

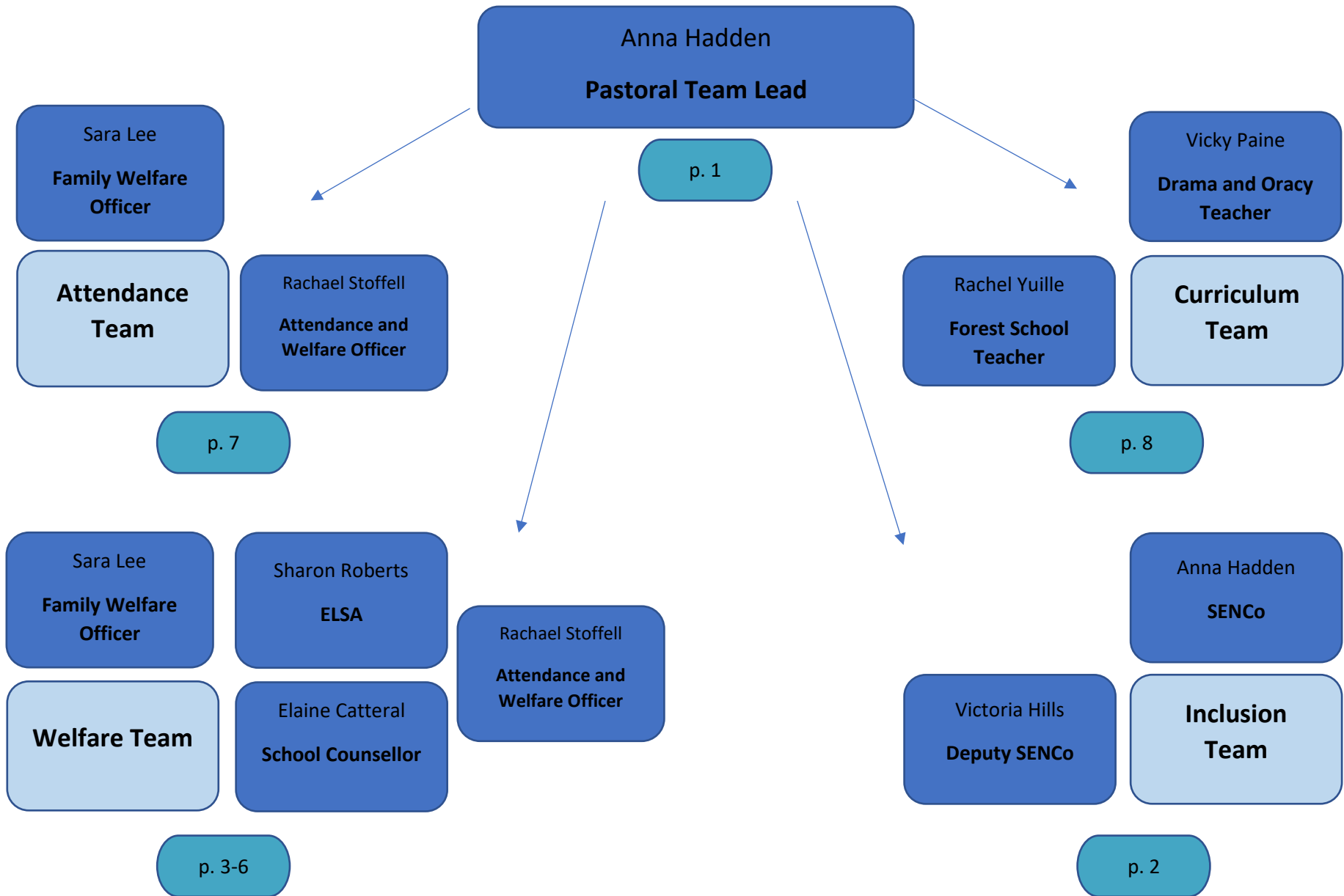


Pastoral Team Handbook

Arunside Primary School

Arunside Pastoral Team

Roles and Responsibilities



Pastoral Team Lead

Deputy Headteacher - Mrs Anna Hadden



What are the roles and responsibilities of the Pastoral Team Lead?

