



Lapworth CE Primary School



Policy for Pastoral care and Pupil Support

Introduction

Through its pastoral care arrangements and provision, Lapworth CE Primary School demonstrates its continuing concern for the personal and social development of all its pupils, regardless of their age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community. Pastoral care is, perhaps, at its most effective when it is all-pervasive and fully integrated into the school's daily routines, its curriculum and its extra-curricular activities. This approach has been adopted by the staff of Lapworth School.

Rationale

This policy has been formulated and implemented:

- to cope with the effect of growing up in the 21st Century and the changing home backgrounds of our pupils i.e. family stability; child abuse; parental difficulties in raising children.
- to maximise learning
- to ensure a safe, secure arena for all pupils

Aims

The aims of the school have clearly taken into account the importance attached to pastoral care of its pupils. The aims are as follows:

- to promote a happy, caring, attractive environment which will stimulate pupils
- to promote the spiritual, cultural, intellectual and physical development of the pupils at the school
- to provide a broad and balanced curriculum that will be challenging, cater for the full range of abilities within the school and enable pupils to experience success
- to develop pupils self-confidence and self-discipline
- to encourage the pupils to value one another and to respect the views of other members of their community
- to prepare the pupils for the opportunities, responsibilities and experiences of adult life.

Ethos of the School

At Lapworth CE Primary School a good ethos has been achieved by the Headteacher and staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school.

This ethos has contributed effectively to pastoral care as a result of:

- the healthy relationships within the school
- the promotion of pupils' self-esteem and self-confidence
- parental support for the work of the staff

- the positive approaches in promoting and maintaining good standards of discipline

It is in the formal and informal situations that teachers can be helped to foster the values of self-respect, self-discipline, tolerance, equality and fairness.

This has generated a positive climate within the school community where every individual should feel valued and cared for at all times.

Roles and Responsibilities

The Board of Governors have overall responsibility for the pastoral care of the school community.

The Headteacher must ensure that related policies are reviewed and updated and that agreed procedures are followed.

All teachers have responsibility for the pastoral care of pupils in the school. Through the planned curricular programme they will, amongst other things, build up pupils' esteem, encourage them to be assertive where appropriate and help them to make informed decisions about issues in terms of 'right' or 'wrong'.

Staff Training

Staff will be informed of any changes in policy and procedures as required.

Resourcing

Resources required will be obtained for teachers to deliver pastoral care issues. Pastoral care encompasses all aspects of our school life and has a high profile.

Specific Procedures and Arrangements

Data Capture Forms

Parents are requested to complete a separate form for each child enrolled giving details of a variety of necessary information including contact priority telephone numbers. Parents are to advise the school of any changes in circumstances as they become apparent.

Non-Class Time Supervision

Before school, break-time and lunch-time periods are supervised by at least two teachers, classroom assistants or supervisory assistants on a rota basis. Supervisory assistants have been issued with a set of guidelines to ensure continuity in the standard of care. Children will be supervised from 8.45 a.m. by two members of staff.

Sickness or Injury

During school hours this will be dealt with by the class teacher, duty teacher, or teacher holding the post of first-aid. Parents or guardians will, if necessary, be contacted by telephone as soon as possible to arrange for the child to be further examined or taken home. Significant accidents are recorded on the appropriate pupil

accident form and sent to the LA. Details of all first-aid administered by the teacher are also recorded in school records.

Medication

At the beginning of each school year parents are issued with two forms. On the first form parents are asked to supply details of any current or on-going medical problems. The second form is only sent into school when a child has developed a new illness and parents then give details/instructions as to medication and if and when they wish staff to administer the same.

The first form comes complete with all necessary emergency contact telephone numbers.

Medical expertise will be sought as appropriate.

Absences

Parents should either explain a child's absence in the form of a letter or telephone call, on or before the day the child returns to school.

Unexplained absences will be pursued in the interests of the child and as by regulation.

Door Security System

The current system is under review. At present there is a key-pad entry system with a code to gain access to the school. All visitors are required to be granted access through this door and to wear identification once they have signed in. An internal phone system has also been installed to allow immediate communication between all parts of the school and the office or Headteacher.

Parental Interviews

These will be by formal arrangement twice a year and by request as necessary. Parents are encouraged to arrange to meet with class teachers, Deputy Headteacher or Headteacher if they have concerns regarding any aspect of school life pertaining to their child as soon as possible. Such meetings are encouraged to dispel or alleviate worries before any possible distress is caused.

Informal contact is often made when children are being left to, or being collected from, school. Such contact is very useful in keeping the staff informed of minor problems, temporary changes in family routine, medical appointments etc..

Reports

Reports are issued annually and include reference to individual performance against national expectations. Report cards are also issued at the end of the Autumn Term and Spring Term.

Personal and Social Well-being

Both aspects of development are addressed within Health Education, Science and as they arise in other curricular subjects and at appropriate times during school assemblies.

Regular contact is maintained with health professionals

Within school pupils are regularly reminded that they may speak to any member of staff they wish to in the strictest confidence about any matter at all which is disturbing or worrying them.

Conflict between children will usually be resolved by talking the problem through with a member of staff who will help all parties to realise why the issue arose and how it could best have been avoided.

Vetting

Adults working with, or regularly supervising pupils, will be vetted according to Child Protection procedures.

Child Protection Policy

A copy of the school's policy is available at the school office and will be issued on request.

Members of the Board of Governors and all full-time staff have received training in the procedures involved and are aware of the designated teachers holding responsibility.

This policy will be reviewed every three years.

Signed:

Date: