



At Belmont House Junior School we have a responsibility for the care, welfare, safety and the learning environment of all our pupils. The school's ethos provides the basis for this policy. The promotion of our agreed values and values means a pupil centred approach.

### **Aims**

- To promote a safe, personal and flexible educational experience in which the individual is well known, safe, valued, respected and happy
- To promote the aims and values of our school
- To implement our code and practice for behaviour which considers the views of all staff
- To maintain the highest standards of teaching and learning
- To respond in a sympathetic way to the concerns, fears and worries of our pupils
- To build an atmosphere of trust
- To make children aware of potential dangers through the teaching of Health Education
- To guide pupils in terms of pastoral care and to encourage pupils to develop worthwhile leisure pursuits.

### **The Belmont House Structure:**

All teachers in Independent Schools should regard pastoral care as an essential part of their duties. This is particularly true in Belmont House School where we pride ourselves on the personal and individual educational experience we offer.

The small size of the School and the small class size should ensure that all pupils are well known to the staff. A great deal of positive guidance will come from this source.

Staff are expected to play a part in extra curricular activities, which enables them to see pupils in a different environment.

The formal House structure involves all staff.

### **The House System:**

There are three Houses

Douglas  
Moray  
Stewart

The main aim of the House is to promote social, leisure and recreational pursuits throughout the School. All pupils are allocated a House.

This overall structure is the central platform of pastoral care. The system (Nursery – J6) is overseen by the Head of Junior.

Teachers are responsible for keeping a written record of any concerns or issues that arise in the class or playground. Teachers will inform the Head of Junior School of any concerns which cannot be dealt with in the usual daily classroom environment or if the concern persists after reasonable intervention. Teachers will also record what steps that have taken in order to resolve the concern.



## **Ethos**

All Staff are involved in duties that play a part in maintenance of a positive school ethos and this ethos is reflected in the moral, intellectual, personal and social development of our pupils. This is achieved by all the staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community.

## **Relationships**

A good relationship between pupils and staff is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between:

- Staff and pupils
- Pupils and their peers
- Members of staff
- Senior management team and staff
- School and surrounding community

Children will also be encouraged to develop and value a respect for themselves.

## **Self Esteem**

We believe that self-esteem and respect are central to the development of the whole child and promotes learning. Each member of staff will work to build up pupils self esteem and encourage them to be assertive and to resist negative peer pressure. They will help them to celebrate success and develop the ability to make moral decisions and to know the difference between right and wrong.

## **Personal Safety**

Children are encouraged to be responsible for their own personal safety. The children will be aware of staff responsible for first aid and staff will know what the procedures are for dealing with children who need first aid. Children should be able to speak to their class teacher if they need help or are concerned.

## **Value Added**

The teacher plays a major role in helping pupils to set agreeable targets. Teachers are asked to review both the attainments and achievements of pupils within their class as part of this process.

## **Registration and absence**

Pupils report to class at 0850. Teachers should register classes by using the electronic *Pearson e1* system. Printouts of individual absences are available from the Office. Letters from parents are essential to explain absence. Teachers will inform Head of Junior any extended absence. Persistent latecoming will be reported to Head of Junior School and a Cause for Concern letter will be sent to the parents unless a specific permission has been given or there are extenuating circumstances. If absence is requested for an appointment etc, the teacher at morning registration should receive written notification from parents. This information will be recorded on Pearson e1 and the note kept in the absence letter folder in each class. Teachers will also note in their diaries when pupils have been taken out of school early e.g. owing to sickness, accidents, parental requests.



## **Behaviour Management**

The Behaviour Management policy is detailed in the 'Staff Manual' and 'Junior School Staff Guide'.

Although teachers will have a behaviour management role, they do not have sole responsibility for discipline. Behaviour management is a collective responsibility. Teachers are expected to build up a basis of trust and mutual respect. Pupils must be prepared to talk to their teacher. If their contact is always negative and discipline-based, this will not be possible. However, the teacher will be pro-active in encouraging good discipline.

## **Monitoring and Evaluation**

Parents are always welcome and are encouraged to contact their child's teacher or the Head of Junior School if they have any concerns and worries. To do this, they should use the appropriate appointments/interviews procedure. Urgent concerns will be given immediate attention. We will encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any information disclosed will be treated as confidential. Staff will meet regularly to discuss and review pastoral care issues. The opinions of parents and children will be valued and where appropriate action will be taken.

Parents are encouraged to use the teacher as their first point of contact at the School. If the problem persists, teachers should liaise with the Vice-Principal (Head of Junior School) as appropriate.