



PURPLE OAKS ACADEMY

PASTORAL CARE POLICY

Document Owner:	Helena Bull (Deputy Principal/DSL)
Effective From	September 26 Version 4.0
Next Review Date	September 27

CONTENTS PAGE:

CONTENTS PAGE

To be read in conjunction with...

Introduction/Rationale

Aims, Diversity and Equality

Relationships and Connections/ Self-Esteem

Well Being Concerns

Mental Health

Pastoral Team: Roles and Responsibilities

How do I raise a concern?

Monitoring and Evaluating

Staff Training/Pastoral Activities/Student Transition

APPENDIX 1: Review to Policy and Procedure

To be read in conjunction with the

- Behaviour Support Protocol
- GAT Safeguarding Policy
- Site Specific Safeguarding Policy
- Health and Safety Policy
- Equality Policy
- Accessibility Policy
- Curriculum intention/implementation and Impact statements
- RSE/PSHE Curriculum document

INTRODUCTION

In line with the aims and ethos of Purple Oaks Academy, the Pastoral Care Policy is designed to ensure that every student within the academy is given outstanding pastoral care while part of the Purple Oaks Community and prepares them for their future in society.

RATIONALE

In line with the core statements of 'Every Child Matters' (Government Green Paper 2003), Purple Oaks sees it as a core principle to ensure that every student has the opportunity, regardless of background and family situation to:

- ✓ be healthy;
- ✓ stay safe;
- ✓ enjoy and achieve;
- ✓ make a positive contribution to their community;
- ✓ achieve economic well-being

The Academy recognises that its community is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures. The Academy is committed to the principle that all students should be treated with dignity and respect.

Some examples of challenges that students may face include:

- child poverty/Cost of living crisis
- family instability
- child abuse and other safeguarding concerns
- varying abilities of parents to raise their children to be balanced, responsible, considerate citizens.
- the changing attitudes and messages from society
 - towards sex
 - towards drugs
 - towards leisure in relation to health
- pressures resulting in stress (financial concerns/ homelessness/ illness/lack of access to support services in a timely manner/community pressures)
- bullying (including cyberbullying)
- the impact of social media/social gaming/Artificial Intelligence (AI) on the lives of young people
- increase in mental health concerns (Impact of Covid, social isolation, impact of social media)
- impact of social communication difficulties (including peer pressure)
- trauma from significant community events

At Purple Oaks Academy, we believe that our key drivers;

- ✓ Emotional regulation
- ✓ Communication
- ✓ Independence

are vital skills that will best support our students to prepare for a successful working life, stable relationships and rewarding community engagement.

AIMS

Pastoral Care at Purple Oaks Academy, can be defined as a set of systems and programmes which attempts to meet the totality of needs of its student (social, spiritual, mental, emotional, physical) so that each student has the opportunity in a safe environment to flourish in every area of their lives; they will leave Purple Oaks Academy equipped and able to function in the 'outside world'.

Purple Oaks Academy aims to;

- ✓ accept all students for who they are and build positive relationships with all students.
- ✓ celebrate the differences that make us individual.
- ✓ to ensure that everyone is treated fairly and with dignity and respect. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- ✓ celebrate the differences that make us individual.
- ✓ be school that is a genuinely supportive and caring community for students and their families.
- ✓ be a school with an ethos of holistic education for life; promoting the key drivers of Communication, Emotional Regulation and Independence in everything that we do.
- ✓ be a school that is a key part of the local community and actively plan events that bring the community together.
- ✓ be school that holds high aspirations and expectations for all its students.

DIVERSITY AND EQUALITY

Our academy is made up of students and families with a wide variety of faiths, backgrounds and beliefs and we are committed to creating a supportive and inclusive environment where each person in all their unique differences feels a sense of belonging and can flourish, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation, or gender identity.

Purple Oaks Academy is committed to the active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We seek to show respect for all in a diverse twenty-first century Britain and do not discriminate either directly, by association, by perception, indirectly or through harassment or victimisation on the basis of any of the protected characteristics as outlined above.

RELATIONSHIPS AND CONNECTIONS

The Academy sees good relationships between all parts of the community; between students, students and staff, including the wider staff, staff and the Senior Leadership Team, the school staff and parents, and the Academy and the wider community, whether of Purple Oaks Academy or beyond.

Purple Oaks Academy believes strongly that if the school, students and parents work together this will maximise the benefits for the student. This applies to behaviour support, academic studies and pastoral care and we advocate open communication between school and parents to facilitate these relationships.

‘There are no silly questions’; if you are not sure ask.

As parents/carers know their child best, staff will ask you lots of questions about your child to get to know them better. Staff want to know how best to support your child; what works at home?

Good relationships between students and teachers are a major part of the whole process of pastoral care and it is the combination of the formal and informal situations, as well as the learning times that teachers can best foster a climate of self-respect, tolerance, equality and fairness. The intention is that this generates a positive climate within the school community, in which every individual feels listened to, always valued and cared for.

