



“Inspiring a lifelong love of learning.”

Longnor CE Primary School

Pastoral Policy

September 2022

Reviewed by: L. Edgerton	Date: 11 th October 2022
Position: Head teacher	Approved by: Curriculum governors

Review Date: September 2023

Pastoral care permeates all aspects of school life. It reflects the values, attitudes, beliefs and practices of our Christian faith and involves all members of our school community - children, parents and all other adults who contribute to the well-being of each child.

The Pastoral Care dimension deals with the physical, social, emotional, moral and academic needs of pupils. The safe and holistic approach to life at Longnor CE Primary School creates positivity and supports all.

It is the aim of our school to provide a warm and nurturing environment in the school so that each person, both child and adult, associated with the school, can feel safe and secure.

Aims

- To create an environment where children feel safe.
- To ensure the all-round development of each child.
- To help children grow in self-esteem, confidence and independence of thought.
- To communicate to our children, values and beliefs, that are in keeping with our ethos.
- To protect children from physical, social, emotional and intellectual harm and to provide them with the skills to cope with possible threats to their personal safety, both within and outside school.
- To encourage tolerance, understanding and sensitivity to the needs of others.
- To promote warm and positive relationships between children, staff and parents.

Policy Objectives

- 1) To provide full supervision:
Full supervision during school lessons, playtimes and all extra-curricular activities such as clubs, is maintained. No child may remain in the classrooms, central resource areas, cloakroom/toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision. Children may not enter the building at break times without the permission of the member of staff on duty.

- 2) To deal with children's minor problems.
Minor difficulties, worries or upsets involving any child which arise within the classroom or in the playground are dealt with by the class teacher or the member of staff on duty. The child or children concerned are always fully involved in any discussion about an incident or concern.

- 3) To deal with more serious problems
More serious incidents or concerns about a child's behaviour, health or welfare may be referred to the class teacher, Pastoral Support team member and then the Head Teacher. The Pastoral Support Team can provide a listening ear, additional support, small group work, or 1:1 sessions using the Well-being Toolkit.

- 4) Work in partnership with parents
A child's parents or guardians may be contacted if it is felt necessary to involve them in dealing with a particular situation or concern. Suggestions of further support may be recommended to parents including BEAM drop-in services, The Green Oak Foundation counselling, a GP appointment or a Bee-U referral. Parents are always welcomed and encouraged to contact their child's class teacher. We encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any discussions are held in confidence if desired or necessary.

- 5) To encourage an ethos of openness and communication
All our children are encouraged to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level. Staff respond to children in a sympathetic and concerned way, offering advice, support, guidance and reassurance.

- 6) To be inclusive
Our school places strong emphasis on the individuality of every person and the children are encouraged to be positive and supportive in their

approach to people who may seem 'different' through a disability or by their physical appearance.

Physical wellbeing

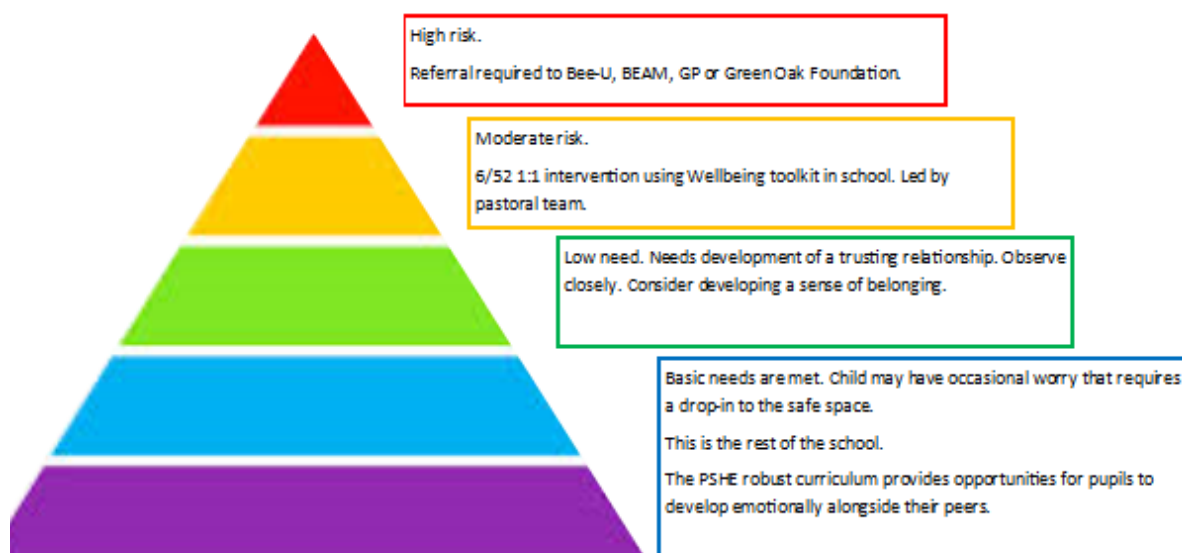
Regular health and hygiene checks are made throughout the school year. Children have a health and weight check by the school nurse when in the reception class and in Year Six. The school nurse also visits the school regularly to liaise with staff and all children are given regular vision, hearing and health checks to monitor their physical development.

