



# **Springhill Primary Academy & Nursery**

## **Pupil Wellbeing & Pastoral Care Strategy**

## **Our Strategy of Support**

At Springhill Primary Academy, we are committed to supporting the health and wellbeing of our pupils. Our ethos and our approach is driven by the knowledge that children who are happy and healthy will grow into successful citizens. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional support. We take the view that positive health, both physically and mentally, is vital for all and that we all have a role to play in supporting this. We also understand that children in our school are part of a much wider family circle who may also, at times, require support.

We are extremely proud of the pastoral care our school provides to all of its pupils and their families. We understand that our community will thrive when we take care of all who are in it.

At our school we:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Access to appropriate support that meets their needs

We pursue our aims through:

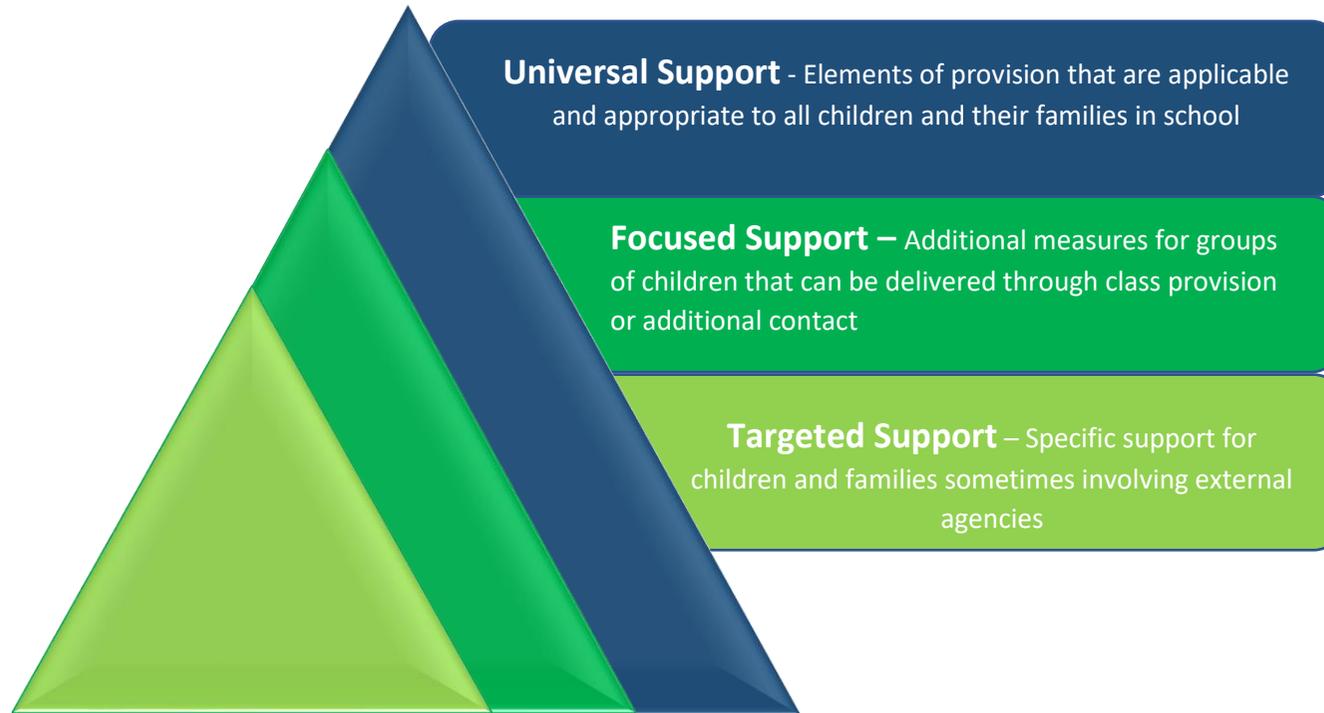
- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Focused support on specific topics which are aimed at both pupils and their families
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.

