Pastoral Support Policy

The pastoral care policy encompasses the whole school community

Pastoral support reflects the values, attitudes, beliefs and practices of Royal Cross School. It involves all members of the school community - children, parents and all adults, in contributing to the well-being of each child and permeates all aspects of school life. At Royal Cross School we hope to create an atmosphere where each member of the community feels valued and pupils are provided with a secure and stimulating learning environment where they can reach their full potential.

Teachers, non-teaching staff, welfare-staff and other adults are all part of our team. This team wants to ensure pupils are happy and secure in whatever activity they are taking part in, whether social, spiritual, mental, emotional or physical. We have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face the outside world. Teachers and non-teaching staff are encouraged to approach the care of our children in a positive way. We believe Pastoral support is the responsibility of the entire school community.

Rationale for policy

Pastoral Care is an integral part of Royal Cross School and as such it needs a formal structure to ensure its effectiveness in our school community on a day by- day basis and particularly at critical times, such as the recent global pandemic.

Goals of the Policy

That each member of the school community will:

- Feel valued, listened to and cared for
- Know where/who to go for help
- Be developed to his/her full potential – spiritually, morally, intellectually, physically,
- socially, personally and aesthetically
- Have a sense of belonging to our school community and the wider society, including both the Deaf and hearing world.

Roles and Responsibilities

The Pastoral Support SLT Team has the responsibility to draft this Policy.
- Senior leadership team (DSLs)
- School's SENCO
- School's Senior Mental Health Lead (SMHL)

Governors
The Governing Body will assess this policy and monitor its impact through Headteacher Reports; SLT meetings and feedback to the Governor Curriculum Committee by the school's Mental Health Champion.

Senior Leadership Team

The Headteacher and Deputy Head/SENCO will:

- Work to ensure that our school is primarily a caring community and committed to supporting all those involved in the pastoral support programme at Royal Cross School.
- Make time available to meet parents, staff and pupils in a supportive atmosphere.
- Facilitates in-house staff development and encourage participation in external associations, programmes and courses particularly when those programmes/courses have a direct influence on pupil well-being.
- Monitor support given to pupils within Royal Cross through CPOMS and discussion.

Mental Health Champion

School's trained Mental Health Champion will:

- Follow school's Child Protection/Safeguarding procedures at all times.
- Follow school's GDPR procedures at all times.
- Consult with families following any pupil concerns.
- Inform parents before any individual work with pupils.
- Ensure that detailed, up to date and accurate records regarding 1:1 work with pupils are kept
- Disclose personal information with members of staff on a 'need to know' basis only.
- Consult with the school's Deaf Role Model to collaborate on any communication interventions.
- Support individual pupils for personal development.
- Support individual pupils for possible personal difficulties.
- Promote awareness of pupil well-being strategies across school through in-house training.
- Raise awareness of staff, regarding the need to safeguard children, and of their role in identifying any areas of concern for pupil well-being.

Class Teachers

Class teachers will:
- Conduct classes in a structured and ordered environment.
- Foster relationships in class based on mutual respect.
- Work collaboratively with school's Mental Health Champion.
- Deal with situations that arise in class and in more serious situations/concerns will consult with Senior Leaders and follow the school's child protection/safeguarding procedures.

All School Staff

Due care and respect will form the basis of all dealings the staff may have with all members of the school community and visitors to the school.

Critical Incident Team

The Critical Incident Team is made up of the:
- Headteacher (DSL/ SENCO)
- Deputy Head (DSL)

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- Chair of Governors
- Lancashire School Improvement Advisor (as appropriate/needed)
- Lancashire SEND Services(as appropriate/needed)

The Team will meet on a regular basis through Senior Leadership meetings and more often as needed.

Vehicles for Emotional/Mental Health and Well-Being

Pupil voice is promoted and strengthened by a school council which acts as the pupil voice in planning and decision making which is promoted by:

- Democratic election processes
- Feedback meetings with SLT that encourage dialogue
- Pupil led fundraising
- Timetabled meeting for Pupil Voice members with a key member of staff
- Involving pupils in interviews for staff members
- Consulting pupils about change and school improvement

The school enhances pupil self-esteem and personal development through:

- Recognising the uniqueness of every individual and the value that individual brings, including promoting a positive Deaf identity
- The development of the Personal, Social, Health & Economic (PSHE) Curriculum which explores Citizenship, SMSC and Relationships.
- Sharing successes both in school and out of school in the Friday Celebration Assemblies
- Opportunities for pupil leadership through individual pupil responsibilities.
- An emphasis on praise and reward through the whole school behaviour system; School Values, House Points and certificate awards.
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum Faith Days.
- A pastoral team staffed with a qualified mental health first aider and the Senior Leadership Team.
- Access to a key worker as required
- Co-ordinated support from a range of qualified external organisations
- Supportive care is provided by all staff as and when required.

