

Gorsewood Primary School

Pastoral Care and Wellbeing Policy



Written by:	National Education Group	Date: National Education Group
Approved by:	Mark Dennett - COG	Date: March 2023 FGB
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We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe we provide a secure, caring and happy learning environment where pupils and school personnel have a mutual respect for each other. We want all pupils to feel valued as individuals and to develop to their full potential in a healthy and safe environment.

We realise that pastoral care majorly influences the development of the ethos of the school and in the physical, intellectual, moral, emotional and spiritual development of each pupil.

All school personnel have a responsibility for pastoral care, the general welfare of all pupils and in creating and maintaining an environment of good relationships based on mutual respect.

We believe that successful pastoral care is a partnership between school and home. By maintaining a constant dialogue between school and home, we will ensure that a full and accurate picture of all aspects of the care, development and progress of each child will be made.

We recognise that some vulnerable groups have had other factors to deal with and are experiencing many overlapping vulnerabilities. We have a duty to ensure that the necessary support is in place for looked after children and previously looked-after children, young carers, and children with English as an additional language.

We will ensure that:

- the **designated teacher for looked after and previously looked after children:**
 - will work closely with:
 - social workers;
 - carers;

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- the children.
- will take lead responsibility for the development of personal education plans for each child;
- will ensure school personnel:
 - understand the main areas affecting the learning and achievement of looked after children;
 - see each looked after child as an individual who has real potential;
 - help foster a culture where looked after children are listened to;
 - continue to create a safe and welcoming school environment for everyone.

We are aware that many **young carers** feel isolated, miss out on opportunities due to their caring role and may feel more stressed and anxious than their peers. We are committed to supporting our Young Carers by:

- allocating a member of the school personnel as their main support person;
- refer them to a local young carers group
- providing additional wellbeing support in school
- ensuring all staff are aware of who young carers are.

Children **with EAL** may find the transition to a new school and sometimes country challenging and may experience isolation, culture shock and racism.

We will ensure that:

- every pupil with EAL is integrated into the school;
- we celebrate diversity and promote inclusion;
- we establish links with local support groups;
- we provide additional support to learn English to support integration;
- we continue to establish contact with the wider local community.

We are aware that the **cost of living** crisis is affecting many families, pupils and school personnel throughout the United Kingdom.

We believe that we hold a privileged position at the heart of the community and demonstrate a welcoming, friendly open-door policy. We work hard to provide support to families and pupils in numerous ways by providing:

- a family support worker
- information regarding support services or income maximisation measures via a dedicated school notice board, regular newsletters, the school website and social media;
- meetings with local and national charities about their involvement in supporting families and responding to the cost of living crisis;
- workshops to support families
- a sensible approach to school uniform;
- a school uniform recycling scheme;
- an open-door policy for parents or pupils to talk about the cost of living crisis;
- access to before and after-school activities free of cost;

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We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To create a caring and secure learning environment for school personnel and pupils.
- To be responsible for the general welfare of all pupils in the school.
- To be aware of all aspects of the care and development and progress of each child.
- To support pupils in their physical, intellectual, moral, emotional and spiritual development.
- To establish and maintain good communication between school, parents/carers and external agencies.
- To involve parents at the earliest opportunity should there be concern at any aspect of a child's behaviour, attitude or work.
- To provide school-based counselling for pupils.
- To ensure compliance with all relevant legislation connected to this policy.
- To share good practice within the school, with other schools and with the local authority in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The governing body has:

- appointed a member of staff to be responsible for pastoral care;
- delegated powers and responsibilities to the headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;

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- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher will:

- work in conjunction with the senior leadership team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed bi-annually;
 - easily available for all school personnel.
- be informed of any concerns from school personnel of the general well-being of any pupil;
- create and maintain a caring and secure learning environment for school personnel and pupils;
- establish and maintain good communication between school, parents/carers and external agencies;
- establish and maintain a pastoral care programme consisting of the following:
 - Safeguarding and child protection** policy and procedures are in place with all school personnel, parents and governors with pupils feeling safe and protected; know how to assess risk to themselves; know how to keep themselves safe; know how to raise a complaint or concern; know and recognise a trusted adult that they can go to and raise their concerns; feel supported and protected when they raise a concern; kept informed of any actions that have been taken when they have raised a complaint; feel safe from discrimination and bullying; and are aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
 - Emergency contact** file is in place and is referred to in the event of a school accident or if any child is unwell. Parents are immediately contacted.
 - First day contact** is in place to monitor the attendance and absence of all pupils.
 - School security** procedures are in place to ensure that the school environment is secure for all pupils and staff.
 - Supervision** before, during and after school ensures that all pupils are safely dealt with once they are on the school premises.
 - Parent-teacher consultations** are held two times a year when pupil progress and pupil welfare is discussed.

