



ATLANTIC HALL

Student Pastoral Care & Welfare Policy

1. Definition

There is no single definition of pastoral care, although most tend to encompass similar key concepts.

In Atlantic Hall we define pastoral care as:

'A holistic approach by which the school attempts to meet the; personal, social, emotional and intellectual needs of every student in order that each might participate fully and gain maximum benefit from everything our school has to offer, able to make correct and informed choices as a responsible adult'

2. Approach

The school's Mission and Vision seeks "To provide high quality education that produces well-rounded children and two of our Core Values are; 'holistic' and 'child-centred'.

To achieve this Atlantic Hall must itself adopt a 'holistic' approach to educating its students, one which seeks to develop its academic, social, spiritual and moral learning.

We believe pastoral care is the responsibility of everyone and permeates every strand of school life. It supports the principle of 'inclusivity' and 'equality of opportunity' and is regarded as an 'entitlement' for every student.

3. Core Philosophy

Enshrined and implicit within our core philosophy is the commitment to our Christian ethos of:

1. Caring and promoting quality and respectful relationships between all partners in the school community
2. Providing students with the necessary knowledge and information to make sound moral and informed choices
3. Promoting excellence at all levels
4. Discipline, manners and respect
5. Responsibility

4. Structure of Pastoral Care & Development

To achieve our aims, we have adopted 6 key whole school strategies

1. Tutor-based Guidance System
2. Personal, Social, Moral & Health Education (PSMHE) - Programme & Guidance (including Vocational & Career Guidance)
3. Boarding / Residential Experience
4. Community Service
5. Clubs & Societies

4.1 Tutor-Based System

The Tutor System at Atlantic Hall is seen as the cornerstone of our approach to; help, support, guide and develop our students in the context of our agreed school Pastoral Policy.

The Tutor is responsible for delivering relevant and required strands of the school PS programme.

The Tutor must always follow approved school policy and keep his /her HOD fully informed of; relevant issues, concerns and progress of all Tutees

Each Year Group has appointed Tutors who work under the line-management of a Head of Year (HOY)

Whilst the Tutor has a responsibility to every member of his / her tutor group, the HOY has an overarching responsibility / accountability to his / her whole year group and reports to the Vice Principals.

Core Role

1. The Tutor is the key point of contact and connection in the school (to an individual student) and in the learning and wider development of the student
2. The role of the Tutor should not be viewed as a teacher working in isolation, but as a staff member who has a specific role within the school's overall remit for the development of the 'whole person'
3. The Tutor will report to and be supported by his / her Head of Year
4. The Tutor will differentiate appropriately between his /her role as a teacher and that of a Tutor establishing a bond of trust and mutual respect with each tutee

4.2 Personal, Social, Civic/Moral & Health Education (PSCHE) Programme

Delivery

This programme is delivered formally to all students through a timetabled tutor session(s) and delivered by the class Tutors in the main. It is also delivered by subject tutors as a curriculum-based subject.

Programme

The PSHE Programme will consist of an agreed framework of topics to be delivered to both Junior Secondary and Senior Secondary classes. Delivery of certain topics may be on a spiral basis (i.e. repeated each year), building and consolidating on the previous year and factoring in 'age-appropriateness'.

Topic Examples:

- Anti-Bullying
- Sex-Education
- Leadership
- Making Informed Choices
- Manners & Courtesy
- Developing Healthy Lifestyles
- Environmental Responsibility
- Responsible Leisure
- Role in the Community & Citizenship

- Global citizenship
- Careers

Wider Delivery

Aspects of this programme may also be delivered by any one, or combination of the following:

- School Counsellor
- Head of Year
- Director of Boarding
- School Doctor
- Visiting Speakers
- Externally contracted programmes (e.g. dining etiquette, comportment)

4.3 Boarding / Residential Experience

As a full Boarding School, Atlantic Hall has as with other boarding schools a unique opportunity to action, practice and develop in 'real life' many of the theoretical principles of the 'holistic development' of students

Boarding Staff and Teaching / Tutor staff should adopt a seamless and mutually respectful professional working cooperation with each other. Living in an extended family structure in the boarding houses allows students to develop many qualities, amongst them:

- Leadership
- Respect
- Cooperation
- Tolerance
- Responsibility
- Work ethic
- Integrity
- Sharing
- Team work

All House-Parents as part of their 'duty of care' should actively pursue and seek to create opportunities for all students to develop the above qualities

House-Parents are responsible for keeping the individual students Tutor informed of the progress of their Tutees in the residential setting

The respective Heads of Boarding (Girls & Boys) should link closely with the Heads of Year (as well as Tutors) with regards to both progress and issues concerning an individual student.

4.4 Community Service

From their very first day in Atlantic Hall our students must recognise both their privilege and responsibility in the wider community.

Students through their Heads of Year, Tutors and others will be encouraged to engage in some form of tangible community development role.

