

Pastoral Care at Tockwith Church of England Primary Academy



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Wellbeing is truly embedded in the ethos at Tockwith. We help to give children the tools to articulate their emotions, to develop resilience and life skills that help them to be the best person they can be.

We believe that this is reflected in our school aim

'To inspire children to reach their individual potential and through our Christian values, prepare them for the future'.

Our vision for all of our children is to *'Live Life in all its Fullness'* we believe that our pastoral care at our school enables children to do this.

Children's wellbeing in the school is led by Sarah Slack and is embraced by staff and governors at our school. This document highlights the pastoral provision in our setting.

Quotes from our children

"It is helpful to talk, it gets the anger and fear away from me" Year 5 child

"It feels better when I go back to class and can concentrate" Year 4 child

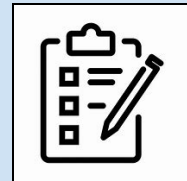
"When I talk it gets the worries out and settles my mind"
Year 5 child

"Thank you so much for the tips and tricks that you have taught me for staying positive" Year 4 child

It all starts with... Pupil Well Being Questionnaire

The children at Tockwith School complete a pupil well being questionnaire, this is done independently on their chrome books, in September and April.

Here are some example statements from the questionnaire -



I think lots of people care about me.

I think there are many things I can be proud of.

If something goes wrong I can keep calm and carry on.

I am often scared or frightened about things.

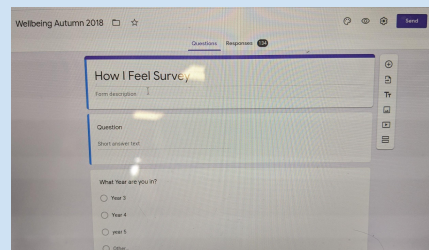
I worry a lot.

I am often unhappy, downhearted or sad about things.

The children answer the statements by ticking one of the following -

Never/Not much of the time/Some of the time/A lot of the time /Always

The Pastoral Lead reviews the questionnaires when complete. Children that may need support are identified, this information is shared with the class teacher and a pastoral check in is arranged (a one to one catch up in a safe and comfortable environment).



The Den & Sensory Pod

At Tockwith we have a designated room for pastoral care. This room (the Den) creates a relaxed atmosphere with a carpet and sofas.



The Den is a safe space to build trust with pupils, their families and school staff. This designated area creates a chance to build relationships and to make people feel valued.

“Some children live in chaos, possibly caused by trauma and crisis. This can be part of the children’s lives on a short or long term basis.”

