



Pastoral Care & Nurture Policy

September 2023

INTRODUCTION

Pastoral care at Newlands Junior School is a priority. It plays a crucial role in the development of the ethos of our school. This ethos emphasises the intellectual, moral, emotional and spiritual development of each pupil, so that they will develop as confident and happy children.

This Pastoral Care policy takes into consideration what we, as a school, wish to nurture in our staff and children. At Newlands we feel that we are a community in which pupils, staff, governors and all those involved in our school take pride in all we endeavour to do and feel that all have an important role to play in contributing to our success. The caring role of all the staff in the school will be evident in all aspects of the child's school life as we promote a caring and supportive environment in which all staff and pupils can work in an environment of mutual respect.

We realise that our parents and other outside agencies play a vital role in all aspects of our Pastoral Care, therefore we strive to work in partnership with them to achieve our aims and to ensure that all associated with our school live out our agreed aims.

AIMS

It is our aim to provide a warm, caring and happy environment so that each person, both child and adult, associated with the school, can feel safe and secure. We believe that our pupils learn best in such a positive environment and have worked hard to establish and maintain this ethos by making it our aim:

- To ensure that each pupil feels valued, special and unique as a member of the school community.
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development.
- To help children understand themselves and their stages of physical and emotional growth.
- To empower pupils in building and monitoring good relationships with other pupils, teachers and other adults in the school environment and develop attitudes of co-operation, tolerance, commitment, consideration and honesty.
- To assist individuals in developing their lifestyles, appreciation of life and respect for the world in which we live.
- To encourage a sense of accountability for their own learning and actions.
- To ensure that children feel safe, secure and happy in a caring and friendly environment.
- To support pupils to face the events of their past, move beyond them, and look to the future with hope.

RATIONALE

This policy links to the wider school need to expand pupil's personal development. Newland's curriculum extends beyond the academic, technical or vocational. At Newlands we seek to support pupils to develop in many diverse aspects of life. We recognise that pupils are being influenced by other factors in their home environment, their community and elsewhere. We strive to teach pupils how to build their confidence and resilience, to prepare pupils for their adult lives by supporting them to become responsible future citizens, teaching them to understand how to engage with society in a positive way and providing them with plentiful opportunities to do so. In particular, we seek to:

- develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance and how to act out these values in everyday life
- promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character (positive personal traits, dispositions and virtues that inform their motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others).
- develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enable pupils to recognise online and offline risks to their well-being and make them aware of the support available to them
- develop pupils' understanding of how to keep physically and mentally healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- develop pupils' age-appropriate understanding of healthy relationships
- support readiness for the next phase of education so that pupils are equipped to make the transition successfully.

EVERY PUPIL IS UNIQUE

As well as academic achievements being acknowledged, the children in our school feel secure in the knowledge that they are valued as individuals and that all their achievements will be celebrated. We acknowledge their endeavours by adopting a range of strategies. For example:

- Weekly Assemblies – exploring and reinforcing our values
- Whole school reward system
- Sharing of good work with other classes, teachers, adults and senior leaders
- Positive comments in books and through verbal feedback
- Displays of pupils' work
- A positive happy learning atmosphere
- Recognition and support of individuality
- Provision of a broad, balanced curriculum, inclusive of extra curricular activities, to give all pupils the opportunity to succeed
- Provision of a personal safety programme – DARE

OBJECTIVES FOR PUPILS

At Newlands we encourage children to:

- Achieve social, personal and academic goals
- Gain maximum benefit from time in school
- Become independent and take responsibility for their own actions
- Develop self discipline and self respect
- Respect opinions and rights of others
- Develop empathy and tolerance
- Develop understanding of the world we live in
- Foster relationships where they feel happy and secure and can approach staff with their worries.
- Be welcoming and courteous to visitors

- Guide younger pupils and be positive role models
- Show respect and care towards school property and take responsibility for own belongings
- Show responsibility for various duties in school, fostering self-confidence and a sense of teamwork
- Recognise how events in the past have shaped them, but that they do not need to be controlled by them
- **DO THEIR BEST AT ALL TIMES**

OBJECTIVES FOR ALL ADULTS ASSOCIATED WITH THE SCHOOL

- To have up-to-date information on issues such as Child Protection, Anti- Bullying, Positive Discipline, drug education and other relevant areas
- Develop whole school policies and practice throughout the school, including child protection, discipline, drugs education and health education.
- Promote a caring environment within the context of learning, catering for individual needs and abilities
- Establish appropriate support for those in need
- Recognise and foster individuals achievements
- Provide extra curricular activities
- Promote an inclusive environment where all pupils, including EAL children, are fully immersed into school community
- Have understanding and empathy
- Be aware of children's different backgrounds, experiences, needs and aspirations.

