



Ara School
Pastoral Care
(May 2015)

Pastoral Care

The academic, spiritual, moral, social, cultural and emotional development of all students are of paramount importance to us at Ara school. Our pastoral system will be built on the values of the Primary Years Primary as it focuses on the development of the whole child inside and out of the classroom. By doing this we will enhance the opportunity for students to develop their own opinions, values and insights through the six transdisciplinary themes which are embedded and are a part of the curriculum. Trips, assemblies, guest speakers and members from the local community will enhance and develop the pastoral system further. We also hope to be supported by other agencies such as Health and Social Services.

Cultivating excellent, respectful relationships with all members of the school community will ensure that students model good behaviours towards their peers and other members of the school community. We strongly believe in celebrating student success in ways such having a 'student of the week' and 'student of month' as this will not only improve student's self-esteem but it will also intrinsically motivate students to succeed. The criteria for these examples of student success will be based on positive behaviour and effort.

All teachers will be responsible for student welfare and will have duty of care for all students at the school. As indicated in our vision, mission and philosophy statements it is our belief that students can only be successful in their learning if we provide them with a safe, warm and nurturing environment in their classes, by ensuring that all teachers are mentors for students in their care.

Child protection training is compulsory for new faculty staff. At the beginning of the school year there will be a refresher course on child protection for all faculty members. We will also allow new faculty to participate in online courses provided by NSPCC, CEOPS and Educare. All teachers will be DBS checked (before taking on a post) and trained to support students in situations such as child-abuse, neglect, self-harming and bullying. Training will be provided by Barnet Council as part of the child protection and safeguarding programme which the council offers. This programme is designed to promote and safeguard the welfare of all children at the school. In the case of adverse circumstances teachers will also be able to provide families with support.

The Deputy Headteacher and Key Stage 1 and 2 Coordinators will be responsible for the student's academic and pastoral wellbeing, if higher levels of intervention are required. Two safeguarding officers will be appointed by Ara School and will undergo advanced DBS checks and training which will be followed by further training every two years. As the school expands and grows there will be a need to work with key-workers and family liaison officers at the school.

Once the SENCo has been appointed they will be responsible for the coordination and support of students who are part of the SEND programme. The SENCo will also provide faculty with professional guidance in an attempt to maintain high quality teaching and learning for students who are in the SEND programme. Approaches to learning will play a vital role in the development of self-knowledge and skills as part of the learning process. Approaches to Learning (ATL) is characterised as a set of skills which assist students in 'learning how to learn'. The five ATL skills provide students with concrete foundation for learning independently and with their peers as they promote student engagement, deep understanding and transfer of skills for academic success. They also help students prepare for, and demonstrate learning through, meaningful assessments by meeting the objectives of the subjects which are set in a real-life context.

Approaches to Learning across the curriculum

ATL skill categories	MYP ATL skill clusters
Communication:	Communication
Social:	Collaboration
Self-management:	Organisation
	Affective
	Reflection
Research:	Information literacy
	Media literacy
Thinking:	Critical thinking
	Creative thinking
	Transfer

The School will have a strong PSPE programme, where fundamental values of respect and democracy will be promoted. The curriculum and the pastoral structures are designed to foster the social, moral, cultural and spiritual development of all students. Faculty play a pivotal role in this process, helping to ensure that all of all students relate well to one another and feel safe and comfortable within the school. We expect all teaching and non-teaching faculty to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all students in Personal and Health Education as part of the PSPE programme, and with issues relating to health, safety and well-being, especially in this highly technologically advanced society.

Ara School's Pastoral Care policy will be developed and aligned with other school policies. Academic support and pastoral care go hand in hand; the KS1 and KS2 coordinator will have an overview of the child's academic, social and moral development. All the staff, including all non-teaching staff, have an important role in insisting that students always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

In line with the IB's philosophy and mission statement Ara School will promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs, races and cultures in the PSPE programme and in the Units of Inquiry.