



Altrincham CE Primary School



Pastoral Care, Guidance and Support Policy

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Signed by:

Kirsty Chrysler Headteacher Date: November 2022

Kevin Davis Chair of governors Date: November 2022

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Statement of intent

Altrincham CE Primary School prides itself on promoting a positive environment which prioritises social, emotional and mental health (SEMH), educational attainment, wellbeing and good behaviour. The school ensures, through a robust system of pastoral care, guidance and support, that all pupils are enabled to thrive and are aided to achieve their best educational and social outcomes.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Equality Act 2010
- DfE (2013) 'Behaviour and discipline in schools'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2020) 'Supporting wellbeing'
- DfE (2021) 'Careers guidance and access for education and training providers'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Promoting and supporting mental health and wellbeing in schools and colleges'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy

2. Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that pastoral care, guidance and support for pupils is integrated throughout the school's operations.
- Ensuring there is high-quality pastoral support available for pupils.
- Ensuring that educational support interventions are implemented for pupils who need it.

The Head Teacher is responsible for:

- Overseeing the pastoral care, welfare, behaviour and progress of all pupils, including the day-to-day implementation of this policy.
- Supporting staff to carry out their duties in line with this policy.
- Overseeing the outcomes of interventions on pupils' education and wellbeing.
- Liaising with potential future providers of education, such as secondary schools, to ensure that pupils and their parents are informed about options and smooth transitions are facilitated.
- Overseeing the whole-school approach to mental health.
- Ensuring that the school engages pupils and parents with regards to pupils' mental health and awareness.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

The DSL is responsible for:

- Acting as a source of support and advice for, and liaising with, staff on matters of safety, safeguarding and welfare.
- Liaising with the Mental Health Support Team, where safeguarding concerns are linked to mental health.

The SENCO is responsible for:

- Working with the Head Teacher and other relevant members of staff to ensure care, guidance and support measures are inclusive of pupils with SEND.
- Supporting pupils with SEND to achieve their best educational and social outcomes.

Staff are responsible for:

- Modelling productive and positive behaviour for pupils.
- Ensuring all instances of poor behaviour, bullying or peer-on-peer abuse are handled in line with the Behaviour Policy and Child Protection and Safeguarding Policy.
- Ensuring pupils are given helpful, unbiased and age-appropriate guidance to help them focus on their learning.

3. School culture

The school adopts a whole-school approach to pastoral care, guidance and support for all pupils, and the Governing Body will ensure this is consistently integrated throughout all policies and procedures, as well as the curriculum. The Governing Body will ensure that staff are supported with their own mental health and wellbeing to ensure that support is integrated into all facets of the school's culture and that staff are well-placed to support pupils.

The Head Teacher, SLT and staff members will promote a positive environment within the school by modelling good behaviour, respectful and supportive communication and care for others. The Head Teacher will clearly communicate the school's ethos on pupil care, support and guidance to the whole school community.

Staff will ensure that pupils are aware that their health, wellbeing, safety and progress are of the highest priority to the school and that all pupils know where they can access support and guidance when they need it. The SLT will ensure that there are clear processes in place to reduce any stigma related to speaking out about their wellbeing and to make pupils feel comfortable enough to approach staff to discuss their wellbeing and progress.

The school's Behaviour Policy and Child Protection Safeguarding Policy include measures to ensure that all pupils are treated with respect by their peers, and that any incidences of bullying or abuse between pupils are handled quickly, effectively and in line with procedures which take into account the influence of poor wellbeing and other vulnerabilities on abusive behaviour.

4. Pastoral care

The Head Teacher will ensure that pastoral care and support is implemented in all areas of pupils' school life with the aim of ensuring that pupils can consistently maintain their wellbeing at all times, in addition to times when they are experiencing specific problems.

