



## ROEDEAN MOIRA HOUSE PASTORAL CARE POLICY 2018-19

This policy is for the whole school including the Early Years Foundation Stage (EYFS)

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### Pastoral Care

Roedean Moira House provides a safe and caring environment in which the rights and responsibilities of teachers and pupils are guaranteed. Pastoral care at Roedean Moira House is concerned with fostering students' self-discipline. It contributes to students recognising that their freedoms and rights are reciprocated by responsibilities.

Our Pastoral Care policy seeks to create an atmosphere conducive to study, which is underpinned by a system of rights and responsibilities. The development of this system is nurtured by co-operative negotiation between staff, students and families. Everyone in the school community is involved in pastoral care.

Roedean Moira House seeks to establish, develop and manage a school environment in which students learn to respect individual rights and fulfil social responsibilities. For the majority of students, the family unit and the school are amongst the most formative influences in their lives. It is therefore essential that a relationship of trust, cooperation and partnership develops between the school and family members, and that at all times, school personnel maintain respect for and sensitivity to diverse cultural values and family structures

At Roedean Moira House every member of the community matters and we aim to provide a community where each person has the support they need. Student involvement in the process of development, implementation and review of the pastoral care program is important. They are encouraged towards responsible behaviour by example of staff and older students and come to understand it as a process requiring self-discipline, personal choice, responsibility and commitment.

Roedean Moira House seeks to have this responsibility consistently reinforced. While pastoral care initiatives respect the privacy of students' lives, we understand that some students and their families may actively seek the School's support in times of crisis and instability. Within the limits of its resources and expertise, Roedean Moira House is committed to the wellbeing of the student and endeavours to provide this intensified support.

Roedean Moira House aims to develop an achievement orientated school community in which all participants have the support and opportunities needed to grow physically, emotionally, socially and intellectually.



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### Pastoral Care Structure

There are nine pastoral teams:

#### School House

School House accommodates all pupils Years 10-13 during the Academic Day.

#### Boston House

Boston House accommodates all boarders. The house is run by a Senior Housemistress with the help of Pastoral Boarding Assistants.

#### Nursery

The Head of Nursery and Deputy Heads of Nursery are responsible for the pastoral care of all children in the Nursery, as well as for the day to day running of the Nursery.

#### Juniors

The Head Juniors is responsible for pastoral care in Reception - Year 6. The Head of Juniors manages the and form teachers and support staff in Key Stage 1 & 2 with the Assistant Head of Juniors.

#### Seniors

The Head of Years 7-9 is responsible for pastoral care in Years 7, 8, 9 and the Head of Years 10 & 11 is responsible for the pastoral care in Years 10 & 11. He/She liaises closely with Head of Boarding and Welfare. The Head of Section manages the and form teachers in the Seniors.

#### Sixth Form

The Head of Sixth Form is responsible for the pastoral care of all students in the Sixth Form. He/She liaises closely with Boston House. The Head of Sixth Form manages the form teachers in the Sixth Form.

#### Medical

We have one Nursing Sister who is residential. Boarders benefit from evening and weekend provision. First-aid provision is in place 24/7. All staff are trained in first aid essentials.

#### Form tutoring

The Form Tutor holds a most responsible role and is vital both to the efficient running of the school and to successful pastoral care. The Form Tutor works closely with the Heads of Section. The Form Tutor's function is to promote the personal, social and intellectual development of each child, within our Christian Community.

#### Aims:

- To ensure every pupil is given help in developing her personal skills, in growing towards spiritual and moral maturity, and in extending her academic capabilities to the full thus becoming more independent and ready to accept personal responsibility.



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- To know and understand all tutees as well as possible and to strive to become accepted as the person to whom they can turn for help, advice or guidance.
- To encourage pupils to develop, both a sense of social responsibility to the school community and to contribute positively to the life of our Christian school.
- To encourage the pupils to maintain the highest possible standards regarding the presentation of self.