At Springhill Primary Academy, every member of staff understands their role in ensuring each child feels happy, welcomed and safe.

In addition, we have a dedicated pastoral team who work directly with children and their families. They are:

- Nikita Silvester-Grant – Headteacher & Designated Safeguarding Lead
- Keddie Bailey – Family Liaison & Deputy Designated Safeguarding Lead
- Louise Miller – Behaviour and Inclusion Support & Deputy Designated Safeguarding Lead

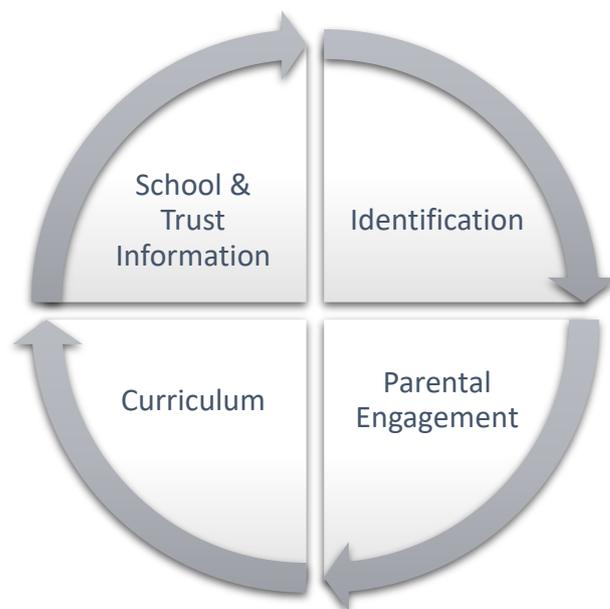
Our 'Pupil Wellbeing & Pastoral Care Strategy' is built around three levels of support:



This strategy lays out what we provide as a school at each level of support. We know that at various times during their time with us at Springhill, families and children may need to access this and we encourage it wholeheartedly.

## Universal Support

Universal support is provided to all pupils and their families throughout the year. At Springhill Primary Academy, our universal support falls into 4 categories.



### Identification

We identify children and families in need of support through the following methods:

- School staff are trained to spot signs of concern
- School staff communicating concerns through regular meetings and from secure, regular communication within the team of staff.
- Parents are able to seek support directly from any staff member and this will be escalated accordingly.
- Chatterbox tool – children are able to self-identify as requiring support from an adult and use the Chatterbox to add their name. A member of the pastoral team will then seek out the child to see if they require any support.
- Lunchtime supervisors are trained to work with children during free time
- Playground ‘buddies’ available to spot children who may require help
- My Concern – online concern reporting tool for school staff
- Behaviour & inclusion support available throughout the day to speak with children

### Parental Engagement

- Breakfast Club

At Springhill Primary Academy, any child who is pupil premium and/ or is in receipt of free school meals can access Breakfast Club from 8am free of charge. This encourages pupils to be on time to school and ready to learn after receiving a good breakfast. This also supports parents with routine and aiding availability to work.

- Coffee mornings/ Support drop-ins

A range of coffee mornings are held to look at various aspects of support for both parents and children i.e., SEN needs, behaviour management at home, learning at home etc.

- Channels of communication

There are various ways in which parents can communicate with school to help access support – Seesaw, Tapestry, email or a phone call to the office are always welcomed by all staff.

- 1:1 meeting

Members of the pastoral team are always available to listen, help and guide parents and their children in times of need. 1:1 meetings are available on request and will usually be the same day.

- Agencies

In some situations, some families may need help accessing support from external agencies i.e., housing, social care support, understanding of benefits etc. As a team, we are here to help in whichever way we can.

- Links to support

Throughout the school year, we will regularly post links on our Facebook page and website with links to support which families may wish to use.

## **Curriculum**

At Springhill, we pride ourselves on delivering a curriculum which stands out as being unique and offers children the opportunity to learn in a fun and engaging way whilst also being relevant to the life they will go on to lead. Within this curriculum, there are also a vast array of areas which will support a pupils' wellbeing and ensure they learn how to lead a healthy life, both physically and emotionally.