A Context for pupil motivation and learning is facilitated through:

- Enhancing school and classroom layout, facilities and resources
- The development of a strong outdoor learning environment
- A rich learning environment to immerse children in their learning
- Recognition of individual pupils, their communication, physical and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning
- Encouraging positive, caring and constructive relationships.
- Support for vulnerable children from trained teams of learning support assistants.
- Support for vulnerable children from and outside agencies where appropriate.
- A broad and balanced curriculum delivered at a pace and style to suit individuals.

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- Regular opportunities for the curriculum to be enhanced through visitors to school.
- Regular opportunities for curriculum trips, workshops and themed days
- Using a range of teaching styles
- Encouraging positive, caring and constructive relationships

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity.
- High profile of anti-bullying procedures and policy through posters, songs, acting, assemblies, anti-bullying week and Safer Internet Weeks.
- Key staff to whom the children may turn to
- The involvement of the school's Senior Mental Health Lead (SMHL) in cases of bullying or suspected bullying.
- Pupil Voice taking a lead in promoting anti-bullying support and information for pupils
- Playground Buddies supported by staff and pupils

Individual Reflective Time:

Time for a pupil to regulate, reason and repair is provided in each classroom if a particular pupil struggles to handle their own emotions. They are offered the area to use as calm down space when they need it. The pupil will self-regulate and take themselves to the space if they need to. This is usually offered as part of a structured Behaviour, Classroom Management and Positive Relationships Policy. The Behaviour, Classroom Management and Positive Relationships Policy supports positive behaviour with positive reinforcement in many forms, while setting out clear boundaries and sanctions.

Pupils understand what will happen to them if they break the school rules and what will happen if their teachers are pleased with them. Individual classes have created guidance with the pupils, setting out the expectations of them when they are both in the classroom and outside playing. They understand that these expectations are there to keep everyone safe.

The involvement of parents and carers in the life and learning of the school is promoted through:

- Parent Questionnaires
- Regular communication and involvement over pupil progress in specific meetings, behaviour and pastoral issues
- Termly Newsletters informing parents of learning focus, events and celebrating the work of the children
- Themed events and Assemblies/Events
- Involvement in school curriculum workshops

The school enhances staff motivation, learning and professional development through:

- Holding pupil progress meetings, EHCP review meetings and weekly staff meetings.
- Whole school training events, including Safeguarding/Prevent accessible for all staff
- Involving all staff in decision making and proposed changes when possible/appropriate
- Effective communication strategies across school
- Access to appropriate external training, including individual support for their own well being
- Provision of non-contact time to allow for planning, delivery and curriculum development.
- Consultation on training and support needs through regular review.
- The use of mentoring/support to allow staff to learn and develop professionally together
- Professional Development meetings for all staff as part of the appraisal process.
- Well-being events for all staff

Supporting children's emotional needs

Individual pupils can be referred to our SMHL by key staff.

These pupils may need support for their self-confidence, self-esteem or personal development. It may be that parents/carers have raised particular concerns in consultation with school and feel that their child may need a little extra support for an aspect of their PSH development. This may be particularly important for our Deaf pupils at times of transition.

Initially the SMHL will consult with parents/carers to seek any additional background information and outline the work that would be possible within school to support that pupil. The SMHL in discussion with the Pastoral Team will discuss what intervention (Forest School, NDCS Healthy Minds, Music intervention, sensory circuits or behaviour support) is best suited to meet the pupils' individual needs. Parents will be informed of what intervention their child has been identified for, how long the intervention is going to last, which staff will be carrying out the intervention work and progress and impact of the intervention on the pupils needs.

Detailed, updated and accurate reports are completed and will be kept in the Staff & Pupil Wellbeing and Pastoral Support file, which is kept in the Headteachers office.

Any child protection or safeguarding concerns will be recorded on CPOMS following school safeguarding policy and procedures.

Monitoring the Implementation of this Policy

The monitoring and implementation of this policy will keep in mind that Pastoral Support should permeate all areas of Royal Cross school life.

The evaluation of the school's system of Pastoral Support is effective when:

- The school policy and planning for pastoral support are fully implemented.

- Effective support arrangements for individual pupils happens within and beyond the classroom.
- At all levels, all staff and pupils feel valued, safe and secure.

Royal Cross School Pastoral Team will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

On-going evaluation will ensure the effectiveness of the Policy.