

### **Pastoral Care Policy-Full School**

#### **1. Introduction**

Pastoral care including a focus on Wellbeing and Mental Health at Cranleigh Abu Dhabi is an integral part of our school ethos and encompasses the whole school community ensuring a holistic approach for all. We believe that creating systems of care and support for our pupils is essential in developing personal and social qualities which will support them in the next stages of education and into adulthood. Cranleigh Abu Dhabi strives to create an environment in which pupils are happy, safe, confident and valued. We recognise that every pupil is unique and requires a personalised learning journey that may need support and guidance along the way whether that be academically, socially or emotionally. We believe that the development of pupils socially and emotionally is just as integral to academic progress than focusing on intellectual development alone: one cannot happen without the other. The pastoral systems at Cranleigh Abu Dhabi ensure that pupils fully develop emotional intelligence alongside academic excellence to develop their full potential and prepare them for a successful, healthy and positive adult life.

#### **1.1 Through the operation of this policy we aim to:**

- Ensure pupils have the understanding, knowledge and tools and coping strategies to support their overall Wellbeing and Mental Health.
- Develop and build each pupil's personal and social development as well as emotional intelligence that is essential for an outstanding and fully rounded educational experience fit for the 21st century. Equipping pupils with the skills to succeed socially, emotionally and intellectually.
- Create a positive environment with high and consistent but realistic expectations.



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- Create a welcoming, supportive and caring environment for staff and pupils that is supported through mutual respect and valuing each other.
- Ensure that every pupil has access to academic and personal guidance/ support by working closely with the SEN, EAL departments and other external agencies if required.
- Create an atmosphere in our school community where pupils feel safe, trusted and listened to.
- Design personalised interventions, target setting and have structured conversations that relate to specific pupils and their personal needs so every pupils needs are met.
- Create a partnership and effective communication with parents that is supportive and that puts the child at the centre of its process.
- Celebrate national and global citizenship skills that focus on diversity, culture, tolerance, respect, honesty, humility, courtesy and kindness in our community.
- Create a community with a soul and a spirit that inspires.
- Develop independence through focusing on promoting self- esteem, self- worth and developing resilience.

### 2. Pastoral Care

**At Cranleigh Abu Dhabi we have three strands to our pastoral framework:**

- i) Child Protection (Safeguarding)
- ii) Student/Pupils of Concern
- iii) Safety, Mental Health and Wellbeing of the child

#### 2.1 Child Protection (Safeguarding)

All staff are fully aware of the Safeguarding Policy and the school's procedures in relation to safeguarding children. Please see the separate Safeguarding Policy that is an integral part of the

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overall pastoral framework. Staff have annual safeguarding awareness training as well as pastoral leads participating in external CPD opportunities focusing on Safeguarding and Child Protection. There are Designated Safeguarding Leads in all three sections of the school as well as other pastoral members trained in advanced child protection training.

### **2.2 Pupil of Concern (UK-Child in Need)**

Cranleigh Abu Dhabi supports all pupils, especially those pupils who have specific needs. Please see the additional Special Educational Needs Policy for further details.

Cranleigh Abu Dhabi considers a Pupil of Concern as one who:

1. Is recognized for having a special educational need.
2. Receives support from outside agencies or an independent listener.
3. Requires personalised interventions or behavioural plans.
4. Requires structures put in place to support their academic, social or emotional needs.

Pupils of Concern are supported through the Special Education Needs Department, EAL Department, Pastoral Team and often work closely with the School Counsellor. Pupils who are a cause for concern are highlighted so interventions and strategies can be put in place to support the child in lessons and in the school community. Each case and each child is different therefore the approach and intervention for a child in need can vary and should be context-driven based on the needs of that child specifically. Pupils are closely monitored through school specific trackers and pastoral concerns are logged on these Pastoral Trackers and reviewed regularly by the Deputy Head, Assistant Head, Director of Wellbeing, SEN Leads, the School Counsellor and Heads of Year.

