



Pastoral Care Aims & Processes

The personal well-being of every student enrolled at Cranbrook is an inherent part of the school's ethos - one that is supported by the development and implementation of tried, tested and thought-through pastoral care policies.

Our rules and regulations underwrite an expected code of conduct within the school whilst the values we espouse inform students' relationships with each other and those around them. As a community we are bound together by the walls that surround us but the *real* bonds that unite us are friendship and fun, empathy and understanding, trust and respect. These are the bywords of daily life at Cranbrook and we back them up with extensive mentoring, constant assessment, clear communication and an open-door policy if an issue (however small) should arise.

All parents and every member of the teaching staff are involved in this process – either on a needs basis or as part of their everyday duties. Their shared aim is simple but essential; namely that *each* student should:

- feel happy and secure
- become self-confident and fulfilled
- be free from bullying and other unwanted pressures
- always be valued as an individual
- feel free to seek help and guidance without prejudice or pre-judgement

These goals (of personal development) are as important to us as academic achievement and we will do all we can to make them as real and reachable as an A* exam performance.

To realise these aims all staff and parents should be sympathetic to and involved with our pastoral care values and systems. Namely:

Implementation:

The pastoral care in the school is delivered through:

- The House System, including the tutorial programme.
- The actions of teachers and peers in the curricular and extra-curricular life of the school.
- The PSHE curriculum and school citizenship programme and Healthy School Status.
- Admission, induction and careers/UCAS procedures for students.
- The Medical Centre and Drop-in-Clinic.
- The Supervisor System, student listeners and the Student Council.

Reviews:

Pastoral care in the school is regularly discussed and reviewed by staff in:

- Heads of Houses, tutors' and year tutors' meetings.
- Key stage and pastoral committees.
- Weekly briefings and staff meetings.
- The school's Leadership Group.
- Training days.

Student Communication:

The place and content of pastoral care is made clear to students by:

- Full school and house assemblies and tutorials.
- The PSHEe programme and visiting speakers and agencies.
- Support for students with learning or behavioural problems.
- The rules, behaviour and discipline policies of the school.
- The role of supervisors and student listeners.

Roles and Responsibilities:

- The Head, the Deputy Head and Head of Student Development (who is designated Child Protection Officer) have particular responsibility for pastoral care in the school. The Deputy chairs the Pastoral Committee whilst the Senior Housemaster heads the Boarding sub-committee.
- The Heads of houses have delegated responsibility for the students in the school's 12 houses. They meet regularly with their tutor teams and - in boarding houses – with the matrons as well.
- The Key Stage leaders meet regularly with their steering committees to advise on the specific curricular and pastoral activity of the school.
- The Deputy Head (academic), the Heads of Sixth Form and the Head of Key Stages 3 and 4 have responsibility for assessment and reporting on all students.
- Nearly all teaching staff are tutors and all staff have a responsibility for pastoral care in the widest sense and, specifically, regular liaison with parents when required. (In boarding houses matrons also play a key role in this respect.)

Monitoring & Evaluation:

Regular monitoring is carried out by:

- Day by day progress grading and reports on academic and pastoral matters.
- Regular meetings covered by the Headteacher (Staff Meetings), Deputy Head (Pastoral Committee), Curriculum Committee and Departmental meetings, Heads of houses (tutor meetings), Matrons meetings, Key Stage managers, Steering Committees, tutors (case conferences) and teachers.
- The review of appropriate policies by the Deputy Head and Head of Student Development.
- The increased use of e-mail which enables rapid information flow between teachers/tutors and parents.
- The registration at each lesson, and tutor contact with all pupils within their houses on a daily basis.
- The views of parents, pupils and staff are regularly canvassed by questionnaire (every 2 years). In addition, further feedback, discussion and review is gained via parents' evenings, the school AGM, telephone, e-mail and letter contact, case interviews and other support strategies.
- Outside agencies including Ofsted and Social Services regularly inspect and report on pastoral care issues;
- Pastoral care invariably forms a part of the School Development Plan and the Headteacher reports on pastoral issues to the staff and Curriculum Committee of the Governors on such matters.

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