- A qualified teacher and experienced member of the Senior Leadership Team
- Qualified SENCo
- PSHE Lead for curriculum
- Deputy Designated Safeguarding Lead
- Responsible for co-ordinating the work of the individuals and groups within the pastoral team
- Supporting the Headteacher to evidence impact on personal development, behaviour and attitudes for our children and wider community
- Accountable for reporting at least termly to Governors on the work of the team
- Line manage individual team members as part of their annual '*Professional Growth*' journey
- Meet regularly with individuals/teams to ensure consistency of approaches and clarity of direction
- Continually review the impact of these approaches in order to best meet the needs of our school community and safeguarding curriculum
- Ensure appropriate Professional Development opportunities are sought to support individual roles
- Has a sound understanding of the Ofsted Education Inspection Framework (2019) and the role the pastoral team plays within this

Contact Email: ahadden@arunside.school



Inclusion Team

Deputy Headteacher and SENCO - Mrs Anna Hadden

Deputy SENCO - Mrs Victoria Hills



What are the roles and responsibilities of the SENCO?

- Day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual mainstream pupils with SEND, including those who have an EHC Plan.
- Co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.
- Develop effective whole school provision management of Waves 1, 2 and 3 support for pupils with SEN and disabilities
- Ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEN and disabilities with their parents/carers at the centre
- Provide a curriculum that is broad and balanced to engage all children at all levels and to promote an inclusive culture of learning
- Training needs of staff will be identified and met as far as possible with regard to: a. General awareness of and provision for special educational needs. b. Specific and practical support/training for identified special educational needs and/or specific difficulties e.g. speech and language

Further information relating to SEND at Arunside, including our SEND Policy and SEND Information Report for parents, can be found on the school website [here](#).

Contact Email: SENCO@arunside.school



Welfare Team

Family Welfare Officer (FWO) - Mrs Sara Lee



A trusted point of contact for families; a friendly face and a listening ear to have a cup of coffee with!

What does Arunside's Family Welfare Officer do?

- Offer support to parent/carers/families who are referred by the school or who refer themselves so that they can help their children to fulfil their potential in school, e.g around reading, homework, positive behaviour and wellbeing.
- Help families to access support for a wide range of issues.
- Facilitate 1:1 parenting workshops.
- Work closely with the attendance officer to raise the levels of attendance and improve punctuality.
- Working closely with the pastoral team and other agencies, I am able to build links to ensure families receive appropriate support.
- Work alongside teaching colleagues to build relationships with parent/carers.

How may I help you?

- Face to face meetings over a coffee
- Phone calls
- Signposting to a wide range of agencies and professional organisations
- Follow up conversations with children in school



I work 3 days a week; Monday, Wednesday and Thursday

As a parent/carers how can you help?

- Keep the class teacher informed of any issues that may be affecting you or your child
- Please feel free to email me and we can arrange a meeting

Contact email: FWO@arunside.school



What is an ELSA?

A trained member of staff who supports children in the development of their emotional literacy.

What does an ELSA do?

- Mostly I listen.
- I support children to recognize, understand and manage their own feelings – Emotional Regulation.
- I support children to recognize, understand and respond to other people's emotions – Empathy.
- Other areas I support children with are, friendship skills, social-skills, worries and fears - anxiety, self-esteem, resilience, anger management, loss and bereavement.

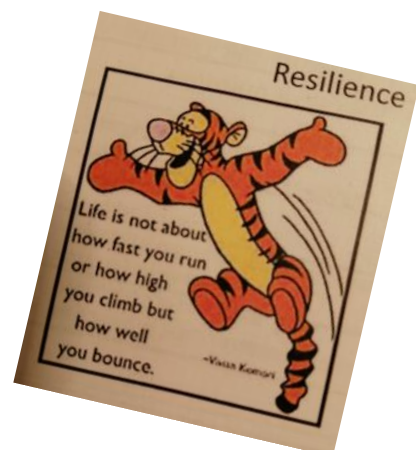
How does the ELSA work?

- Weekly 30-minute sessions at a set time and day.
- Either one to one or small groups, tailored to the child's individual needs.
- Sessions are fun and may include role-play, puppets, board games, art and craft, stories and making books to take away for future reference.
- Sessions include time to talk. Sessions end with a 5-minute mindfulness / calm time before they go back to class.
- Progress will be reviewed 6 weekly.

As a parent / carer how can you help?

- By informing the class teacher if there are any issues that may be affecting your child.
- Please feel welcome to contact your child's teacher or a member of the welfare team if you have any questions.

Contact email: ELSA@arunside.school



Who is school counselling for?

For children (and possibly the wider family) who have already received SENCo, ELSA or FWO support and it is felt further, specialised intervention is needed to support their social, emotional and mental health.



It may also be deemed appropriate for counselling support to be put in place for a child who is subject to a Child Protection or safeguarding plan.

How does it work?

