

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

“...encourage one another and build each other up...”

1 Thessalonians 5:11.

PASTORAL CARE STATEMENT

At Davenham, we seek to ensure that every child develops a healthy self-esteem, respect for others and a sense of being valued by the school community.

The atmosphere and positive ethos within the school helps to improve and support the quality of education. The effective staff team creates a positive, encouraging atmosphere within classes and the school as a whole. It is important that all members of the school community feel that they are contributing to the life of the whole school and that no-one's job or activity is too small to be appreciated.

Pastoral care is achieved through relationships based on respect, trust and integrity. Teachers take responsibility for the day to day care of their children by making sure that other involved adults, within the school, are advised, where necessary and appropriate, of any issues that a child may have. Persistent or serious problems are reported to the Headteacher and parents are informed promptly, where the school feels that the child has had distress or difficulties which the parents should be made aware of.

OBJECTIVES

- Staff should consider the needs of individual children when delivering the curriculum and be aware of the impact and effectiveness of the hidden curriculum.
- Staff should value their relationships with the children in their care based on mutual respect.
- Where appropriate, all staff, teaching and non-teaching, should be willing to offer pastoral care to a child and understand the powerful role in the child's life that they have the privilege to play;
- Teaching and ancillary staff should be willing to recognise pastoral needs of children and, if necessary, be ready to listen to their problems;
- Class teachers and classroom assistants should be alert to signs of child abuse whether physical, sexual, emotional or mental, and take such steps as are itemised in the school's policy for Safeguarding.

- Channels of communication should be clear, effective and confidential.
- All staff should ensure that the school's Behaviour Policy is implemented fairly.
- There should be a healthy balance between praise and censure.
- Children should feel their views are heard and their confidentiality respected. (an exception to confidentiality may occur in the event of disclosure - see Safeguarding Policy procedures).
- Children should be given opportunities to accept responsibility and undertake special tasks designed to enhance their self-reliance, self-esteem or self - assurance.
- There should be an open-door policy so that parents feel their views, difficulties and concerns are heard and their confidentiality assured. (An exception may occur in the event of disclosure - see Safeguarding Policy procedures).

The Headteacher should endeavour to develop a sense of community in the school and to encourage children, staff, parents and governors to play their part fully in the school community. This can be described as a web of relationships wherein each person's action or attitude has an effect, however small, on the whole.

The morale and motivation of the staff has a fundamental effect upon the atmosphere and effectiveness of the school. The Headteacher and SLT should be fully aware of the ways in which leadership and management decisions can alter the morale and motivation of the staff. Wherever possible, they should act to maintain and build up a rewarding and purposeful atmosphere, where the actions of all are recognised and praised.

The school's Behaviour Policy establishes a code of behaviour and sets out clear expectations for children, teachers and parents and procedures for encouraging good behaviour, as well as sanctions where there is persistent or serious misbehaviour.

The SENCO, in the role as Mental Health Lead, offers guidance in dealing with situations where children may feel overwhelmed and also mentoring sessions for children who have areas of need and vulnerability.

All children should participate in discussions about the daily life of the school and contribute to an agreed list of rules for their classroom which supports the overall philosophy of working together in an atmosphere of mutual respect. Time should be set aside, within classes or Key Stage groups, for such discussions to take place and during which each child feels that they can contribute in an orderly way. Circle time is particularly effective for boosting the confidence of a shy child who might not otherwise participate.

Davenham is a family school. Older children are encouraged to help in looking after the younger ones, acting as role models and recognising their responsibilities as senior members of the school, understanding how their actions in particular contribute to the atmosphere within it.

The Headteacher should ensure that all staff are aware of the role that outside agencies play in the welfare of the child e.g. Education Psychologist, Area Health Officers including the School Nurse, Education Welfare Officer, Child Protection Officer and Social Services. Training should be made available to keep staff up to date.

Registers should be marked daily and monitored for signs of recurrent absence or lateness which may be indicative of other problems. The Education Welfare Officer visits the school regularly to liaise with the Headteacher and to screen the marking of the registers.

The Safeguarding Officer/Headteacher should take steps to give outside agencies early warning of a child presenting signs of being at risk.

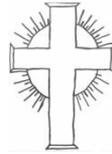
The school has a Health and Safety Policy, together with County Guidelines by which minor injuries are dealt with by First Aiders and should be also reported in the School Accident Book and an Accident Form.

The environment of the school should reflect its aims, attitudes and values and enhance the children's sense of pride and belonging. Children's work should be displayed, sensitively and aesthetically, giving a clear message about the value placed on the children's efforts.

There is a whole school policy which endorses the school's belief that all children should be given equality of opportunity and that no child should be disadvantaged or humiliated in any way. In a mono-ethnic environment, steps must be taken to enhance the children's understanding and appreciation of the differences between their own race, religion and culture and those of others. This is achieved in a variety of ways such as Religious Education, assemblies and worship, educational visits, displays and visits from members of other schools, communities, countries and religion

EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.



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STATEMENT FOR PASTORAL CARE

| | | | |
|---------------------------|----------------------------------|----------------------|--|
| Effective Date | | December 2016 | |
| Review | | Every 3 years | |
| Person Responsible | | Joanne Hyslop | |
| Signed Headteacher | Signed Chair of Governors | Date Ratified | |
| J Hyslop | J Green | 5.12.16 | |

| Review Date | Signed Headteacher | Signed Chair of Governors |
|--------------------|---------------------------|----------------------------------|
| January 2020 | Joanne Hyslop | Debbie Mercer |
| January 2023 | | |
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