- PSHE (Personal, Social, Health & Economic) Education – Throughout our PSHE curriculum, the children are taught how to keep safe, what wellbeing is and why it is so important to understand our feelings and also the practice of mindfulness.
- Assemblies - we have a well-planned and rigorous approach to delivering PSHE aspects through regular assemblies at school. Children have opportunities to hear from various adults across a range of topics which support their work in class each week.
- Mini-missions – during the year, certain aspects of mini-missions will focus upon the world around us, understanding ourselves and others and living within our society.
- Environments – upon visiting Springhill you will see that our learning environments are always bright, engaging and welcoming. We understand how important this is for pupils to feel safe and happy in their place of learning.
- 11 B4 11 – We run a Trust wide initiative which ensures that all children within Springhill have the opportunity before they leave to take part in activities outside of the 'norm'. We understand that this adds cultural capital to children's lives and broadens their horizons within the wider world. Various examples of this are visiting care homes to read or sing, performing shows on stage, camping under the stars and travelling abroad.
- Holiday Camps – We are able to provide a sports camp each school holiday for children to access free of charge. This ensures that children are able to stay physically active, they are engaged with their friends and their parents are able to work.

## **School & Trust Information**



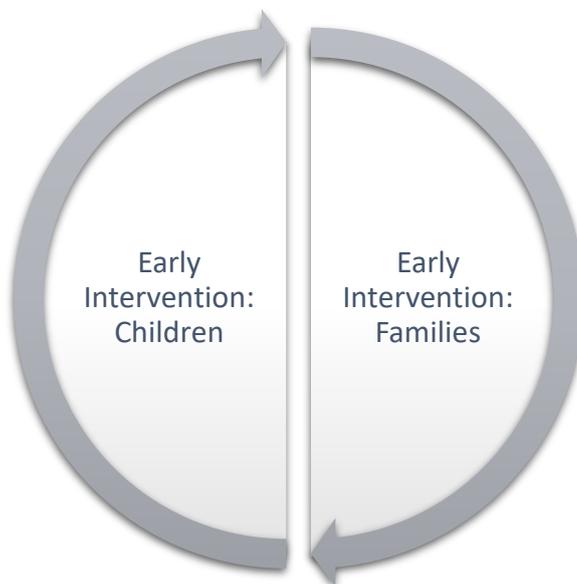
In collaboration, both Springhill and REAch2, our Academy Trust, provide information, policies and guidance which best support our children and families.

- Mental Health – Keddie Bailey is our Mental Health First Aider at Springhill. She is available 3 days per week for all children, parents and staff who may need her in times of crisis. In her absence, the rest of the pastoral team are available to support as appropriate.
- Safeguarding – We have a rigorous ethos of safeguarding at Springhill Primary Academy. We ensure that all staff have read, understood and follow our policy to ensure the safety of all pupils.
- Behaviour – our behaviour policy is one which encourages and praises the positives to encourage that behaviour. We actively seek out good behaviour and showcase this to other children. We hope to drive up pupils' self-esteem and belief to create positive future citizens

## Focused Support

Focused support is specific support that is provided where a need has been identified. Usually, this is provided to a group or a family that require short-term preventative action to help overcome an issue or time of need.

At Springhill Primary Academy, our focused support falls into two categories:



In this way we are best able to identify the best course of action for the need and ensure support is forthcoming. We understand that early intervention can make a real difference to families and ensure that issues do not escalate.

### **Early Intervention: Families**

Early intervention for a family group could be in the form of identifying and supporting families experiencing/ or who have experienced:

- Trauma
- Bereavement
- Domestic abuse
- Poor mental health

In these situations, our pastoral team work towards signposting parents to appropriate agencies, supporting children in school to cope with changes in emotions and being a caring figure in the families life. At times, we may work with families to access Early Help within social care.

