Hamp Nursery and Infants School

Pastoral Policy 2026-2027

Introduction:

At Hamp Nursery & Infants School, we nurture our children on their learning journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others – within our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously, ensuring that the fundamental British Values are introduced, discussed, and lived out through the ethos and daily life of our school. We are fully inclusive and place a high value on the individuality of every pupil and staff member. Our curriculum and pastoral care are designed with the flexibility to support all children in becoming successful, lifelong learners who can make a positive contribution to society and to future generations.

Intention:

Pastoral care filters through all aspects of school life. It reflects the values, attitudes and ethos of our school. It involves children, parents/carers and all other adults who influence the well-being and development of all children.

It is the aim of our school to provide a safe, warm and caring environment, which supports the physical, social, emotional, moral and academic needs of all our children. We aim to promote our children's self-esteem, confidence and independence to enable them to be resilient individuals and understand the needs of others.

The caring and understanding of the teachers in the school is evident in all aspects of the children's school life. We promote positive relationships between children, parents/carers and staff.

At Hamp Nursery & Infants School, we promote positive relationships through our relational policy, which prioritises empathy, connection and consistent, respectful communication between children, staff, and families.

Children

At Hamp Nursery and Infants School, we believe that every child is individual and unique, with the right to feel happy, safe and secure in school. Every child deserves to feel valued and respected and to know that their work and effort are appreciated. In return, we encourage children to show respect for their school and wider community. We also believe in supporting every child to develop confidence, self-esteem and a positive attitude toward learning and life.

Staff (Teaching and Non-teaching)

At Hamp Nursery and Infants School, we believe that every member of staff should be treated with courtesy and respect. Our staff work together as a team to create a positive school community, where everyone feels safe to share their ideas and opinions, knowing they will be

listened to, respected and valued.

Parents

We recognise that parents and carers play a vital role in the education and well-being of their children. At Hamp Nursery and Infants School, we work to ensure parents and carers feel involved, welcomed and supported. Our staff are approachable and we prioritise strong communication between home and school to support the best outcomes for every child.

The Wider Community

We value the important role that our local and wider community plays in supporting the education and well-being of our children and their families. We have established strong links with neighbouring schools, statutory agencies, local charities, residential homes and the local church, ensuring our school remains connected, supported and outward-looking.

Implementation:

Roles and Responsibilities

Our School Governors are responsible for overseeing the curriculum and ensuring the safety and well-being of all children in our school. The Headteacher and all school staff prioritise pastoral care as a key aspect of school life. All staff work to support children in developing self-esteem and confidence, equipping them to resist negative peer or societal pressures. This helps our children develop the skills to make positive decisions and understand the difference between right and wrong.

Responsibilities of staff members

All members of school staff share the responsibility for supporting the health, safety and well-being of every child. This includes delivering high-quality pastoral care and fostering a nurturing environment. Staff strive to build trusting, empathetic relationships with children and their parents or carers.

Pastoral care is closely linked to safeguarding and child protection. All staff are fully aware of who the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are, and they understand how to report and record any safeguarding concerns appropriately. All staff are trained in the use of our safeguarding software, MyConcern. Information about the DSL and DDSLs is clearly displayed throughout the school for parents, carers and visitors.

Record keeping and administration

On admission to school, parents/carers are requested to complete a Data Collection Form, which identifies any medical and pastoral issues. These forms are given to parents/carers regularly during a child's time in our school to ensure that all information is current and up to date. All pastoral concerns are recorded on My Concern and reviewed and actioned by the DSL/DDSLs.

Communication with parents

As a school, we welcome the parents of our children to share any concerns that they have about their children, with appropriate school staff. At the initial introduction meeting into our school all parents/carers are provided with information on our school pastoral care. We encourage parents/carers to share concerns about home and outside influences that may affect their child's learning in school. To aid this, parents/carers are provided with the names of the school staff that they need to talk to should they have a concern about their child. School staff are available at pick up and collection times to talk to parents/carers. If it is an urgent matter, they are aware that they can contact the school at any time. Any issues that are shared with school staff will be treated with respect, empathy and confidentiality. Staff will value the opinions of children and parents/carers.

