

# ASHTON WEST END PRIMARY ACADEMY



## Pastoral Care Policy

**Approved by:**

The Full Governing  
Board

**Date:** 7<sup>th</sup> December 2022

**Next review due by:**

October 2023

## **INTRODUCTION**

### **Rationale**

An effective Pastoral Care system is essential to provide for our children as they encounter the rapid changes which are taking place in society. Children require all the skills necessary to deal with the rising pressures of media, family, education and peer pressure that they encounter in their daily lives.

At Ashton West End we believe effective Pastoral Care should contribute to the creation of a supportive atmosphere for the whole school community.

### **Definition**

Pastoral Care is composed of different policies, programmes and procedures which encourage each individual child to develop a range of skills by catering for their spiritual, moral, emotional, intellectual, physical and social needs, in a safe and secure environment.

Each child is encouraged to develop personal, social, emotional and academic skills they will need to be effective learners and to prepare them for their future as members of society and the local community.

### **Aims**

At Ashton West End we are aware of the need to help our children manage their present lives, as well as to help them prepare for the opportunities, responsibilities and experiences of adult life, so we endeavour to provide for the development of the pupil as a person as well as a learner.

We aim to develop our pupils' "life skills" – critical thinking, decision making, effective communication, learning from mistakes, which are so necessary for their health and safety in today's society.

We aim to provide a caring commitment to guide and advise our pupils on both personal and educational matters and we seek to build up a community of children who care about each other and show respect for themselves and others.

The Staff aim to build a special relationship with, and a knowledge of, the children in their care and thus endeavour to raise the pupils' social awareness, promote positive attitudes and build their self-esteem.

Contributions to the pastoral work of the class teacher come from their partnership with parents/guardians, colleagues, school nursing team, community police, members of the local community and other outside agencies.

We aim to promote a partnership and close working relationship with parents/guardians whose views and wishes as prime carers will be heard and respected to enable us to support their children's learning.

We aim to offer a framework of values and positive behaviour enabling our children to be self-reliant, motivated, self-disciplined and to make choices in a moral context.

## **Ethos**

At Ashton West End we promote an atmosphere of mutual respect and co-operation which will contribute to the learning process and generate a positive climate within the school community where every individual feels valued and cared for.

## **Relationships**

Many people interact daily within the school and consequently a wide range of relationships exist. As a school we will endeavour to promote positive, open relationships in both formal and informal situations. The school recognises that regular, effective communication is crucial in Pastoral Care and positive relationships are promoted between all members of the community, including: Governors, staff, parents, pupils, health professionals and members of the wider community.

Every opportunity will be taken to praise our pupils for their contributions to the life of the school.

## **Self-Esteem**

We recognise that the most important aspect of education is the wholeness of the child. As a school we will encourage children to think positively about themselves and accept their own individuality. We believe that a child's self-esteem will be boosted when they feel valued in all aspects of school life.

We will aim to promote positive self-esteem and confidence as these promote learning. Pupils will be involved in a range of activities to allow them all to experience success and thus giving the teachers an opportunity to praise each child.

## **Personal Safety**

Childhood is a time of joy and discovery when children should be nurtured and loved to enable them to grow into caring adults. Part of the process of discovery and growth must also help children to learn how to cope with potential dangers. Children are taught to recognise potential dangers and how to keep themselves and others safe whilst moving around school, playing outside and in the community.

## **Online Safety**

The safe use of technology is an increasing challenge e.g. internet and mobile phones. At Ashton West End we aim to equip our children with the knowledge and skills to make them less vulnerable and more self-confident. We aim to give them the skills to enjoy the benefits of engaging with technology and social media whilst knowing how to protect themselves and recognise potential threats.

## **Healthy Lifestyles**

Ashton West End is a healthy school. We teach children the importance of diet through Science, PSHE and D&T.

## **IMPLEMENTATION**

### **Roles and Responsibilities**

The Board of Governors has overall responsibility for Pastoral Care in the school.

