

KINGSDALE PASTORAL RECOVERY CURRICULUM

OBJECTIVE	ACTIONS	WHO WILL LEAD?	SUCCESS CRITERIA	MONITORING AND EVALUATION	TIMEFRAME	ADDITIONAL INFORMATION
A member of the SMT co-ordinates pastoral care across the school	Deputy Headteacher to be responsible for pastoral care	Deputy Headteacher	Deputy Headteacher co-ordinates pastoral care	Headteacher Governors	End of summer term	
The governing body is informed of pastoral care in the school	Nominate a governor to be responsible for oversight of pastoral care. Discuss overview of Pastoral Recovery Plan at Governors' meeting in early September	Chair of governors Headteacher	Nominated Governor and Deputy Headteacher meet termly to celebrate successes, and raise issues and concerns	Headteacher	September	
Every pupil is welcomed into our school	Build on Summer School / transition days to ensure that Year 7 settle. Extended tutor times for first 2 weeks. Team building games Enhanced staff presence at entrances to check on wellbeing of students to school	Class teachers Form tutors	Every pupil settles into school as quickly as possible	Phase leaders Heads of year	Established in June each year in preparation for September intake	

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No child slips through the net	Ensure that online materials are available for the delivery of PSHE / Tutor time / Assemblies	HOLs to be responsible for assemblies. OAI / INN to ensure PSEH reflect aims of the pastoral recovery curriculum and are available to students on Teams. All tutors engage with tutees who are not present in class	All students have access to quality pastoral provision irrespective of whether they are physically in school or not.	Heads of phase	Ongoing	Need to ensure that all Year group teams are updated on MS Teams
No child slips through the net (contd)	HOLs to revise the lists drawn up before lockdown to ensure that the most vulnerable students are contacted regularly	HOLs	Spreadsheets are shared between Pastoral Leaders on Teams and intervention log demonstrates that students are benefiting from regular contact	Heads of Phase / HOLs	Before October 5 th .	

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No child slips through the net (contd)	Use student online engagement reports (on Go4Schools) to assess which children were attending the school's online provision	HOLs / Attendance manager	Most at risk / least engaged students identified and prioritised by tutors / HOLs for pastoral intervention	Go4Schools HOLs Heads of Phase	First Half term	
Personal, social, health and economic education (PSHE) is embedded in the curriculum	Hold continuing professional development (CPD) sessions on PSHE across all subjects	CPD co-ordinator	All staff are confident teaching PSHE as part of their subject	Assistant headteacher	End of summer term	
Personal, social, health and economic education (PSHE) is embedded in the curriculum	Ensure that the PSHE curriculum reflects the needs of students returning to school after lockdown	OAI	SOW revised to reflect the themes most relevant to students in the current environment	OAI Dep Headteacher	Ongoing	
Student Voice	Students' wellbeing to be a key focus in each School Council and Year Council meeting	CMN	Minutes reflect that students have an outlet to inform the school's policies re wellbeing	CMN	Ongoing throughout the year	

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Vulnerable students prioritised	Peer Mentoring led by Learning Mentors Group mentoring with mentors One-to-one meetings with vulnerable students	Learning Mentors	Students feel more reassured coming in to school	TWY	Ongoing throughout the year	
Vulnerable students prioritised	Alternative curriculum – offsite and inhouse Organising counselling / Art Pyschotherapy In-house project management of additional services	Learning Mentors / safeguarding / HOLs	Most vulnerable students are supported and make good progress	Dep Head for safeguarding	Ongoing throughout the year	
Vulnerable students prioritised	Close liaison with safeguarding team, HOLs, tutors, parents and carers. Home visits where necessary	Learning Mentors / safeguarding / HOLs	Most vulnerable students are supported and make good progress	Learning Mentors / safeguarding / HOLs /	Ongoing throughout the year	

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Covid – susceptible families	Ensure robust blended learning is in place across the school Pragmatic approach to the most vulnerable families with provision of a blended approach where students are required to shield	Heads of Phase / Directors	All students are supported in their learning and have access to quality online resources	Heads of phase / directors	Termly	
Tackle anxiety and students unwilling to come to school because of Covid / suffering loss	Authorised absence slips Exit slips Medical Exit Slips Timeout cards	HOLs / Learning Mentors	Students feel emotionally supported	Heads of Phase	Termly	
All relevant policies have a section on pastoral care	When reviewing policies, ensure that, where appropriate, pastoral care is included	All staff that write and review policies	Policies are updated	Assistant headteacher	The end of the policy review cycle	
All staff are able to offer pastoral support, where necessary	Assistant headteacher responsible for pastoral care offers support and advice to staff Organise CPD to support this	Assistant headteacher School counsellor	All pupils know that staff are able to support them when necessary	Assistant headteacher	September	

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Mental health and wellbeing of staff is paramount	Establish a pastoral support system for all staff	School counsellor	Reduction in staff absences	Headteacher	December	