



St Paul's Juniors

Ways in which St Paul's Juniors listens to Pupils and Parents

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to: policyquery@stpaulsschool.org.uk

1. The Form Tutor System

- 1.1 Each child is part of a Form and each Form has a Form Tutor who is responsible for the immediate pastoral and academic welfare of the pupils in his/her Form. Parents are given the email address for the Form Tutor at the start of the academic year and are encouraged to get in touch with the school if there is a concern so that it can be addressed promptly. The Homework Diary is also a means by which notes can be passed from home to school.
- 1.2 Form Tutors are given written guidance about their role. Further guidance is provided by the Heads of Year at the start of each term and at regular intervals throughout the year. Form Tutors get to know the pupils in their Form well and pupils are encouraged to come to talk to their Form Tutor if they have a concern. Form Tutors will initiate contact with parents if they or a subject teacher have a concern and this may prompt pupils and parents to share further views or concerns with the school.
- 1.3 Regular Form Periods are timetabled throughout the term. In the Lower First to the Upper Second Years, these take place as part of the academic weekly timetable. In addition, Form Periods are allocated as part of the assembly programme. In the Third Years, pupils' Form Periods take place as part of the assembly programme only.
- 1.4 Pupils in the Lower First, Upper First have PSHE lessons with their Form Tutor. In the First and Second Years the Form tutor will also teach their Form for another timetabled lesson and in the Third Years, some Forms will also be taught by their Form Tutor. This enables Form Tutors to get to know their tutees better and helps pupils to feel more confident about speaking to their Form Tutor regarding any concerns or suggestions they have.
- 1.5 Each Form from the Lower Second Year upwards has an Assistant Form Tutor. They may take registration from time to time and are available as an additional adult within the school that a child may go to with a concern.
- 1.6 All Form Tutors receive ongoing support from the Heads of Year and the Pastoral Deputy Head.

2. Members of Staff

- 2.1 All members of staff at St Paul's Juniors are expected to listen to pupils and to take seriously, and act appropriately, on any concerns they may have.
- 2.2 All teachers at St Paul's Juniors are given training in safeguarding and child protection as part of their induction which is refreshed regularly, in line with guidance from the Local Authority. Training in Child Protection and Safeguarding is co-ordinated by the School's Safeguarding Co-ordinator and includes guidance and advice on listening to children and what to do if a child wishes to make a disclosure to a member of staff. All staff are required to read the School's Safeguarding and Child Protection Policy and Procedures, which provide further guidance in this area.
- 2.3 There are many opportunities for pupils to work in small group scenarios such as in extra-curricular clubs or when interacting with the teaching assistant, the Head of Learning Support, the librarians, school nurse and office staff. All these opportunities allow pupils to raise concerns or share views and opinions in a less formal setting.

3. School Nurses, School Counsellor and School Chaplain

- 3.1 In addition to the Form Tutor and other subject teachers, pupils are welcome and encouraged to speak to one of the School Nurses about concerns they may have.
- 3.2 The School Nurses have been trained in Safeguarding to Level 3 and refer any disclosures to the Designated Safeguarding Lead in accordance with the Safeguarding and Child Protection Policy. Other pastoral concerns are shared with the pupil's Form Tutor and where necessary the pupil's Head of Year or Pastoral Deputy Head .

3.3 School Counsellor

The SPJ school counsellor is available to all pupils five days a week. The counsellor provides a safe space where pupils can express and explore anything that is of importance to them. School counselling is an intervention that pupils can voluntarily enter into if they want to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion. Pupils can attend weekly scheduled one-to-one sessions and/or use the counselling drop-in service or a referral can be made: through self-referral – either via in person communication with the counsellor, who has an open-door policy or through completing a counselling Drop-in request (posted in box outside the counselling room); through email to the counsellor (L3 and U3rd pupils only); or via Form Tutors, Heads of Year and Parents.

