



# HARRODIAN

## Pastoral Care Policy

Harrodian is a school that seeks to provide an atmosphere where every pupil can achieve their 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 well-being and resilience are 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.

PSHE is a school curriculum subject that helps pupils stay healthy, safe and prepared for life and work in modern Britain.

- 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, well-being and behaviour.
- Pastoral themes are promoted and applied across each term using a variety of platforms such as posters, form time sessions, year assemblies and whole school assemblies.
- 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 are invited to attend regular Parent Briefings in person and online, which are intended to facilitate the discussion of pastoral issues impacting our pupils. The school's open door policy allows easy communication between parents and form teachers, particularly at drop off and pick up.
- Mindfulness classes are offered for pupils, teachers and parents. Several Harrodian teachers have opted to train as Mindfulness practitioners to increase this provision.

- There are weekly timetabled Citizenship lessons throughout the 13s that focus upon relevant social issues and encourage philanthropic habits benefitting our local community.
- Programmes such as prefecting (15s and Sixth Form), 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. Similarly there is a vertical form structure in the 6th Form which also assists integration and development.
- Harrodian recognises that pastoral leaders must work in partnership with Designated Safeguarding Leads, Medical and Welfare Officers, Learning Enrichment etc to ensure their approach is appropriate and aware. All teaching and support staff have received mandated and up-to-date Safeguarding training in School, (please refer to the school's Safeguarding Children and Child Protection Policy).
- Harrodian's Pillars reflect the values we wish our community to be built upon. They each represent character traits we want all Harrodians to exhibit and develop. (Resilience, Inclusivity, Ambition, Curiosity, Compassion and Independence.
- 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 up to year 11 is horizontal. The Form Tutor/ Classroom Teacher 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. The Head of Pre-Prep has overall responsibility for the pastoral care of Years Rec - PP3.

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 encouraged, 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	Head of Pre-Prep and Pastoral Lead	Fiona Walker
Lower Prep	Head of Prep (Lower) and Pastoral Lead	Clair Foster
Upper Prep	Head of Prep (Upper) and Pastoral Lead	Peter Hardie
Senior School	Head of Senior School	Andy Woodward
	Head of Pastoral Care - Seniors	Bryn McNaught
Sixth Form	Head of Sixth Form	Alison Heller
	Deputy Head of Sixth Form	Martha Kinsella

The School employs a team of Welfare Officers who, in addition to medical responsibilities and attending to the physical health of pupils, offer additional pastoral support to pupils as required. There is also a dedicated and confidential counselling service available in the School. Appointments to see one of the School Counsellors can be made in confidence in the Senior School office or via direct email.

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 laid out in various policy documents and is also summarised in student planners.

Approved by:	Senior Leadership Team
Last reviewed:	November 2024
Date of next review:	November 2025