



BRAMCOTE HILLS PRIMARY SCHOOL

Pastoral Support and Guidance

Our approach to Pastoral Support and Guidance is founded on the **Aims, Mission and Values** of our school.

Our Mission commits us to being a *Learning School*, an *Inclusive School*, an *Open School*, a *Healthy School*, a *Supportive School*, a *Sustainable School* and an *Effective School*.

Therefore, through our approach to Pastoral Support and Guidance, **we aim** to:

- *Build a learning community* – teaching and learning social and emotional life skills
- *Fulfil the potential of all* - removing or reducing barriers to learning
- *Work in collaboration and partnership* – with children, parents and other agencies
- *Encourage safe and healthy lifestyles* - developing socially and emotionally intelligent children
- *Invest in People* - devoting time to help children and families solve their problems
- *Strive for Continuous Improvement* - meeting children’s pastoral needs more effectively

We are committed to valuing:

- **Ourselves as unique human beings** capable of spiritual, moral, intellectual, social and physical growth and development
- **Others for themselves**, not only for what they have or can do
- **Relationships** as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.
- **Families** as sources of love and support for all their members, and as the basis of a society in which people care for others.
- **Truth, freedom, justice, human rights, the rule of law and collective effort for the common good.**
- **The environment**, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration

National Curriculum 2000

The Principles of our Pastoral System are based on the 3Rs – *Rights, Responsibilities and Rules*. This framework of expectations applies at all times in and around school. It is widely publicised and well known by the children.

The *Responsibilities* include:

- To respect and care for others
- To listen and respond thoughtfully when being spoken to
- To be honest and truthful at all times
- To tell a member of staff if you see or hear about someone being treated unkindly

These are balanced by the *Rights* which include:

- To be treated fairly and with consideration
- To express your views and know you will be listened to
- To feel happy, safe and confident
- To tell a member of staff if someone or something is causing you problems

BHPS Teaching & Learning Requirement

The *Five School Rules* govern all relationships in school and so, when supporting a child pastorally, all involved will *speak kindly and politely, always show good manners* and follow appropriate protocols in terms of physical contact and safeguarding guidance.

Our pastoral systems and programmes are therefore designed to make the *Rights and Responsibilities* a reality in our school, based on Rules which are followed by everyone in the school community.

Confidentiality

No assurances of confidentiality should be made to children. It is highly unlikely that anything a child says or discloses to an adult in school should remain confidential as any issues to do with child protection will have to be referred to the Designated Safeguarding Officer; and any pastoral, family or medical issue will need to be shared with appropriate staff on a need-to-know basis.

No assurance of confidentiality should be made to parents or carers and this should be made clear before any information is disclosed. If the issues affect the family, health, welfare or safety of a child in school then other relevant adults will need to be informed.

The extent and timing of the sharing of such information may be a matter for discussion with the parent concerned. However, no adult should hold such information without sharing it with at least one senior colleague.

On the other hand, issues of a personal and sensitive nature should not be shared or discussed outside school and should be shared only with those agreed as having a legitimate interest. Information shared in this way should be factual, truthful and sufficient to ensure appropriate support and guidance can be provided.

Roles and Responsibilities

Governors agree the school's pastoral approach through adopting a Behaviour Policy, an Anti-Bullying Policy, a Race Equality Policy, an Equality Policy, a Child Protection Policy, a Use of Children's Images Policy, a procedure for supporting bereaved children and other guidelines for use in school.

The Head Teacher implements the school's policies and ensures that they are widely known and applied consistently

The School Leadership Team monitors the effectiveness of these policies and recommend regular reviews and updates

Class Teachers get to know the children in their class well and forge a link with their families, where possible. They therefore provide children with a first line of pastoral support in case of difficulty

Teaching Assistants work across classes and provide another vital source of support and pastoral care for children other than their class teacher

BHPS Teaching & Learning Requirement

Midday Supervisors work across the school providing a listening ear and pastoral support to children especially during the lunchtime break. They offer help in solving problems and refer any more complex issues to an appropriate person who can follow up their concerns

Office and Premises Staff offer a listening ear to children who might speak with them and refer them to an appropriate person who can follow up their concerns.

