



ORCHARD HOUSE
SCHOOL

Pastoral Care Policy

2026-2027

PASTORAL CARE POLICY

The school aims to provide opportunities for all pupils to learn and achieve, to promote spiritual, moral, social, and cultural development, and to prepare all pupils for the opportunities and responsibilities of life. These aims are central to the ethos of the school. This policy is written with reference to these aims. Other policies relevant to pastoral care include: **Aims and Ethos; Anti-bullying; Safeguarding; Behaviour; Teaching and Learning; Spiritual Moral Social & Cultural ; Houses; Equal Opportunities & Cultural Diversity**. As pastoral care is central to the care and welfare of the child, this policy impacts every aspect of school life.

The school has a pastoral team for all buildings:

- **Deputy Head Pastoral:** Ciarán McAuley

Aims & Objectives

The school aims:

- To employ staff who have strong pastoral care at the heart of their approach to the education of children.
- To identify and meet the diverse needs of the children.
- To create a safe, purposeful, and happy atmosphere which encourages and reinforces positive behaviour.
- To foster positive relationships across the school community.
- To foster the emotional development of the child.
- To create a responsive and effective learning environment.
- To acknowledge and value the achievement of each child and to build self-esteem and self-confidence.
- To develop independence and interdependence.
- To develop an understanding in the children of how their behaviour impacts upon themselves and others.
- To support children's emotional, moral, and social development.
- To promote appropriate behaviour based on the principles of honesty, respect, consideration, and empathy.
- To ensure equality regardless of ethnicity, gender, or disability.

- To ensure that these expectations and approaches are known and understood by the whole school community.

Staff Responsibilities

All staff have an important responsibility for the moral, social and emotional development of the children in the school.

Staff must aim to:

- Recognise that each child is an individual and be aware of her or his needs.
- Appreciate the contribution and achievement of children.
- Expect a high standard of courtesy and conduct.
- Identify children who are having problems, and where self-esteem might be low, and help raise their self-esteem.
- Encourage relationships based on honesty, respect, consideration, and empathy.
- Create a safe learning environment.
- Provide a challenging, relevant, and differentiated curriculum.
- Ensure fairness regardless of age, gender, ethnicity, ability, or disability.
- Listen and be responsive to the children in their care.
- Use sanctions fairly and appropriately.
- Ensure that the children are familiar with and understand the school's core values.

The Curriculum

A structured curriculum and responsive teaching contribute to a positive learning environment. Lessons should have clear objectives, be differentiated for children of differing abilities, and involve children in their own learning. Marking and record-keeping provide feedback to support progress and achievement.

Assemblies provide key opportunities to reinforce positive behaviour and Orchard House Values, wellbeing, and SMSC events, including resilience, gratitude, physical wellbeing, helping others, and reflection. RSHE lessons, circle times, and class discussions provide further opportunities for reflection and practising mindfulness.

Pastoral Activities

The school provides a range of co-curricular activities. These include, but are not limited to:

- Yoga club
- Creative acts
- Little voices
- Multisport
- Advanced football club
- Book club
- Sewing
- School magazine
- Stage Cats
- Pottery
- Debating
- Dodgeball
- LAMDA
- Mother Nature (Science Club)
- M-Tech (music technology)
- Chess club
- Judo
- School productions

The school also provides off-timetable activities throughout the year for the children's enjoyment and enrichment. These include, but are not limited to:

- Christmas crafts
- Easter egg hunt and decorating
- Off-site day trips (e.g. galleries & museums)
- Residential trips (KS2 only)
- External Workshops (e.g. Internet safety, Anti-bullying)
- Sports Day
- Art Exhibition
- Science day
- World Book Day
- International Day

Classroom Management

Classroom management and teaching styles influence children's performance and behaviour. Classroom relationships, positive reinforcement strategies, furniture arrangement, access to resources, and displays all affect how children respond to the learning environment.

Classrooms should be organised to develop independence and interdependence, provide a focused learning environment, and allow easy access to resources. Displays should value individual contributions and promote self-esteem. Teaching styles should encourage active participation, and lessons should develop skills, knowledge, and understanding for both individual and collaborative work. Positive attitudes and behaviour should be recognised alongside academic performance.

School Houses *(See School Houses Policy for further details)*

At Orchard House, the children from Form 1 up to Form 6 are put into one of six Houses when they enter the school. They are Franklin (blue), Darwin (green), Mandela (orange), Nightingale (purple), Parks (yellow) and Churchill (red). The Houses are an important way of helping to deliver the RSHE curriculum at Orchard House. The older children will model expected behaviour and Orchard House values for the younger children, as well as allowing for opportunities to practise teamwork and creativity.

School Council *(See School Council Policy for further details)*

The School Council acts as a vehicle for the opinions and suggestions of the pupils. It also gives pupils the opportunity to consider the views of others and reflect on their own views. The School Council meets every second week.

Children's Responsibilities

Orchard House expects children to:

- Treat adults with respect.
- Treat each other with respect and kindness.
- Understand and accept the roles and authority of teachers and other adults.
- Contribute to the happiness and effectiveness of the school community.
- Show empathy to all members of the school community.
- Recognise the impact of their behaviour on others and on themselves.
- Accept responsibility for their actions.
- Obey the rules of the school.
- Accept any sanctions that may be considered necessary.

The Approach

The approach is designed to make every child feel appreciated and understood. We guide and motivate children through the active reinforcement of positive behaviour in all its aspects.