Emotional wellbeing

Some children may need access to support for their emotional development. At Longnor CE Primary School, we want to provide every child with a safe space where they can talk to a trusted adult and share their thoughts and emotions. We are not trained counsellors and therefore do not provide a diagnosis; however, we feel it important to listen to our children and lend that listening ear. We, therefore, know our limitations and will signpost parents to professionals that may support further should we feel it necessary.

Organisation of pastoral care within the school

The pastoral team is there to listen. With other members of the pastoral team, they assess need according to the pyramid of need:



Pyramid of need

Together, as professionals, they then plan, action and review regularly dependent upon need – please refer to the pyramid for details.

Basic needs

Our robust PSHE spiral curriculum explores key topics across the school around relationships, the wider world and health and sex education. Resources are sourced from the PSHE Association ensuring support and structure to develop emotionally and socially. The following strategies are used to check in and monitor wellbeing through the year:

- Each half term, the pastoral team arrange a 'check in' with each student in a 1:1 environment to allow an opportunity to talk or share any concerns.
- Within PSHE lessons, the three houses screening tool is used for all pupils from years one to six to evaluate emotional wellbeing.
- Each class has a worry monster which a child can use at any time to express a worry or a concern. This is monitored closely by the pastoral team.

Low risk

Children at this level need monitoring and observing. Their needs are mostly met by the PSHE curriculum, but may require escalation. Consider a role or responsibility to develop self-esteem and value. Each class has a worry monster which is used to express a concern. This is monitored closely by the class teacher – they then liaise with the pastoral team and support is provided if needed.

Moderate risk

A graduated response in agreement with parents/carers is required for those at moderate risk: assess, plan, action and review. Assessments include:

- Anna Freud toolkit
- Boxall Profile
- Three houses

Interventions in school include:

- Well-being toolkit
- Emotion coaching
- Reach to the top
- Yoga

Throughout this graduated response communication between home and school is open: concerns, updates and thoughts are shared in a supportive conversation.

**Assess, plan, action, review
SEMH**

Date:

Name of Pupil:	D.O.B:
Year Group:	Class Teacher:

Intervention:	Desired Outcome: (SMARTA Target)	Staff/Ratio/Outside agency input/ Length/Frequency	Review:
	Baseline assessment:		
	Target:		

Parent Comment:

Parent signature: _____

Pastoral team signature: _____

High risk

For students requiring further support, the pastoral team will refer to outside agencies for assessment, guidance and support for the individual:

- Bee-U
- BEAM drop in
- GP
- Green Oak Foundation

In school, we continue to offer time to talk and listen. The pastoral team recognise their limitations as they are not trained counsellors. Communication with family members and professionals is essential in order to fully support the individual involved. All records for safeguarding are kept on CPOMS.

