



ST JOHN'S COLLEGE  
Cardiff

# Pastoral Care Policy

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**St John's College, Cardiff**

## **PASTORAL CARE POLICY**

**This policy applies to all sections of the School:**

Sixth Form, Senior School, Junior School,  
Infant School & Nursery.

***Version: September 2025***

## **Rationale**

Pastoral care at St John's College reflects the aims of the school's Mission Statement. We aim to create a community which recognises each individual as a unique part of God's creation, nurtures in each a sense of dignity and self-worth, and fosters supportive and caring relationships. We seek to help our students develop their God-given talents and potential and enable each to become a confident, responsible and useful member of society.

The pastoral care system operates inside and outside the classroom to support both students and staff so as to ensure that everyone can 'Learn and Grow in the Light of the Gospel'.

## **Aims of Pastoral Care**

- To give all students the experience of school as a well ordered, caring Christian community where relationships are open and friendly, warm and supportive, so enabling students to develop their potential;
- To safeguard and promote the welfare, health and safety of students in school and in activities outside of school;
- To ensure that every individual is known and valued; that achievement, widely defined, is encouraged and rewarded as a means of promoting self-image and a sense of worth;
- To encourage self-discipline and good behaviour and to prevent poor discipline through vigilance, understanding and encouragement; to correct indiscipline with justice and compassion;
- To attempt to live by and promote the teaching of our Lord and his Church concerning faith and moral living through collective and individual prayer and worship, and the example of the whole school community.

## **Responsibilities**

Job Descriptions outline the roles of key post holders:

- Headteacher
- Assistant Head, Pastoral
- Assistant Head, Admissions & External Relations
- Finance Manager
- Head of Sixth Form (Lower and Upper)
- Heads of Year (HoYs)
- Head of Junior School
- Head of Nursery and Infants
- Personal and Social Education Co-ordinator
- Chaplaincy Team
- Form Tutors, Class Teachers

## Implementation

The School implements, monitors, and reviews the following policies which contribute to the welfare, health and safety of everyone in the School:

- Anti-Bulling Policy
- Appearance of Students Policy
- Assessment Policy
- Behaviour Rewards & Sanctions Policy
- Curriculum Policy
- EAL Policy
- Health Education Policy
- Health and Safety Policy
- Missing Persons Policy
- Mobile Phones and other Mobile Devices Policy
- Personal Property Policy
- Reporting Policy
- Safeguarding and Child Protection Policy
- Use of Reasonable Force Policy

Each section of the school has a pastoral structure appropriate to the age of the students - *see Appendix 1.*

Each student is linked with a member of staff (Form Tutor or Class Teacher), with whom they can make a personal contact and form an appropriate relationship, so that the member of staff can listen to and understand their experiences, and monitor their progress.

Good behaviour is promoted among students through a system of rewards. Students are made aware of sanctions that are adopted in the event of misbehaviour.

Staff are appropriately deployed to ensure proper supervision of students.

Students are given support and guidance through a coordinated approach in a range of settings: subject teaching, Form periods, and other specialist guidance (e.g. careers and PSE) by Form Tutors, Heads of Year and subject teachers or Class Teachers (Nursery, Infant and Junior School).

All staff and students are allocated to one of four Houses (*Bute, de la Salle, Mostyn, St David's*), this gives an identity to the students across year groups and encourages involvement in activities and competitions.

- Students in the Senior School and Preparatory School can put forward their views at meetings of the School Council and Junior School Council where representatives chosen by their peers are invited to submit items to the agendas.
- A student complaint procedure, published in Information Handbooks, exists when difficulties cannot readily be resolved by normal departmental, Form Tutor or Head of Year routes.

Relevant information regarding students is provided for teachers by the Assistant Head, External Communications (new students), the Assistant Head, Pastoral, the ALNCo and Heads of Year. This information is circulated to the appropriate teaching staff and Form Tutor.

If there are ongoing pastoral concerns regarding a pupil, their file will be uploaded to MyConcern. This information will be shared Mrs. Emma Jones - *Assistant Head, Pastoral & DSL*; also, the relevant Head of School, i.e. Mrs Laura Taylor - *Head of Junior School* or Miss. Emma Drain - *Head of Nursery & Infants*.

In the Senior School, Form Tutors and subject teachers, Heads of Department (HoDs), and Heads of Year (HoYs) have responsibilities for monitoring the academic progress of students. In the Junior School and Nursery and Infants, the Class Teacher is responsible for monitoring academic progress in addition to the Head of Junior School and the Head of Nursery and Infants.

