

Pastoral Provision

Tier One Whole school approach and ethos

Curriculum: broad and balanced, personalised for our school to ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Sustainable Development, Interdependence and Aspirations. Emotional intelligence punctuates this curriculum

P4C: The P4C curriculum has successfully developed a common language which enables pupils to articulate their own views in a safe space, challenge the views of others and consider their own beliefs and the origins of these. The rich language permeates all aspects of school life, providing a respectful and well considered environment for learning

Pedagogy: celebrates divergent thinking and develops empathetic relationships with ourselves and others

Extra curric: the wider opportunities strengthen the school's offer to pupils, providing every chance for children to discover new passions. Playing instruments, performing in significant venues, spending time outdoors all support children to be confident and resilient individually and as teams/ensembles

Forest School: positive self-esteem, healthy risk taking, goal setting and negotiation, enhancing their strengths and other protective factors contributing to their resiliency as well as developing a sense of social cohesion

Music: learning the universal language of musical notation, creating, expressing and performing to gain confidence

Structured play times: development of the school grounds to promote positive and active play times. Coaches delivering sport sessions provides structure, development of skills, role modelling and opportunities to mediate effectively

Play leaders; pupil leaders promote positive and healthy play times whilst developing leadership skills to promote self esteem

Mediators; pupils are trained in conflict resolution through restorative approaches

Assemblies: A carefully planned assembly schedule reinforces the E.I curriculum and the promotion of children's health and safety

Behaviour: our behaviour policy creates a safe, predictable environment where adults care unconditionally and are unshockable. In this climate, we celebrate divergent thinking

Registers: children have the opportunity each day to share how they are feeling with their class teacher in a well-being check. Adults will follow up if children share a low number

Worry Box: all classrooms have worry boxes where children can leave their worries for adults to read and support through early intervention strategies

5 DSLs: available to support children and families when needed

PSHE curriculum aligned with E.I: promoting healthy and safe lifestyles, relationships and empathy for others. A robust program of anti bullying sits within PSHE

CPD: regular high quality CPD to ensure that all staff understand the broad continuum of SEMH needs and are able to highlight concerns where appropriate

Transition: Structured transition support when moving into school, through the school years and on to high school

Tier Two (low intensity - in environment adaptation)

Targeted provision at grass roots level by adults within the cohort (under supervision/guidance of SENDco & Behaviour lead)

Class: Daily Wellbeing individual checking system - responsive early intervention strategies

Class: Buddy system for new children

Group: Communication groups designed to support clear and confident articulation of our emotions

Group: Friendship groups designed to facilitate an understanding of self and others in building healthy relationships

Supported play times: adult led play time activities designed to demonstrate how to engage in positive play, provide a range of options as alternatives to sport, engage in positive contributions to the environment etc

Boxhall profiles: provide guidance to support identification of possible actions/interventions to support behaviour. IBPs provide clarity for all adults involved in working with a child and ensure consistency of approach and an understanding of underlying need

Well being journal: to support the ability to process emotions and to provide a safe space for these to be stated and explored

Concentration station: each class provides a positive space to promote self regulation and choice

Referral to school nurse: links with school nurse support both school teams and families

Tier Three

Funded/resourced individual programs (early intervention)

Mental Health First Aid

Thinc Room X 2

Therapeutic Inclusion Lead

Trainee Play Therapist - mild to moderate need

Tier Four

Commissioned clinical casework responding to moderate/severe needs.

Play Therapist can provide:

Play Therapy (clinical - for more moderate to severe needs)

Behavioural Therapy (clinical for low mood, phobia and anxiety)

Therapeutic Play - lower intensity, often for younger children, as a gateway to play therapy

Low intensity group interventions for social skills, friendship issues, anxiety

Music therapy intervention: *Using music technology, electronic composition & songwriting for therapeutic expression and learning.*

Outdoor play-based interventions: *Nurture groups for children with attachment and or relationship or behavioural difficulties*

Educational Psychologist can provide:

Assessment and advice

Emotion Coaching Programme

Therapeutic interventions which explore 'ideal self'

CAMHS:

Assessment and therapeutic support for depression, problems with food, self-harm, abuse, violence or anger, bi-polar disorder, schizophrenia and anxiety.

Bereavement:

The GADDUM Centre - <https://www.gaddumcentre.co.uk/>

Elephant Tea Party -

<https://www.childbereavementuk.org/pages/category/elephants-tea-party>

Early Help:

Assessment, Family therapy, home-visiting programmes, school based programmes, mentoring schemes.