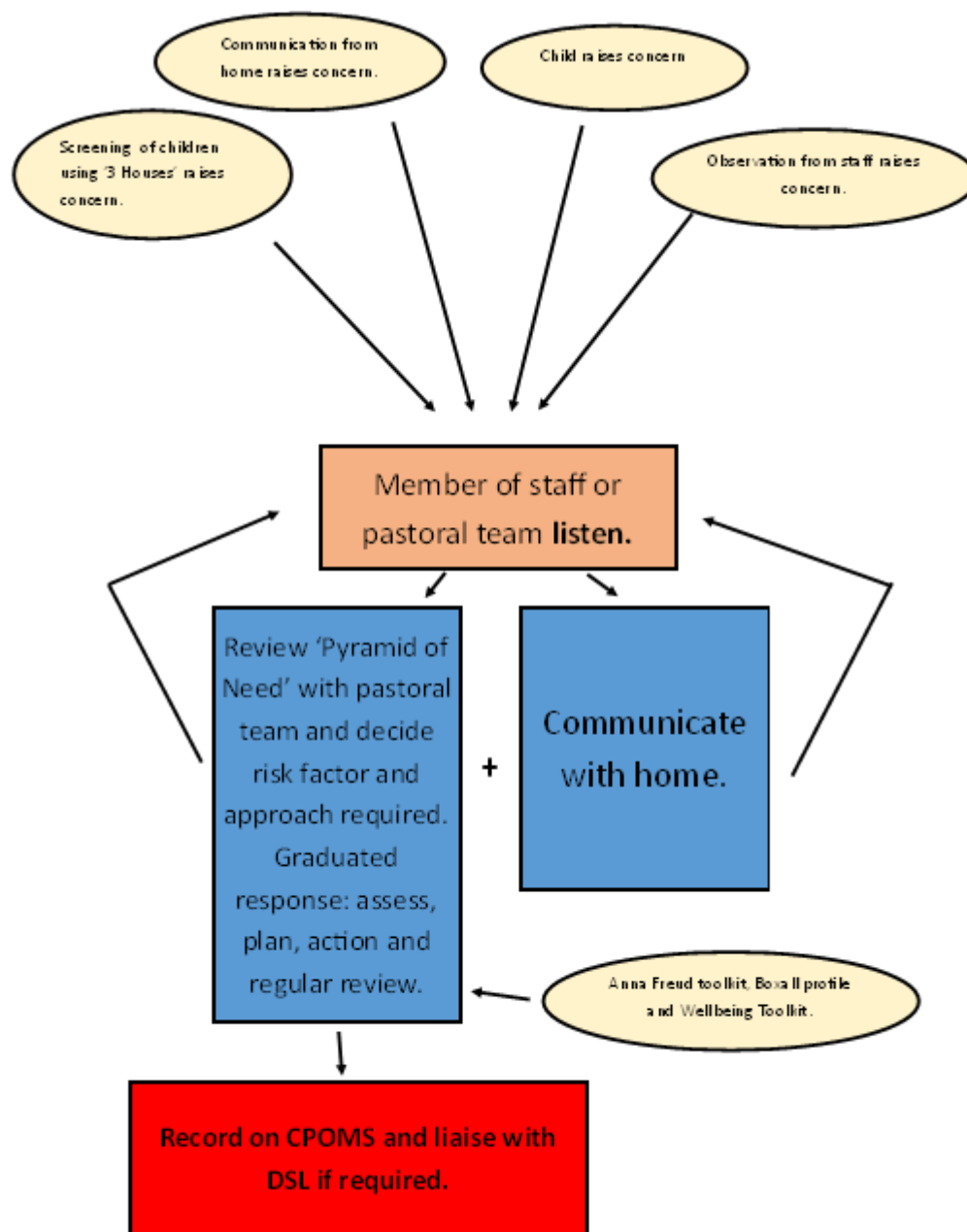
Roles and Responsibilities

Our Board of Governors will have overall responsibility for the implementation of the curriculum including monitoring the safety of each child in the school. The headteacher and staff will ensure that pastoral care is given a high profile in the school development plan. Each member of staff will work to build up pupil self-esteem and encourage them to be assertive and to resist negative peer pressure. This will help them to celebrate success and develop the ability to make moral decisions and to know the difference between right and wrong.

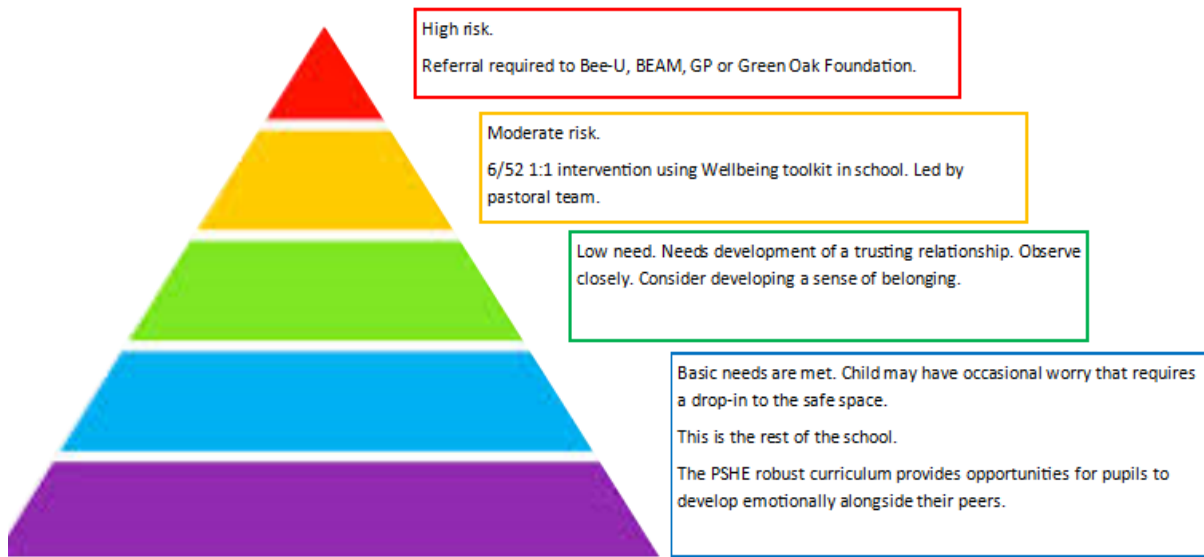
Responsibilities of staff members

Every member of staff in the school has responsibility for ensuring the health, safety and well-being of pupils. Class teachers hold primary responsibility for the pastoral care of the pupils in their classes. This responsibility is shared with the part-time teacher and classroom assistants. Teachers will seek to develop relationships of trust, empathy and understanding within the classroom. This will provide the ethos within which pastoral care can be exercised.

Appendix 1 – flow chart guiding input



Appendix 2 – Pyramid of need



Pyramid of need

Appendix 3 – Three houses



House of dreams

What needs to happen?



House of good things

What is working well?



House of worries

What are you worried about?