



HARRODIAN

Pastoral Care Policy

Harrodian is a school that seeks to provide an atmosphere where every pupil is able to achieve his/her maximum potential. It is a school that seeks to support and develop the whole persona of the child, recognising that pupils will achieve their best academically only if they feel happy, secure, positive and valued. Furthermore, it recognises that pupils need to be educated towards being responsible and productive citizens of their wider communities, and are valued as individuals beyond their examination results.

Pupil wellbeing and resilience is encouraged through a wide number of holistic initiatives and approaches:

- Circle times and form times are utilised throughout the School to encourage pastoral development outside of the academic curriculum.
- A PSHRE programme exists throughout the School, utilising visiting speakers and a programme delivered in form times and supported in year assemblies. As of 2021-22, this has been expanded to incorporate 9 sessions where all from 11s-U6 are off timetable for one lesson in order to focus on PSHRE.
- All teachers are urged to pass on positive news about pupils and to prioritise positive feedback. This is in keeping with a belief that merited positive affirmation across the school day aids motivation, productivity, wellbeing and behaviour.
- Pastoral themes are promoted and applied across each half term, using a variety of platforms such as posters, form time sessions, year assemblies and whole school assemblies. Key recurring themes include Resilience, Consideration and Responsibility for Self.
- Harrodian looks to include parents in our pastoral approach, recognising that we are in partnership with them. The parents of each year group from the Prep School upwards in the Senior School and Sixth Form are invited to attend termly Parent Briefings or Coffee Mornings, in person and online, which are intended to facilitate the discussion of pastoral issues impacting our pupils. A guest PSHRE speaker is invited to speak to an audience of parents after school on a termly basis.
- Mindfulness classes are offered for pupils, teachers and parents. A number of Harrodian teachers have opted to train as Mindfulness practitioners in order to increase this provision.

- There are weekly timetabled Citizenship lessons throughout the 13s in order to focus upon relevant social issues and encourage philanthropic habits benefitting our local community.
- Programmes such as Prefecting (15s and Senior), and Student Council are key in providing pastoral support structures and allowing for the recognition and discussion of key issues arising from the student body.
- There is an active and comprehensive peer mentoring programme staffed by volunteers from the Sixth Form that provides support across the Prep and lower part of the Senior School. Mentors, guided and assisted by a group of specially selected Upper Sixth Head Student Mentors, meet at least weekly with their mentees to assist with a wide range of problems. All the mentors receive regular training and support from pastoral staff and the appointed Mentor Coordinator.
- The House System helps to facilitate vertical integration. It offers informal pastoral support and creates opportunities for developing self-esteem and a sense of responsibility.
- Harrodian recognises that pastoral leaders must work in partnership with Safeguarding Officers (and with those delivering Online Safety, Nursing, Learning Support etc.) in order to ensure their approach is appropriate and aware. All teaching and support staff have received mandated and up-to-date Safeguarding training in School, (see Safeguarding Policy).
- Harrodian seeks to instil a Growth Mindset in pupils. This is based upon a belief that all pupils are capable of learning and improving across all disciplines. It is imperative that pupils believe this themselves and do not have a 'fixed mindset' regarding the things they are inherently 'good' and 'bad' at, as this is likely to result in them feeling powerless to change and achieve outside of these constraints.
- Teachers are encouraged, across a variety of settings, to normalise and destigmatise the discussion of mental health. Pupils are encouraged, through form times, assemblies and planner content, to be attuned to their own mental health and proactive in taking helpful steps if they perceive themselves to be struggling.

The School's formal pastoral system is horizontal. The Form Tutor is the person who takes responsibility for the daily pastoral care of a pupil, having an overview of their academic progress, personal relationships and social development. Heads of Year are responsible for the overall pastoral care of their year groups and meet weekly with their form tutors. Heads of Year are supported and line managed by various Heads of Section who meet with them weekly.

While this represents the usual provision of pastoral care, pupils are encouraged to speak to any teacher with whom they feel comfortable if they do indeed need to talk. It may be that a pupil in need of pastoral support feels best able to approach one of their subject teachers. They should know this is OK, and any teacher should then inform the pupil's Head of Year (or use Safeguarding procedures if necessary).

Leadership and support is provided to Form Tutors/Heads of Year across the School by the following section leaders:

Pre Prep Department	Reception – PP3	Head of Pre Prep
Preparatory Department	8s – 12s	Headmaster Head of Lower Prep Head of Upper Prep
Senior School	13s-15s	Head of Seniors Deputy Head of Seniors
Sixth Form	L6th-U6th	Head of Sixth Form Deputy Head of Sixth Form

The School employs a nurse who, in addition to her medical responsibilities and attending to the physical health of pupils, is also able to offer counselling and pastoral support to pupils as required. There is also a dedicated and totally confidential counselling service available in the School. Appointments to see the Counsellor can be made in confidence in the Senior School office

The School can only achieve its educational and pastoral objectives within an orderly framework, where clear boundaries of acceptable behaviour and mutual respect are established. The expected standard of behaviour is clearly laid out in various policy documents and is also summarised in student planners.

Person Responsible: Deputy Head of Seniors

Last updated: September 2021

Next update: September 2022