



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

# GREENFIELD SCHOOL

## Pastoral Care Policy



**' Opening Doors To The Future '**

**' Agor drysau i'r dyfodol'**

## **MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date: .....

Headteacher

Signed: ..... Date: .....

Chair of Governors

# MISSION STATEMENT

*' OPENING DOORS TO THE FUTURE '*

At Greenfield School we strive to:

- To provide a positive learning environment, for all children to maximise their learning potential.
- To promote achievement and recognise all effort.
- To develop self-esteem and confidence.
- To help pupils understand the world in which they live and acquire relevant knowledge and skills.
- To encourage respect and tolerance for other religions and lifestyles.

## **Our Understanding of Pastoral Care** *(Please read in conjunction with our Person Centered Planning and Positive Behaviour Support, SRE, PSE Policies.)*

- **Pastoral Casework** - That is individual work with pupils who are having problems be they of an academic, vocational, social, emotional or behavioural nature.
- **Pastoral Curriculum** - This includes both the 'hidden curriculum' that is the ethos of the school, the day to day relationships between staff and pupils, the value system of a school, the opportunities for moral, spiritual, social and cultural development as well as the more formal and overt pastoral curriculum, which would include, though not be limited to, the PSE work whether done by tutors or by subject specialists.
- **Pastoral Control** - That is our school culture that focuses upon Positive Behaviour Support and Person Centered Planning Systems these, enable pupils to control their own Positive Behaviour and interactions with others. Positive Behaviour Support and Person Centered Planning affirms the pupils' value, which builds rather than crushes, which encourages individuality rather than conformity, within the values set by the school Vision and Mission Statement.

## **Our Pastoral Aims**

- To enable each pupil to fulfil their own potential both academically and socially.
- To ensure that each pupil has access to personal, vocational and academic guidance and support where necessary.
- To provide opportunities for and encourage pupils to exercise individual and social responsibility.
- To promote in pupils the self-awareness and self-confidence that they need to face the challenges, both academically and personally, that are placed on them.
- To establish and maintain an appropriate relationship with every parent, so that together we can help to prepare the pupils for the opportunities, responsibilities and experiences of adult life.
- To create a caring environment where pupils are valued for who they are, not just for what they can do.

## **The Impact of Pastoral Care at Greenfield School**

As the quality of Pastoral Care improves, so there are likely to be a number of positive outcomes:

- Improving the quality of Pastoral Care is an important factor in helping to prevent problems both personally and academically from arising - Good Pastoral Care is preventative not reactive.
- Good quality Pastoral Care will help to ensure that pupils are better prepared to deal with problems when they do arrive.
- Good Pastoral Care will raise the standards of behaviour in school. All research clearly suggests that pupils with high self-esteem on average behave better than those with a low self-image. Good Pastoral care defuses rather than escalates situations and leads to enhanced relationships between staff and pupils.
- Improving Pastoral Care in a school will lead to higher academic performance. There is no question that pupils with high self-esteem who are essentially content and well-motivated will work better. Students who feel an academic failure will go a long way to fulfil their own feelings.
- Improving Pastoral Care will improve the marketing prospects of a school. Parents want to send their children to a school where they will be cared for, where individuals matter, where each child is known and where the children feel that they can talk to the teachers and where the school sees itself in genuine partnership with parents.

- Improving Pastoral Care will have a significant impact on staff morale as staff work together as a team with a common purpose.

***Pastoral Care at Greenfield School is the responsibility of the whole school community.***

The way we treat, talk to, interact with and indeed teach pupils will all contribute to the quality of our pastoral care and underpins our Person Centered culture.