This may take the form of:

- Supporting the school's adopted local school(s)
- Raising funds for community –based projects
- Volunteering to offer service at weekends / holiday times
- Supporting community- based initiatives

Students will be encouraged to consider themselves in relation to their community and to develop a positive sense of 'community responsibility' which they will continue to foster and develop in their adult lives.

4.5 Clubs & Societies

A number of recognised national & international clubs and societies are active in school for students to join and engage in.

Membership of such organisations plays an important role supporting many of the principles and qualities that we want our pastoral care and development of our students to reflect.

Students are encouraged to and may join any of the following as an example:

- Boy Scouts
- Girl Guides
- Red Cross
- Drama Club
- Choir
- Duke of Edinburgh Award Programme
- Conservation Club
- Gifted Hands Club
- Entrepreneurship Club
- Sports

5. Pastoral Guiding Principles:

In providing the appropriate pastoral guidance and support the school believes that:

1. It reflects the needs of students in a full 'Boarding School' (24/7)
2. It is a structured system within the school which facilitates both the learning and personal development of our students
3. It is the responsibility of the school and whole staff therefore it needs to be organised and well led

4. It is for **ALL** students
5. The focus of Pastoral Care is not the student body as a whole, but the individual students who make up the student body
6. Pastoral Care is not just 'getting to know students', but it is also a continuous provision of what students need for their 'holistic' development
7. The 'care' element of pastoral care must have agreed boundaries and procedures and should reflect the aims and objectives of our school which are implicit in our School Vision

Pastoral Policy & Welfare

Strategic Leadership & Management Structure

Key Pastoral Personnel

- Principal
- Vice Principal Students Affairs (VPSA)
- Tutors
- Heads of Year
- Counsellors
- Director of Boarding (DOB)
- Heads of Boys & Girls Boarding

1. Principal

The overall responsibility for Pastoral Care rests with the principal.

His remit operationally is concerned substantially (but not exclusively) with strategy and outcomes

He will work closely with the Vice Principal Student Affairs and Director of Boarding on matters of; strategy, policy and evaluation. They will form the Pastoral Management Team (PMT)

2. Pastoral Management Team (PMT)

- Director of Boarding
- Heads of Boarding
- Counsellors

Are responsible for the overall pastoral welfare, implementation, management, tracking and monitoring (quality assurance) of the Pastoral Policy

Support Documentation

Further guidance to support this policy may be found within a separate document:

'Student Pastoral Care-Support Guidance' (Appendix 1)

Policy Reviewed: October, 2025

Next Review: October, 2026

Appendix 1

Pastoral Care Policy & Support Guidance

All staff involved either directly, or indirectly ought to be familiar with the advice / guidance contained within this document.

Effective Pastoral Care (Benefits)

Effective Pastoral Care in Atlantic Hall makes important contributions to the following crucial areas;

1. A student's personal & social development
2. Through '**Tutoring**' and the whole school curriculum, students can get an important opportunity to reflect and learn a range of skills for handling important situations in school and elsewhere in life
3. Through good '**House-parenting**', students feel secure and cared for
4. Pupils' learning and achievement
5. Pupils being developed to his / her full potential – spiritually, morally, intellectually, physically, socially, personally and aesthetically
6. Pupils feeling valued and cared for
7. Have a sense of identity and belonging to the school community
8. Teachers' professional satisfaction and confidence
9. Home-School relations
10. Preparing students to enter a complex and challenging world and to excel globally

Aims of our Pastoral Care structure

1. To break the school down into smaller units so that each student is known (well) to at least one teacher (tutor) and key houseparent
2. To provide a link between each individual student and the staff
3. To assist the individual to enrich his / her personal life

4. To help the student make informed educational and personal choices
5. To help the student make their own decisions
6. To act as an 'early warning system' for the early detection of 'at-risk' students
7. To provide a link for parents through an individual teacher (tutor) who has a special knowledge of their child
8. To provide an important conduit for relating information to students
9. To bring together all the school services and programmes in a structured and coordinated way for the benefit of all students in our care
10. For students to develop trust and confidence in those who care for them

Pre-requisites for effective Pastoral Care

1. A 'climate' or 'attitude' of **CARING**
2. A clear structure in place
3. A clear, unambiguous, rich structured programme
4. A pastoral care leadership and management structure with clearly defined roles to coordinate and plan both the strategic direction and management of the programme
5. Provide a clear definition of the 'Role of the Tutor', Head of Year and other key figures
6. Appropriate training to prepare Tutors and Heads of Year to undertake their role effectively
7. Where possible the 'Tutor' should also be a subject teacher to their tutor class so as to enhance regular contact
8. The Tutor should be given time on the timetable to regularly meet their tutor group and also to deliver the PSMHE programme
9. A robust communication and recording system (which is subject to modification as required)
10. Sufficient resources and time are made available as and when required to effectively deliver the programme

Pastoral Review Panel

The review panel is a central and vitally important strand of our Pastoral welfare for students.