Pastoral Care Code of Practice

At Hamp Nursery and Infants School, we will implement our pastoral care in these ways:

- A soft start at the beginning of each school day. Children are able to come into school between 8.30 and 8.40, go into their classroom with their peers and the teacher/TAs from that class and have time to settle before the busy school day begins.
- Two members of staff, usually including a member of the Senior Leadership Team are at the school gates at the beginning and end of the school day to greet the parents/carers and children.
- The class teachers and TAs are on the playground at the beginning and end of the school day to greet the children and parent/carers when they arrive at school and to ensure a safe handover at the end of the school day.
- Our school has a happy and positive feel that promotes learning.
- School staff get to know the children to ensure they understand their personal needs and circumstances and can support them with any additional needs that may occur.
- School staff invest time talking to children so that they have the opportunity to share their news, views and any worries.
- At Hamp Nursery and Infants School, we promote a respectful and nurturing environment.
- We give our children praise and encouragement with regards to their behaviour and academic achievements. This is by verbal praise, use of our relational class rewards and during Rainbow Assembly. This promotes the confidence and self-esteem of the children.
- The children are given responsibility around the school in the way of carrying out jobs.
- Children are provided with teaching that supports pastoral topics.
- When children are out on the playground they are highly supervised by school staff.

Prevention of bullying during these times is important in our school ethos.

- Staff are fully trained in the use of My Concern to ensure that concerns about children are recorded and shared with the relevant school staff.
- School staff work on promoting positive relationships with parents to enable the sharing and discussion of any concerns about their children.
- Where there is knowledge about home circumstances, appropriate support will be provided.

Curriculum Provision for Pastoral Care

Our whole curriculum is such that children recognise, promote and help develop their own talents and the talents of those around them. It promotes high educational, social and moral standards whilst fostering independence, self-discipline and positive self-esteem. In the day-to-day life of the school, children will be acknowledged and valued for the important role they play. They will be made aware that they must be responsible for their own actions and the effect these have on others. They will be encouraged to recognise and be sensitive to the needs of all members of the school community. Class teachers will be aware of the many and varied needs of the children in their care. This will be reflected in their planning, teaching approaches, groupings and use of resources. They will strive to help children develop to their full academic, social and personal potential, to take pride in their work and to value the contributions made by their peers. Lessons will be appropriately challenging, yet take account of children's ability, thus creating opportunities for success. Assessment is an integral part of the teaching and learning process. Assessment outcomes will be used to improve teaching and learning to provide opportunities, where necessary, to modify content and strategies. Classroom displays around the school will be bright and stimulating. All children will have the chance to have their work displayed thereby promoting self-confidence and self-worth. A structure for monitoring pastoral care arrangements will operate within the school. All staff will liaise with children, parents and non-teaching staff to monitor the effectiveness of provision.

Impact:

Monitoring and evaluation.

Ongoing monitoring and evaluation is an important part of our pastoral policy. The policy, along with other school policies, are discussed at regular staff meetings to ensure that they are being implemented across the school as they have been intended and to ensure the quality of pastoral provision is always of a high standard. Support is given to all school staff where it is needed to ensure that they have confidence in their pastoral role.

At Hamp Nursery and Infants School, we know that the monitoring and evaluation of the school pastoral care is effective when the policy is implemented and shown in the effectiveness of the provision within and outside of the classroom.

Online Safety:

At Hamp Nursery and Infants School, we have a whole school approach to online safety. As part

of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Gifted & Talented:
At Hamp Nursery and Infants School, we are committed to providing effective provision for children who are identified as gifted or talented. Class teachers identify children who demonstrate particular strengths or abilities in any area of the curriculum. These strengths are recognised and supported to ensure that each child is challenged appropriately and encouraged to reach their full potential. Class teachers are responsible for extending the learning of these pupils within the classroom. They will inform the Gifted and Talented Co-ordinator, who maintains a register of children's identified strengths across the school. Using this information, the Co-ordinator works in partnership with class teachers and subject leads to plan enrichment opportunities and further challenge where appropriate.

SEND:
At Hamp Nursery and Infants School, we believe that all pupils are entitled to high-quality provision that enables them to achieve their full potential. We are committed to removing barriers to learning through positive intervention, high expectations and inclusive teaching.

All children follow the Early Years Framework or the National Curriculum at a level, pace, and challenge suited to their individual abilities. High-quality, differentiated teaching is the first step in responding to pupils who have, or may have, SEND. In both whole-class and small-group teaching, staff use a range of strategies—such as targeted questioning, modelling and reinforcement of key concepts - to ensure inclusion. Some children may receive additional support through pre-tutoring, targeted group work or interventions. Where applicable, children identified with specific needs will have a Pupil Passport detailing the SEN support in place and outlining short-term targets.