The school implements the following pastoral activities which help pupils to manage their own wellbeing and further their progress:

- Whole school full implementation of PSHE Jigsaw Scheme which actively teaches and promotes pupil well being
- Whole school Mission Statement and Values – agreed and implemented
- Daily Worship with a focus on school values and well being
- Time Tabled and Drop-in nurture interventions/ sessions for pupils to discuss their wellbeing
- Nurture Room/ 'The Snug' Sensory Tent
- Whole School promotion of a 'Telling School' Ethos
- Classroom worry boxes
- Explicit teaching of neuroscience
- Zones of Regulation used throughout school

Where pupils are encountering issues at school, whether these be related to their education, welfare or wellbeing, the school will offer care and support in a variety of ways. The mental health team will work with pupils, and any other relevant members of staff, e.g. the SENCO or DSL, to develop a support plan suited to the specific needs of each pupil.

Support plans may include:

- School-based, one-to-one nurture sessions/counselling/play therapy.
- Small group wellbeing interventions e.g. SEAL activities, social stories.
- Monitoring meetings with the school and the pupil's parents.
- Engagement with the Child and Adolescent Mental Health Services (CAMHS).

The Head Teacher will work with the SENCO to ensure that pupils with SEND are given pastoral care which is sensitive to their specific needs, in line with the Special Educational Needs and Disabilities (SEND) Policy.

The Head Teacher will regularly collect pupil feedback related to the pastoral care system, to gauge how well-supported pupils feel and whether there is anything the school could be doing to better meet pupils' needs.

The school's pastoral care initiatives will be implemented in line with the Social, Emotional, Mental Health (SEMH) Policy.

5. Educational support and guidance

The school will ensure that all pupils are enabled to achieve the best possible outcomes through a supportive educational environment. Teaching staff will ensure that pupils' progress is appropriately tracked, and that any pupils who require additional educational support are identified and offered support tailored to their needs.

The Head Teacher will ensure that staff are deployed in such a way that facilitates one-to-one educational support where necessary, and that teaching staff are prepared and supported to accommodate the specific needs of pupils inside and outside of the classroom.

The school implements the following measures for pupils who require additional educational support:

- Homework clubs led by a member of teaching staff.
- One-to-one support.
- Small group support

The Head Teacher will ensure that pupils receive unbiased, helpful and age-appropriate guidance related to their future steps beyond school, e.g. careers. Pupils will be encouraged to view their education as a step towards their goals, and will be aware of whom to speak to if they have questions or need guidance related to these goals.

6. Safety and supervision

The school's priority will always be the safety and welfare of its pupils. The Head Teacher will ensure that pupils are adequately supervised during school hours, and that all necessary measures are taken to ensure the school fulfils its duty of care keep pupils safe.

The procedures laid out within the school's Child Protection and Safeguarding Policy will be followed in the event that there are any concerns about a pupil's welfare, and a member of staff will call the police immediately where it is thought that there is any immediate risk to a pupil's safety.

7. Behaviour

The school is committed to ensuring high behavioural standards for all pupils, and pupils will be expected to adhere to the Behaviour Policy at all times; however, the school is aware that some pupils may need more support and guidance in adhering to behavioural expectations than others.

The school will focus on prevention strategies for unacceptable behaviour, which will carry the aim of ensuring that pupils are supported to behave appropriately, to respect staff and their peers and to trust that the school has their best interests at heart. All staff will be aware that poor behaviour on the part of a pupil is often a sign that the pupil feels that some of their needs are not being met, and will ensure that the pupil is offered pastoral care in which a member of staff works with them to address the root of their poor behaviour.

The Head Teacher will ensure that all behaviour strategies primarily emphasise promoting and encouraging good behaviour, over disciplining bad behaviour; this will include:

- Staff modelling desired behaviour.
- Promoting self-esteem, self-discipline and positive relationships through the curriculum and school activities.
- Praising and rewarding good, respectful behaviour.
- Intervening early with pastoral support where pupils display low-level disruptive behaviour.

- Encouraging positive relationships with parents.
- Cultivating strong and healthy pupil-staff relationships.

The Head Teacher will ensure that acceptable standards of behaviour are communicated clearly to all pupils, and that any instances of unacceptable behaviour are challenged and sanctioned by staff as and when they occur in line with the Behaviour Policy.

8. Monitoring and review

The policy is reviewed regularly by the Head Teacher in conjunction with the Governing Body – any changes made to this policy are communicated to all members of staff.

This policy is reviewed in light of any serious incidents regarding pupil care, guidance and support.

The next scheduled review date for this policy is November 2024.