The Principal, Miss Pizuti has overall responsibility for promoting Pastoral Care and fostering positive relationships with the support of Ms Barnett and Ms. Perry. In addition, she will review and update the policy, inform and liaise with parents and initiate and ensure Pastoral Care is forefront in the school's development plan.

Teachers have responsibility for promoting Pastoral Care by :

- Helping children to make informed decisions;
- Celebrating success;
- Building up children's self-esteem;
- Developing effective communication;
- Encouraging assertiveness;
- Encouraging sensitivity.

This will be further promoted through the Personal, Social and Health Education.

Teachers build up a knowledge of pupils as individuals and take an interest in their special needs and all-round development. Support staff will contribute to the promotion of Pastoral Care consistent with our policy.

### **Monitoring and Evaluation**

To ensure the Pastoral Care Policy is working effectively in our school, the policy, procedures and practice will be kept under review. We value the contribution that can be made by our teachers, parents and pupils to effect the appropriate change when necessary.

This will be achieved by:-

- Listening to the concerns of pupils, parents and staff and acting on them;
- Parents being encouraged to inform the school immediately if they have any concerns;
- Parent / Teacher Interview Meetings;
- Staff and Board of Governors Meetings;
- Person Centred Plan (PCP) Review Meetings;
- Information Evenings;
  
- Parent workshops and coffee mornings;
- School Newsletters /Half Termly Information Letters;

### **Staff Training**

Training will be updated annually in relation to policies, procedures and pastoral issues and staff will be informed of Department of Education changes. Support staff will be updated on policies and procedures by the Principal. Staff will attend relevant courses as required.

Resources Pastoral Care encompasses all areas of school life and is important in the development of the 'whole' child.

To ensure the implementation of the policy:-

- Resources to support PSHE are integrated into the learning and teaching programme for all classes
- Additional relevant resources will be purchased for use in class where necessary;
- Time is allocated for review, training and implementing change;
- Pastoral Care is part of the school development plan;
- The Board of Governors and Principal ensure the maintenance of the school environment and update the school's accessibility plan every three years.

### **Pastoral Activities**

As a school we integrate PSHE activities into the learning and teaching programme.

We encourage pupils to participate in a range of additional activities to further develop self-esteem and self-confidence. Activities include: class assemblies, Christmas plays, sport, music and participation in a wide range of competitions. We also offer a number of clubs at lunchtime and after school that children can join.

### **Supervision**

The Nursery operates a dual day system with session times as follows: Morning Session 8.45 am – 11.45 am. Afternoon Session - 12.30 pm – 3.15 pm. Parents/carers must bring children directly into the nursery at the beginning of each session where the teacher and nursery assistant will be available to receive them as they arrive.

School starts at between 8:40 and 8.55am. Pupils should go to their allocated playground in the morning and line up when the bell goes. They should wait for the teacher to collect them from the yard. Where this presents a real difficulty for parents, the Principal must be consulted. In such instances, pupils may arrive at an agreed time via the Main Entrance.

Any pupils arriving after 9am must go through the Main Office and be signed in.

Teachers and Teaching Assistants supervise the pupils at break time. Lunchtime Organisers and the Senior Leadership Team will supervise the pupils at lunchtime.

At the end of the day parents/carers of children in Nursery, Reception, and Years 1, 2, 3 and 4 must collect pupils from the correct door. Where this presents a real difficulty for parents, the Principal must be consulted.

Parents/carers of children in Years 5 and 6 may wait by the main gate for their child. Children in Years 5 and 6 may walk home. Please inform the class teacher if you would like your child to walk home.

If, for any reason, pupils are not collected they will be supervised by a classroom assistant, teacher or the Principal until a 'named' collector can be contacted. If we are unable to contact anyone or no-one is able to collect the child by 5pm Tameside Social Services will be contacted.

If a parent requires their child to leave school between 8.55am – 3.15pm the teacher and/or the Main Office should be informed. The child collected from the Main Office at the appropriate time. All pupils must be signed out.

Signed: ..... (Chairperson of the Board of Governors)

Signed: ..... (Principal)

Updated: September 2022

To be reviewed: September 2023