



## Academy pastoral, welfare and care teams

Essential support reaching beyond the school gate



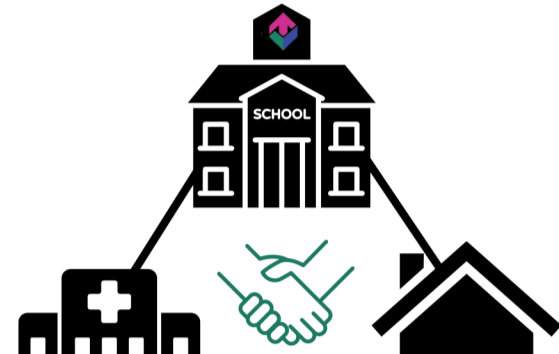
# "it takes a village to raise a child"

Research shows clear communication, good attendance, punctuality, and positive attitudes improve children's outcomes and life chances. TVED staff and structures enable the school to deliver its vision and create a shared culture, benefiting society. As the saying goes; "It takes a village to raise a child."

## We believe children are worth it!

Whilst it is vital for teachers to know their children in-depth, memorising a detailed curriculum and everyone's individual learning needs doesn't always leave them with additional capacity to be up to spend with individual pupils pastoral needs, which can be complex and fast changing. It would also be unfair to a child to have too many people privy to some of their most personal feelings and experiences. At TVED, employing effective, multi-skilled **pastoral and welfare teams (P&W)** in our academies helps us to bridge that gap.

- Dedicated P&W staff form vital link between school, home and other services
- Support children and families through difficult periods
- Multi-generational ties due to long-service and commitment of staff



P&W teams support vulnerable children to access education without disadvantage and is a part of our wider **Trust Pupil Wellbeing & Therapy offer** (add link). They help remove barriers and keep minor issues from escalating, giving teachers more time for teaching. Senior leaders understand the importance of this role, and how it ties into wider community issues.

## What impact do our Pastoral & Welfare teams have on pupils and families?

# They can be the difference between a child attending school or not

- Provide intervention and support for a child and their family
- Arrange emergency heating, food and clothing
- Assist with tenancy/residency issues
- Ensure a child receives an effective education
- Make sure a child has a mattress to sleep on
- Ensure a child has a home to live in



## There is no one person who is the cornerstone to the pastoral success

Over 1300 pupils attend our academies, many in socio-economic deprivation. We have support in place, and no one person is crucial to the pastoral system. Staff are visible and well-known to each other, children and parents. They demonstrate this by, for example, supervising gates/bus drop-offs, forming strong relationships with our communities.

### Welfare and Pastoral support

Our pastoral & welfare leads & ELSAs (Emotional Literacy Support Assistants) ensure children with low-level issues (anxiety, resilience, peer relationships & friendships) can talk 1-on-1 & in groups. They also support attendance & punctuality, provide uniforms, help parents complete forms, & do home visits. Ensuring our children & families understand/support policies creates a 'buy-in', making systems run smoother.

### Community engagement

Part of our academies' role is to be 'anchor institutions' & celebrate community achievements. Regular events bring staff & families together, raise funds & enable us to provide more services at no or reduced cost (e.g. fairs, coffee mornings, sponsored events).

### Safeguarding

All children in the academies know they can talk to adults in school if worried or scared. They know of staff to go to if they feel unsafe or want to talk about something harmful. All academies have a DSL (Designated Safeguarding Lead) and Deputy Safeguarding Lead (s), plus a Trust Safeguarding & Welfare Lead.

### Specialist medical and physical care

Our academies employ specialist care teams to ensure the safe attendance of children with complex medical/physical needs. Working with Local Authority/NHS, care plans are in place, with regular training/competency checks tailored to the child.

### Attendance and punctuality

It is essential that children attend school regularly and on time. We have a robust attendance policy with a graduated response & work with Local Authority partners to ensure attendance laws are enacted.

