



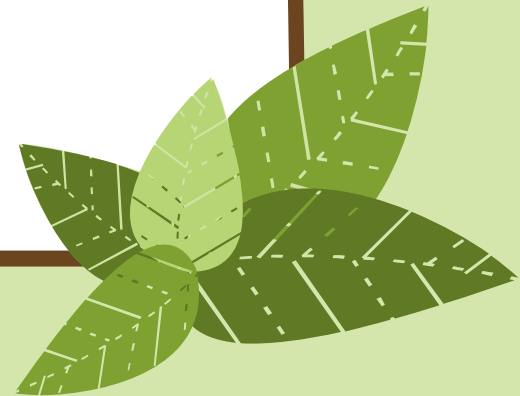
# Pastoral Support

Alexandra Park  
Junior School



# Alexandra Park Junior School

*To learn, be happy and achieve our best*



# INTENT

Our intent is to provide children with emotional, social and wellbeing support by working with trained staff. Children have the right to be given the opportunities to discuss their thoughts, feelings and worries in a protected, safe environment.

We aim to match interventions to the individual needs of the child using PIVATs, PSED and SDQs, to personalise sessions for each child. During sessions, children are set targets and given strategies to use in the classroom, playground and sometimes at home.

Our aim is to help children self-regulate and provide strategies in helping them to do this.



# Pastoral Team

## Pastoral Leader

Hayley Varley  
SENCO

## OPAL Leader

Simon Clarke

- Good to be Green
- Breakfast Club
- After school clubs
- OPAL Lead

## Pastoral Mentor

Yasmin Kausar

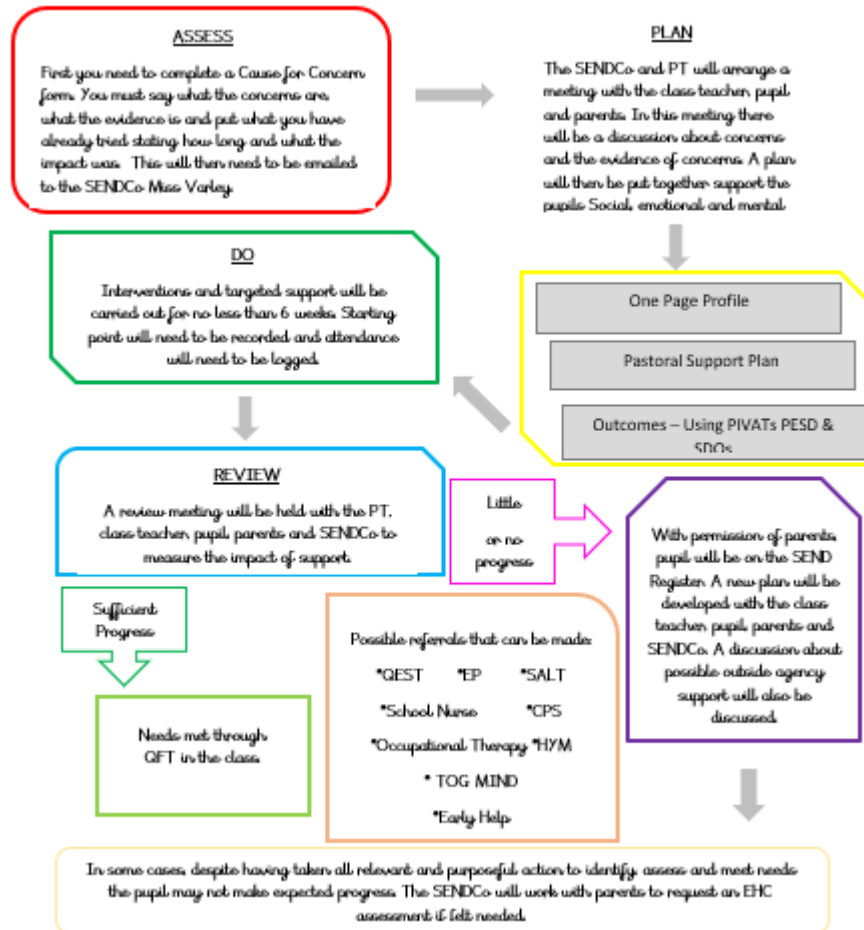
- Drawing and Talking
- Parents
- CLT
- Mid-day (OPAL)