Pastoral Support in Practice

Our Pastoral System is therefore based on high quality relationships and high levels of trust built up between children and the adults in the school community.

A variety of systems and activities are in place to enable children to access the support and guidance they need:

- Adults are available **in class and during break times** for children to talk to about anything that might be worrying them. If necessary, a more suitable time is arranged to talk in detail.
- One Teaching Assistant has responsibility for Play Development and **Conflict Resolution** and is available after every break time for teachers to refer any dispute or argument that remains unresolved. The Head Teacher also refers issues raised by parents or children for an initial investigation.
- The school **Worry Box and** Suggestion Box provides direct access to the Head Teacher at any time. Messages left are responded to within one working day.
- Class **SID Boxes** (*Suggestions, Ideas and Discussions*) together with class Worry Boxes and DARE Boxes also provide opportunities for children to raise issues with staff. All suggestions made or concerns raised are responded to and outcomes explained to children.
- **Events** include *Learning Week* (Sept) which provides time for teachers to get to know children's learning preferences, strengths and weaknesses and friendships; *Anti Bullying Week* (Nov) which provides an opportunity to share any concerns about bullying and highlights our slogan *We are a telling school with no excuses and no bystanders*; *Anti-Racism Campaigns* which provides an opportunity to highlight issues of racism; *Parents' Evenings* (Nov & Mar) which provide an opportunity to meet and share perspectives with parents and carers; pupil and parent surveys which provide an opportunity to comment on services provided, raise concerns and suggest improvements.

Exceptional Pastoral Needs

In addition to the on-going systems and programmes, the school aims to respond to exceptional pastoral needs. These may include bereavement, serious illness, domestic violence, crime, serious bullying, abuse or family upheaval. The school will respond in some or all the ways listed:

- The child will be **linked to a member of staff** of their choice to whom they can talk and share their worries during the school day
- The child will be offered **immediate access** to the Head Teacher (or other senior colleague) if they wish to talk about how they are feeling during the school day
- Teachers will **adapt the curriculum** and its demands, in discussion with parents, to recognise that the child is going through a difficult time

BHPS Teaching & Learning Requirement

- The child is given permission to **withdraw from lessons or breaks** to make use of a quiet area to be alone, with a friend or with an adult. This may be a class quiet area or other suitable space in school and will always be overlooked by an adult
- **Suitable books** will be made available to the child and the family to help them discuss their feelings and emotional responses. These cover a wide range of difficulties that families may face and are available from the PHSCE Coordinator.
- Where appropriate **basic counselling** will be offered. In addition to the Head Teacher, our team of Teaching Assistants have been trained in basic counselling skills. We also have staff trained in basic Bereavement Counselling.
- The school will be proactive in **seeking support** for the child and the family from appropriate services including the school nurse, the school's educational psychologist, the Targeted Support Service, the Health Service (including Child Mental Health Services) and Children's Social Services
- The school's Inclusion Manager will offer access to a **wide range of information** for children and parents on special needs and disabilities faced by children.
- The school's **Parent Information board** includes information about local support groups and events for families facing particular difficulties
- The Head Teacher and other senior staff will be available to **meet with parents** or discuss issues on the phone if requested
- The school will be prepared to take part in or undertake some form of **ceremony or symbolic act** if this is agreed as being helpful to the child(ren) concerned

Conclusion

This policy statement sets out the framework for supporting children who are in need of pastoral support or guidance. However, it is recognised that exceptional circumstances often require exceptional responses. The School Leadership Team will therefore remain alert to the expressed needs of children and families, especially those responding to traumatic events, and be open to advice from outside agencies as to the most appropriate way to help a child or their family other than what is described in this statement.