The counsellor will not ordinarily provide feedback on their sessions with pupils to either staff or parents, unless they have explicit permission of the pupil or they believe that Safeguarding and Child Protection Policy requires them to share information. The counsellor may choose to share themes arising from sessions with parents and pastoral care staff where they feel that this is in the best interest of the pupil's continued support and mental and emotional wellbeing. The counsellor makes contemporaneous notes of all their sessions which are stored in a password encrypted folder and viewable only to the counsellor. They will also add a Pastoral Module (PM) on ISAMS for pupils who are considered to have additional welfare and safeguarding needs. These PM's will include any information arising in session deemed pertinent for the pupil's continued physical, social, mental, and emotional wellbeing. These PM's will be judiciously shared with Pastoral care and DSL team where a safeguarding concern exists.

The school counsellor will aim to make counselling available to all pupils. However, it may not always be possible, or appropriate for, the counsellor to undertake more complex or long-term therapy where a pupil requires more extensive therapeutic support. In these cases, the Pastoral Deputy Head will work with the counsellor, pupil and parents to suggest alternative support mechanisms.

School counselling is most effective when delivered as part of a whole school commitment to supporting mental health and wellbeing. In SPJ the counselling service works collaboratively with Pastoral and Safeguarding care, SEN provision, the Heads of Year, Form Tutors and the Medical support team. This allows joined-up thinking to address pupils' holistic needs. To reduce any stigma around mental health and pupils seeking counselling support, counselling is woven into the fabric of school life through: Assemblies to the whole school, creation and display of informative counselling leaflets for pupils and parents and a display of posters for the notice boards.

3.4 School Chaplain

Our School Chaplain and lay School Chaplains are available to pupils of all faiths and none, as a source of counsel and support. Additionally pupils can find support within their own religion by attending a number of lunchtime clubs and are invited to join SPS societies.

4. The Curriculum

4.1 Our PSHE & Citizenship curriculum incorporates topics on emotional intelligence and includes information on managing emotions, building self-confidence and courage, taking personal responsibility, developing a healthy and safe lifestyle, living with others and developing relationships, resolving conflict, challenging bullying and dealing with peer group pressure. There are also workshops and talks for the Lower Third Year pupils on managing adolescence, drugs and other pertinent issues.

4.2 Our Computing programme incorporates e-safety awareness, including specific discussions about keeping safe on line.

4.3 Other discussions across the curriculum provide pupils with the opportunity to share views or express concerns, either via the forum of the class itself or at the end of the lesson by speaking individually to the teacher. References to opportunities to cover spiritual, moral, social and cultural aspects are made in departmental schemes of work.

4.4 Information evenings are held regularly throughout the year in which parents are invited to hear information about aspects of the School's work. Each evening provides opportunities for parents to ask questions about the School's schemes of work, or its approach more generally.

5. Reporting Concerns

5.1 Pupils are reminded at the start of each year, and through messages in assembly and tannoy notices, that if they are worried, they can seek support from any member of staff including their Form Tutor, the Heads of Year, the school DSL's, the school counsellor, the Pastoral Deputy Head or the Head. This information also appears on posters in classrooms and is contained in the Code of Conduct within the Homework Diary.

5.2 On the home page of the intranet, there is guidance on what to do if pupils are worried or concerned. The home page of the intranet also provides a link to Tootoot, an online platform which allows pupils to report concerns anonymously. Reported concerns usually go direct to the pupils' Head of Year or Pastoral Deputy Head who will investigate the matter.

5.3 There is a box labelled 'Pupil Welfare' in First Year form rooms, in which pupils can post any concerns or worries that they have. Concerns raised by pupils are followed up by the Form Tutor and, where appropriate, by the Head of Year or Pastoral Deputy Head .

5.4 Pupils have the opportunity to write concerns or questions about anything that has arisen from their discussions as part of the Sex and Relationships Education programme. The comments are made confidentially on a post-it note and then addressed by the subject teacher or referred to parents or to the Designated Safeguarding Lead as appropriate.