SELF ESTEEM

Purple Oaks Academy recognises the importance of building the self-esteem of all students. This is done in a number of ways, such as

- ✓ ‘Wow moments’ shared from home.
- ✓ individual phone calls home or postcards home to share positives and recognise effort.
- ✓ Individual ‘choose’ time
- ✓ Verbal praise
- ✓ Stickers
- ✓ Working towards individual reward trips, individual to the class/group
- ✓ Certificates (Star of the week/ mathematician of the week/ PE star of the week)
- ✓ Reward from taking part in competitions (Musical/Arts/Sports)
- ✓ Developing responsibility and independence (Early Years helpers/gaining swipe cards to access parts of the academy/work experience)

WELL BEING CONCERNS

Staff take pride in getting to know students well and as such are in a good position to identify low level concerns or 'out of character' behaviour.

As part of the Purple Oaks Academy ethos, we positively encourage students to share how they are feeling and thinking so that we can support them in responding appropriately. If students are not feeling able to speak to staff then there are Pastoral prompt cards so that the student can request time with a member of the pastoral team should they want to.

Equally parents know their child best and are also able to identify when their child is having problems. We encourage all parents, students and staff to raise well-being concerns and seek support from the pastoral team, however small they may seem so that the right support can be offered at the right time.

Well-being concerns are shared with the Pastoral team and discussed during the monthly safeguarding meetings to ensure appropriate actions are taken. The academy recognises that proactive, early intervention helps to prevent well-being concerns becoming bigger issue.

Well being drop ins

Where concerns have been raised regarding a student's well-being, it maybe that well-being drop-ins may happen to support the student and a member of the pastoral team will do this. This could take the form of an informal check in regularly throughout the day (thumb's up/down) or a more formal, structured session to talk about concerns, feelings and behaviours. This is individual to the student and may vary depending on the need at the time.

MENTAL HEALTH

Mental Health Lead: Helena Bull

Mental Health concerns are monitored and followed up with the Mental Health lead who will seek the right support at the right time for the student and family.

In school support

Ella Rose, Learning Mentor- approach to learning and transition, may work with students initially displaying low level worries and anxiety to help them understand themselves and how they are responding to these feelings and help us identify further support needed.

Mental Health Support Team (MHST)

Purple Oaks Academy is part of the MHST (Mental Health Support Team) programme and regularly refers students for consultation in order to get the right support for the student and family and staff.

If a referral to the MHST programme is deemed appropriate, then a questionnaire and consent will be required by the student and the parent before consent is given.

It may mean the team agree to work with the student and/or family for 6-10 weeks, signpost to other services or offer further advice. The MHST team also provide training for staff to increase their tool kit, so they are better placed to support with low level concerns.

The MHST are also able to support with advice and sign posting when there have been significant community events that have impacted our families, students and staff.

Understanding diagnosis

Sometimes students may struggle to process and understand their own diagnosis and may need individualised work with a member of the pastoral team to unpick their diagnosis, what it means to them and support them to understand where they fit and what they need to help them be successful.

Bereavement/Traumatic life events

There are times when students face events that they do not have control over, such as illness or death of a loved one. Students and families may feel that they will benefit from support during these times in knowing what to say and how to explain feelings they may be having. It maybe that sessions with a member of the pastoral team may be sufficient to allow the student to talk and process the situation. If further support is needed, then a referral to the Bereavement service or MHST may be appropriate with the consent of the student and family.

Mindfulness/Relaxation:

Purple Oaks Academy recognises that students often need to learn how to relax, be present and in the moment; they do not always recognise how to do this themselves. This is a skill that needs to be taught explicitly.

Students have a daily opportunity to practice these skills using strategies that help them relax.

Strategies could include the use of music, fidget toys, colouring, mindfulness techniques, yoga or resting on a beanbag. Strategies are individual to the student.

THE PASTORAL TEAM: Roles and Responsibilities

	<i>Role</i>	<i>Responsibilities</i>
Helena Bull	Deputy Principal	Designated Safeguarding Lead (DSL) SENCo/pastoral lead Mental Health Lead E safety Lead Prevent lead PRICE Instructor Attendance and behaviour Lead
Sharon Faulkner	Student and Families support Learning Mentor	EHA Lead Attendance Monitoring and Support DDSL Medicine administration/Care plan coordinator.
Ella Rose	Learning Mentor- approach to learning and transition	Transition support Behaviour Monitoring and Support PRICE Instructor EHA Lead – Behaviour related DDSL
Chloe Cowley	Learning Mentor- approach to learning and transition	Transition support Behaviour Monitoring and Support PRICE Instructor EHA Lead – Behaviour related DDSL
Other members of the pastoral team:		
Merushka Hansraj	Principal/DDSL	
Netta Phillips	Assistant Principal /DDSL	
Dr Ash Gerring	Interim Head of school /DDSL	

The Pastoral Team are there to support staff at Purple Oaks Academy in implementing the policy and ethos of the academy. All staff recognise their duty of care and take an active role in the well-being of the students, families and staff within their class, phase and wider academy.