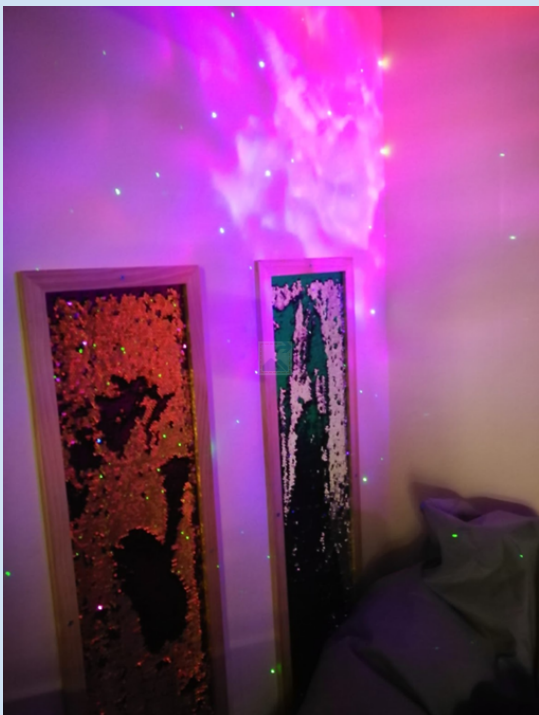
Rebecca McGuinn

Ebor Accademy’s Pastoral Manager

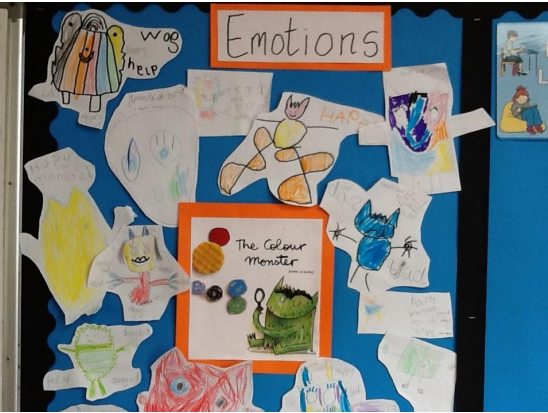
“Tockwith Primary school truly understands the needs of children and families and the support they offer to those who need it the most is, in my opinion, second to none and truly makes a difference in these children’s lives. Having had experience of working alongside the pastoral team here I wish all Schools would learn from and follow the example of Tockwith Primary School in terms of supporting vulnerable children and their parents/carers. I am reassured that the outcomes for the children I work with who attend this School are greatly improved”

Social Worker
North Yorkshire

We also have a sensory pod which can support our children at times when they need help to regulate their emotions.



Pastoral Resource Bank



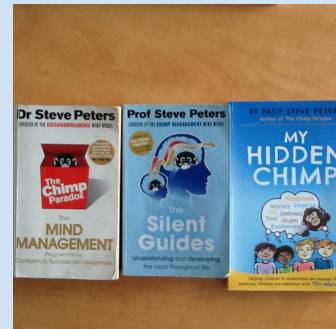
The pastoral support on offer to children at Tockwith has grown significantly over recent years. Teachers discuss a wide variety of issues with children and aim to equip them with the skills and awareness they need. The pastoral support team has a huge impact and allows children to seek extra support when needed. It makes our children happier, healthier and more confident in themselves. It is a real strength of the school.

At Tockwith School we continue to build on our bank of resources to support children and their families with their wellbeing.



The pastoral resources include reference books and information, children's books, games and displays.

All of the resources can be used with individual children, groups of children, the whole class, class teachers, parents and carers. We use these resources as a guide to meet the individual needs of the child.



Pastoral work with the child is shared with the parent /carer (carefully and always with the child's knowledge and consent), this sharing of information works towards

building strong relationships. It provides a consistent approach which in turn gives the best chance of finding a positive and constructive way forward.



"I feel stronger from talking, I know I can do this."

Single Grandparent bringing up three grandchildren

"Thankyou for helping her feel secure and supported in school it has been so appreciated" Parent of year 4 child

"The support child A has received at this school is one of the best I have witnessed."

Support worker from NYCC.

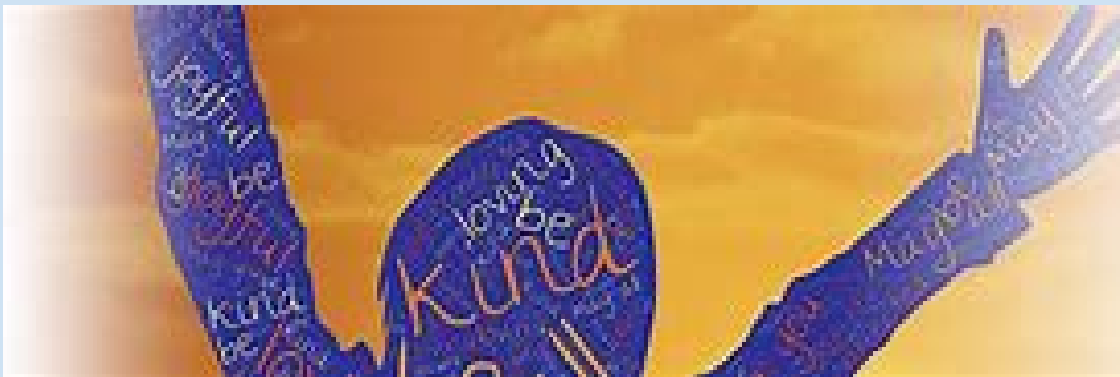
"Just keep doing what you are doing" Child and Adolescent Mental Health Services (CAMHS) on our pastoral care at Tockwith Primary

SCHOOL TIME TABLE					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Pastoral Care is on the Timetable

The Pastoral Lead at Tockwith has four afternoons to use for check-ins with vulnerable pupils and contact with parents (by phone or an arranged meeting).

If needed a pastoral check in with a parent or child can be immediate.



Check ins can provide support on a short or long term term basis. Children can build up their resilience, learn strategies to manage themselves and others , which helps them to overcome barriers to learning caused by social, emotional and behavioural problems.

Parent check ins provide invaluable home/school links which creates a consistent approach.