## Pastoral Mentor

Karen Thompson

- ELSA Lead
- DSL
- Medical
- Transition
- Breakfast club
- CPOMS

# IMPLEMENTATION



Children maybe highlighted via:

- a Cause for Concern (from parent or class teacher)
- Pupil Progress Meetings
- Monitoring of CPOMS - Incidents
- Early Help
- Social Care
- EHC Plan

# IMPLEMENTATION

## Team around the Child Meeting

Following concerns, a meeting around the child will take place with child, parents, teacher, pastoral mentor and SENCO. Together a Pastoral Support Plan (PSP) will be discussed and assessment using PIVATS and SDQs will be used to set targets.

### Pastoral Support Plan

Name:		DOB:	Class: Teacher:			
Date Plan started:	Who has collaborated in the plan?		Reasons for the Pastoral Support Plan: (Referral, SDQs, PIVATs Scores)			
Date to review:						
Outcome	Who	What	How	Why	When	Review

Assess and Plan

# IMPLEMENTATION

## Interventions



**Drawing  
and Talking**

Drawing and Talking is a therapeutic intervention for children and adults. Through a 12-week cycle of sessions this non-intrusive tool allows children and young people to bring what they need to their sessions. Utilising drawing as a way to help them express their feelings differently in ordinary verbal language. The Drawing and Talking therapeutic approach allows individuals to discover and communicate emotions through a non-directed technique. This is what sets Drawing and Talking apart from existing solution-focused and cognitive based therapies and interventions.

# IMPLEMENTATION

- Miss Yasmin is our qualified, trained Drawing and Talking pastoral Mentor.
- The Drawing and talking intervention takes place once a week with Miss Yasmin, in The Think Tank.
  - Sessions are once a week for up to one hour, for 12 weeks.
- Miss Yasmin starts the first session about why they are doing the intervention and explains the rules and boundaries.
  - Progress is measured through the stage in which the child is at.
- Miss Yasmin will feed back any concerns in a review meeting with the SENCo and also at the PSP meeting with parents and Teacher.



# IMPLEMENTATION

## Interventions

ELSA intervention is an Emotional Literacy intervention and should be a short term focus intervention with clear aims. Usually half a term to a full term in length. The vast majority of ELSA sessions are proactive. This means that there are targets for the ELSA to achieve with the child or young person. This makes the intervention measurable so the school knows the child or young person has made progress and the intervention has been successful. The targets are known as SMART - specific, measurable, achievable, realistic and time limited.



# IMPLEMENTATION

- Miss Thompson is our qualified, trained Emotional Literacy Support Assistant (ELSA).
- ELSA Intervention takes place once a week with Miss Thompson, in The Think Tank.
  - The sessions last for up to 6 weeks and sometimes longer.
  - School use the ELSA Support website for resources and ideas.
- Review meeting are set up, for the team around the child, to discuss next steps.

# IMPLEMENTATION

Each session:

There a welcome for the young person along with an emotional check in. How do they feel today?

A warm up or icebreaker game or activity is played. This part is important because it helps the child to feel relaxed and it's fun!

The main activity follows where Miss Thompson will be teaching something to help the pupil with their target. Miss Thompson will also review what was learnt last time to see if the young person has remembered and if they used the skill taught.

Each sessions ends with relaxation exercise to help the child or young person be ready for class and a quick review on what the young person has learnt that session.

At this point Miss Thompson may ask the young person to do something for next time. eg. practise star breathing when feeling angry.

# IMPACT

Team around the child meeting to discuss what has worked well, any concerns and next steps.

Behaviour Support Plan Evaluation

Name:		DOB:	Class: Teacher:	
Date Plan started: Today's review date:	Who has collaborated in the evaluation?		Reasons for the Pastoral Support Plan: (Referral, SDQs, PIVATs Scores)	
Date to review:				
What was the evaluation of these supportive arrangements?				
Outcome and What is in place	Successes		Concerns	Outcomes/ Actions
Child's Voice:				
Parent's Voice:				
School Voice:				