Individual as well as group effort and achievement are celebrated in many ways, including:

Recognition

Every child is valued and supported. Positive behaviour is actively reinforced. Individual and group achievements are recognised through:

Lower School

- Verbal and written praise
- House Points
- Star Awards
- Message Books: notes to parents
- Sent to the Headmistress for special praise
- Headmistress's Sticker for outstanding effort
- Display of Work
- Assemblies to recognise achievement

Upper School

- Verbal and written praise
- House Points
- Star Awards
- Sports Awards
- Sent to the Headmistress for special praise
- Display of Work
- Assemblies to recognise achievement
- Newsletter: to publicise achievements
- Awards on Speech Day

Transitions

Revised: 20260901
Next review: 20270901

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- 'Moving Up Morning' in the Summer Term eases transitions between year groups.
- EYFS home visits for Nursery and Reception children.
- Year 2 children visit the Upper School in the Summer Term.

Orchard House School Prize-giving

This is an annual occasion to celebrate the end of the academic year in the school. Children in Year 6 may receive an award for effort and/or achievement in school. The deputy head keeps a record of all awards made.

Organisation and Communication

Class Teacher

The class teacher plays a key role in the pastoral care of children.

The class teacher's responsibilities are to:

- Recognise their key role in the pastoral care of children.
- Design strategies to meet individual needs.
- Be available for the children to talk to and listen to what they say.
- Discuss with children actions or suggestions for the School Council.
- Inform appropriate colleagues of children causing concern and the strategies devised.
- Inform parents and seek their support.
Monitor and evaluate the success of strategies.
- Maintain written records.
- Utilise the experience of colleagues.
- Support colleagues experiencing any difficulties with a child.
- Judge when it is appropriate to discuss individual cases with the Headmistress or Deputy Head.
- Report safeguarding issues immediately to the appropriate Designated Person for Safeguarding.

Subject Teachers, Learning Support Staff, Lunchtime Supervisors & Peripatetic Teachers

Observations from these members of staff enable the class teacher to build a clearer picture of the child and any difficulties they may be experiencing.

It is expected that they:

- Inform the class teacher of any difficulties they have encountered and any sanctions imposed.
- Record incidents, if appropriate, and ensure the class teacher is informed of the incident or issue.
- Seek advice from the class teacher and keep them informed.
- Follow the school's safeguarding procedures.

In the Lower and Upper School, children have the opportunity to write down any worries or concerns they may have and post them in the '**Thoughts Box**', which is then followed up by the staff.

Deputy Head Pastoral / Assistant Head Pastoral

Responsibilities include:

- Monitoring, reviewing, and updating the Pastoral Care Policy.
- Ensuring the dissemination, understanding, and implementation of the policy.
- Meeting and discussing strategies with class teachers when requested.
- Supporting colleagues in parental meetings where appropriate.
- Keeping the Headmistress aware of pastoral care issues and concerns.
- Involving the Headmistress directly in pastoral care issues where appropriate.

Designated Safeguarding Lead (DSL)

The role and name of the Designated Safeguarding Lead and their deputies are clearly defined in the Safeguarding Policy.

Headmistress

The Headmistress has overall responsibility for the welfare of the children in the school. An open-door policy is operated, and children are aware that they may talk to the Headmistress about any concerns they may have.

Parental Involvement

- Open-door policy for appointments with staff.
- Greeting and dismissal times allow brief discussions.
- Parents are invited to school trips and class assemblies.
- Minor concerns are addressed by class teachers; serious concerns involve the Deputy Head or Headmistress.
- Parent contact forms are recorded and maintained on CPOMS.

CPOMS

The school uses **CPOMS** to monitor safeguarding, wellbeing, and pastoral issues and parent contact forms. On this online database, staff can record all incidents relating to behaviour, safeguarding, social concerns, and other information regarding the wellbeing of individual children. All teachers and teaching assistants are responsible for entering this data into the system.

Other relevant documents are kept in the child's file in the school office, and pupil information for every child is also stored in a shared folder on the drive for all staff to access.

Sanctions *(See Positive Behaviour Policy for further details)*

- Minor incidents: reminder, second reminder, or missing playtime; reflection sheet sent home.
- Recorded on CPOMS.
- Serious incidents: involve the class teacher and Headmistress/Deputy Head.
- Age, circumstances, behaviour severity, and history are considered.
- Sanctions are implemented alongside a strategy to support behaviour improvement.
Mentors may be assigned from the senior leadership team.
- Sanctions applied calmly, firmly, and consistently.

Morning Briefings *(At all 3 sites with at least one member of SLT)*

- Held every Monday at 8:00 am.
- Staff raise concerns about children.
- Information recorded and emailed to all staff.

Exclusions

The Headmistress and the Governors are responsible for the exclusion of any child from the school.

Parental Concern

Parents who are concerned about the way pastoral care is implemented should address their concerns to the Headmistress. If the concern is not resolved, the school has a formal complaints procedure, which is available on request from the school office.

Staff Wellbeing

The school recognises the importance of staff wellbeing and has members of

staff who are trained in Adult and Children Mental Health First Aid (MHFA). This qualification equips them with the knowledge to identify individuals who may require mental health support and enables them to offer assistance if needed.

Staff also have access to an Employee Assistance Programme, **Health Assured**, which offers a range of wellbeing services for those experiencing physical or mental health issues. Wellbeing activities and social events are discussed with the **OHS Wellness Group** to support wellbeing across the school.