



Pastoral Care Policy Whole school and EYFS

Introduction

This policy lies at the heart of all that we do at Parsons Green Prep. Every child's happiness and welfare is of paramount importance and we aim to provide an environment in which children feel secure and confident, whatever activity they may be undertaking. We approach the welfare of our children in a positive way. All our staff reinforce the philosophy and ethos of the school. We promote the health, safety and wellbeing of our children through the ethos and care we provide, through the management of the school, through our learning and teaching and through our partnership with others. We help our children to develop self-esteem and self-confidence and to accept responsibility for their behaviour. This policy should be read alongside the following policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- PSHE Policy
- SMSC Policy
- E-safety Policy
- Equal Opportunities Policy

Responsibilities

Class teachers have primary responsibility for the children in their class, both as individuals and as a group. Key workers have responsibility for their children in our EYFS classes. The class teacher, key worker 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. More serious incidents or concerns about a child's behaviour, health or welfare will be referred to a member of the senior management team or headteacher.

Throughout the day, our children are supervised by staff in the classrooms, communal areas, cloakroom areas and other areas of the building. They are supervised at playtimes and lunchtimes. Full supervision continues during all extracurricular activities, such as after-school clubs and trips.

EYFS key worker

Each child in the EYFS stage will be allocated a key worker. This may be the class teacher, teaching assistant or another member of staff. The responsibility of the key worker is to ensure that the child's care is tailored to meet his or her individual needs. Parents will be informed of the name and role of their child's key person.

Key worker induction training will include:

- help in understanding roles and responsibilities
- information about emergency evacuation procedures
- safeguarding and child protection
- understanding the Equality Policy
- understanding health and safety issues



Key workers will have individual meetings with a manager throughout the year in order to support their role as key persons working with children and their families. This is in addition to staff appraisal meetings.

Communication

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 with any aspect of school life or on a personal level. Staff respond to children in an appropriate manner, offering advice, support, guidance and reassurance.

Parsons Green Prep has established and maintains close links with several outside agencies involved in the care of children. These include the Early Years Service, Social Services Department, Police Liaison Officer and the local Psychology in Education Service. Other agencies and organisations are contacted to provide appropriate counselling or advice for children in need.

Parents

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, a meeting, or by a telephone call or letter. Parents are encouraged to talk to their child's class teacher initially, followed by the headteacher if necessary, 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. However, child safeguarding procedures have to be followed where appropriate.

How we provide excellent pastoral care for our children

- Teachers develop strong relationships with children and their parents. Time is always made to listen to a child and to communicate with parents via the book bag email, conversation at drop-off and collection, telephone call or a meeting. Children are encouraged to talk to teaching assistants who are readily available in class time or playtimes.
- The anti-bullying TAG system is known to all our children and its use is encouraged.
- Our PSHE programme includes opportunities for children to develop their self-esteem, self-confidence and to distinguish right from wrong. They will also gain insight into the origins and practices of their own culture and those in the wider community.
- We have created places where a child can have some space and quiet time, e.g. the cushioned area in the library and the front garden.
- We encourage relationships between our older children and our younger children. Once a term we replace the timetable with a House Day and children experience the workshops in their vertical house groups. Older children regularly visit classes below to participate in paired reading activities. We also support and encourage peer mentoring.
- We have created Individual Action Plans (Appendix 1) to implement when more support is required.

Pastoral support for individual pupils

At Parsons Green Prep we are aware that certain groups of children are at particular risk and an individual pastoral support programme should offer assistance to:

- those children identified as being at risk on the Child Protection Register
- looked after children



- children with special educational needs
- young carers
- those from families experiencing stress, e.g. bereavement, parental problems
- children with school phobia
- children with long-term absence from school for medical reasons.

The school acknowledges that school-based intervention may be needed for disaffected children. The programme of support arranged depends on each child's personal situation.

Parents and carers are involved in a support programme as much as possible and an Individual Action Plan (Appendix 1) will be written and implemented, if applicable.

The Action Plan will:

- Set out specific and realistic targets and how they will be measured by all involved.
- Identify the input and support from school and parents/carers that the child will receive to help him/her reach the agreed targets.
- Identify the consequences that will result if the child doesn't demonstrate efforts to meet the agreed targets.
- Determine a time limit for the duration of the programme, including review dates. During the period progress should be regularly monitored and adjustments made if necessary.

Staff professional development

The school will review general and specific staff induction and Continuing Professional Development (CPD) and identify how to ensure staff training reflects practice outlined in this policy. Where specific training needs have been identified for particular members of staff, the headteacher will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs. As outlined above, EYFS key workers will meet regularly with a manager to ensure that the most up to date and appropriate care is in place for EYFS children.

This policy will be reviewed annually		
Reviewed: September 2010	By: J Richardson	Added info on Pastoral Support Programme
Reviewed: September 2011	By: J Richardson	No changes
Reviewed: September 2012	M McLachlan	Changes to policy names to bring in line with current practise
Reviewed: 13 November 2014	By: Pippa Hogg-Andrews Checked by: Helen Stavert	Key Worker detail added Staff development paragraph added Action Plan detail added Action Plan added as appendix 1
Reviewed: 5 August 2015	By: Helen Stavert	Removed deputy head. Updated Action Plan template.



Reviewed: 1 August 2016	By: Helen Stavert Checked by: L. Waring	No changes
Reviewed: 13 June 2017	By: Helen Stavert	No changes
Reviewed: 26 September 2017	By: Tim Cannell	Re-named Equality Policy Equal Opportunities Policy
Next review: 1 August 2018	By: Tim Cannell	



APPENDIX 1

ACTION PLAN

Name of Child:	
Date of Birth:	
Class:	
Who raised the concern:	
Nature of concern:	
MEETING Date: Present:	
Agreed strategies	Evaluation