We see our school as an extended family where everyone works for the common good. This is a place where parents are made welcome and encouraged to show their support.

LIAISON WITH PARENTS

We at Newlands see ourselves as partners with parents and guardians in the education of our pupils. Mutual support and co-operation is an essential element in achieving our objectives. On-going activities to ensure communication and parental involvement include:

- Parent-Teacher Meetings
- Induction Meetings
- Prospectus
- Newsletters
- Texts/Emails
- Progress Reports
- Fund-Raising Activities
- Invitations to subject activity mornings in classrooms with their children/grandchildren
- Invitations to art and craft sessions
- Christmas Plays
- School Outings
- Parents Association Activities
- Sporting Events
- Extra-Curricular Activities
- Daily contact (informally) with parents
- Parental Audits/Questionnaires
- Phone calls
- Marvellous Me messages

LIAISON WITH EXTERNAL AGENCIES

We will cater for individual pupils' welfare, curriculum delivery and protection by liaising with External Support Agencies including:

- Social Services
- Education Psychologists
- Children and Adolescent Mental Health Service
- Behaviour Management Team
- School Nurse
- Doctors and other medical practitioners

We are committed to developing good working relationships with relevant external support agencies to enhance, protect and support individual pupils' and teachers' social and emotional welfare.

DEVELOPMENTAL NEEDS OF PUPILS

The class teacher, will as far as possible, be aware of the background, needs, aspirations, interests and academic progress of each pupil in the class. The provision for each child will be appropriate to the needs of the pupil. We are aware that the needs of the children will change as they develop during their time in our school.

Personal, Social and Emotional Development is delivered to all classes through our wider curriculum including Circle Time, Science, Values, Structured Play and Religion. We aim to empower the children with the knowledge, values/attitudes and skills required to make good choices in their lives.

The development of good inter-personal relationships is vital to ensure mutual respect, positive attitudes, happiness and security for both pupils and staff. Pupils will be encouraged in the classroom to assist one another, care for one another and develop the skill of listening, thereby promoting in them tolerance and respect for others.

NURTURE PROVISION

Some children will require more intensive pastoral support. This may be a key adult to meet them each day as they arrive, 1:1 time with a specific adult, group time or a complete break from the normal classroom environment. All children will be supported on an individual basis, based on their needs. The majority of provision will be in provided in school, however where the need is greatest outside support or alternative provision off site may be required.

Nurture groups are a small group of children within a school supported by the whole staff and parents/guardians/foster parents. Our Emotional Literacy Support Assistant (ELSA) supports these groups, sometimes with the assistance of specific TAs. They are collected from their class base and returned at the end of the session. The rationale is that these children have missed out on early experiences that promote good development. They generally have not learned to make trusting relationships with adults or to relate appropriately to other children, resulting in difficulties with settling at school.

The group (or individual session) aims to -

- Provide a carefully structured routine, where there is a balance of learning and teaching, affection and structure within a less formal atmosphere
- To support children with emotional and behavioural difficulties and to develop ways in which the school supports such children

- To develop awareness about the cause of behaviour and the effective management of behaviour problems in line with the school behaviour policy and pastoral care policy
- To raise the achievement of children with emotional and behavioural difficulties
- To increase joint working practices between school staff and outside agencies.
- To support parental/ guardian/foster parent involvement in supporting children and developing a positive attitude toward school

Parents/guardians/foster parents are a key element of nurture work. Staff support parents/guardians/foster parents during non-contact time in the form of meetings. Appropriate advice and interaction strategies will be discussed and disseminated by staff.

STAFF DEVELOPMENT AND TRAINING

Pastoral care remains a permanent feature of our School Development Plan, therefore, staff training and development are considered essential. As opportunities arise we, as a staff, will avail of all the help and assistance which is available. This on-going development programme will help us to identify the values, attitudes, skills and knowledge which will enable us to carry out our pastoral roles. The whole school have been trained on attachment and trauma, including emotion coaching. 'Take 5' and 'Each amazing breath' are a daily feature of lessons. MOTIONAL is used to seek the cause of pastoral / behavioural needs.

SUPPORTING POLICIES

Policies linked to Pastoral Care include:

- Child Protection,
- Anti Bullying
- Behaviour
- Child-on-Child Abuse