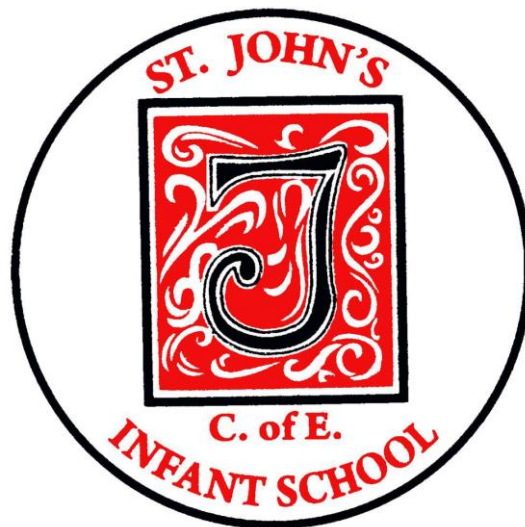


PASTORAL CARE POLICY

St John's Infants School



Approved by: Head Teacher

Date: Sept 2023

Through faith, love, kindness and respect, our St John's family will flourish and grow



I

Introduction

The health and safety of all our children are of paramount importance to all of the adults who work in our school.

At St John's Infants School, we place great emphasis on the welfare and wellbeing of all children both in school and at home.

We believe that all children have the right to support, regardless of age, gender, race, culture or disability.

We believe that all children need to be well cared for.

Aims and objectives

This policy ensures that staff are clear about the procedures that are in place to ensure the care and safety of all pupils attending our school. Its aims are:

- to raise awareness of how all staff can help ensure pupil safety and offer pastoral support;
- to ensure effective communication between staff, parents and agencies when dealing with support programmes in pastoral care;
- to outline the procedures involved in various pastoral support programmes.

Ensuring pupil safety

All pupils in our classrooms are supervised at all times. Full supervision continues during all extra-curricular activities, such as breakfast and after school clubs.

We aim to ensure that no child remains in the classrooms, hall, cloakroom / toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision.

Children should not leave the classrooms to go to the toilet without adult permission. Children should not re-enter the building during breaktimes without adult permission.

All staff ensure that children are aware of classroom, school and playground rules for safety and actively encourage pupils to follow them at all times. The whole school follows the same six School Rules to ensure that children are aware of expectations in all areas of the school.

All staff are aware of and comply with the Health and Safety regulations of the establishment (see Health and Safety policy).

Offering pastoral support

At St John's School, we feel it is essential that pupils and staff develop a relationship of mutual respect. We believe this is the first step in helping to meet any child's need. Pupils should feel able to talk freely and openly with any member of staff about any issue at any time. Staff should respond to children in an appropriate manner, offering advice, support, guidance and reassurance as and when it is necessary.

If pupils wish to speak with an adult about a specific worry / problem, they may ask to speak to an adult of their choice who will offer advice and assistance on any matter to pupils.

Staff should consult and work with parents when they become concerned that a child's pastoral needs are affecting the pupil's well-being.

The school's Pupil and Family Support Worker is Mrs Bell. It is her role to offer advice and support to parents who are experiencing difficulties within the home, which in turn could be affecting the well-being of the children.

At St John's School, we have a Pupil Support Team (PST) consisting of; the Head teacher, Designated Safeguarding Lead (DSLs), SENDCO and Pupil and Family Support worker. Staff may raise any concerns about pupils with the PST. It is the job of the PST to ensure the needs of pupils experiencing difficulties are addressed.

The school can also request assistance from other external support agencies such as, the AAP, the Educational Psychologist, the school nurse, Early Help or Social Services. It is preferable for staff to seek parental consent to work with these agencies first.

Effective communication in the pastoral support process

When a child is suspected as having needs that are non-learning based (e.g.: behaviour, social, emotional, health), their class teacher requests that their name be entered onto the school behaviour or school pastoral register also known as the vulnerable pupils list.

All pupils entered onto the school pastoral register/ vulnerable pupils list have notes kept about them when relevant incidents occur. These notes are kept in children's individual files which are located in the PFSW's office and can be used as evidence in order to receive assistance from external agencies so it is vital that they are kept updated. Parents are not usually informed that their child has been placed on the school pastoral register, however teaching staff should meet with parents and express their concerns. Notes should be kept about these meetings.

When external agencies work with pupils / families they send copies of their records / notes to school. The notes are then kept in the child's folder in the PFSW's office, relevant information is passed onto class teachers and other adults involved with supporting the child. Copies are also shared with DSLs. All parents who give consent for external agency involvement receive feedback / notes from the agencies direct.

It is the aim of this school to work in close partnership with parents and external support agencies to ensure that all pastoral needs are met and monitored successfully.

Outline of procedures involved in pastoral support programmes

If a member of staff suspects that a child's medical needs are not being met, that these needs are hindering pupil progress and affecting the child's well-being, they should speak to the parents and then the school's SENDCO; Katie Forghani-Ashrafi, at the earliest opportunity. The SENDCO will then gather all relevant information and follow the Graduated Approach as outlined in the Code of Practice 2015. Parents will be contacted and, if necessary, permission asked to involve external health agencies as soon as possible. The school, parents and health agency will then work together to ensure that the child's medical needs are being met.

If a member of staff suspects that a child's behavioural needs are not being met, that these needs are hindering pupil progress and are affecting the relationships and learning of others within the class, they should speak to the PFSW or the Assistant Head Teacher of their phase. They will

work with the Class Teacher and following the school's behaviour plan as laid out in the school's Behaviour & Exclusions Policy, advise the Teacher of strategies to use within their class.

If a member of staff suspects that a child's social / emotional needs are not being met, and that these needs are affecting relationships within the class and are affecting the child's well-being, they should speak to the PFSW. The PFSW will work with the Class Teacher and advise them of strategies to enhance the child's self-image.

Teachers will be asked to keep observational records of these children, select a pupil mentor and inform parents of ways to encourage more social interaction from them and improve their self-esteem.

If these strategies do not seem to work, the SENDCO may suggest a referral to an external agency with the permission of parents for further advice.

The school, parents, counsellors and therapists will all work together to ensure that the child's social / emotional needs are being met.

If a member of staff suspects that a child's basic human needs / care needs are not being met, at home - that these needs are severely affecting the child's well-being, they should keep observational records on the child and speak to one of the schools DSLs. They will advise teachers to express their concerns to parents and advise them to keep records of what was said in these meetings. If after these meetings, the child's care situation does not appear to have improved, a member of the pupil support team will request a meeting with parents themselves to discuss the school's concerns or will request that the school's Pupil and Family Support Worker pay the family a visit at home and offer any support or guidance that can be given. If after this stage in the proceedings the child's situation does not improve the Pupil Support team will request permission from the Head teacher to involve Social Services. The family, the school, the Pupil and Family Support Worker and Social Services will all work together to ensure that the child's basic human 'care' needs are being met.

Withdrawing pastoral support

A pupil's pastoral care support programme is gradually withdrawn when the child's needs have been satisfactorily and consistently met. When this

happens, external agency involvement stops, however the child's needs continue to be monitored on a regular basis.

Monitoring and review

The governing body regularly review the school's vulnerable pupil lists.

Statement of equality

This policy serves to ensure that all members of the St John's family, whatever their background, disability, ethnicity, gender, learning difficulty, nationality, religion or sexual orientation are welcomed, dealt with fairly and are treated with dignity and respect.