CPOMS Monitoring Software
for Safeguarding

We use CPOMS at Tockwith
which is software for

monitoring safeguarding, wellbeing and all pastoral
issues.



Information that needs to be reported is shared instantly
with the relevant people immediately and securely.
Staff receive regular training and all have access. This is
supported by the Trust.

Always evolving... Training and Development Pastoral Lead

As pastoral lead I have been fortunate to have had the benefit of quality training over the past few years. This training is shared among staff and when appropriate with parents/carers.



Boxall

- An assessment to identify emotional function and wellbeing.
- Gives an understanding of what lies behind a pupil's behaviour.

“One in 10 five to 10 year olds have a diagnosable mental health disorder” Sadler 2018.

Compass Buzz

- A project that aims to improve the mental health and wellbeing of children and young people aged 5-18 in schools across North Yorkshire.



Thrive

- Promotes positive mental health and wellbeing in children by helping adults know what to do and how to be with their care.

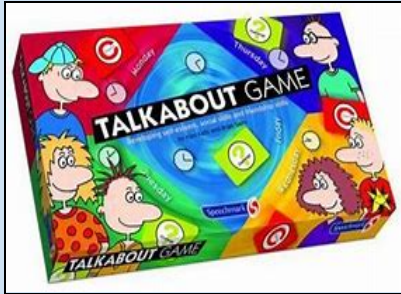


Star Alliance - Closing the Gap Initiative

I was fortunate to be part of a group led by Rebecca McGuinn (now Ebor Academy's Pastoral Manager) which gathered pastoral leads from several schools. This collaboration itself provided a chance of valuable support for each other and an opportunity to share ideas of working practice.

In the first year we had training around 6 pastoral resources these included -

- **Fireworks** - A book to guide managing anger in young children aged 5-11years. A practical framework to help adults provide emotional support.
- **It's OK to be me**- A practical workbook aimed at raising self awareness and self esteem aimed at children aged between 9-12 yrs old.
- **Talkabout Game**- To develop self esteem, social skills and friendship skills.
- **Strength Cards**- To remind children of their strengths. Children especially need rich, ongoing messages about their inherent qualities, skills and potential.



The second year of training included keynote speakers on the following:

- Bereavement
- Resilience
- Addiction
- Resistant Families
- Divorce
- Domestic Abuse



It was during this training that The Den area became a designated space for pastoral work. Pastoral care was on the school timetable and became such an integral part of Tockwith School.

Interactive Display Boards

The children use display boards to create awareness of positive mental health.

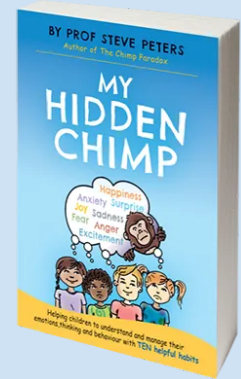


These display boards are in prominent positions in the school. They empower the children to form and share opinions about the world around them and the choices they make.



Whole School Training

At Tockwith School we are working to help the children to gain an understanding about how their mind works and how they can learn to manage their mind and develop their emotional skills.



A programme called Chimp Management, developed by Professor Steve Peters, does this and that is why we are working with Chimp Management across our school.

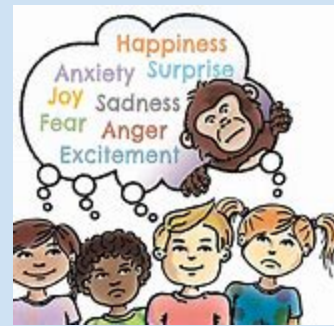
Chimp Management

Staff have been trained to deliver the structured programme to the pupils from year 1 to 6. There are four specific areas that are addressed

1. Acquiring specific emotional skills

These skills are for life and include:

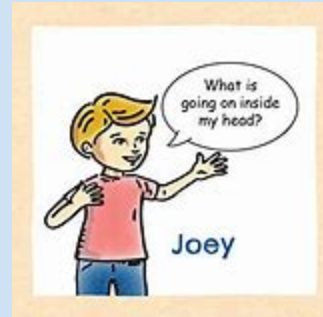
- Being robust
- Developing resilience
- Understanding, accepting and managing emotions
- Expressing and processing feelings and worries
- Managing challenges, setbacks and negative outcomes
- Gaining self - confidence
- Becoming emotionally stable



