



REDDAM
— HOUSE —

BERKSHIRE

Pastoral Care Policy

Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, students and visitors to share this commitment.

All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.

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Statement of Intent

In the words of Rita F. Peirson

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can be.”

At Reddam House Berkshire, the Tutor Teams are our children’s champions.

Year Group Tutor Teams

Students arrive at Reddam House Berkshire at different ages and stages of development with widely different family experiences, attitudes to school, expectations and pastoral needs. It might be their first experience of school life, away from the family home or they may have come from a previous school where they succeeded easily, and then find it hard to adapt to the atmosphere of a new school. Alternatively, they may have been impacted by poor pastoral care experiences in the past, or the effect of the Covid lockdowns, and struggle with low self-confidence and or trust in teachers.

A surprising number of older students, especially in the early weeks, will assume that everyone else is coping well and that any difficulties they experience must be their fault. Younger children may struggle to settle with a new form tutor and the increased expectations of their first year at school or the year above. As a Form Tutor, you can put these anxieties into perspective and guide and support your students through any initial difficulties and assist them to self-regulate their emotions. You can help to establish academic expectations, encourage effective social and behavioural patterns, and generally contribute to a more fulfilled and happy student experience.

Most members of staff are asked to act as Form Tutors. The role of Form Tutor is vital to the efficient running of the school, successful pastoral care and safeguarding of the students and the delivery of the Life Skills (Junior School) or Aspire to Be (Middle and Senior School) programme. It is also a role which is key to ensuring that our school values (kindness, respect, ambition, courage, integrity & responsibility), RSE and SMSC is embedded fully across our school.

The Form Tutor should be the first person to whom a student will turn to for help or advice and therefore it is key that a positive and supportive relationship be built from the start between the teacher and student. Tutors at Reddam House must recognise the unique individuality and developmental stage of each student and family and adapt their own approach accordingly. It may sometimes be necessary form Tutor to refer a matter to the Tutor/Year Coordinator, Head of School, Student Welfare Coordinator (Junior School) DSL/DDSL, school counsellor or, through

them, even to an outside agency. Form tutors will also be the first point of call for parents and guardians; it is through regular daily contact that unobtrusive care is exercised.

The Form Tutor will: -

- Build and maintain a warm and supportive relationship with their Form;
- In Middle and Senior School, meet fortnightly with each student on an individual basis to discuss successes and areas for improvement using data from cycle testing and merit and demerit notifications;
- In Junior School, ensure that throughout the period of a fortnight, they have spoken individually with each child during morning reading time other opportunities;
- Maintain a structured, organised programme for the Form Periods;
- Give tips on organisation to their Form;
- Help their Form understand the timetables (including visual timetable in Junior School) and the other items such as the School Code of Conduct;
- Liaise with the Year Coordinator/Head of School in cases of breaches of the Code of Conduct;
- Advise and execute special programmes such as, if a student is off games for an extended period, to coordinate an alternative programme of activity;
- Liaise with parents on all form matters and matters pertaining to their child;
- Actively seek information from Academic Staff on behaviour, achievement, attendance and academic results for their Form to maintain an overview of the life of their Form at school;
- Look for patterns and trends in behaviour or results and to report these to the Year Coordinator and/or Heads and Deputy Head in Junior School.
- Immediately report to the DSL/DDSL/ Student Welfare Coordinator any concerns affecting the Safeguarding, health and welfare of their tutees;
- Write termly tutor reports in Middle and Senior School and in the Spring Term in the Junior School;
- Attend Tutor Parent Evenings as scheduled yearly;
- Attend school events in support of your tutor group;
- Take part in any other activity that requires the attention of the Form Tutor;
- Work with their group of tutees, where requested, throughout the student's journey through their school (Middle School) or Key Stage (Senior School). As the Early Learning

and Junior School needs are different with regard to teaching, students will usually have a separate form tutor each year.

In terms of the day-to-day activities of the Form Tutor, it is accepted that the Form tutor role could expand to fill any amount of extra time a teacher has. The expectations below are written in such a way as to express those aspects of the job that must be done, those one would expect a good professional to carry out, and those that denote excellent performance.

The Student Welfare Coordinator (Junior School) will: -

- Will (alongside the Head of School) support and manage the wellbeing and safety of all pupils;
- Take responsibility for the direction and organisation of the pastoral care systems in place in the Junior School;
- Review and take responsibility for, alongside the Head, the implementation and review of key pastoral care policies and risk assessments, as well as contributing to the Teacher and Teaching assistant handbooks.
- Assist the Head and Deputy Head in ensuring that the behaviour and values of the pupils are of a high standard to support pupils, teachers and parents when standards fall short.
- Monitor the attendance of all pupils and contact parents where attendance is low;
- Manage the support given to Junior School pupils by our School Counsellor and develop mental health support and further social support groups as necessary.
- Work with the Head, as well as the PSHE Coordinator and EDI lead, to continue to develop the school's SMSC and RSE provision.
- Meet with parents as necessary in line with the role and be an additional point of contact for them as well as the form tutors, Head of School and SENCO.

