

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



### **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	Mrs Reilly
Mental Health Lead	Mrs Birch
Learning Mentor	Miss Duncan
Learning Mentor	Miss Cornett
Learning Mentor	Miss Lannon
Family Support Workers	Jaimie Crantham Erin Devereaux

#### **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

A member of the Pastoral Team will support children through one to one sessions, group work/time limited interventions and in class support.

Examples of interventions includes Friendship, Bereavement, Lego Therapy, Drawing and Talking Therapy, Social Speaking, Time To Talk, Sand Therapy, Circle Time, Restorative Practices, Transition, Sensory Circuits and Self-Esteem initiatives.

### **Quiet Café**

The Pastoral Team manage a Quiet Café every lunch time. It is a quiet safe place for children who need additional support/attention/nurture or find going out on the yard difficult. There are spaces to play games and interact or quiet spaces to relax and be by themselves. The children are referred via a member of staff and this can be short or long term.

### **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.

**Mrs Reilly** (SENCO) will communicate with support teachers, Educational Psychologists, Seedlings counsellors and other Mental Health Practitioners.

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) or log on the school's worry box web page. The School council regularly meet and Mental Health is an ongoing topic. 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. As well as Quiet Café there is also an Inside Club as an option.

They should:

- ensure that all children enjoy lunchtime in a happy, safe and secure atmosphere
- report any Health and Safety issues
- 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-ordinator 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 and No Outsiders**

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.

**My Happy Mind**

Our school now use the **myHappyMind** intervention. It is a proactive, whole-school approach to mental health. It provides children with a "toolkit" of science-backed habits to manage their emotions and build resilience before problems escalate. By teaching children about **neuroscience**—specifically how their "Appreciative Brain" and "Guard Dog" (amygdala) work—it empowers them to self-regulate using techniques like "Happy Breathing" and emotional literacy. This whole-school approach builds long-term **resilience** through modules focused on gratitude, character strengths and positive relationships.

**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.