



GOODMAYES PRIMARY SCHOOL

Pastoral Care Policy

To be read in conjunction with Safeguarding & Child Protection Policy, the RHSE Policy and Behaviour Policy

Agreed by Governors: Autumn Term 2022

Review Date: Autumn Term 2024

SEND Governor: *A. K. Garland*

Interim Headteacher: *[Signature]*



Goodmayes Primary School

Pastoral Care & Wellbeing Policy

Introduction

In the context of a changing society, there is an increase in family breakdowns resulting in less stability in the home, an increase in child abuse and greater challenges facing parents in raising children. Children are being surrounded by unhealthy, emotional, physical and spiritual influences.

To counter balance the effects of these, we at Goodmayes Primary School believe that a Pastoral Care System which promotes a healthy lifestyle and positive attitudes is essential. This system embodies the development of strategies to enable children to make reasoned and rational choices. It includes the provision of an environment where children feel safe, secure and valued and where their concerns are listened to and addressed appropriately, when necessary. The Pastoral Care Policy at Goodmayes Primary School should meet the totality of needs of its pupils and ensure that every pupil has the opportunity in a safe environment to reach his/her potential in every area of his/her life and is equipped with the skills to cope with the world outside the confines of our school.

Aims

- To develop and sustain a caring and happy learning environment which promotes respect, unity, co-operation and tolerance within the school community and where children are socially at ease and thriving educationally.
- Develop and maintain good relationships in the school.
- To ensure all staff are aware of children's needs
- To equip staff with the tools necessary to readily identify external signs that reflect a deterioration in their physical, emotional or spiritual wellbeing (e.g. unhappy, preoccupied, irritable, depressed) and to investigate unobtrusively.
- To foster productive working relationships between school, parents and external agencies.
- Inform parents of our pastoral care arrangements.

Ethos

The ethos of Goodmayes Primary School is achieved by the Headteacher, Senior Leadership Team and staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community.

Relationships

The ethos of Goodmayes Primary School aims to promote a positive climate within the school community through fostering warm, positive, caring relationships among pupils and staff.

We:

- Encourage children to play together
- Enable children to resolve play and friendship issues in a fair way
- Offer support to individual children who “don’t want to play”
- Develop children’s social skills such as sharing, turn taking, playing, helping others and resisting bullying
- Develop the skills and strategies children need to reduce the incidences of poor behaviour, aggression and “rough games”
- Enable children to develop independence and self-confidence
- Develop children’s understanding of the wider world and interdependence of communities within it
- Develop children’s understanding that their own choices and behaviour can affect them, their immediate community and the wider environment
- Enable children to take part more fully in school and community issues and activities
- Give support and encouragement as children transfer to different phases of their education
- Enable children to make more informed choices about their environment

Values

Teachers will not only teach knowledge but impart the school’s values (aspiration, respect, unity, friendship) which pupils will practise and internalize to enable them to prepare for life in the wider world.

Self-Esteem

We will promote pupils’ positive sense of self-worth and personal value in order that each child appreciates and likes themselves.

Pupils are taught strategies to help them:

- Avoid dwelling on past, negative experiences
- Express their needs
- Feel confident
- Have a positive outlook on life
- Say "no" when they want to
- See their overall strengths and weaknesses and accept them

Personal Safety

We develop each child’s awareness of their responsibility for their own safety.

- Saying no to people when they are uncomfortable, afraid or unhappy
- Knowing where to get help
- Recognising dangerous situations
- Knowing that not all adults’ secrets and touch are good
- Safety in the playground, on the road, in water, in the sun and at home

Curriculum

In Goodmayes Primary School, much of the pastoral care is integrated into daily routines across the curriculum, as well as specific areas of the curriculum such as Relationships, Health & Sex Education, Philosophy for Children, Circle Time, British Values, Assemblies, School Council and Safeguarding.

Roles and Responsibilities

All staff, both teaching and non-teaching, have a responsibility to make sure the policy is implemented by:

- Helping pupils to make informed decisions about issues in terms of “right” and “wrong”
- Building up pupils’ self-esteem
- Encouraging pupils to be assertive (this will help them to resist peer pressure)
- Avoiding use of sarcasm, belittling, humiliation, etc.
- Celebrating individual successes and encouraging sensitivity and thoughtfulness in the school community
- The Senior Leadership Team identifying issues and, if appropriate, include them on the agenda for whole staff meetings or as part of the School Improvement Plan
- The Senior Leadership Team monitoring the implementation of the policy and ensuring there are adequate up-to-date resources available to support it
- The Governing Board has ultimate responsibility for ensuring that the Pastoral Care Policy is in place and is implemented.

Scope of Pastoral Care

The development of a safe, secure and caring environment is at the centre of our school ethos and is the responsibility of everyone who works here; it begins with the induction of new pupils and parents/carers to school procedures. Early establishment of procedures for the younger children is an essential first step in the development of their confidence and self-esteem and one which is constantly reinforced and built upon as the children progress through the school. Maintaining high standards of behaviour and self-discipline is central to the overall care system, as is the show of consideration for other children’s feelings and well-being.

The welfare of all the children in our care is of paramount importance. Teachers and children engage in, promote and encourage healthy lifestyles to include healthy balanced meals, exercise and rest at both school and at home.

Children will have the opportunity to attend extra-curricular activities to promote self-confidence, teamwork and positive relationships.

Supervision

Children are supervised by teaching and non-teaching staff before school from the start of the school day until they are dismissed at the end of the day.

Our children are handed over to parents/carers, except for older children who have pre-arranged agreements, supported by written consent from their parents/carers, to make their own way home. Parents are required to inform the school of any changes to their children's collection arrangements.

After school activities and educational visits are carefully planned with a view to providing maximum safety and supervision. Parental consent for any out of school activity is always sought.

Liaison with Parents/Carers

Parent/carer consultations are held in October and February each year and a written report is sent home in July. Parents/carers 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 or any member of staff may be made by contacting the school office.

Our Learning Mentor, alongside external support agencies, work with the school to meet children's and their families' pastoral needs, some of whom have direct contact with the children sharing their expertise, information and guidance to promote their safety and protection.

Monitoring and Evaluating

Both policy and practice will be reviewed regularly as an on-going process, to ensure it remains relevant and effective in meeting our children's pastoral needs. Daily observation by all staff and the communication of incidents keep teachers aware of the effectiveness of the pastoral care provision.

The views of pupils, teachers and parents/carers will be gathered periodically, through questionnaires, to evaluate the policy's effectiveness. The outcomes of self-evaluation will result in the updating of the policy.

Staff Training

Relevant training will be identified and provided for teaching and support staff to equip them to implement the policy.

Resources

The Senior Leadership Team will ensure that there is a range of resources which will be reviewed and updated regularly and kept in a central position.