

Pastoral Care Policy



“On the parable of the Good Samaritan: "I imagine that the first question the priest and Levite asked was: 'If I stop to help this man, what will happen to me?' But by the very nature of his concern, the good Samaritan reversed the question: 'If I do not stop to help this man, what will happen to him?'”

– Martin Luther King Jr., Strength to Love

***This policy should be read in conjunction with those for Attendance, Child Protection, Online Safety, Children in Care, Mental Health and Well Being, Young Carers, Positive behaviour and relationships, and Transition. ***

Pastoral care permeates all aspects of our school life. It reflects our FAITH 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 caring of the teachers in the school will be evident in all aspects of the child's school life. It is the aim of our school to provide a warm and caring 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 and contented.
- 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 empathy, tolerance, understanding and sensitivity to the needs of others.
- To promote British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our pastoral priorities

CHILDREN

We believe that every child is unique and special.

We believe that every child has the right to feel happy, safe and secure in school.

We believe that every child has the right to be helped to develop to the best of their ability, with the limits of the school's resources.

We believe that every child should feel that their work and effort is valued.

We believe that every child should learn to respect their school, their teachers, their fellow pupils, visitors, property and the environment.

We believe that every child should be helped to develop confidence and positive self-esteem.

We believe that every child should be encouraged to develop independence of mind and take responsibility for their own action.

STAFF

We believe that all members of staff deserve to be treated with courtesy and respect.

We believe that opinions of all members of staff should be valued.

We believe that the staff should work together as a team, for the good of the pupils and the good of the school.

We believe that flexibility is an essential quality in a small school setting.

We believe that the staff should promote a caring environment where pupil's learning is developed within the context of their individual needs and abilities.

PARENTS

We believe that parents are vital partners in providing the best possible education for children.

We believe that parents deserve to be kept well informed by the school of all matters relating to their child's education and welfare.

We believe that the school should be open in its approach to parents, so that they feel comfortable about communicating with the school.

We believe that parents should feel supported by our school and they can look to us for help and care where it is needed.

Universal provision and beyond: Organisation of pastoral care within our school

The class rooms are fundamentally where the 'family' bonds are made in school. Class teachers and teaching assistants develop a nurturing understanding of the whole child and should always be the first port of call for parents and carers. It is these key adults that know the pupils best, as learners, friends to their peers and individuals with very distinct interests, personalities and worries.

Nurture

At Temple Ewell Church of England Primary School, we adopt a Nurture Approach to pastoral care We work from these six principles:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

Within our school, pupils may:

- receive nurturing support through interactions in the classroom
- enjoy whole class interventions such as Forest School

- participate in pastoral group activities such as 'My time' (Young Carers), Well Being Key Stage Groups, Allotment Club, etc
- have small group focused time in our nurture provision – 'Conkers'
- spend 1-1 time with a member of our highly skilled Nurture Team

Nurture support for our children is informed by observation and assessment made by class teachers working alongside our nurture team using the Boxall profile: The Boxall Profile provides a framework for the precise assessment of children and young people's social and emotional aptitudes. It provides staff with insights and suggests points of entry into the child's world, allowing teachers to think about what lies behind a pupil's behaviour and how to plan accordingly.

Within our school our Nurture team, led by Mrs Beamish and Ms O'Connor, is providing bespoke support for children across the school in every class.

ELSA Support

ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. Within our school we have a growing team of ELSAs, led by Mrs Beamish our Nurture and ELSA Lead practitioner.

Time to Talk

We have a self-referral post box in the small hall which the children use to request conversations with members of our wellbeing team or their class staff. The box is emptied regularly and the wellbeing team 'triage' the requests to ensure that children do not have to wait to be listened to. Often the most appropriate approach is a class circle, where there is shared discussion to resolve a difficulty or support a classmate.

A Restorative Approach

We work on the belief that 'it takes a village to raise a child'. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. It is all about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.

Restorative approaches in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Supporting Staff

All staff at Temple Ewell Church of England Primary School are offered 'supervision'. In general, the aim is for supervision to provide an opportunity to think about the needs of pupils who staff have concerns about, or to consider an area of work that the teacher or staff member is finding especially challenging and difficult.

One of the key benefits/aims of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision contributes towards ensuring that staff have appropriate support.

Supporting Parents and carers

As partners in the education, support and nurture of our children, it is very important to us that we provide support to parents and carers.

We ensure that we are available to talk at the gate at drop off in the morning and pick up at the end of the day. If needed, class staff endeavour to make return phone calls as soon as possible. Members of our wellbeing and nurture team may often be more available to parents and carers who are in more need of support or a listening ear at the gate.

Every month we host a Parent Café, which works as a supportive network. Support events and opportunities, that are provided by outside agency partners, are shared with parents and carers. The Friends of the School Facebook page is an effective source of information; as is Ms O'Connor's @inclusionbot Twitter page. In addition, Ms O'Connor has a YouTube Channel (<https://youtube.com/channel/UCZ9v8HYCihvagvX8xy4yyqQ>) where a growing collection of videos to support parents and carers is being added and more planned.

In addition, Mrs Mathews, our head teacher and Ms O'Connor, Inclusion Manager, are registered voucher holders for Dover Foodbank. Additional support can be sought and accessed through Early Help and other partner providers of services.

As one would with a family member, our role is to support, encourage, listen and guide.

Ms S O'Connor

September 2022

This policy will be updated and developed as necessary and is subject to ongoing quality assurance to ensure that it is representative of our practice.