Arunside's school counsellor works 2 days per week and works with up to 9 pupils at one time.

Clinical contact sessions:

- Offer the provision of open-ended, non-directive therapy sessions to pupils aged 4-11years using creative and play therapy interventions
- The purpose of these sessions is to provide the child with a safe, non-judgmental space, where they can begin to process and make sense of challenging, upsetting experiences and difficult feelings
- The intention is to help children gain a greater understanding of their inner and outer worlds, identify unmet needs in their key relationships (mainly with their care givers) and to find ways to cope and manage stressful situations more constructively
- Provision of short-term, therapeutic sessions to parents, to support the parent-child relationship.
- Provision of short-term parent/child play therapy sessions, to improve the attachment relationship and positive play interactions.
- Provision of a drop-in service for parents to discuss their own or their child's emotional and mental wellbeing.
- Provision of a confidential space for any staff member to talk about a personal or professional issue.

Administrative and wider responsibilities:

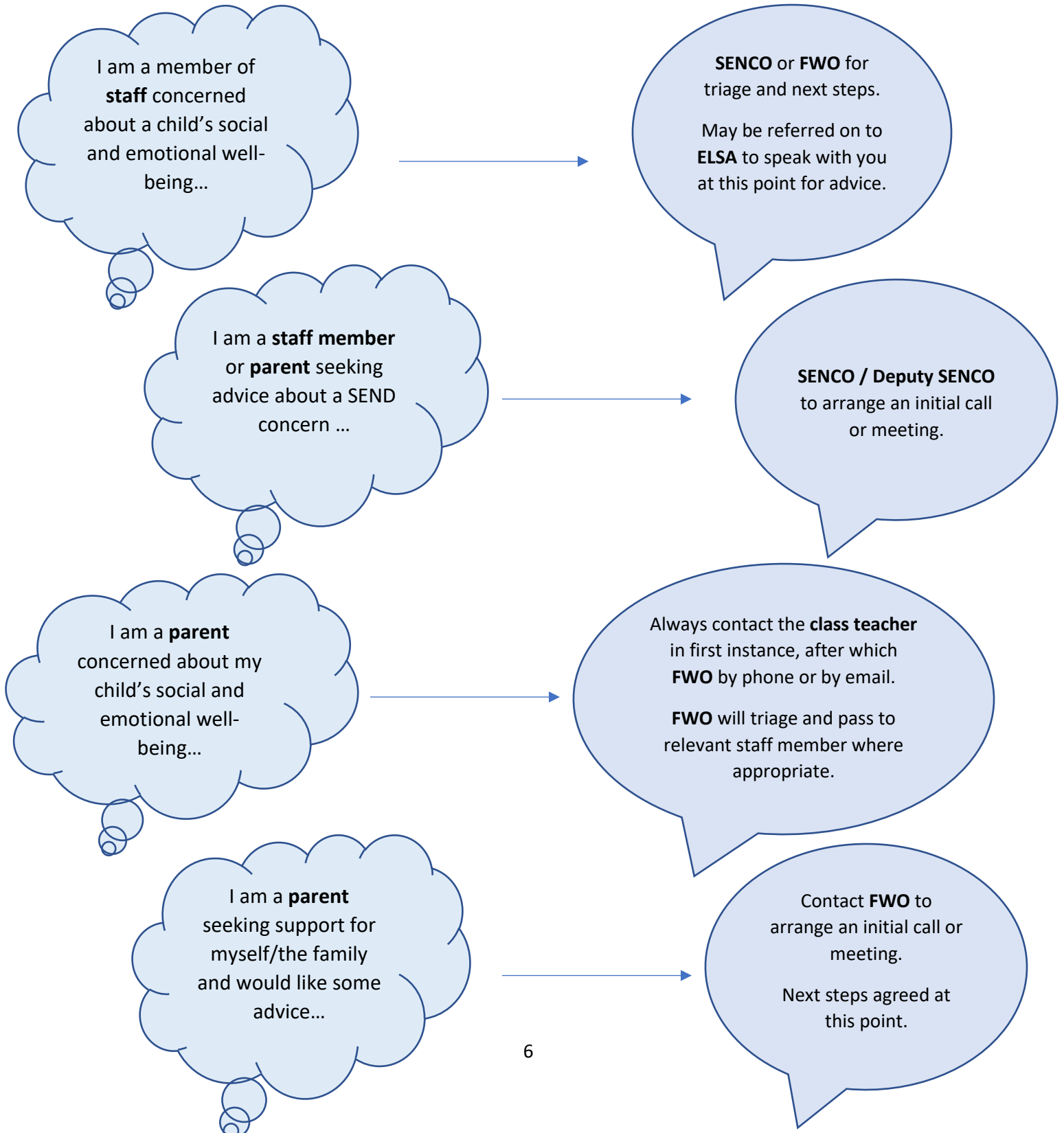
- Completion of an assessment intake form and counselling consent form with parents.
- Completion of CORs outcome measures at the start and end of counselling. Review progress every half term with each child.
- Offer regular meetings and updates to parents.
- Completion of end of counselling reports for each child and an annual summary of counselling activities undertaken for the academic year. Share with the SENCO.
- Meet regularly with the **SENCO and welfare team** to monitor and review the progress and needs of the children currently receiving counselling, as well as those children being considered for counselling.
- To liaise with the head teacher, key members of staff and other professionals as required, in order to promote the wellbeing of each child and to meet safeguarding requirements.
- Support Family Welfare Officer to deliver parenting workshops and parent support networks.
- To attend independent fortnightly clinical supervision.
- Keep up to date with safeguarding guidelines.
- Keep up to date with professional membership and CPD requirements.