Speaking & Listening:
At Hamp Nursery and Infants School, we place a strong emphasis on developing speaking and listening skills across all areas of the curriculum. These skills are not only essential for effective communication but also form an integral part of our Literacy lessons through the use of the Literacy Tree. They are embedded throughout our planning and teaching. As a staff team, we have worked together to strengthen the teaching and practice of speaking and listening throughout the school. All lessons provide opportunities for children to develop these skills, either through paired talk, group discussion, questioning or sharing ideas with the class.

At the start of each new topic, teachers create a medium-term plan which includes specific speaking and listening objectives. These are then taught and practised throughout the half-term as part of planned learning activities. To ensure clarity in planning, teachers highlight speaking and listening opportunities in purple within their planning documents.

Teachers and teaching assistants consistently model high-quality spoken English and effective interpersonal communication. This is demonstrated through storytelling, reading aloud, class and group discussions, and one-to-one conversations with children and between staff. This modelling helps to develop children's vocabulary, listening skills, confidence and the ability to express

themselves clearly.

EAL:
At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, regardless of any barriers to learning they may face. We are particularly dedicated to raising the achievement and attainment of pupils with English as an Additional Language (EAL), supporting them to make maximum progress within a positive, nurturing and safe learning environment. Through high-quality, experience-based teaching that emphasises talk and communication, we aim to meet the language needs of our EAL learners. By implementing effective planning, organisation, teaching, assessment, and the strategic use of appropriate resources, we strive to ensure that all EAL pupils can thrive. Our ultimate goal is to promote language awareness across the school and raise the attainment, progress and achievement of all pupils with EAL.

Diversity & Equality:
At Hamp Nursery and Infants School, we are committed to ensuring that all children have equal opportunities to access every subject at a level appropriate to their development and ability—regardless of race, gender identity, disability, religion or belief, sexual orientation or socio-economic background. Our curriculum is designed to be flexible, enabling all children to make good progress and achieve success. We teach our children what it means to be part of a diverse society and emphasise the importance of inclusion and equality. These principles are interwoven throughout our curriculum and promoted across all subject areas. All staff uphold an inclusive attitude in their teaching, ensuring every child is valued, represented and treated fairly. The SENDCo, EAL Coordinator and Gifted and Talented Coordinator provide additional support both within and outside the classroom to meet the needs of individual learners.

Learning Styles:
At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds, regardless of their starting points or any barriers to learning. The goal of differentiation is to ensure all children have equal opportunities to be successful learners, meet their intended outcomes, make good progress and understand their next steps. We value personal progress as much as academic achievement and are intentional in grouping children in ways that promote positivity and build self-esteem. We are dedicated to providing quality-first teaching, with appropriate differentiation to meet the needs of all learners.

We recognise that children have different learning styles: visual, auditory, kinaesthetic and experiential. Differentiation in our setting takes many forms. Children may work in whole-class settings, small groups or individually. Learning may take place indoors or outdoors, and activities may be practical, discussion-based, interactive or more formal. Class teachers have the flexibility and professional autonomy to use their expert knowledge of the children they teach, planning in ways that best suit individual learners. As a result, classrooms may look different in pace, depth of learning and expected outcomes. Adult support is directed by the class teacher, based on the specific needs of the class and individual pupils. In all classes, teachers plan focused and engaging lessons with clear learning objectives, which are always shared with the children. Administrative tasks are kept to a minimum and children are encouraged to be actively involved in all parts of the

lesson.

Outdoor Learning:
At Hamp Nursery and Infants School, we are committed to using our indoor and outdoor spaces to their full potential. Our large field, mature trees, Forest School and wild area offer rich opportunities for learning across the curriculum. These areas are continually being developed and enhanced. Outdoor learning is a vital part of our children's development. It has been widely recognised for its positive impact on well-being and learning outcomes. At Hamp Nursery and Infants School, outdoor learning is not an add-on but an integral part of our curriculum, thoughtfully embedded across all subject areas.

Written by: Mrs Joanne Newcombe & Mrs Sarah Seago
Updated by: Mrs Charlotte Beresford – Spring Term 2024
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Updated by Ms Nicky John – Autumn Term 2026

Approved by: Head _____

Approved by Chair of Governors _____

Review Date: Autumn 2026 or in line with any statutory changes.