Every pupil has a Form Tutor throughout their time in Roedean Moira House:

- In the Nursery, the allocated key worker takes on that responsibility.
- In the Junior School, the class teacher is the pupil's form tutor.
- In the Senior School and the Sixth Form, pupils keep the same Form Tutor for the duration of their time in that section of the School.

The Role of the Form Tutor/Support Form Tutor:

a. The basic responsibilities of a Form Tutor are:

- To be the official 'first contact' for your Tutee.
  - To get to know your Tutee as an individual and establish a positive relationship in order to exert a constructive influence.
  - To provide a personal weekly, contact for your Tutee.
  - To keep a record of personal tutor meetings and parent communication on the school database.
  - To ensure that your Tutee's PASS record is up to date (including Pastoral, Academic Concerns, Careers, Personal Tutor Meetings, Attendance, Scholars, Sanctions, etc).
  - To sign on a weekly basis your Tutee's Planner and in doing so check on homework being done.
  - To monitor your Tutee's involvement in Extra-Curricular Activities.
  - To communicate with students on key issues, particularly when your Tutee is deciding upon option subjects, GCSE and A Level options.
  - To monitor attendance, punctuality, uniform and behaviour and deal with any transgressions following the guidelines set out in the school policies.
  - To monitor your Tutee's academic progress (including examination results, School Reports) and set targets for improvement.
  - To use the information gathered from subject staff, Head of Pastoral Care, staff briefings and staff meetings to monitor your Tutee's academic progress and behaviour and set targets as appropriate.
  - To liaise with your Tutee's Head of Section to enable them to have a complete overview of your Tutee's academic progress, behaviour and welfare. It may be necessary to discuss issues or concerns with parents.
  - To inform the Head of Section and relevant staff as necessary of any relevant information about your Tutee, including parental concerns.
  - To record all of your Tutee's achievements (including Posts of Responsibility, Rewards, merits, examination results, Music or LAMDA awards) on PASS.
  - To complete a Formal Tutorial meeting twice a year after report writing and set targets with your Tutee (from Lower Prep onwards).
- To register the pupils daily and as and when it is necessary to get the pupils together e.g. fire, as well as supervise them during form time
- To pass on to all pupils information/letters which are being sent to parents
  - To inform reception if pupils are not in and request they are followed up
  - To pass on to the School Office any letters from parents
  - To oversee the registration room, cloak room and locker area for their form
  - To check uniform and general appearance



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- To assist the Head of Section with any issues relating several students in the form.
- To accompany their form for all functions
- To carry out duties (morning, lunch, break, after school) as instructed by the Head of Section.
- To contact parents at least once a term to discuss their daughter's progress and development.
- To adopt a positive attitude towards the different phases of the school at Roedean Moira House and to take an active role in retention and transition with your Tutee.
- To write references (e.g. UCAS) as and when appropriate.
- To provide advice, support and general guidance on academic and non-academic issues when it is within your competence and general responsibilities.
- To recognise when the assistance required is beyond your competence or responsibility and in consultation with your Tutee, refer her to specialist support services within school where necessary. It is essential that Form Tutors are aware of and if necessary, put into practice the Roedean Moira House Safeguarding Policy.

### b. Events and meetings

- To attend Assemblies.
- To attend regular meetings organised by the Head of Section.
- To attend any extraordinary meeting called by the Head of Section or Lead TA.
- To be available at Parents' Evening in the role of Form Tutor.
- To attend evening meetings pertinent to the specific age Group as set out in the calendar or otherwise.

### c. Pyramid

- To support the Pyramid system and those members of staff and students engaged in any aspect of the Pyramid's activities programme.
- To pro-actively encourage the participation of the Tutees in the Pyramid's activities programme.
- To actively support, encourage and lead the pupils in their involvement in the Pyramid.
- To attend Pyramid events and assemblies.
- To positively promote and lead by example in the Pyramid system.

