Pastoral Care and Support

Date reviewed	September 2026
Frequency	Annually
Next review date	October 2027
Reviewed by	Health & Safety, Premises & Safeguarding Committee

Signed:..... Dated: 22.10.2026

Chair of Governors

Signed:..... Dated: 22.10.2026

Principal

Rationale

At Goldington Academy, we seek to provide a happy, supportive, motivated and challenging environment to enable all pupils to succeed, both academically, socially and emotionally. The academy endeavours to ensure high standards of learning, teaching and pastoral care and to recognise each individual's abilities, encouraging them to reach their full potential. British values of honesty, co-operation, democracy, sensitivity, tolerance and mutual respect for others are fostered throughout our curriculum.

Goldington Academy is committed to the development of the individual as a whole, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extra-curricular activities and educational visits. This curriculum provides equal opportunities for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability.

We promote equality and tackle any form of discrimination. We seek to remove any barriers to access, participation, progression, attainment and achievement. In order to reach self-actualisation, each individual must have reached each stage of the Hierarchy of need. We endeavour to work with pupils, families and appropriate agencies to ensure that each individual in our care is secure at each stage of the hierarchy[1].

Legal Frameworks and guidance for this policy are:

- Keeping Children Safe in Education 2026
- Working Together to Improve School Attendance August 2024
- DFE Mental Health and Behaviour in Schools 2018
- The Equality Act 2010
- Children Act 2004
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

Policy aims

- To create a supportive environment in which all our pupils can reach their full potential.
- To ensure pupils and staff to treat one another with respect and understanding, in order to create a positive learning environment
- To promote British Values in every aspect of the school.
- To actively promote race equality and oppose racism in all its forms, plus foster positive attitudes and commitment to an education for equality
- To make inclusion a fundamental part of life at Goldington Academy
- To monitor the day-to-day welfare of all pupils
- To create clear working responsibilities for members of staff

[1] Maslow's Hierarchy of Need, A Theory of Human Motivation, 1943.

Whole Academy procedures

- As a school we foster respect for religious and moral values, raising awareness of other races, religions and ways of life, opposing racism and helping pupils understand the world in which they live.
- We also make pupils aware of the options and strategies available to them if they witness or personally experience incidents of discrimination, including racism.
- We actively challenge, record and report incidents of racial harassment on the occasions they occur.
- We actively challenge, record and report incidents of sexual harassment/violence on the occasions they occur.
- Within our curriculum we ensure that the experiences we deliver make provision to promote and celebrate diversity, such as the promotion of racial equality and the elimination of discrimination.
- Each pupil's progress is monitored and tracked and we then regularly collect and analyse this data to ensure all groups are making at least expected progress and no group is subject to disadvantage
- This data is analysed in respect of areas such as gender, race, ability or additional needs (such as 'Looked After' status, ethnic grouping or proximity to exclusion, etc)
- Intervention programmes starting with differentiated class work and leading to a range of in house and external interventions– dependant on the needs of individuals or small groups. These may be academic interventions or based around issues such as Self-esteem, managing behaviour, friendship groups et. Please see the school's Early Help Offer for further information

The Academy uses external agencies to support its pupils where necessary. These agencies may be provided by the Local Authority or other such providers as deemed necessary by the Academy.

Examples of possible agencies are:-

- Behaviour Support Team
- Social Services
- Police
- School Nurse
- Education Welfare Officer
- Mental health support team
- Virtual school
- Greys medical outreach services
- Educational Psychologist.

In addition to those listed above, other external agencies may be accessed through the Multi Agency Support Hub or by following the Bedford Borough EHA (Early Help Assessment).

Whole staff responsibilities

Every member of staff has a part to play in promoting the welfare, well-being and behaviour of every pupil. This is the case at all times, not only with classes and while officially on duty but also on less formal occasions, such as moving around the building and in the playground. Such contact ensures consistent high standards of behaviour.

The behaviour of the children is the collective responsibility of all staff who should act with consistency, interpreting and implementing the school policy in a collective and sympathetic manner.

High standards of behaviour, work, respect, manner, speech and appearance depend on the example of all, and mutual respect between children and staff should be fostered. Staff should set an example to students through their own behaviour, punctuality and appearance.