Welfare Team Referral Pathway

NB: Any safeguarding concerns must be reported directly to the Designated Safeguarding Lead as per the schools safeguarding and reporting procedures.

Concern...

Speak to...



Attendance Team

Attendance and Welfare Officer (AWO) – Mrs Rachael Stoffell



We regularly monitor the attendance and punctuality for all children as we believe that these are the foundation stones for a child to achieve their full potential. Where a child's attendance falls below 95% our Attendance and Welfare Officer and Family Welfare Officer will review the circumstances, and any patterns, of the absences, and work with the family to identify and remove any barriers preventing regular and timely attendance.

Further information can be found [here](#) on the school website

What is the role of the Attendance Officer?

- I work closely with families and all school staff to ensure that children have all the support they need to attend school and access their learning
- I analyse school attendance data and work closely with the Headteacher and Governors to support improving school attendance
- I am one of the Assistant Designated Safeguarding Leads

How does this work?

- First point of contact for parents and carers needing support from school, or other agencies.
- Discuss with most appropriate school staff – Teacher, Family Welfare Officer, ELSA, SENCo, SLT, Designated Safeguarding Lead etc to agree the most appropriate course of action
- Monitor attendance and work closely with key staff and families to identify resolve any barriers to attendance
- Meet with parents and carers to help them understand their legal responsibilities, and the possible consequences of persistent absence for their child, and for themselves as parent carers.
- Support families to access free school meals, and other external support they may need
- Provide whole school attendance analysis to Head Teacher & Governing Body

Further information about the Attendance Policy can be found on the school website [here](#)

Contact: Email welfare@arunside.school

Telephone: 01403 263919

Attendance Matters!



Every Student, Every School, Every Day

Curriculum Team

Forest School Teacher – Mrs Rachael Yuille

Forest School TA – Mrs Chloe Murray



Why Forest School?

- Forest School at Arunside provides opportunities for children's broader development through hands-on learning in a natural setting, giving our young people the opportunity to exercise and interact with the environment, as well as take calculated risks, to encourage healthy living and confidence.
- We hope to instill a love and wonder of nature, enabling them to develop and discover their own interests and talents.
- Forest School supports our children's wellbeing and helps relationships build in a more relaxed atmosphere so enabling and empowering all students to have the opportunity to achieve their complete and full potential.

Find more about Forest School on the school website [here](#).

Drama and Oracy Teacher – Mrs Vicky Paine



Why Drama?

- Drama at Arunside provides opportunities for children's broader development through creative participation, collaboration, performance skills, physical expression, vocal expression, evaluation skills and team building.

"After many years teaching at Secondary level I felt passionate about the need for Drama in the primary sector and was thrilled to have the opportunity to develop my programme - Finding Your Voice - at Arunside. Dramatic active learning is naturally what we do from infancy. Children like to move and interact with each other and in drama we ask them to do this and more. Drama develops their confidence in an open space and enables them to collaborate with others, negotiating and expressing their views as well as listening to the views of others. Drama is ideal for cross-curricular learning and gives children the opportunity to explore, discuss and deal with creative ideas in a safe and supportive environment. After a term of developing the foundational skills within Drama, we are now working on topics such as The Romans, Charlie and The Chocolate Factory and Reciprocal Reading centered on a new fictional text."

Vicky Paine, Arunside Drama Teacher