Logging pupil concerns via ISAMS, CPOMS or the tracker is vital for monitoring of issues, occurrence of incidents and family circumstances and it is necessary to inform future teachers. These concerns



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can be used to inform conversations between parents and staff members and to provide evidence for meetings about pupils' pastoral care .

### **2.3 Safety, Mental Health and Wellbeing of the Child**

The safety, promotion of mental health and wellbeing of every pupil at Cranleigh Abu Dhabi is paramount for effective learning to take place. Every pupil needs to feel safe and happy. This includes being healthy and having opportunities to develop their emotional wellbeing in and outside of the classroom setting.

Please see additional policies that link to safety and wellbeing of the child: Anti-Bullying policy and the Anti-Cyber Bullying Policy.

The medical centre is staffed by nurses during the school hours, not only for medical but for other emergencies. The nurses are also key pastoral support figures in the safety and wellbeing of the Cranleigh community. The medical procedures are outlined in the staff and parental pastoral guides.

Additionally, Cranleigh Abu Dhabi makes sure it has a robust pastoral structure in place so that our children feel safe and cared for as soon as they start here.

### **3. Pastoral Structure**

All staff (both teaching and non-teaching) have responsibility for pastoral care and endeavour to contribute effectively to establishing and maintaining a climate which is characterised by effective relationships and mutual respect.

#### **3.1 Tutors**

Tutors/class teachers are the pupil's first port of call for pastoral issues. Tutors/Class teachers ensure that each individual pupil is valued within the group. Positive relationships between



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tutor/class teacher and pupils are built on the foundations of trust, patience, open-mindedness and positivity. Tutors/class teachers liaise closely with parents throughout their school development, whether it be academic or pastoral. Tutors/class teachers should also be the parents' first point of contact for any issues or concerns.

### **3.2 Heads of Year and Housemasters**

Foundation Stage (Nursery & FS2), Years 1-8 have a Head of Year who has academic and pastoral oversight for the children in their year group.

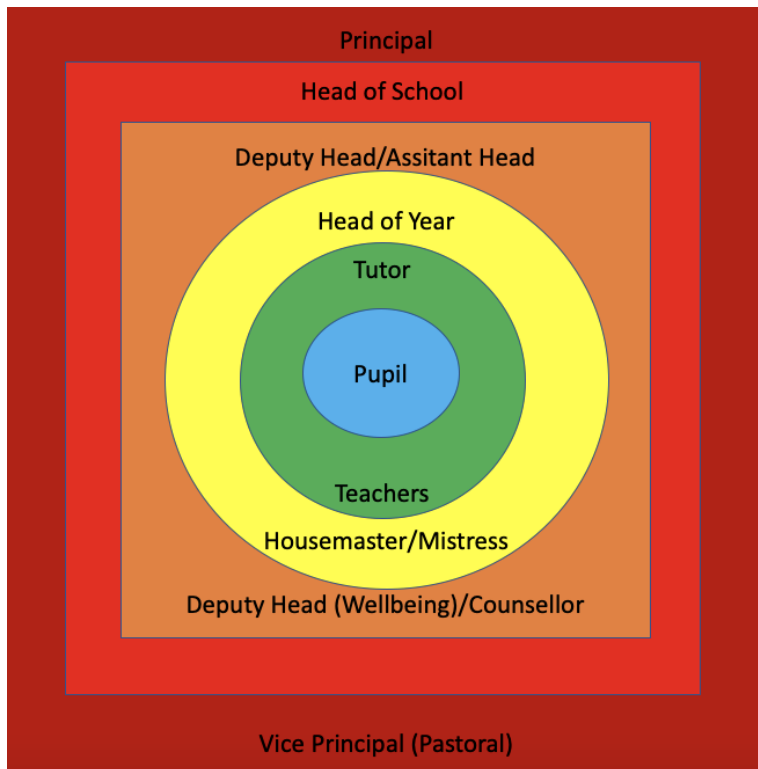
Years 9-13 have a Head of Year/Housemaster/Housemistress who has academic and pastoral oversight for the children in their Year.