The Year Coordinator (Middle and Senior School) will: -

- Work with the Form Tutor to offer pastoral support and guidance to designated year group including tracking rewards, behaviour, and attendance. When issues arise, in liaison with parents and appropriate staff, set targets for improvement;
- Provide regular one to one meetings for members of the year group to receive pastoral support or academic guidance;
- Working with the Heads of Department, monitor academic progress of the year group and set appropriate targets for student improvement;
- Have responsibility for the pastoral support of a year group cohort including monitoring and supporting the overall progress and development of all students in the year;
- Work with the form tutor to identify student underachievement, through liaison with relevant staff, to implement and monitor appropriate strategies and actions to address and improve attainment;
- Lead, monitor and support a team of Form Tutors ensuring a consistency of approach to all school pastoral policies and procedures;
- Promote and develop a positive culture and ethos for the year group that praises and celebrates student progress, both academic and pastoral;
- Provide cover for absent Form Tutors;
- Provide support and guidance to the Form Tutors;
- Liaise with relevant staff to undertake any disciplinary investigations in the Year Group;
- Organise, with the Form Tutors to provide adequate supervision for safety in social spaces;
- Maintain oversight of enrichment (trips, visits and cocurricular activities) to ensure that the students are experiencing and engaging with a wide range of experiences.

The Tutor Coordinator (Junior School) will: -

- Support tutors with implementing school policy with regards to uniform and student presentation.
- Provide helpful resources and ideas for use in tutor time to enrich the tutees' value of and experience in the tutor period
- Support tutors in the tutor period to use ISAMS registration in line with the Registration Protocol and generate attendance statistics each half term.
- Support Tutors in delivering focused year group assemblies and class assemblies as appropriate.
- Coordinate the structure and content of tutor period in conjunction with the tutors and provide weekly communication and updates to tutors
- To support Tutors awareness of the Life Skills programme and the Learning Principles and how this can be reinforced during Tutor time, along with the Reddam values.
- Supporting the implementation of initiatives and training to improve the tutor – student relationship and to embody the Reddam philosophy.

The Form Tutee will: -

- Take responsibility for their own organisation and achievement by keeping their own belongings organised and tidy;
- Take responsibility for the effective organisation of their classroom (Junior School) to promote self-regulation in students;
- Inform their Form Tutor promptly of any practical factors that might be impacting significantly on their ability to function happily and to work hard – for example a clash of activities or the loss of an item;
- Promote a supportive and positive atmosphere in their Form, year and the school community;
- Inform their Form Tutor of any matters which may affect the wellbeing, safety and academic progress of other members of their Form;
- Follow the school's code of conduct;
- Be an organised, hard-working member of the School community.

Expectations of Form Tutors

Communication

Registration	
<i>Essential</i>	Registers are a legal document that we have a duty to take and maintain accurately therefore registers must be marked accurately and daily. Reasons for absence must be collected and recorded in the student database.
<i>Expected</i>	Patterns of lateness and absence are recognised and Year Coordinators /Head of School notified of background information. Tutors initiate standard emails.
<i>Extension</i>	Action is taken to remedy problems relating to lateness and absence.
Daily Communication	
<i>Essential</i>	Communicating with parents regularly and accurately helps parents help the school therefore we must ensure that letters to parents are distributed where necessary. The tutor will ensure that communication is correct and sent in a timely manner, either personally or via the school administration team. Returns should be collected and disseminated or passed on. Register notices give essential last-minute messages and along with messages from staff briefing should be read out or passed on to the tutor group.
<i>Expected</i>	Matters arising from any returns from parents are discussed with Year Coordinators/ Deputy Head or Head of School.
<i>Extension</i>	In consultation with Year Coordinator / Deputy Head or Head of School, action is taken on problems and queries.