All staff (teaching and non-teaching) are provided with yearly update Safeguarding training and online safeguarding training and are encouraged to raise any concerns they have with the DSL's (Designated Safeguarding Leads) following the Site specific Safeguarding Policy and Whistleblowing procedures.

Attendance: Home visits

As part of the attendance procedures there may be times when members of the Pastoral team make a home visit to check if the child is safe and well. There will always be 2 members of the team and they will always show you their school identification badge and you always have the option of calling school (01604 434471) to check who they say they are is correct.

HOW DO I RAISE A CONCERN?

Families are urged to seek support from their child's class teacher/ team initially, who maybe able to offer support or resources. If staff feel that they need further advice for the family they will speak to a member of the pastoral team, who may offer advice or contact the family directly to clarify the issues and offer next steps.

If families have a concern about a member of staff then they must speak to the Principal, Merushka Hansraj and in her absence, Dr Ash Gerring, The Interim Head of school or the Deputy Principal, Helena Bull. Please also refer to the Trust Safeguarding policy and the Purple Oaks Academy Site specific Policy, which can be found on the Purple Oaks Academy website.

Students are urged to speak to a member of their class team or a trusted member of staff if they are worried about something. If they feel they are not able to speak to a member of staff face to face they can take a pastoral card from any of the posters and ask to speak to a member of the pastoral team.

The response from the pastoral team will depend on the individual student and worry raised.

MONITORING AND EVALUATING:

The central team at Greenwood Academies Trust, evaluate and monitor all aspects of the academy's Pastoral Procedures, including carrying out Safeguarding Quality Assurance checks, Behaviour and Safety checks and professional dialogues regarding Pastoral policies and procedures.

The Pastoral team meet on a weekly basis to monitor events and concerns and discuss actions needed and next steps at an individual, group and whole school level. The Pastoral team have supervision fortnightly together to discuss individual cases.

All members of staff are involved in the gathering of information on the effectiveness of pastoral care, and all members of staff are encouraged to observe, and report any concerns that they may have in line with our safeguarding procedures.

Students are surveyed at regular intervals and the outcomes of these surveys are used to direct future policy and practice. The school council also plays a vital role in evaluating what is working well and what students would like to happen at Purple Oaks Academy.

Parents and carers are consulted as part our termly staff forums and through the use of questionnaires, feedback following interventions provided and informal discussions.

The practice and policy are reviewed termly by the Pastoral Lead (see APPENDIX 1 – REVIEW TO POLICY AND PROCEDURE).

STAFF TRAINING

Staff training for pastoral matters is a central part of the whole school's INSET training, and as such falls under the Deputy Principal (Pastoral leads) remit.

The priority for 26-27 is meeting the sensory needs of our students to support wellbeing and emotional regulation.

EXTRA CURRICULAR ACTIVITIES

The academy provides a range of extra-curricular activities, and the staff endeavour to provide clubs that inspire and enthuse our students. These activities include inclusive competitive sporting events, Young Sport Leaders, music and dance events, theatre visits and after school activities.

There are also opportunities for students to get involved with school council and supporting whole school enterprise events such as the Spring fair and Summer fair.

STUDENT TRANSITION

Student induction is completed in several ways.

Before joining Purple Oaks Academy, to ease the transition, students are invited to join their planned class for several social sessions across 2-3 mornings. The student will also have a visit from their planned class teacher and the Learning Mentor- approach to learning and transition at their current setting so that they can ask questions and Purple Oaks Academy staff can find out about the student and start to make those connections.

Parents/Carer's will have the opportunity to tour the school with a member of the pastoral team. They will be able to ask questions and gain information about the school and expectations. Information packs and consent forms will be provided by the office team and will need to be returned before their child starts at the academy.

Once the student has completed their short transition visits the student will receive a transition social story to help them process information about their new friends, staff, classroom and areas they may visit during the school day.

The students already in the class will also receive a social story to help them process and understand that a new student is joining the class.

When starting school for the first time (or if further support is needed) the class team will also support transition by completing a home visit to meet the parents face to face and offer an opportunity for further discussion about their child and the transition they are making into the academy.

The transition process is individual to the child, it could take longer or could be shorter depending on the needs of the child. The pastoral team will also be in contact with the student current setting to discuss the child and give information that will support with the transition.

It can be a worrying overwhelming time for parents and staff try to support parents and carers to navigate this challenge through regular communication and pastoral check ins.

APPENDIX 1 – REVIEW TO POLICY AND PROCEDURE

Date Reviewed	Changes needed	By who/By when?
Sept 26	Updated Sept 26	HBULL
Jan 27		
April 27		
Sept 27		
Jan 28		
May 28		