There are four houses in each of the Pre-Prep, Prep and Senior Schools. Each house is staffed by a Housemaster/ Housemistress in the Prep and Senior Schools. Houses have the same expectations and structure, but each house enjoys a separate sense of identity and soul. Houses generate energy, spirit, teamwork and collaboration through all the pupils in the year groups. Housemasters/ Housemistresses and Head of Years create a sense of spirit amongst the community and help create a 'family' atmosphere in the school.

### **3.4 Pastoral Structure**

**The Child is at the Centre of all we do:**

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### 4. Behaviour

Good behaviour in all aspects of school life is central for effective learning and it is the responsibility of every member of staff. We promote this through the curriculum, support systems and our discipline procedures, including rewards and sanctions. Disruptive behaviour will not be allowed to impact on learning or on safety.

Cranleigh Abu Dhabi strives to have high quality teaching which challenges and engages pupils at all levels thus minimising low level disruption or behaviour. This increases motivation and promotes outstanding learning experiences. Having strong pastoral relationships, curriculum and practices, promotes positive behaviour, strong inter- personal skills and a sense of responsibility. Success and achievement are celebrated and shared throughout the academic year in events such as Assemblies and Speech Day.

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We have a clear and effective system of behavioural management that allows pupils to reflect and make the correct choices which helps to decrease behavioural issues. All academic, positive and pastoral issues are recorded on the MIS system (iSAMS) and are easily disseminated by those that need to know. Wellbeing concerns and more confidential concerns are added to CPOMS and information is disseminated on a need to know basis.

Pupils' achievements are celebrated at Cranleigh Abu Dhabi and we understand that pupils should be highlighted and praised for their effort and academic successes.

Please see our behavioural policy for more information.

### **5. Parental Support**

Outstanding pastoral care cannot occur without a partnership between the school and home. Cranleigh Abu Dhabi is committed to developing and maintaining strong links with parents. It is essential that parents are part of the pastoral process and understand the school's role in developing both intellectual and emotional intelligence. Parents are encouraged to be active participants in their children's education.

Regular formal contact is made through reports and parents evenings. Individual comments are discussed through written, phone or face-to-face contact.

Parents are always welcome and encouraged to have contact with their child's tutor in the first instance, following up with the Head of Year (Pre-Prep and Prep)/Housemaster (Senior) and the member of SMT responsible for Pastoral Care if they have any further queries or concerns.

### **6. The Cranleigh Code**



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We want our Cranleighans to demonstrate, develop and promote attributes and values that are necessary for a positive and successful learning journey. Values that contribute to Cranleigh's outstanding ethos.

The Cranleigh Code is referred to throughout the school day in lessons, extra-curricular activities and assemblies. PSHME lessons focus on the Cranleigh Value of the Month It is embedded in everything that we do within the school community.

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Version: 3

Reviewed by: Liz Hewitt, Director of Wellbeing

Final reviewed by: Tim McConnell-Wood, Vice Principal

Reviewed: 15/06/2022

To be reviewed by: 31/08/2023





## Pastoral Care Policy

### **Pastoral Care Policy-Pre-Prep School**

#### **1. The Partnership**

We are fortunate in Pre-Prep that teachers and parents/caregivers have opportunities for daily contact both at drop off and pick-up. The focus is to create a supportive partnership between school and home so that every child in Pre-Prep has the opportunity to excel personally, socially and emotionally.

Pastoral Partnership Aims:

- To generate positive relationships between teachers and parents.
- To ensure teachers and parents work together to safeguard and protect children.
- To educate and engage parents to work with Cranleigh Abu Dhabi Pre-Prep to ensure that emotional and social skills and academic success is embedded.
- To establish pastoral expectations that ensure every child can learn effectively in a positive and supportive environment in and outside of school.
- To work alongside parents to ensure that every child has the opportunity to develop the social and emotional 'tools and skills' for a successful and positive life.

