeping (see relevant policy) to determine child's level of achievement and ability to take responsibility for his/her learning
- clear guidelines and expectations are set by staff
- Staff Handbook outlines consistent approach expected of staff
- advice is given in the Home/School link book for establishing good homework habits

If necessary additional support may be given:

- by finding time to do some one-to-one work with pupil
- using a teaching assistant when available to provide extra support

Those responsible for upholding the Pastoral Care Policy:

The Senior Leadership Team

The SLT have overall responsibility for the well being of all pupils in their care. Their open door policy encourages all children to feel free to speak to her at any time should they wish to do so.

The SLT expect to be kept closely informed about pastoral problems as they arise. While parents should deal directly with the Form Teacher, often they will wish to speak to the SLT later. In such cases the SLT will distribute relevant information to those staff concerned.

All teachers have access to the SLT who will ensure support in the case of any pastoral care or disciplinary needs.

Form Teachers

Form Teachers play an important role in pastoral care. Their duties are as follows: daily registration; daily checking of pupils for proper turn out; organisation; receiving messages from home and coordinating messages back to home; being aware of particular difficulties that a child may be experiencing and which may need detailed monitoring and active support.

Form Teachers should play an active role in ensuring they build up a positive rapport with the pupils in their care. Where necessary they should liaise with the Head to ensure that all relevant information is passed on. Form Periods should be used not only for administrative purposes, but also for communication and matters of a pastoral nature. Form Teachers should display, and regularly remind their pupils about, their expectations for pupil behaviour (as laid out in the Year Group Handbook and the Home/School link books).

Form Teachers' administrative roles are as follows: the sending of registration details to the office; passing parental notes to other colleagues where relevant; managing the grades sheets at the appropriate time; writing Form Teacher reports; doing annual risk assessments for their class;

Other codes of practice that form part of our overall Pastoral Care provision include:

Anti-Bullying; Safeguarding and Child Protection; Health and Safety; Behaviour and Discipline; Personal Development; Educational Visits; Critical Incident; Sex and Relationship Education; Lunchtime and playground procedures.