

Pastoral Care Policy

Great Ponton CE Primary School



Approved by:

Date: 13/7/21

Last reviewed on:

July 2021

Next review due by:

July 2023

Introduction

At Great Ponton CE Primary School we approach the welfare of our pupils in a positive way; all our staff reinforce the philosophy and ethos of the school. We very much believe that it is our duty as a Church school to get to know our pupils and their families as well as we can during their time with us and work with them in a positive Christian way. We believe that each child has the right to expect to achieve their potential whilst at our school and that we must do our best to help that child achieve it. This includes: **being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well being**. As a staff we take our responsibility to the pupils very seriously and strive to make a positive impact on their lives. We incorporate our Christian Values into our daily life here in school. The values are: **Respect, Friendship, Hope, Wisdom, Dignity and Peace**.

We wish our children to feel happy and secure in whatever activity they are taking part. Our children are supervised at all times (including lunch and play times), and we place great emphasis on the welfare and well-being of the children in our care.

Safeguarding

Full supervision continues during all extra-curricular activities, such as school clubs. No child remains in the classrooms, central resource areas, cloakroom/toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision or knowledge. Children should not enter the building at break times without the permission of the member of staff on duty.

Every attempt is made to ensure that all doors and gates are shut and locked during the school day. Visitors to the school are requested not to use our car park unless they have prior permission. All visitors should use the top gate near the office and report to the school office to sign in before being able to fully access our property. No child is encouraged to open the doors to any visiting adult unless they have been told that they may do so. Children are encouraged to report suspicious activity to an adult as soon as it is noticed.

All our children should feel able 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 an appropriate manner offering advice, support, guidance and reassurance. All staff, governors and volunteers have read and signed the Confidentiality Policy. All staff and selected governors have undertaken the Safeguarding Children and Young People Awareness Training for Schools. The head teacher is the designated person to deal with safeguarding issues and attends regular safeguarding training.

Process

The class teacher or the member of staff on duty resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. The child (or children) concerned participates in any discussion about an incident. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, are recorded on CPOMS and 'linked' to the Head Teacher.

Medical worries and injuries will be dealt with in accordance to our Health and Safety Policy. E-safety issues can be referred to in the E-safety policy.

A child's parents or guardians are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school, or by a telephone call or letter.

Parents

Parents are encouraged to talk to their child's class teacher or Head Teacher if they have any concerns or worries. Parents should feel able to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions are treated as confidential.

Individuality

Great Ponton CE Primary School respects the individuality of every person and pupils learn to be non-judgemental and supportive in their approach to people who might seem 'different' because of a disability or their physical appearance, their beliefs or their ethnicity.

Outside agencies

Great Ponton Primary School has established and maintains close links with outside agencies involved in the care of children. These include the Special Needs Support Service & Psychology (STAPS), Emotional Behavioural Support Service (EBSS), Social Services, the Police and Fire Service. In particular our relationship with the Police includes regular talks and discussions about road safety and being cautious towards strangers. We also maintain a very close working relationship with the School Nurse despite their limited contact with schools now.

All children are given vision, hearing and health checks to monitor their physical development. Regular health and hygiene checks are made throughout the school year. Height and weight checks are made in Reception and Year 6 and are recorded by the school nurse team.

Through PSHE, Science lessons and collective worship the pupils are asked to consider how they live their lives and how they can enhance the quality of their own lives and the lives of those around them.

Pastoral Support for Individual Pupils

At our school we are aware that certain groups of children are at particular risk and a Pastoral Support Programme should offer assistance to:

- ◆ those with safeguarding issues
- ◆ children with special needs
- ◆ those children in the care of the local authority
- ◆ ethnic minority children
- ◆ Travellers
- ◆ young carers
- ◆ those from families experiencing stress, e.g. bereavement
- ◆ children with school phobia
- ◆ children with long-term absence from school for medical reasons.

We acknowledge school-based intervention is needed for disaffected pupils.

When necessary we shape a Pastoral Support Programme for individual children to manage their particular 'special' need. The Programme of Support depends on their personal situation. Parents are involved in the Support Programme as much as possible and Individual Education Plans are arranged, if applicable.

School

All these children receive support from the school staff, including the Head Teacher, class teacher, SENCO, non-teaching staff and our pastoral team. A member of staff teacher/SENCO/Teaching Assistant/Head Teacher/Pastoral Team, who knows the child well and has a good relationship with them, acts as their mentor/friend. If appropriate, time is allocated for the child to talk to the mentor/friend on an individual basis. The mentor/friend oversees the general welfare of the child in school, informing the Head Teacher if there are any concerns. Counselling support is available for the staff (for training purposes) and pupils if it is felt necessary.

The school works closely with external agencies when necessary. Social Services should be involved in supporting pupils in care, pupils on the Child Protection Register and those who are carers in the home. The School Nurse's involvement is with those who have medical needs, including pupils who are absent because of long-term illness, and those with duties as a carer.

For disaffected pupils at our school, who display behavioural problems that cannot be resolved, requests for support should be made to the Pupils Referral Service/other external agencies. An intervention programme should be introduced and might even include part-time attendance at a Pupil Referral Unit.

The pupil's Support Programme is withdrawn gradually when the child can manage the situation, or the personal circumstances improve.