



WAKEFIELD GIRLS HIGH SCHOOL - JUNIOR SECTION

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Author/Lead Job Title	Sam Rowley Director of Junior Section
Consultation	Heidi Jayne Boyes, WGHS Head
Name of Approver / Committee	Heidi Jayne Boyes, WGHS Head
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VALIDITY – Policies should be accessed via the Foundation intranet to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD 2 YEARLY

Version	Date	Change details
1.00	Jan 2016	Written, R Edwards Approved at GP 19 Jan 2016
1.01	Jan 2019	Reviewed
1.02	June 2020	Updated with Covid information
1.03	Sept 2022	Reviewed, Sam Rowley, WGHS Director of Junior Section
1.04	Jan 2023	Sam Rowley, WGHS Director of Junior Section to separate pastoral and behaviour.

To be published on the following:

Staff shared	X	School website	X	ISI Portal	
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WGHS Junior Section Pastoral Care Policy

1. Introduction

Every member of the school community feels valued and respected and each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Pastoral Care is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

2. Values

In our pastoral care we promote the fundamental British Values. These values are taught explicitly through Personal, Social, Health and Emotional (PSHE). We also teach the British Values through the planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through our collective worship and whole school systems and structures such as electing and running a School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

In the Junior Section these values are reinforced regularly in the following ways:

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. (Each class elects a School Council representative). Children are recommended for Star of the Week which is awarded to individual children who show they are modelling the values of the school. The children work together and have agreed sets of classroom expectations. These rules are available in each classroom and are used by children and adults in agreed acceptable behaviour.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school day. Our Red Card System and Sunshine and Cloud system for behaviour is aligned to an agreed set of expectations linked to Golden Rules. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e Safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly more involved in child-led learning.

Mutual Respect:

Part of our school ethos and behaviour policy are based around core values such as 'respect' and 'responsibility' and these values determine how we live as a community. Children and adults, including visitors, are challenged if they are disrespectful in any way.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RPE and PSHE.

3. Objectives

- to provide a caring, friendly yet disciplined atmosphere within a safe and stimulating environment;
- to provide a high standard of facilities;
- to encourage participation in a wide range of activities to allow opportunities for pupils to discover their potential in a variety of spheres;
- to encourage high moral values and a sense of respect;
- to encourage appropriate work habits, applauding the pursuit of academic excellence;
- to encourage co-operation between pupils and between staff and pupils;
- to encourage an expectation of high standards of appearance and dress;
- to encourage a sense of responsibility and accountability;
- to provide opportunities for positive reinforcement through personal and public recognition of achievement;
- to prepare pupils for the transfer into the Senior Section at Year 7

4. Pastoral Structure

The Director of the Junior Section will:

- take responsibility for the day to day running of the Junior Section
- take responsibility for the well-being and development of all pupils in the Junior Section
- monitor the general standards of conduct and appearance of all pupils in the Junior Section
- take a lead role in applying the system of rewards/sanctions;
- take responsibility for the pastoral welfare of pupils in the Junior Section • be available to parents when pastoral concerns are raised;
- take a lead in the development and implementation of the Pastoral Care Policy;
- monitor standards of behaviour and achievement
- assist in applying the system of rewards/sanctions;
- ensure continuity of pastoral information between the Junior Section and any new school a pupil may attend;
- organise selection of Year 6 pupils for responsibility, actively seeking ways for the selected pupils to develop these roles;
- organise the collection, publication and announcement of weekly house point totals and celebration of pupil achievements e.g. Star of the Week

The Wellbeing officer will:

- Support the promotion of pupil wellbeing and positive mental health
- Support the DSL with Junior Section safeguarding issues
- Oversee the implementation of the PSHE curriculum inc:RSE

The House system coordinator will:

- promote the House System within the Junior School

5. The House System

Each girl in the Junior Section is assigned to one of the four houses, with the aim of enabling pupils of all ages to have a common link. Pupils earn house points for themselves and their house and these achievements are celebrated in assemblies. Each House has an elected Captain and Vice-Captain.

6. Positions of Responsibility

We develop a sense of responsibility through undertaking positions in class such as Form Captain, Games Captain, Eco Monitor and School Council Representative. These positions are elected by girls in the class. Hustings take place for Eco Monitor and School Council Representatives.

A significant number of students in Year 6 have a position of responsibility in different aspects, such as Librarian, Music Monitor, Languages Monitor etc. These positions are either elected by the girls in the class or selected by the curriculum leader for that area. A Head Girl and Deputy Head Girl from Year 6 are elected twice a year, once in the summer term whilst still in Year 5 ready for a September start, then again before Spring half term, ready for the final three half terms of the year. Both peers and staff have contributions to the voting process.

House Captains from Year 6 are elected yearly by the girls in each school house. They assist the House coordinator in the matters pertaining to the house system.

Friendship Buddies are responsible for promoting friendship and games in the playground at break and lunchtime and are distinguishable by their badge.

The elected members of the Eco-Committee meet at least every half term to discuss how the Junior School can implement environmentally friendly systems.

The elected members of the School Council meet at least every half term to discuss issues raised by the pupils. The minutes of the Eco-Committee and School Council meetings are on 'Staff Shared' and made available to class teachers for further discussion. The Year 6 representatives of both committees meet with the Director of Junior Section to discuss issues raised in the meetings.

7. Reviewing and Monitoring

The implementation of this policy will be constantly reviewed by the Head of Junior School. This Policy will be reviewed in line with the school's policy review.