

Elmsett C. of E. V.C.P. School



**Pastoral Care and Pupil
Support Policy**

**Adopted by the Governing Body at the full
committee meeting held on
11th June 2012**

Signed:

Stephen Robinson, Chair of Governors



Elmsett C. of E. V.C.P. School

Pastoral Care and Pupil Support Policy

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1. Introduction

At Elmsett School, we approach the welfare of our pupils in a positive way; all our staff reinforce the philosophy and ethos of the school.

We wish our children to feel happy and secure in whatever activity they are taking part. Our children are supervised at all times, and we place great emphasis on the welfare and well-being of the children in our care. It is also an integral part of the School Ethos.

Our School's General Aims and Philosophy

We aim to provide a caring family atmosphere where pupils can learn to grow and work independently with confidence, interest, enthusiasm and self discipline, whilst maintaining and awareness of others.

We aim to provide a balanced programme of study (that includes the National Curriculum), which ensures progression, continuity and an understanding of pupils' needs.

Working with parents, we aim to encourage all pupils to reach their full potential by developing their knowledge, skills and attitude.

We aim to offer pupils the chance to develop aesthetically, morally, physically and spiritually, by valuing each pupil as an individual within the school family.

In partnership with parents and the community, we aim to foster a sense of pride and care for our environment and village.

Full supervision continues during all extra-curricular activities, such as school clubs. No child remains in the classrooms, central resource areas, cloakroom/toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision.

All our children should feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind on a work or personal level. Staff respond to children in an appropriate manner, offering advice, support, guidance and reassurance.

The class teacher or the member of staff on duty resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. The child (or children) concerned participates in any discussion about an incident. Staff on duty at playtimes/lunchtimes/job sharers pass on appropriate information to each

other. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, should be referred to the Headteacher.

A child's parents or guardians are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school, or by a telephone call or letter.

Parents are encouraged to talk to their child's class teacher, or Headteacher if they have any concerns or worries. Parents should feel able to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions are treated as confidential.

Elmsett School respects the individuality of every person and pupils learn to be non-judgemental and supportive in their approach to people who might seem 'different' because of a disability or their physical appearance.

Elmsett School has established and maintain close links with outside agencies involved in the care of children. These include the Special Needs Support Services. We also maintain a very close working relationship with the School Nurse.

All children are given regular vision, hearing and health checks to monitor their physical development. Children are examined by the School Nurse when in Reception Class. The school doctor also calls at the school to work with pupils who have been referred. The school nurse visits regularly to liaise and inform staff and to work with the older pupils as part of the sex education programme. The dental health practitioner visits to deliver a series of sessions on looking after teeth.

2. Pastoral Support for Individual Pupils

At Elmsett School we are aware that certain groups of children are at particular risk and a Pastoral Support Programme should offer assistance to:

- Those on the Child Protection Register
- Children with special needs
- Those children in the care of the local authority
- Ethnic minority children
- Travellers
- Young carers
- Those from families experiencing stress, eg bereavement
- Children with school phobia

- Children with long-term absence from school for medical reasons.

Elmsett acknowledges school-based intervention is needed for disaffected pupils.

Elmsett School shapes a Pastoral Support Programme for individual children to manage their particular 'special' need. The Programme of Support depends on their personal situation. Parents are involved in the Support Programme as much as possible and Individual Education Plans are arranged, if applicable.

All these children receive support from the school staff, including the Headteacher, class teacher, SENCO and non-teaching staff. A member of staff; teacher/SENCO/Teaching Assistant/Headteacher, who knows the child well and has a good relationship with them, acts as their mentor/friend. If appropriate, time is allocated for the child to talk to the mentor/friend on an individual basis. The mentor/friend oversees the general welfare of the child in school, informing the Headteacher if there are any concerns.

The whole school works closely with external agencies when necessary. Social Services should be involved in supporting pupils in care, pupils on the Child Protection register and those who are carers in the home. The School Nurse's involvement is with those who have medical needs, including pupils who are absent because of a long-term illness and those with duties as a carer.

For disaffected pupils at Elmsett School, who display behavioural problems that cannot be resolved, requests for support should be made to the Behavioural Support Service/other external agencies. An intervention programme should be introduced and might include part-time attendance at a Pupil Referral Unit.

The pupil's Support Programme is withdrawn gradually when the child can manage the situation, or the personal circumstances improve.

3. Further information

Useful Documents and Resources

CSIE - Index for Inclusion: developing learning and participation in schools 1999

DfES/Home Office - Social Inclusion: Pupil support (Circular 10/99)