

Rosslyn School

**Policy for
Pastoral Care and
Pupil Support**

POLICY FOR PASTORAL CARE AND PUPIL SUPPORT

At Rosslyn 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.

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. Children should not enter the building at break times without the permission of the member of staff on duty.

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

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, the Key Stage 2 coordinator or the Principal 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.

Rosslyn 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.

Rosslyn School is establishing close links with outside agencies involved in the care of children. These include the Special Needs Support Service, Social Services, the Police and Fire Service. In particular our relationship with the Police includes talks and discussions about road safety and being cautious towards strangers. We also maintain a very close working relationship with the School Nurse.

Children are given vision, hearing and health checks to monitor their physical development on entry to our reception class. The School Nurse also calls at the school regularly to liaise with staff.

Pastoral Support for Individual Pupils

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

- ◆ children with special needs
- ◆ ethnic minority children
- ◆ young carers
- ◆ pupils on the child protection register
- ◆ those from families experiencing stress, e.g. bereavement
- ◆ children with school phobia
- ◆ children with long-term absence from school for medical reasons.

Rosslyn School acknowledges school-based intervention is needed for disaffected pupils.

Rosslyn 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 Principal, class teacher, SENCO and non-teaching staff. A member of staff who knows the child well and has a good relationship with them, acts as mentor. If appropriate, time is allocated for the child to talk to the mentor on an individual basis. The mentor oversees the general welfare of the child in school, informing the Principal if there are any concerns.

The school works with external agencies when necessary. Social Services should be involved in supporting pupils on the Child Protection Register and those who are carers in the home. The Educational Welfare Officer assists with establishing a programme for those pupils with school phobia. The School Nurse's involvement is with those who have medical needs, including pupils who are absent because of long-term illness, and those with duties as a carer.

For disaffected pupils at Rosslyn School, who display behavioural problems that cannot be resolved, requests for support should be made to the Pupils Referral 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.

Monitoring and review

We monitor pastoral support in the same way as we do in all the other areas.

This policy will be reviewed every 2 years or earlier if necessary.

Signed:

Date:

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)