Form Tutor / Lower & Upper Junior Meetings	
<i>Essential</i>	Form Tutor meetings ensure that all students have access to the same quality of pastoral care. Attendance is essential if we are to work as an effective team.
<i>Expected</i>	Tutor supports Year Coordinator with constructive criticism, suggestions and support.
<i>Extension</i>	In conjunction with Year Coordinator, Tutor takes active role in initiating new developments or shouldering responsibility for maintenance of whole year tasks.
Contacts with parents and other outside agencies	
<i>Essential</i>	Our support of students relies on all staff recording on the database any concerns, achievements and progress students are making towards achieving targets set. The Form Tutor has the vital role of checking weekly the progress students are making and praising and supporting students. Liaise with the Academic Support Team for any students with diagnosed or suspected SEND.
<i>Expected</i>	In conjunction with Year Coordinator, Tutor arranges to meet parents over matters of concern and in appropriate cases attends meetings of external agencies.
<i>Extension</i>	After liaison with Year Coordinator, the tutor takes responsibility for meeting with parents and outside agencies, reports back and helps whole pastoral team in decision-making process.

Assessment

Reports and Monitoring	
<i>Essential</i>	Professional checking of reports and monitoring information to ensure accurate quality information goes home. Reports and monitoring discussed with students and targets are set for the future.
<i>Expected</i>	Working with individual students and parents on action plans, usually in the form of personal achievement / or report form
References, special reports and Records of Achievement	
<i>Essential</i>	To prepare references, testimonials, reports to outside agencies and the like, as required.
<i>Expected</i>	Gather information from students and other parties which does not appear on formal reports / monitoring. Advice is given to students in constructing personal statements and portfolio of achievements.
<i>Extension</i>	Thorough knowledge of all students in the form. In depth picture of both their academic abilities and out of school activities and interests.
Rewards	
<i>Essential</i>	Tutor gives on going feedback and praise in recognition of achievements.
<i>Expected</i>	Tutor encourages students to complete the goal setting and weekly reflection section in student planners.
<i>Extension</i>	In conjunction with Year Coordinator, Tutor is involved in promoting schemes to reward achievement in the year group

Ethos

Assemblies	
<i>Essential</i>	Assembly is attended and form group is supervised, unless otherwise timetabled.
<i>Expected</i>	Tutor subsequently reinforces whole school or year group issues referred to.
<i>Extension</i>	Tutor takes responsibility in absence of Year Coordinator for student dismissal. Takes proactive role in follow up to whole school issues raised. Involvement in extended celebrations for year group.
Discipline and uniform	
<i>Essential</i>	Students not in uniform, or breaking Code of Conduct, will have notes added to the electronic record and referred to Year Coordinator if incidents are regular.
<i>Expected</i>	All form groups are in correct uniform and Code of Conduct is adhered to by vast majority, without regular use of sanctions.
<i>Extension</i>	Form group all perfectly attired and sanctions are not necessary to maintain full adherence to Code of Conduct.
Checking student planners	
<i>Essential</i>	Student Planners are checked and signed weekly from Year 4 –Year 6. Action is initiated, in conjunction with the Tutor Coordinators or relevant subject tutor over any parental comment
<i>Expected</i>	Organisational problems are dealt with: students helped to fill in planners and agreed action taken.
<i>Extension</i>	Homework problems are dealt with in liaison with subject tutor, parent and Student Welfare Coordinators or Academic Support Department. Remedial actions are instigated.

The Pastoral Role of Other Staff

“From caring comes courage.” - Lao Tzu

We want our students to be courageous in their learning journey and in their lives so *all* staff of RHB have a role to play in supporting students in their pastoral development and are expected to contribute to the emotional wellbeing and academic monitoring of students. In addition, all staff have a duty of care in relation to the safeguarding of students (see Child Protection Policy).

Academic staff will: -

- Build and maintain a warm and supportive relationship within their classes;
- Report promptly to the Form Tutor any academic concerns or successes;
- Report promptly to the Form Tutor any behavioural concerns;

- Report immediately to the DSL any concerns affecting the Safeguarding, health and welfare of their students;
- Maintain accurate records of any rewards, sanctions or concerns on the student database;
- Investigate any unexpected academic results and to support children to develop confidence in their attainment;
- Advise and support special programmes such as, if a student is off games for an extended period, to co-ordinate an alternative programme of activity.

The Heads will: -

- Be responsible for the effective operation of the Form Tutor system;
- Provide support and guidance to students where appropriate;
- Field students' and parents' questions about Form Tutoring;
- Consult with the Pastoral Care team about possible changes to the operation of the Pastoral Care system;
- Oversee any disciplinary matters.

The Key Person System in the ELS

Strong, nurturing relationships are a key part of our approach in the school and nowhere more so than in our Early Learning School.

Upon joining the school, the Stage Teacher will be on hand to settle in the child, liaise with parents and to observe the child's preference for Key Person. Once assigned the Key Person will ordinarily remain with the child for the entire academic year and will be the main point of contact, along with the Stage Teacher for the family.