

'With Jesus we can achieve what we dream and believe'

School Mission (Spring 2015)



Pastoral Care Policy

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

At St Michael's we define Pastoral Care as the created ethos through which our pupils develop and learn to their full potential. We provide the opportunity for every pupil to develop into responsible, confident, self-aware and capable young people equipped to cope with the challenges ahead. Our school accepts that Pastoral Care must form the basis of and permeate all aspects of the curriculum.

Pastoral Team

Pastoral Lead	Mrs Birch
Special Educational Needs Co-coordinator	Miss Higgins
Learning Mentor	Mr Burcher
Learning Mentor	Miss Cornett
Family Support Workers	Dawn Foxon & Jodie Lunt

Aims

- To create a caring, safe and secure learning environment for staff and pupils.
- To create an environment where pupils feel able to discuss their feelings and concerns.
- To enhance the pupils' self-worth and self-confidence.
- To help pupils value and respect the views of others.
- To support pupil progress across the curriculum.
- To support pupils in developing healthy lifestyles.
- To promote a Positive Discipline Policy which respects the rights and responsibilities of staff, pupils and parents.
- To encourage pupils to show respect and understanding of those whose culture, beliefs or lifestyle may be different from their own.
- To ensure there is good communication between the school, parent/guardians and external agencies.

Objectives

For the pupils

- To encourage them to set and achieve personal, social and academic goals through a planned and developmental programme.
- To take responsibility for their own actions.
- To develop self-discipline and self-respect.
- To develop an understanding of themselves as individuals.
- To develop a respect and understanding of other people and their way of life.
- To develop an understanding of the world in which they live.
- To prepare pupils to make a positive contribution to the local and wider community through living out school values and British values.

For the teachers

- To develop whole school curriculum policies which establish principles for action throughout the school.
- To promote a caring environment where pupils' learning is developed within the context of their individual needs and abilities.
- To regularly monitor, evaluate and review all aspects of personal provision.
- To facilitate the development of pupils self-confidence, social and emotional development – particularly empathy and how to positively contribute to the school and the wider community.

For the Pastoral Team

To help children by:

- Listening to their views.
- Helping them to manage difficulties in their life.
- Helping them to understand about being a good friend and co-operating with others
- Raising their self-esteem.
- Motivating them to be successful and achieve.
- Encouraging them to be more self-sufficient and independent.
- Producing a plan of work towards agreed goals.
- Supporting them to organise their time and work in school and at home.
- Helping them overcome barriers to learning.
- Provide age appropriate therapies and interventions.
- Develop and implement bespoke support programmes
- Encourage and support restorative practices.

These may be:

Negative emotions

Low self-confidence

Difficult family circumstances

Problems with friendships and relationships

Worries and concerns about transferring from one key stage to another particularly primary to secondary school

Worries about changes in their lives

Difficulties with organisation

- The a member of the Pastoral Team will support children through one to one sessions, group work/time limited interventions and in class support. The team facilitate a playtime drop in 'Place2Talk' which the children can access as and when they need to.

Examples of interventions includes Anger Management, Friendship, Bereavement, Lego Therapy, Drawing and Talking Therapy, Social Speaking, Time To Talk, Sand Therapy, Circle Time, Restorative Practices, Transition, Self-Esteem initiatives -carpentry, circuit training, farm & college visits.

We are a Thrive school



Thrive is a therapeutic approach to help support children with their emotional and social development.

The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.

Research has shown that how we behave is linked to how we feel and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning.

Children sometimes need some extra support with their emotional growth and this can be temporary or over a longer period of time.

Thrive promotes their emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings through various activities.

Structures and Responsibilities

All members of staff have responsibility for the welfare of our pupils.

The Designated Teacher with specific responsibility for Pastoral Care is **Mrs Birch**, who liaises with parents, outside professional agencies, pastoral team and school staff.

Miss Higgins (SENCO) will communicate with support teachers and Educational Psychologists.

Staff members are kept updated about issues regarding families within the community which may affect the attitude/behaviour of the children.

Class teachers are best placed to have detailed knowledge and understanding of the children in their care and to be supportive of their pastoral needs. The role of the class teacher will include ensuring that learning is carried out in a happy atmosphere, appropriate to the range of ability within their class, which encourages pupil motivation and builds confidence. Children are encouraged to talk to teachers and share any concerns or write down any concerns and post them in the 'Worry Box' within their classroom (KS2). All classrooms have classroom rules agreed by the pupils each September. The class teacher will be responsible for liaising with parents, headteacher, Pastoral Care Co-ordinator and SENCO as appropriate.

Lunchtime Supervision

Lunchtime supervisors, senior leaders, learning mentors and LSAs have a very important role to play.

They should:

- ensure that all children enjoy lunchtime in a happy, safe and secure atmosphere
- report any Health and Safety issues to the Principal
- keep children under close observation to ensure no child is unhappy or on their own
- follow the school Positive Behaviour Policy
- liaise with the Pastoral Care Lead, SENCO, class teacher or Key Stage Lead when appropriate.

Parents/Carers

Parent meetings are held twice a year and a written report is sent home in July. Parents or teachers may initiate a meeting at any time to discuss their child's progress or well-being. An appointment to talk to a child's teacher, pastoral co-coordinator or the Head may be made by contacting the school. Throughout each year a number of external support agencies support the work in school and if arranged can meet with parents.

Outside Agencies

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos of our school. The school works in partnership with various outside agencies including the Education Welfare Service and Health and Social Services. Teachers with any concerns about a child's welfare should refer their concerns to Mrs Birch - Designated Safeguarding Lead.

PHSE Curriculum

The PHSE curriculum and the school's PHSE policy encourages self-awareness and enhances self-esteem, respect and tolerance for others and develops a variety of social skills. Teachers are encouraged to use Circle Time as an opportunity to discuss any issues with their class and promote self-esteem and positive behaviour.

Monitoring and Evaluation

The Pastoral Team meet on a weekly basis and the outcomes are shared with the Senior Leadership Team. The team will compile a report and evaluate impact for the governing body each term. The school will carry out, at regular intervals, an evaluation of the Pastoral Care system to enable us to further improve the quality of provision for the benefit of all pupils and teachers.

Policy to be reviewed October 2021