

# Woolenwick Junior School

## Pastoral Care Policy (v2)

Policy Name	Pastoral Care
Created by	Catherine Shadbolt
Responsibility of	School Improvement Committee
Reviewed by	Jackie Birch
This Review Date	April 2015
Next Review Due	2019
Cycle	4 years
Ratified by Governing Body in	May 2015

### Version History

Version	Amendments	Date	Author/ reviewer
V1	Original document	October 2011	Catherine Shadbolt
V2	review	April 2015	JB

At Woolenwick Junior School we believe that the child's social and emotional development and well being is of central importance and underpins all teaching and learning opportunities in school. The Pastoral Care Policy is based on the principle of positive attitudes in the whole school, the curriculum and classroom management in order to encourage the development of mutual respect and self-esteem.

Every adult in school has a 'duty of care' for every child and is responsible for acting upon any issue they encounter at any time even if the child is not in their class or under their supervision at that time.

### AIMS

- To create an environment which promotes and maintains emotional well being and self esteem, self discipline and positive relationships.
- To create an environment which promotes and maintains positive behaviour.
- To model care for others and acceptable standards of behaviour through Circle Time and personal, health and social education supported through Social and Emotional Aspects of Learning (SEAL).
- To develop skills and attitudes to enable the children to develop effective conflict resolution.
- To encourage consistency of response to maintain positive pastoral care.
- To encourage the involvement of both home and school in the implementation of this policy.

- To ensure that 'We all have the right to feel safe all of the time'.
- To ensure that 'We can talk with someone about anything even if it is awful or small'.
- To ensure that everyone in school has a 'support network' that is reviewed on a regular basis.
- To ensure that relevant support and advice is obtained from any other agencies in order to ensure that all feel fully supported.

The school uses the Social, Emotional Aspects of Learning (SEAL) materials in class and assemblies to develop self esteem through a whole school approach.

It is the responsibility of all staff to highlight any children who needs extra emotional support for any reason e.g. a new baby in the family, altered family circumstances, friendship issues, behaviour issues etc.

The school Family Liaison Worker will monitor any child who has been highlighted to have a social, emotional or behaviour difficulty either at school or at home.

The children bring to school a wide variety of emotional responses and behaviour patterns based on differences in home values, attitudes and parenting styles. At school we seek to promote an environment where everyone has the right to feel safe all of the time and with that right comes the responsibility to ensure that others feel safe around us.

Everyone needs to understand their responsibility to look after and care for each other based on the skills and principles of honesty, respect, consideration and responsibility

### **Emotional development**

Some children may be identified as needing extra support and this may be provided through :

- Protective Behaviours
- 1:1 support
- Social skills groups
- Circle of friends groups
- Mentoring
- Support to play/learn
- Stories to challenge behaviour
- Social story work