

Pastoral Care Policy

Ermine Street Church Academy

First approved by Governors	29th January 2020
Policy to be reviewed annually	
Reviewed by Pastoral Team	10th March 2022
Reviewed by Governors	30th March 2022

Philosophy

Pastoral care is the provision a school makes to ensure the physical, mental and emotional welfare of all of its children. A successful Pastoral Care programme means that every part of the Ermine Street family feels safe, happy, involved and empowered to make their own choices as well as being able to perform to their potential. They are also integrating well with other pupils and feel confident and able to tackle the next step in their journey when they leave.

At Ermine Street Church Academy we believe that a strong Pastoral Care support system, promotes a healthy lifestyle and positive attitudes. Our system encompasses the development of strategies to enable the children and their families to make reasoned and rational decisions about the different situations they will face in life. It also includes the provision of an environment where the children feel safe, secure and valued and where their concerns are listened to and acted upon when necessary.

Our aim is to support children and their families on their journey of self assurance and an ability to face the challenges life can bring in a calm and measured way enabling them to be confident in their own abilities and the choices they make. We understand that this is a process and there is no 'quick fix' to ensure mental balance, but we hope to use our inclusive environment, caring ethos and pastoral skills support this.

This policy is set in the context of a changing society where children face new and unknown challenges; emotional, physical and spiritual.

Ethos

The Ermine Street Ethos is embedded by all staff and Governors promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community. The Ermine Street Ethos is central to our pastoral care approach.

THE ERMINE STREET ETHOS

Thank you for **respecting everyone**.

Please **take responsibility** for your **choices**.

Thank you for **serving others**.

Please **care for yourself**.

Thank you for being a **tenacious learner**.

Please **smile at** your **successes** and your **mistakes**.

Pastoral Care Provision

Pastoral care is the responsibility of every member of staff at Ermine Street it's values are used constantly to ensure our children and adults feel, safe, secure and that they have somewhere to go when life becomes challenging. Throughout every day, every member of staff is promoting and supporting pastoral well-being. The children contribute a great deal to each other's' pastoral care too.

Examples of this ongoing pastoral care include:

- Conversations and reflections during Nurture Break;
- Simply saying hello and smiling;
- Supporting a child who has chosen to sit on the Friendship Bench;
- Administering first aid in a kind, caring way;
- Praise;
- Helping children to eat well;
- Starting a game at lunchtime for children to join in with;
- Certificates in Sharing Assembly;
- Reassuring and caring for a child who is upset.
- Showing our kindness through serving others;
- Reflecting on our words and actions throughout the day;

Curriculum at Ermine Street Church Academy

Direct teaching of Pastoral Care and personal well-being is integrated into our long and medium terms plans for the curriculum, including PSHCE (Personal, Social Health and Citizen Education), RE (Religious Education) and Science. We also have a nurture break as part of our daily timetable, which is used as a time to teach and talk about well-being.

Scope of Additional Pastoral Care

When is Pastoral Intervention appropriate:

Children can be identified for additional pastoral support beyond the classroom when;

- A child is experiencing significant or substantial changes to family life .e.g bereavement of a close family member, changes in the family living situation or family illness.
- A significant school issues such as bullying, or ongoing friendship difficulties.
- There are significant or sustained changes in behaviours / personality due to one of the above.
- Anxiety caused by upcoming transition/change.
- A specific emotional difficulty, which leads to emotional outbursts seen both at home and at school.

These concerns may be noticed in any of the following ways:

- parents advise us of a difficulty or situation;
- children talk to an adult in school about something that is concerning them;
- a child talks to another child and they are worried for them;
- an observation by an adult in school;
- a referral from an outside agency.

Our Provision

At Ermine Street we are fortunate to have "Our Place"; a purpose built, safe space designed to make children feel at home and comfortable. This space is used for 1:1 or small group units of work based on specific needs of the child/ren.

Casual chats can occur anywhere at any time in the school day. If these chats need to be confidential, arrangements can be quickly made for this to take place in a safe and warm environment.

Whole class and small group conversations can take place in the classroom or any other available space in the school due to the whole school approach in making our environment a place where every child feels valued and cared for.

The process of identifying and beginning Pastoral Intervention

An initial concern or request for pastoral support is logged via the CPOMs system. This can be done by any member of staff. This referral is then considered by the Family Worker/Pastoral Worker and/or the Pastoral Lead and a decision is made for the best way to support that individual.

The best unit of work to support this need is then identified by the family worker/ pastoral lead and adapted to ensure it suits the needs to the individual it is being used with. These units of work come from the best and most up to date services and are reviewed regularly to ensure the highest quality of care and provision for our children and families. Activities could include: role play, small world play, problem solving, conversations, outdoor activities, art work, and group work. We draw upon a wide range of resources, including Blob Trees, shells, paint, emotions cards, playdough and small world figures.

After a period of time, dependent on the child and need, the support will be reviewed. Support may continue or if the pastoral team/class teacher/parent feel there has been an improvement, support may be stepped down to less regular conversations/check ins. Our aim is always to provide children with the tools to manage or solve difficulties independently in the future. However, children know that they can always access further support if they need it. In some cases where appropriate children are provided with a time to talk card, which enables them to meet with one of their pastoral team when needed.

Throughout each year a number of external support agencies visit/support school and on occasions can meet with parents. These include the school's Educational Psychologist, Education Welfare Officers (EWO), Speech and Language Service, Early Intervention Family Workers, School Paediatrician, volunteer counsellors, Pets as Therapy, the Pioneer Minister and local charities. We can request support from some of these agencies directly and for others we will initiate an Early Help Assessment to request it.

Staff Training

Teaching and Support staff will receive relevant training on topics relating to pastoral care where appropriate. They may be delivered by outside agencies or by the pastoral lead/family work and DEMAT.

Resources

The Pastoral Care Lead will ensure that there is an up to date range of resources that can be used to support pastoral care work for classes and individuals. These resources will be reviewed and updated regularly and kept in a central location.