

**Turves Green Primary School**

**Pastoral Care Policy Statement/Provision**

 **Rights of the Child:**

A12: *Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*

A27: *Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.*

A29*: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.* A model of emotional support at Turves Green Primary School.

Research shows that children with emotional difficulties express their distress, anger and sadness in their behaviour and this often prevents them from learning. We believe that all behaviour is communication.

At Turves Green Primary School all staff are committed to finding ways of supporting children who bring their emotions to school. The Pastoral Care Team in conjunction with class teachers, phase leaders and leadership help children to recognise, understand and meet positively their emotions and the emotions of others.

 **Why?**

Making a difference.

‘An investment in one child is an investment in all children’ – Psychotherapist - Listening Matters.

Here at Turves Green Primary School we believe that enabling children to have healthy relationships will allow them to make the most of all learning opportunities on offer and moreover allow those children working alongside them the same opportunities.

**How? – The Classroom**

We recognise the vital part that the classroom environment and its teachers play in promoting all children’s emotional well-being. The Pastoral Care Team (PCT) supports teachers to provide a nurturing environment whereby they can promote an optimal learning environment so that all children can become actively engaged. Teachers are encouraged to value the importance of relationship in all the work they do. Children who are in classrooms experiencing nurturing curriculum facilitated by a key adult (their teacher) will develop a better sense of awareness of their own needs, views and feelings, and as a result will become sensitive to the needs, views and feelings of others around them.

‘Meet and Greet’ is used with key children in order to give them a positive start to the day in a smaller group or a 1:1 and to encourage them in reaching their current targets.

We provide the ‘Blue Card System’ which addresses children’s behaviour choices in the classroom. This allows children the opportunity to think and discuss their choices, take responsibility and seek to discover alternative ways of behaving positively. This dialogue with a ‘significant other’ will form building blocks for the child’s capacity to self-regulate.

**The SEAL Room**

From its base in the SEAL Room the PCT offers a variety of strategies to support children.

**1:1 Support**

The PCT offers mentoring support to key children working closely alongside the class teacher both inside the classroom and out. The class teacher with support from an AHT will set up a behaviour support plan, set targets with the child, set up a half termly action plan and then review the progress made by the child, the teacher and parents.

**Nurturing**

Some members of the PCT are trained in delivering ‘Good to Be Me’, which is a programme that targets children with low self-esteem. In these sessions staff act as positive role models and tasks and expectations are developmentally matched. Children are assessed on entry and re-assessed so that progress can be measured.

**Wider Well-Being – Whole School**

Circle time in each classroom is held regularly to support children’s well-being and self-esteem.

A school council allows children at Turves Green Primary School the opportunity to share and put forward their ideas and thoughts about their school.

Positive relationships are fostered between pupils and lunchtime supervisors and a member of the PCT supports lunchtime supervisors with children making wrong choices to resolve conflict. We also have children that take on the role of ‘playground buddies’ in order to support children that may find it difficult mixing with others at playtime.

For children that find lunch time and playtime a more challenging part of the day, the SEAL room offers a safe space for them to talk through their difficulties, reflect on their choices and discuss ways in which they can manage these times well.

Part of the integration work of the PCT is to respond to children’s needs as they arise and be a listening ear in order to provide emotional support. Cultural identity and appreciation of diversity is promoted through our Rights Respecting approach and our emotional literacy learning, and is actively reinforced by members of staff on the playground.

**Parents**

The PCT is continually seeking ways to help parents who seek support with their children’s social, emotional or behavioural needs. We offer parents the opportunity to meet with the PCL who will take seriously the concerns of a parent, listen and give them quality time. Parents are regularly kept informed of their children’s behaviour on the blue card system and at lunchtime.

The PCT seeks to help parents to feel welcome valued and supported. The Pastoral Manager supports targeted families.

Turves Green Primary School is committed to setting up systems and policies which genuinely support inclusion. We are committed to meeting individual needs which in turn benefit all pupils at our school.

**Staff**

At Turves Green Primary School the well-being of our staff is extremely important. Staff are supported daily by their year group partner and the AHT for that year group. The PCL are also available to provide a listening and supportive ear.

At Turves Green Primary School we also using the Warner interview technique in order to support safe recruitment. This process can also identify areas where new members of staff may need support during their induction period which is then offered by PCL and any other appropriate member of staff.