At all times, we take a pro-active approach to communication and ensuring our families know that school has an open door, and we encourage families to share concerns with us. By working in this way, we can fully support a child's education and ensure they are making the most of their time at school. We know that a child who is not in a good emotional state will not be ready to learn and thrive.

### **Early Intervention: Children**

At Springhill Primary Academy, we work exceptionally hard to see the 'whole child'. By taking this holistic approach to education, we believe our children will flourish and become the best versions of themselves. When a child is facing a time of need, there are many approaches we take.

- Restoration time and support

All behaviour is a form of language. If children are struggling to talk and explain their feelings and/ or behaviour, we offer them time to rest with an adult and discuss their experience. This is available with any member of school staff and our pastoral team are made aware of any children who may need additional time in addition to what has already been provided to them.

- Whole class talk time

There may be times when a child has been affected by a particular incident either at home or in school. With the support of parents and the child, there may be times when situations are discussed as a class. In this way it can often remove fear, stigma or concern from the child as they can then feel understood and supported by their peers and other adults. The pupil will never be highlighted unless they wish to be, and this is a good tool to build relationships between pupils.

- Nurture groups
  - Positive behaviour groups
  - Developing social skills
  - Building self-esteem
  - Friendship groups

Our pastoral team are able to offer a range of groups across the week which work towards an end goal for an individual or group of children. This will usually be based on an identified need which is then developed into an appropriate support circle. These groups usually take place in a school space which is geared up to provide a colourful and engaging space where children feel comfortable.

- Play-based learning

There may be times where children struggle to share their worries and feelings with any adult, including those at home. By encouraging children to play in a structured way they can often feel more at ease and happier to discuss worries. This can then be discussed with adults and support put in place.

- Key children monitoring

Our team of staff work closely to discuss concerns, explore situations and share information. When children are highlighted as a cause for concern, this is passed to a member of the pastoral team. They will then consider the best course of action after discussions with parents/ carers.

## Targeted Support

There may be times in a child's life when they require specialised support. This is targeted at a specific child for a reason and a set amount of time. As a school we pride ourselves on ensuring that we follow a child's journey through this and be available to support whenever and wherever possible.

### Specialist Agencies

To support a child, we may make referrals or help a family to make referrals to specialist agencies. A selection of these are:

- Action for Children
- Young Carers
- CAMHS
- New Era

We try to make links with staff in these areas so that we can have an open line of communication and explain parental, or school worries quickly.

### Relationships

We secure key relationships with a range of professionals such as, social workers, early help teams within social care and the school nursing team as examples. By working closely with these professionals, we are able to keep track of a child's journey and any additional support they may require whilst at school. Quite often, we will work jointly so that all areas of the child's life are being supported.

### Local School Hub

As a school, we maintain a position within the local schools hub. By doing this, we are able to ask and also offer advice to others regarding key strategies and agencies which we may be unaware of. It enables us to keep abreast of new changes and additional services we could be accessing for the benefit of our pupils.

### Staff Training

We have key members of staff who are trained to help children within school.

- HOPE

HOPE stands for Helping Our Pupils Emotions. Mrs Bailey is HOPE trained and spends time each week with children who have either been self, parent or school identified. With parental permission, they can have weekly sessions to look into specific areas of need.

- Circle of Friends

Circle of Friends is a programme of support for a specific child who may struggle to form meaningful friendship for various reasons. Over a period of 6-8 weeks, they are supported with a key adult and a group of peers to work on key skills and embrace the changes they wish to make.

## Contacts

It is vital that channels of communication are always open between children, parents and our school. Contacts for school can be found below with key adults noted.

School phone number	01543 225620
School email	<a href="mailto:office@springhillacademy.co.uk">office@springhillacademy.co.uk</a>
School website	<a href="http://www.springhillacademyreach2.co.uk">www.springhillacademyreach2.co.uk</a>
Mrs Silvester-Grant	Head teacher
Mrs Keddie Bailey	Family Liaison
Mrs Louise Miller	Behaviour Support