#### **2. In addition to Pastoral Structure**

##### **2.1 Class Teachers**

Class teachers in Pre-Prep spend the majority of the day with their class. Class teachers ensure that each individual pupil is valued equally within the group. Positive relationships between the class teacher and pupils are built on the foundations of trust, patience, open-mindedness and positivity. Class teachers liaise closely with parents and are the parent's first point of contact for any issues or concerns; academic or pastoral.

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### **2.2 Heads of Year**

The Heads of Year in Pre-Prep have academic and pastoral oversight for the children in their year groups and will work closely with the Head of Year in the subsequent year group as well as the Deputy Head and Head of Pre-Prep.

### **2.3 Houses**

There are four houses, Gazelles (Yellow), Dolphins (Blue), Falcons (Red) and Turtles (Green). Through the house system we promote the teaching of the Cranleigh Values, rewarding children with house points for displaying the values, and encouraging a healthy and friendly competitive spirit during House events, such as Sports Days. Teachers create a sense of spirit amongst the community and help create a 'family' atmosphere in Pre-Prep.

### **3. The Cranleigh Code**

We want our Pre-Prep Cranleighans to demonstrate, develop and promote attributes and values that are necessary for a positive and successful learning journey. Values that contribute towards Cranleigh's outstanding ethos.

The Cranleigh Code is referred to throughout the school day in lessons, extra-curricular activities and assemblies. PSHME/PSED lessons focus on the Cranleigh Value of the month. It is embedded in everything that we do within the school community.

### **4. Pupil Notes**

Day to day pastoral observations are noted on our MIS system (iSAMS) on Pupil Notes, however, more significant pastoral concerns are logged on the Pastoral Tracker and reviewed regularly by the Deputy Head Pre-Prep, Heads of Year and Class Teachers.



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Logging pupil notes is vital for monitoring of issues, occurrence of incidents and family circumstances and it is necessary to inform future teachers. These can be used to inform conversations between parents and staff members and to provide evidence for meetings about pupils' pastoral care .

### **5. Medical Procedure**

#### **School Clinic Definition:**

“School Nursing is a specialised practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with potential and actual health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaption, self-management, self-advocacy, and learning.”

#### **Procedure:**

1. In Pre-Prep, pupils who feel ill/sick are able to go to the clinic with the given conditions:
  - Children must either be taken by a teacher or teaching assistant or given permission by a teacher and escorted by a friend in less serious cases, dependent on age.
  - Where children are sent without an adult they should be given a 'nurse pass' to show to the nurse.
  - In emergency situations, the pupil is escorted to the clinic right away by the teacher or teaching assistant and the adult will stay with the child.
  - As per ADEK regulations, both a male and a female nurse are on duty at all times to see to children of the same gender.



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2. The nurse will do an assessment/intervention of the sick child and decide whether the student should stay in the school or leave early.
3. Every student who visits the clinic shall be given a notification slip to show to his/her teacher when he/she comes back to the class; this slip will be stapled into the child's planner.
4. If medication is given to the child the nurse will inform parents of what was given and at what time. This will be done via a telephone call or email.
5. For cases of referral or if the child leaves early due to illness, the nurse will call the parent/guardian to collect their child. The nurse is also responsible for passing on necessary information on the situation of the child to the parents. The pupil will then be given an early leaver slip to hand to reception.

If their condition permits, the child will return to their classroom to pick up their belongings and to let their teacher know they are leaving before returning to reception. The clinic will also inform the child's tutor of the early leave.

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Pre-Prep Policy

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Reviewed by: Amy Edmundson (Deputy Head Pre-Prep)

Final reviewed by: Caroline Mather (Head of Pre-Prep)

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