



Hamp Nursery and Infants School

Pastoral Policy 2023-2025

Introduction:

At Hamp Nursery & Infants School we nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery & Infants School and highly value the individuality of all our pupils and staff. Our curriculum and pastoral care has the flexibility to ensure all our children can become successful lifelong learners able to 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.

Children

At Hamp Nursery and Infants School, we believe that every child is individual and unique. We believe that every child has the right to feel happy, safe and secure in school. We believe that every child has the right to feel valued and respected and feel that their work and effort is appreciated. In return, we feel that every child should learn to respect their school and their school community. We believe that every child should be encouraged to develop confidence, self-esteem and positive attitudes.

Staff (Teaching and Non-teaching)

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

respected and valued.

Parents

At Hamp Nursery and Infants School, we believe that parents/carers play an important role in the education of their children. We ensure that parents/carers feel involved in their children's education and well-being. We ensure that our school community is welcoming and our staff are approachable, to ensure the best communication between school and home.

The Wider Community

At Hamp Nursery and Infants School, we believe that the members of our local and wider community have an important contribution to make to the education and well-being of our children and parents/carers. We have established good links with our neighbouring schools, statutory agencies, local charities, local residential home and the local church.

Implementation:

Roles and Responsibilities

Our School Governors have responsibility for overseeing our curriculum and the safety of all of our children in school. The Head Teacher and all school staff will guarantee that pastoral care is of high importance in the school. All staff will support our children to develop self-esteem and confidence to challenge any negative pressures of their peers and the wider community. This will provide our children with the skills to make positive decisions and to understand the difference between right and wrong.

Responsibilities of staff members

All members of school staff have the responsibility to support the health, safety and well-being of all of our children. Similarly, all school staff have the role of actioning pastoral care for all of the children in our school. All staff will endeavor to build trusting and empathetic relationships with our children and parent/carers.

Pastoral care has very close links to Safeguarding and Child Protection. All school staff are aware of who the school DSL (Designated Safeguarding Lead) and DDSLs (Deputy Designated Safeguarding Leads) are and how to report and record any safeguarding concerns. All staff are trained in the use of our safeguarding software, My Concern. DSL and DDSL information is also widely visible 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 8.45, 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 behaviour management system and awards. 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:

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented Co-ordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the Co-ordinator will plan enrichment activities where required in liaison with Class Teachers and Subject Co-ordinators.

SEND:

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small groups. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

Speaking & Listening:

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as it's vital role in "Talk for writing" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

EAL:

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Diversity & Equality:

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Learning Styles:

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected

outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning:

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum.

Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Joanne Newcombe & Mrs Sarah Seago

Updated by: Mrs Charlotte Beresford - Spring Term 2024

Approved by: Head _____

Approved by Chair of Governors _____

Review Date: Autumn 2024 or in line with any statutory changes.