### Behaviour

Positive behaviour & attitudes to learning are woven into our curriculum & academy core values, visible in all academies. We create positive learning environments through clarity of expectations, consistency, rules, rewards & consequences, empowering staff & pupils to meet academy expectations.

### Emotions, loss and attachment

We employ a qualified counsellor and a Trauma Informed practice lead to work with children and staff in our academies. Referrals are managed by academy pastoral and senior leads.

## Leadership of pastoral & welfare support

## Consistent application of the processes and procedures to create a positive learning environment.

Senior leaders have strategic/operational roles linked to the curriculum, safeguarding, behaviour & welfare of children. Our support ranges from simple reporting to referrals to external specialist services/TVEDs own bespoke provision. Early identification of vulnerable children & consistent application of processes/procedures are key for a positive learning environment, which is supported by our staff training & development (e.g. ELSA and Trauma Informed Practice).



## It is important our communities know we are individual academies but part of one Trust, all working together to keep our children safe and engaged with learning.

## How do we keep our families updated on important pastoral & welfare news?

Academies publish termly newsletters with interesting articles and photos, highlighting the great work of pastoral staff. They also Tweet, post to Facebook and upload weekly blogs to their websites. The Trust dedicates two newsletters a year to pastoral, welfare and community efforts. It celebrates the tremendous efforts and dedication of all the academy teams and showcases the amazing work, to let our communities know we are individual academies, but part of one Trust, working together to keep kids safe and engaged with learning.



## How do we know if our Pastoral & Wellbeing offer is effective?

## We are always open to receiving honest feedback and actively encourage suggestions from parents, children and staff

We want to find ways to improve our partnerships with our families and wider community stakeholders; we are on a continuous journey together and this is how we grow. We receive feedback from many sources in a variety of formats:

### Pupil feedback

– pupil voice, questionnaires, suggestions from academy junior leadership teams, former pupils who return to share their progress and success

### Parent feedback

– <https://parentview.ofsted.gov.uk>, Parent questionnaires, surveys, at the school gate

### Staff feedback

– we regularly ask staff about suggested ways to enhance our pastoral offer

### Community feedback

– social media, emails, letters, thank you cards, local news articles, verbally, Stakeholder comments, Peer reviews, evaluations and monitoring visits, Inspections (Ofsted, Local Area Inspections, CQC), Accreditations (Headstart Award, IQM Award)

## Reporting our impact

The Trust publishes an end of year impact report on Pastoral & Wellbeing support, including number of families reached, children who accessed academy support, staff involved, funds raised, and families protected.

*We already know how safe and happy our children feel in and around our academies, but don't just take our word for it, here are some comments received from others.....*

*The 'family atmosphere' in this small village school helps pupils feel happy and safe. Each pupil is very well known to staff. Pupils enjoy attending this school.....The school's behaviour code is well understood by pupils. Staff use this consistently and fairly. Pupils' behaviour and conduct is good overall. Pupils demonstrate good manners. They are respectful with adults and their peers (WILTON OFSTED NOV 2022)*

*Parents are increasingly engaged in school activities and are keen to support the school through their fundraising and charity events. School offered lots of support for parents throughout the pandemic, with home learning packs, packed lunches and always being available to support with safeguarding issues. There is a high uptake of pupils during school holidays of holiday clubs, which allows staff to check that pupils are safe, well fed and are staying in touch with, what is regarded by many of them, their safe place. The ethos of families paying for the care of their children if they can afford to, and no pressure on families who cannot afford it, is to be applauded. Family learning activities work well in school, with a recent first aid course being successfully attended by seven families. The school is involved in a food bank scheme, which has had great success, and many families are accessing the facility to ensure that their children are fed well. Fundraising also allows for school to buy clothes for their vulnerable pupils, and head lice lotion for families who need it. (PENNYMAN INCLUSION QUALITY MARK MAY 2022)*