The spiritual, moral, social and cultural development of students is provided through the pastoral structure, the Chaplaincy programme, the PSE programme and academic subjects - *see Appendix 2.*

Students and their parents are given information about the pastoral care arrangements in the Parents' Information handbook

Staff new to the school are given guidance on pastoral care as part of their induction programme. Detailed information concerning pastoral care, including whole school policies, is contained in the Staff Handbook which is distributed to all staff. Non-teaching staff are made aware of the *Anti-Bullying Policy* and the *Safeguarding and Child Protection Policy*.

Staff are given the opportunity for professional development in pastoral care.

## Monitoring

The Pastoral Care Policy is monitored by the Headteacher through liaison with the Assistant Head Pastoral, Head of Nursery and Infants, and the Head of Junior School; together, they evaluate the effectiveness of pastoral care in their sections.

In the Senior School, the Headteacher monitors the policy through discussions with key post holders (particularly Assistant Head, Pastoral and Heads of Year), and with students, in addition to visits to Form Period, Year group meetings and assemblies.

## Links to other Policies

- Anti-Bullying Policy
- Appearance of Students Policy
- Assessment Policy
- Behaviour Rewards & Sanctions Policy
- Curriculum Policy
- EAL Policy
- Health Education Policy
- Healthy and Safety Policy
- Missing Persons Policy
- Mobile Phones and other Mobile Devices Policy
- PSE Policy
- Personal Property Policy
- Reporting Policy
- Safeguarding and Child Protection Policy
- Use of Reasonable Force Policy

## **Appendix 1**

### **Pastoral Care Structure**

The Assistant Head, Pastoral has overall responsibility for the management of pastoral care within the school.

#### **Senior School (R12 to Upper Sixth)**

- The Senior School pastoral care system consists of each Year group (R12 – U6) having a Head of Year (HoY) and a Deputy Head of Year (DHoY), supported by a team of Form Tutors.
- Year groups change their HoY, DHoY and Form Tutor when they complete each year.
- Each year group is divided into tutor groups under the care of a Form Tutor.
- Sixth Form students are given positions of responsibility as The Head Boy and Head Girl. They are supported by a Deputy Head Boy and Head Girl from R16, alongside a team of prefects made up of R16 and 6th form pupils. The Headteacher and Assistant Head, Pastoral oversee this system. The extra-curricular programme gives opportunities for other students to demonstrate leadership skills and to hold positions of responsibility.

#### **Junior School (R8 - R11) and Nursery and Infants (Nursery - R7)**

In the Junior School and Nursery and Infants, pupils have a class teacher who is responsible for their pastoral care under the overall management of the Head of Junior School or Head of Nursery and Infants.

#### **House System**

The school is divided into four Houses (St David's, Mostyn, Bute and De La Salle). All students in Nursery to Sixth Form and staff are allocated to a House. Students are awarded House points for participating in competitions, for academic achievement and effort. Mr Francis Taylor oversees the House system and coordinates the events.

## **Appendix 2**

### **Spiritual and Moral Development**

The school provides opportunities for spiritual and moral development in many ways. There is an extensive spiritual programme, which is delivered through daily acts of collective worship such as Masses, assemblies and prayers. A weekly spiritual theme runs through these acts of collective worship and they provide an opportunity to celebrate the success and achievement of students at the school. It is expected that all students of all faiths attend Masses and services. Concepts of morality and the need to make the right decisions are reinforced regularly through the spiritual programme.

There is compulsory religious education in the curriculum for all students. Heads of Senior School departments are asked to identify in their departmental handbooks the ways in which the teaching of their subject promotes the spiritual, moral, social and cultural development of students. Similar statements are included in the Junior School and Nursery and Infant handbooks.

Outside the classroom, opportunities are provided for students who wish to be prepared for First Communion and Confirmation at school.

The PSE programme contains many strands, which deal with moral issues, through discussions in tutor groups and through visiting speakers.

The school raises money for charity through 'own clothes days', sponsored activities, cake sales and collections.

Students' spiritual development and their moral education are also developed by the way in which we live and operate as a school community. Great emphasis is placed upon gospel values, on the quality of relationships, on helping, caring and supporting each other.

### **Personal and Social Development**

The programmes of study delivered in Personal and Social Education (PSE) lessons, allied with the experiences and opportunities available to students, contribute to their overall personal and social development. The PSE programme supports the school's Mission Statement because it fosters the Catholic ethos of the school, it raises the self-esteem of students and it ensures the development of skills, knowledge and attitudes, which enable students to take control of their own lives and remember their responsibility to others. The common themes, which run through the PSE programme, are self-awareness, citizenship, healthy lifestyle and relationships. The importance of providing a wide range of opportunities to nurture the talents and potential of the individual is central to the core mission of the school.