6. Parents

6.1 There is a Parent Handbook which gives details about the organisation of Pastoral Care at St Paul's Juniors and how to report any pastoral concerns. There is an electronic version on the Parent Portal as well as a hard copy sent to parents at the beginning of each year.

6.2 Towards the end of the Summer Term before joining the school there is an evening for new parents. The main aim of this meeting is to welcome new parents to the school community and to allow them to meet with their son's new Form Tutor.

6.3 There are parents' meetings in September for:

- Parents of new pupils in the Lower First and Upper First Years: information is given about the pastoral care system and who to go to with a concern. Parents have an opportunity to ask questions and there is a supper afterwards for new parents to meet each other as well as their son's Form Tutor and other senior staff involved in pastoral care;
- Parents of pupils in the Lower Second Year: this is mainly a social evening as the classes have been mixed, but there is also useful information given by the Head of Second Years and Head. Parents have the opportunity to meet their son's new Form Tutor and other senior staff involved in pastoral care;
- Parents of pupils in the Lower Third Year: this is a social evening to welcome parents of new pupils who join at 11+ as well as for all parents of pupils in the Lower Third Year as the classes have been mixed. There is also useful information given by the Head of Third Years and Head. Parents have the opportunity to meet their son's new Form Tutor and other senior staff involved in pastoral care;
- There are several coffee mornings where parents can come in to school and meet with each other, the Heads of Year and other senior staff.
- There is a formal Parent Rep meeting with each Head of Year once a term. This meeting is chaired by the Head of Year and minutes are sent to the Parent Reps for distribution.

6.4 There are also parents' meetings with Form Tutors just before the autumn half term Remedy. In the Spring Term, parents of pupils in the Lower First and Upper First Years meet again with Form Tutors. Parents of pupils in the Lower Second Year and above meet with their son's subject teachers in the Spring or Summer Terms. Appointments can be scheduled with pupils' Heads of Year or the Senior Deputy Head as necessary.

6.5 These meetings are all designed to encourage open communication between home and school so that parents feel confident to approach the school with any concerns or other suggestions that they might have.

6.6 The Parents' Association opens and develops channels of communication between parents and the school through social events. There is a wide range of information available to parents on the Parent Portal.

7. The School Council

7.1 The School Council has a representative from every class, elected in the first half term of each new academic year. In addition, there is a Chair, and Secretary.

7.2 The School Council meets at least once per half term to bring the views and suggestions from each class to the meeting. There is often a focus to the meeting, for example canvassing pupil views on clubs and activities, or voting for a school charity or fundraising opportunities.

7.3 The Head of PSHE & Citizenship attends all meetings and guides the executive committee and organises the dates of the meetings. In addition, the Heads, the Senior Deputy Head or other senior staff may attend from time to time to hear the views of pupils and to answer questions directly.

8. Catering Feedback

8.1 The Catering Manager and Heads of Year meet with a cross section of pupils from the School Council at least once every per term. In addition, each Form is asked for views on the catering on a termly basis, during Form Time. The comments are collated by the Heads of Year and communicated to the Head of Catering.

8.2 Views from the parent body about the catering are obtained during termly meetings between Parent Representatives and the Heads of Year. Comments are collated and communicated to the Senior Deputy Head and Head of Catering.

9. Pupil Surveys

9.1 Every two years St Paul's Juniors conducts a pastoral survey which focuses on aspects of safeguarding, pupil safety and wellbeing. The survey is designed to seek pupil feedback on aspects of pastoral care. The survey is completed online by pupils and the data anonymised.

SPJ have also partnered with BounceTogether to create a variety of surveys to help support and track pupil well-being throughout the school. The platform measures and monitors physical and mental wellbeing and the attitudes of pupils.

The results are analysed and key trends identified. A report is prepared and shared with the relevant pastoral staff, the Educational Executive and is shared with the Governors' Safeguarding Committee.