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- Assemblies** held to discuss issues and to celebrate pupil success but also regular praise and encouragement is part of the school ethos.
 - Outside agencies** are contacted if the school believes they have tried all avenues of in-house support for the pupil and now need the advice and support of the relevant agency.
 - Reflection time** takes place several times a week in all classes.
 - Anti-bullying** lessons in place throughout the school.
 - School display boards** highlighting pupil support and anti-bullying.
 - Pupil support systems** are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.
 - Regular staff meetings** to discuss pastoral care and supervision, and monitoring the progress of pupils.
 - School-based counselling** is provided for pupils who are or have experienced difficulties such as bullying, parental separation, stress, friendships, change, bereavement, distressing traumatic events and anger in a confidential and non-judgemental atmosphere.
 - School based emotional wellbeing interventions** are in place including Nurture, ELSA, Team of Life and No Worries Groups
 - Supervision time** is provided to all members of the pastoral team.
- organise a series of workshops to inform parents of pastoral care available
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;

Role of the Coordinator - SENDCo

The coordinator will:

- create and establish a pastoral care programme to assist the needs of all pupils;
- lead the development of this policy throughout the school;
- work closely with the headteacher and the nominated governor;
- ensure the safeguarding and child protection policy protects all pupils from physical, intellectual, moral, emotional harm;
- line manage the pastoral team;
- ensure staff receive regular continuing professional accredited training;
- assist in establishing and maintaining good communication between school, parents/carers and external agencies;
- make effective use of relevant research and information to improve this policy;

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- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

Role of the Designated Safeguarding Lead

The designated safeguarding lead:

- takes lead responsibility for safeguarding and child protection and has the 'appropriate status and authority within the school to carry out the duties of the post';
- helps to create and maintain a culture of vigilance;
- helps to create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- helps to establish an environment where children feel safe to talk and a culture where school personnel listen to children.

Role of Pastoral Team

Our pastoral team will:

- be trained and qualified;
- be trained to listen without passing judgement;
- be trained to help children to sort out their thoughts and feelings;
- provide emotional support allowing children to concentrate more in class, to feel better about themselves and to build their self-confidence;
- use a variety of creative methods to help children express their concerns;
- provide enough time for a child for to explore issues in a meaningful way;
- undertake sessions in a private room;
- regularly review the situation with the child and come to a joint decision when the sessions should end;
- ensure that all matters discussed during counselling sessions are completely confidential;
- only break confidentiality if there is a child protection disclosure and then will:
 - inform the child that the information has to be shared with others;
 - inform and seek advice from the designated safeguarding lead.

Role of School Personnel

School personnel will:

- comply with all the afore mentioned aspects of this policy;
- be responsible for the general welfare of pupils in their class;
- establish and maintain good communications and contact with parents;
- report any concerns they have of a pupil to the Pastoral Care coordinator;
- implement the school's equalities policy and schemes;

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- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Parents

Parents will:

- be made aware of this policy;
- be involved at the earliest opportunity should there be concern at any aspect of a child's behaviour, attitude or work;
- be encouraged to contact the school if they are concerned about any aspect of their child's welfare;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration and respect to others;
- be encouraged to help in maintaining a learning environment that is happy, secure and caring;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the home school agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School handbook/prospectus;
- School website;
- Staff handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- Headteacher reports to the governing body;
- Information displays in the main school entrance;
- Text messages;
- Email;

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- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;

Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - All aspects of this policy
 - Ethos and Mission Statement
 - Safeguarding and Child Protection
 - Anti-Bullying
 - SEN
 - Equal opportunities
 - Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff:
 - that highlights the knowledge gaps in the training;
 - that shows how those knowledge gaps were corrected.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed bi-annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Linked Policies

- Safeguarding and Child Protection
- Anti-Bullying
- SEND
- Pupil Behaviour
- Vulnerable Children
- Supporting the Health and Wellbeing of Pupils

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;

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- stems from the school's vision and objectives which are formed in strategic management meetings.