Pastoral care input comes from a number of directions:-

- **PASS Survey** - is carried out termly and assesses pupils in KS3 & KS4 feelings towards themselves and school. School is then able to identify those pupils whose score is low and decide what form of support can be delivered.
- **Eye to Eye Counselling** – Eye to eye is a service offered by the LA. The school has access to a counsellor on weekly basis and pupils can refer themselves into this service without parental permission. Pupils are allocated a block of counselling sessions and feedback is given to Deputy Head for Wellbeing and a way forward is mapped.
- **Person Centered Planning** – each pupil / member of staff has a one page profile, this identifies the support that each individual requires in order to successfully learn and interact within our school setting.
- **Positive Behaviour Support** – some pupils require extra support to help them manage their behaviour, this can take the form of a Quick Behaviour Support Plan or a full Behaviour Support Plan. Where possible the pupil is involved in the development of these plans, which are agreed and signed by parents.
- **School Nurse** – the school has a nurse who is able to assess and assist in meeting the medical needs of each child within the school, she works closely with parents and makes a number of home visits. The school nurse will occasionally assist in the delivery of SER curriculum.
- **The School Council** – the school council is afforded a major platform within the school to ensure that pupil voice is paramount.
- **Touch Therapy** – for pupils with more profound needs access to Touch Therapy provides opportunities to promote individual pupil wellbeing.
- **Celebration Assemblies** – This opportunity to celebrate success is vitally important for all of our pupils in terms of not only achievement but in raising pupil's self-esteem and confidence.

## IDENTIFICATION OF INDIVIDUAL NEEDS, TARGET SETTING AND ASSESSMENT

The school seeks to achieve this by:

- Recognising that all pupils are likely to benefit from a sensory-based curriculum.
- Emphasising the importance of skilled observation.
- Recognising that sensory impairment may fluctuate or may not be immediately obvious.
- Informed interpretation of the conditions, difficulties and health considerations of individual pupils and how they may impact upon learning.
- Ensuring that key information is accessible through One Page Pupils Profiles, Personal Passports etc.
- Fostering close and effective multi-disciplinary teamwork through time allotted to meet and share information.
- Recognising the essential role of parents as partners in the education of their child in the interpretation and evaluation of teaching programmes and outcomes and target setting. This is achieved by IEP sent home termly, Parents Evenings, Annual Reviews, and close daily contact via home/school books telephone links etc.
- Fostering links between home and school which are ongoing, rich in information-sharing and are flexible and supportive.
- Parent workshops
- Training staff to make skilled use of appropriate assessment tools.
- Setting individual targets which are appropriate, measurable, achievable and regularly monitored. Through the use of Routes for Learning and B2
- Utilising the Foundation Stage curriculum and Ages to Stages in the Foundation Stage and Pre-school
- Recognising where and how the individual pupils can develop their social and emotional skills, using, VBMAPPs and Applied Behaviour Analysis

## STAFF TRAINING

The school recognises that skilled staff who are well trained, knowledgeable and responsive to new approaches and techniques are vital in supporting pupils with complex needs

All staff are supported and encouraged to take training opportunities provided by INSET, in-school workshops and professional development programmes.

## ACCESS TO SPECIALIST STAFF

The following staff support and complement multisensory teaching and learning at the school:

S&LT (Speech and Language Therapy) and S&LT assistants

Physiotherapist and Physiotherapy Assistant

Occupational Therapist and Occupational Therapy Assistants

Music Therapist

Teaching Assistant trained in Massage Therapy

Teacher of the hearing impaired

Teacher of the Visually Impaired

ICT technician

Feeding Clinic

School nurse

Access to gastrostomy nurse G. Turtle

Access to Teacher of the Hearing Impaired

Access to Applied Behaviour Analyst and Communication Specialist

Effective teamwork between teacher, teaching assistants and specialist staff is recognised as being central to the provision of effective education for all pupils.

## RESOURCE AREAS

The following areas are specifically designated to enhance learning through multisensory teaching:

- Sensory room
- Interactive room
- Optimusic room
- Sensory garden
- Hydrotherapy Pool with Spacekraft "Sensory Magic Show" equipment
- Sensory Play area
- Curriculum rooms equipped with height adjustable sinks, sound enhancement etc.

## SPECIALIST EQUIPMENT, RESOURCES AND APPROACHES SUPPORTING MULTISENSORY TEACHING AND LEARNING

These include:

- A range of additional and augmentative communication resources including individual accessible software, Clicker 5/6, Sound Beam, Eye Gaze
- Trampolining (Rebound Therapy)
- Boccia
- Music Therapy programmes
- Touch Therapy
- Portable sensory equipment
- A comprehensive range of Communication aids and equipment
- Switches, timer and power link boxes
- Switch toys
- Adjustable height computer trolleys
- Tac pac
- Sensory story packs
- Range of tactile books
- Resonance boards
- Sloping desks
- Black out facilities in some rooms