2. Developing positive personal characteristics

The developed characteristics are to help a child have a healthy relationship with themselves and to enhance interpersonal relationships. Characteristics include being:

- Considerate
- Honest
- Polite
- Kind
- Respectful
- Selfless



3. Implementing constructive behaviours

These behaviours will help a child to obtain desirable outcomes and include:

- Displaying manners
- Self-praising
- Collaborating and sharing
- Altruism
- Self- discipline
- Knowing when to ask for help
- Removing excuses and taking responsibility



4. Working with a helpful attitude

A helpful attitude or approach to problems and plans can make a difference between success and failure. The attitudes to be acquired include:

- Positive outlook
- Proactive stance
- Enthusiastic approach
- Gratefulness
- Empathic stance



The School Council launches mental health awareness days. Our school core values are friendship, perseverance and creativity which are discussed weekly during our collective worship.



Each half term we explore a school value which is displayed around school. We have 12 of these.

Whole School Collective Worship

Our collective worship allows us to come together as a school to consider spiritual and moral issues and to explore our own beliefs. This also allows us to reinforce positive attitudes. A very special time at Tockwith is our Friday star of the week assembly where we come together and celebrate how our children have lived out the values of the school. Parents, staff and children unite to celebrate all that is great at our school.

Our PSHE Curriculum

Personal, social, health and economic education, or PSHE aims to give children the knowledge, skills and understanding to lead confident healthy and independent lives.

“A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.” PSHE Association

There are three core themes to PSHE:

Health and Wellbeing -

- The children learn about physical health, mental wellbeing and the elements of a balanced healthy lifestyle.
- We teach the children to recognise and understand their own emotions and other peoples and what they can do to help manage these.

Relationships -

- Children learn to recognise different types of relationships (families and friendships). How to

develop and look after these relationships and how to manage their emotions within them.

- The children learn how to respond to negative and uncomfortable relationships including bullying and how to ask for help.
- The children are made aware of the importance of equality and diversity.

Living in a Wider World: economic well being and being a responsible citizen -

- The value of rules and laws, rights, freedoms and responsibilities.
- Children are taught to have respect for themselves and others.
- The importance of personal responsibility for their actions and behaviour.
- The responsibility of respecting and protecting the environment.
- The part that money plays in people's lives, where it comes from and how to look after it.

The PSHE Curriculum Team

At Tockwith School we have a PSHE curriculum team, Lee White (SENCO) Sarah Slack (Pastoral Lead) Zoe Reynolds (HLTA) Kirsty King (Key Stage 1 Teaching Assistant) dedicated to PSHE. We meet regularly to ensure PSHE is on the timetable and taught weekly throughout the school. This programme is reinforced and supported by all teachers and teaching assistants in every year group.

Sharing Best Practice Across The Academy

Tockwith School is part of the EBOR Trust which currently has 22 schools in its Academy. Within the Academy best practice is shared and developed in all areas of the curriculum including pastoral care. The Pastoral Lead at Tockwith is part of Ebor's Wellbeing Champions Group which is led by the pastoral manager Rebecca McGuinn. The wellbeing champions meet in small locality groups to share and update resources and best practice.

Comment from Janet - Safeguarding Governor

The governing body is fully supportive of the developing and flexible role of pastoral support within the school. Pastoral support is seen as crucial in understanding the children's emotional needs which influences their mental health wellbeing, their ability to learn effectively and their social attainment. This is demonstrated clearly in Pupil Progress meetings. With this holistic approach in mind, the governors have a role in supporting the provision of training for staff, progressing the role of the Pastoral Lead, and ensuring resources are available.

The pastoral role and safeguarding role within school are seen as integral to the care of children and families experiencing challenging times. The governors are aware of the need to ensure that the Head Teacher, Senior Leadership Team and the Pastoral Lead, can all access suitable supervision and support in this demanding role.

Headteacher Summary

Over the past 7 years I have seen our pastoral support for the children evolve so much. From ad hoc to organised, from the corridor to the den and from well meaning people to a well trained and supported pastoral lead. I am very proud of the pastoral support our children are offered at school. It offers them help in their time of need but also proactively looks at how to support children on a more regular basis. I believe we also develop excellent relationships with our parents and carers which brings a real joined up approach to our support for our children. We continue to evolve our pastoral support at school, involving more children and staff who champion the importance of good mental health and well being. Our pastoral care at Tockwith truly allows our children to 'live life in all its fullness.'