All such responsibilities as listed above are a means to an end - making a pupil's journey through Roedean Moira House as happy and successful as possible. The Form Tutor's oversight of each pupil's journey is a vital part of this process. The above responsibilities are subject to review and amendment as and when appropriate.

## Induction

All new students have an academic induction programme (Appendix 1), as well a boarding induction if staying in one of our boarding houses.

## Student Leadership

The prefect system is called the League. The two heads of School are called School Knights. They are assisted by a team of Standard Bearers.

The League	<i>2 School Knights</i>
	Approx. 16 <i>Standard Bearers</i> including Head of Boarding, Vice-Head of Boarding, Sports Captain, Music Captain, and Charity Captain.



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Additional posts of responsibility exist throughout the school: Heads of Pyramids, Year 11 prefects, House prefects, sports captains, form captains, tour guides, guardian angels, buddies, music captains, bus prefects, etc.

### Student Voice

We value students' opinions in everything we do in the school. It is important to have ways to get feedback from them on what is working well or not so well in the school, and to involve them in some of the decisions made. Some of those ways are:

- Weekly meetings with Half Tutors
- Half-termly Junior School Student Council
- Fortnightly Upper Prep, Seniors and Sixth Form Student Council
- Fortnightly School Forums (Junior School, Seniors, Sixth Form)
- Weekly meetings between The League and the Head of Sixth Form
- Weekly meetings between the house members and the Housemistress
- Weekly meetings between the House prefects and the Housemistress
- Fortnightly meetings between the School Knights, Head of Boarding, Vice-Head of Boarding, Music Captain, Sports Captain, Charity Captain and Senior Leadership Team
- Questionnaires
- Student exit questionnaires (Appendix 2)

Minutes of relevant meetings are displayed on the Student Voice noticeboard in School House.

### The House System

There are three houses:

- Boston House for the Nursery, Junior School.
- Dunn House for Roedean International.
- School House for Seniors & Sixth Form.
- Boston House for all boarders.

All houses have study, recreational and changing facilities. School House and Boston both have boarding accommodation.

### The Pyramid System

There are four pyramids: Excalibur, Pegasus, Merlin and Vulcan. Each one is led by a Pyramid Captain (Year 12) who is supported by a Deputy (Year 9). Four members of staff are also Head of Pyramids and support the Pyramid Captains.

Every student and every member of staff are assigned to a Pyramid. Family groups are assigned to the same pyramid.

There are inter Pyramid competitions in sport, music, poetry, for example, and points are earned. The points earned in the merit system operating from Reception to Year 13 are awarded to Pyramids. At the end of the academic year, a Pyramid Cup and Shield are awarded to the Pyramid with the most points.



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### **Provision for pupils with particular religious dietary, language or cultural needs**

The School endeavours to support a child to practise her religion. Pupils are supported in attending the local Church of England Church, the local Roman Catholic Church, the Orthodox Church, the Society of Friends, the Mosque, the Synagogue or other religious communities.

The school kitchen endeavours to meet any dietary requirements a child may have.

From Year 9, students who do not speak English as their first language are taught twice a week as an EAL group, and they are given help in lessons and in the boarding houses to help them understand the routines. Where possible, they are given a buddy who speaks the same language. The residential Housemistresses are trained EAL/English teachers. Additional EAL lessons are also available if necessary.

Boarders are given an induction to help them to understand some of the cultural differences between the UK and other countries. Staff are also supported by the Housemistresses and the Head of EAL to help them to meet the needs of overseas students.

Pupils are welcome to practise their religion and follow their cultural practices as far as is possible within a boarding community.

