

Pastoral Care at Holy Family

At Holy Family, we firmly believe in the development of the whole child. We believe that healthy, well rounded children have the best chance of achieving success at school and in the wider community. Children need to feel happy and safe and a strong Pastoral Support System is integral to this. Therefore, we offer a very comprehensive Pastoral Service, because some children need an extra layer of support onto what is already on offer in school.

Support from Learning Mentors

Due to the importance of this department, we ensure it is well-resourced and funded, central to which are two Learning Mentors who between them, run the department on a full time basis. Through the Pastoral System, we offer a range of support from those children who are bereaved, to those who struggle to with friendship issues and those who require mental health and social and emotional support.

Children requiring support are identified through a number of routes, including; parental request, staff concerns Safeguarding issues, Operation Encompass, or an ongoing additional need of the child for example, those who are neurodiverse. Sometimes, they can be identified through the child themselves as they are encouraged to ask for help and reach out if they are struggling.

Sessions are run on both a 1-1 basis and small group, depending on the need that presents itself. A range of resources, strategies and planned activities are used by our Learning Mentors to help our pupils. Resources include *Relax Kids*, and involve meditation – water therapy, hand massage, and head therapy. Mindfulness activities and resources are also used, including Therapist Aid and Head Space which the Learning Mentor will tailor to individual needs. For those children who require social and emotional support or bereavement care, they are helped to identify feelings, both of self and of others around them. Through gentle guidance they learn to, manage their own feelings, and develop a range of strategies to do this, including how to ask for help.

For those children with ASC, through the sessions, they explore what it is to be safe, develop their social skills, and are helped to understand the concept of personal space. For these children, their sensory needs are catered for through resources such as playdoh and kinetic sand.

For those children who find maintaining friendships hard, they are taught to recognise good relationships and negative ones. This can sometimes be done through Circle Time, which is sometimes adult led, sometimes child led. For some children, being on the playground at lunch, when school life is less structured can be a challenge. Therefore, our Learning Mentor takes nurture groups and offers an alternative lunchtime, via a variety of small group activities.

To ensure all key staff are well informed and therefore better able to support children's needs, we use One Page Profiles. These documents highlight children likes, dislikes, what they find difficult etc. These are produced by our Learning Mentor alongside the child themselves. They help staff to know the whole child, and can adapt their behaviour management and communication accordingly.

Support from Other Key Staff

Working alongside the Learning Mentors, are the SENDCO and Mental Health and Well-Being Lead. The SENDCO leads the referral process and is key to liaison with families. The Mental Health and Well-Being Lead supports the process as an overarching lead, and acts as support for staff too.

Furthermore, for those children who need sensory breaks, all Teaching Assistants are fully trained to set up sensory circuits to fully support this need. Movement breaks are also in place for all children who require it.