It is the responsibility of all staff to:

- Implement the Home / School Agreement and all other school policies
- Promote good attendance to all pupils
- Promote equality and good race relations via the curriculum, their own example and their teaching methods
- Know and apply the school's behaviour policy fairly and consistently
- Be vigilant in all areas of the school for any type of harassment and bullying, including racism, child on child abuse and all forms of sexual assault and harassment
- Be vigilant for signs of potential abuse – please see the school's Child Protection and Safeguarding Policy for further information
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture
- Promote equality and positive relations and not discriminate on grounds of gender, ethnicity, disability, sexual orientation, religion, age, pregnancy
- Promote an inclusive curriculum and whole school ethos that reflects our diverse society
- Deal effectively with all incidents, following the appropriate procedures
- Monitor the day to day welfare of pupils
- Be up to date with current safeguarding procedures and report any concerns promptly to the designated safeguarding leads.
- Report immediately if a child is believed to be in immediate danger.
- Treat all stakeholders at the school with respect and courtesy.

Form Tutors

- Form Tutors are responsible for the care, welfare, behaviour and progress of children in their class. Any relevant information concerning a child should go initially to them, as should reports about work or behaviour. Form Tutors should be the first port of call for parents with questions or concerns about their child and their progress, this can be via the homework diary, telephone, email or during a meeting.

- Form Tutors can use specific strategies and procedures as laid out in Behaviour policy and the Uniform and Equipment policy to ensure that students in their Forms are meeting the expectations of the school with regard to behaviour, effort, uniform and equipment. Form Tutors are responsible for the ethos, values and spirit developed in the class.
- Form Tutors are also responsible for taking the register accurately for the AM registration session for registering their Form during in the event of a fire alarm.
- Form Tutors are also responsible for delivering collective worship on a daily basis through the bulletin.
- Members of staff who are not Form Tutors should be involved in releasing colleagues in their Years to carry out necessary pastoral care, such as individual conversations/restorative justice sessions.

Heads of Year

- Heads of Year are responsible for the care, welfare, behaviour and progress of all children in their Year. They provide pastoral support, guidance and advice to Class and Subject Teachers involved with the children in their Year.
- Heads of Year are responsible for monitoring the attendance of their year group on a weekly basis and for acting in line with Attendance Policy to address and concerns regarding a pupil's attendance; this involves working with the EWO to address issues with attendance.
- Heads of Year are also responsible for working within the Behaviour policy to ensure that students within their year group are making the best possible academic progress. This includes monitoring and intervening where necessary. Heads of Year are also responsible for ensuring that Form Tutors and Subject Tutors also work within the Rewards and Sanctions policy when managing students within their year group
- Heads of Year are responsible for delivering collective worship to their year group on a weekly basis and for ensuring that Form Tutors also deliver daily collective worship.
- Heads of Year are also responsible for liaising with external agencies to provide support for students and families where necessary. E.g. through the EHA referral system.
- Heads of Year are also responsible for the running of the duty team on their given day. The Duty Leader must ensure that all members of the team know where to stand on duty and are supervising the students. The Duty Leader is responsible for challenging members of their team who fail to supervise students properly whilst on duty.
- Heads of Year are also responsible for liaising with primary schools and further education providers to ensure a smooth transition of pupils to/from Goldington Academy.

The Senior Leadership Team

- The SLT are responsible for the care, welfare, behaviour and progress of all children in the school. They provide pastoral support, guidance and advice to all teachers involved with the children in the school but in particular, work closely with Heads of Year in more significant and serious pastoral and behavioural issues.
- The SLT are responsible for the ethos and values developed in the school.
- SLT may become involved with more serious breaches of the Academies policies and procedures e.g. repeated bullying.
- SLT are responsible for ensuring that all members of staff carry out their duties in line with this policy through quality assurances such as lesson observations, procedure monitoring, learning walks etc.

It is the responsibility of all pupils to:

- Abide by the Home / School Agreement
- Abide by the relevant school policies and procedures
- Attend the school regularly
- Work with the school to identify and overcome any possible barriers to good school attendance.
- To treat one another with respect and understanding to create and maintain a safe and supportive learning environment for all
- Inform staff of incidents that breach the policies and ethos of the school
- Treat all stakeholders at the school with respect and courtesy

It is the responsibility of all parents to:

- Abide by the Home / School Agreement
- Encourage their child to act in line with policies of the school.
- Ensure their child attends school regularly.
- Work with the school to identify and overcome any possible barriers to good school attendance for their child.
- Support the school in implementing any action necessary to ensure this and any other policy can be fully implemented to ensure the ongoing progress and well-being of all our pupils.
- Treat all stakeholders at the school with respect and courtesy

Links to other policies

- Behaviour policy
- Attendance Policy
- Exclusion policy
- Uniform and Equipment policy
- Equality Policy
- Goldington Academy Early Help Offer
- Child Protection and Safeguarding policy