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### Appendix 1 NEW STUDENTS - ACADEMIC INDUCTION PROCESS

	Student: _____	Done by	Date	Signature
	Year group: _____ Start Date: _____			
Before start day	1 Upload all student's info and forms/reports on PASS	Admissions		
	2 Make student "in use" on PASS <i>Pass form to Director of Pastoral Care</i>			
	3 Assign pyramid and form tutor	Director of Pastoral Care		
	4 <i>Pass form to Head of Section</i>			
	5 Inform personal tutor of new tutee	Head of Section		
	6 Assign form and inform Database Administrator			
	7 Ensure MoHo Mail account had been created by Database administrator and login details have been sent to parents			
	8 Inform staff of new starter (including name, form, start date, length of stay, medical conditions) <i>Pass form to Head of Section</i>			
	9 Go through previous school reports and examination results	Head of Section		
	10 Organise student's option choices, subject sets and activities			
	11 Inform relevant staff of students' option choices, subjects sets and activities			
	12 Inform other members of staff as appropriate (e.g. Lead TA / Head of Scholars / Head of EAL / HoF)			
	13 IT and email account created <i>Pass form to Form tutor</i>	Form Teacher		
	14 Welcome student and parent(s) on first day with Head of Pastoral Care			
	15 Organise time and place for weekly personal tutor meeting			
	16 Explain the Pyramid system			
	17 Introduce to Head of Pyramid	Form teacher		
	18 Follow-up email / phone call to parents to explain the role of the personal tutor <i>Pass form to form teacher</i>			
	19 <i>Pass form to form teacher</i>			
	20 Give student timetable, planner, textbooks and exercise books			
	21 Ensure student has the right uniform including PE kit			
	22 Picture taken by Database Administrator for PASS			
	23 Assign buddy			
	24 Tour of the school and map of the school			
	25 Assign locker (student to bring own padlock)			
	26 Give door codes and wifi codes			
	27 Give login details for IT and email account			
	28 Explain use of mobile phones			
	29 Explain fire evacuation procedures and lockdown procedures			
	30 Explain about lunch and break arrangements			
	31 Explain about school equipment and IT / printing facilities for students			
	32 IT policies: BYOD and Acceptable Use of IT			
	33 Use of Library			
	34 Assemblies			
	35 Go through school rules and student dress code			
	36 Explain about lost property			
	37 Rewards and Sanctions			
	38 <i>Pass form to personal tutor</i>			
	39 Check with student that the induction process has been successful <i>Pass form to Head of Section</i>			
	40 Action any matters arising from the induction	Head of Section		

Head of Section: \_\_\_\_\_ Date: \_\_\_/\_\_\_/20\_\_\_

**Form to be uploaded on student's PASS record + a note made in "Induction Notes"**



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### Appendix 2 STUDENT EXIT SURVEY QUESTIONNAIRE

Student's Name: \_\_\_\_\_ Year group: \_\_\_\_\_

Form Tutor: \_\_\_\_\_ Pyramid: \_\_\_\_\_

#### **Question 1: Where are you going when you leave this school?**

(Please tick one box only  on this page.)

- 1  UK school: City: \_\_\_\_\_ Name of school: \_\_\_\_\_
- 2  Overseas school: Country: \_\_\_\_\_ Name of school: \_\_\_\_\_
- 3  Other destination: \_\_\_\_\_

#### **Question 2: Why are you leaving?**

(You may tick more than one reason.)

- 1  Student/family relocation
- 2  Parent or family reasons
- 3  Personal reasons
- 4  Broader curriculum options available elsewhere
- 5  Welfare or attendance fresh start at another school
- 6  Other reason(s): \_\_\_\_\_  
\_\_\_\_\_

#### **Question 3: What will be your best memories about Roedean Moira House?**

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#### **Question 4: What do you think could be improved in Roedean Moira House?**

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#### **Question 5: Are there any other comments you would like to make?**

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Form to be uploaded on student's PASS record + a note made in "Pastoral Notes"  
Related policies and documents



## ROEDEAN MOIRA HOUSE PASTORAL CARE POLICY 2018-19

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Keeping Children Safe in Education
- Safeguarding Policy
- Complaints Policy (Parents)
- Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: May 2018

POLICY REVIEWED BY SCHOOL COUNCIL: June 2017

NEXT REVIEW: June 2019