1. The Panel will meet as often as required, but not more than once a week
2. It will **serve to respond to the needs of students** who have been referred to the Panel due to concerns raised through Tutors / House-parents which transcend those which can ordinarily be met / resolved through their Tutor / Head of Year.
3. Issues referred may cover the full spectrum of need, but central to the Panel approach is, **'what needs to be done and by whom to restore the referred student to being fully engaged in their whole education'** (academically, socially and emotionally)
4. The Panel may decide that a student may require **specialised intervention**. This intervention may be either short term, or medium term in duration (to be specified)
5. The panel will fully consider the nature of the problem / issue referred and identify; the necessary actions, personnel involved and clear time spans for intervention.
6. The panel must **inform parents** that their child has been referred to the panel (and for what reason) and of the outcomes of the meeting (**Unless not in the best interests of the child**)
7. All **proceedings must be well documented** and be clear regarding;

- **Reasons** for referral
 - **Outcomes** of the meeting
 - **Actions** to be taken – over what time frame – by whom – success criteria -review date (if applicable)
8. Minutes of every meeting must be taken and circulated to the Principal (if he does not attend) and other panel members.
 9. Discussions and information shared at Panel meeting must be viewed as ‘Highly Confidential’

Panel Members (Composition)

Vice Principal Students Affairs

Director of Boarding

Heads of Boarding

Counsellors

Head of Year (of student referred)

Key Roles - Role Descriptions:

The Class Tutor

Core Role

1. Personal Qualities & Skills

- The Tutor must have a clear understanding of what is expected of them, e.g. what support structures are available to them and their relationship with those other structures.
- The Tutor must follow the clear and agreed boundaries of ‘care’ within the Pastoral Care system.
- The Tutor’s role is one of offering advice and support and being an advocate for the tutee.
- The Tutor should recognise that he / she may not always be the person to solve a problem or issue that a student may bring
- The Tutor must uphold integrity and professionalism at all times and adhere to confidentiality in accordance with school guidelines / expectations

2. Operational Role

Description

The Tutor must be aware of the development stage of the Tutor / Year group

1. The Tutor should know the background of each student in their tutor group
2. The Tutor should bring an objective view to any situation regarding a student within his / her tutor group

Conduct

The Tutor should be the first point of contact by a subject teacher if a concern / problem emerges (Depending on the seriousness of the issue, the subject teacher may also involve other appropriate personnel)

1. To teach strands of the Personal, Social & Health Education (PSHE) programme as required
2. Meet and keep the Head of Year up to date with progress and of any issues concerning his / her tutor group
3. Monitor the attendance, punctuality and homework compliance of all his / her tutor group members
4. Relay 'appropriate' information to other teachers
5. Relay relevant and necessary information to his / her tutor group including:
 - Monitor (& record) the progress of students in his / her tutor group
 - Have a central role in interpreting (& reinforcing) the rules of the school to the tutor group
 - With permission, contact home (a full record must be kept)
 - JSI tutors to have a central (but not exclusive) role in the first year 'Induction Programme
 - Check and monitor; planners, uniform and homework compliance / standard
 - Liaise with PCMT and other relevant pastoral team members as and when appropriate
 - Write and complete the 'Tutor section' of reports to parents

Head of Year

1. Core Role

The Head of Year is responsible for the care of a Year Group

The Head of Year is responsible for overseeing that Tutors fully undertake their role as defined within the Pastoral Policy

The Head of Year as a 'Middle Leader' is required to keep the PMT fully informed of issues and matters concerning students' pastoral needs, progress and welfare.

2. Operational Role

1. The Head of Year should be familiar and know each student in their Year Group
2. The Head of Year will report to the Vice Principal's and liaise as required with other members of the PCSG
3. The Head of Year is responsible for all students within their year group with an emphasis on academic progress, behaviour and well-being of students in their year group
4. Meet regularly (formally & informally) with Tutors in the Year Group
5. Provide leadership and support to his / her Class Tutors

6. Refer (adhering to Referral Policy) students to other relevant specialists involved in the pastoral care programme

7. Conduct

1. Prepare referral notices for Review Panel Meetings
2. Coordinate Year group assemblies
3. Attend and contribute to Head of Year meetings
4. Communicate as appropriate with parents in various ways and as required

The Counselling Unit

1. Core

To work in collaboration with the VPSA to play a leading role within the Pastoral Management Team (PMT)

2. Operational Role

To coordinate the delivery of the school PSHE Programme

To be a member of the Review Panel

To coordinate the school Child Protection Policy and act as 'Named Person'

To be responsible for all Counselling activities via Review Panel Meetings

To lead Vocational guidance activities

To be responsible for the preparation of all Student Transcripts

Organise and deliver in-service training regarding the school PSHE POLICY and student welfare

3. Conduct

Monitor the quality of services within their operational remit

Liaise with other members of the PCMT as required

Liaise with parents on matters arising from their operational remit as required and where appropriate

Meet regularly (as required) with Boarding staff and Tutors as required and offer support and guidance on welfare matters