



THE CONSTELLATION TRUST

# BRICKNELL PRIMARY SCHOOL PASTORAL OFFER



# WHY DO WE OFFER PASTORAL SUPPORT IN SCHOOL?

Evidence shows that across the UK, mental health issues in children are increasing while child wellbeing is deteriorating. Young people today have to navigate a complex and ever-changing world, facing challenges and pressures in numerous aspects of their life. In fact, 90% of school leaders nationally have reported an increase in the number of students experiencing anxiety or stress over the last five years. Concurrently, referrals to specialist mental health services doubled in recent years. As a result, NHS Child and Adolescent Mental Health Services (CAMHS) are overwhelmed. Currently, just one in four children with a diagnosable mental health problem gets access to the treatment and care that they need. Alongside this, national figures indicate that up to 66% of children within primary schools struggle with some form of anxiety, ranging from transient and low-level to requiring specialist support .

At Bricknell Primary School, we recognise that the social and emotional skills, knowledge and behaviours that young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives.

Emotional wellbeing is a clear indicator of academic achievement, success and satisfaction in later life. Evidence shows that mental health and wellbeing programmes in schools, can lead to significant improvements in children's mental health, and social and emotional skills. Wellbeing provision in schools can also lead to reductions in classroom misbehaviour and bullying.

At Bricknell Primary School, our curriculum is at the heart of our drive for excellence, offering purposeful learning opportunities, which aim to excite, encourage and engage all learners. We are committed to providing all learners with a broad, deep and rich education whilst also preparing them for their lives ahead. We strive that all children leave Bricknell equipped with emotional intelligence, self regulation, interpersonal skills and confidence, allowing all barriers to success to be removed and all children reaching their full potential.



# WHAT DOES OUR PASTORAL SUPPORT LOOK LIKE?

At Bricknell, all staff have a commitment and passion for providing children with the support to develop their emotional wellbeing, and therefore each and every staff member contributes to the Pastoral Support that is offered on a daily basis. Alongside this, the following staff members and teams lead key areas of support within school:

Name	Role	Responsibilities
Hannah Stannard	Head of School	To oversee all pastoral support within school.
Nicky Waites	Deputy Head of School, Designated Safeguarding Lead	To support with all pastoral care in school. To support families with attendance.
Vicki Chapman	Deputy Head of School, SENCO	To lead the Headstart team across the school. To coordinate all support for children with Special Educational Needs and Disabilities. To ensure that all children have the correct support in place to meet their needs.
Matthew Mullen	Assistant Head of School	To support all elements of pastoral care within school. To support all children with behavioural needs.
Leyla Jorna / Isobel Hutchings	ELSA	To support children referred to them within school with emotional understanding, self-regulation and specific difficulties such as bereavement.
Fay Littleproud	Pastoral support officer	As a trained social worker, Fay is able to advise and support children effectively and is able to support with the deployment and management of the ELSA caseload. Fay also has a caseload.
Leanne Bielby	Medical Officer	To work with families, children and staff supporting with any medical, attendance or behavioural needs.
Jackie Ombler	School Nurse	To work alongside families and school to ensure that the correct medical care is in place where appropriate and all issues are addressed.
PSHCE Team	Coordination of PSHCE at Bricknell	To ensure that all children are accessing the Headstart universal offer of Jigsaw for their PSHCE sessions, that families are being supported through Jigsaw families and that wellbeing is high profile throughout school.
Julie Pulford Emily Smith	TEACCH Room staff	To ensure that children with the highest level of need within school are having their needs fully met in order for them to access the curriculum and make accelerated progress.
Headstart Team	HeadStart advocates within school.	To plan, deliver and monitor the wellbeing support within school for all children and staff alike.
Katie Bowers	AdvoTalk	To work with children referred for the AdvoTalk program on their specific area of need including emotional regulation and communication with others.
Bev Moriarty	Barnardo's WRAP Transition Support	To support vulnerable or anxious Year 6 children with their transition to Kelvin Hall secondary school.
Rising Stars	Emotional regulation support	To deliver a 10 week program with specific children aiming to improve their emotional understanding, peer relationships and how this manifests into behaviours.
External Agency Support	External specialists	To support staff at Bricknell in ensuring that the correct support is in place to allow all children to have their needs met and flourish. These may include: <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- IPASS</li> <li>- Educational Psychologist</li> <li>- Whitehouse Outreach Support</li> <li>- Rise Academy Outreach Support and many others</li> <li>- Headstart</li> </ul>

## MORE INFORMATION:

### TEACCH Provision

At Bricknell Primary School we are committed to meeting the needs of all children in order to support them in achieving their optimal potential throughout their lives. Some children require support academically, some with regards to their communication and some with their social, emotional and behavioural difficulties which can create a barrier to learning within a mainstream class. Our Alternative Classroom Settings are very carefully designed to meet these children's needs whilst providing them with the tools to self-regulate, become emotionally literate and ultimately reduce and remove any barriers to success.

Alternative Classroom Settings are a short-term, focused intervention for children with these particular identified needs which are stopping them from succeeding within the main classroom environment. It provides a safe, predictable environment where the unique developmental needs of each child are met. At Bricknell, our aim is to equip the children within our Alternative Classroom Settings with resilience, improved communication skills and self-regulation so that they can access the main classroom successfully; no child will remain in the Alternative Classroom Settings indefinitely.

### Engagement Profile and Scale

The Engagement Profile and Scale is a classroom tool developed through SSAT's research into effective teaching and learning for children with complex learning difficulties and disabilities. It allows educators to focus on the child's engagement as a learner and create personalised learning pathways. It prompts student-centred reflection on how to increase the learner's engagement leading to deep learning. Engagement is multi-dimensional, and encompasses awareness, curiosity, investigation, discovery, anticipation, persistence and initiation.

### Personalised Provision

Through the pupil premium tracking, the needs of each child is identified. Provision can then be put in place to support the child in removing their barriers to learning. The effectiveness of this provision is monitored half-termly and adapted as necessary.

### Pupil Voice

Half-termly questionnaires completed by pupils to identify any barriers to learning and strategies needed to support them. Results are discussed with teachers and monitored half-termly to ensure that the correct support is in place for each and every child.

### Attendance Support

Through working collaboratively with children and families the school has successfully supported children in ensuring their attendance improves by removing any barriers to success. This has resulted in greater attainment, improved peer relationships and self-esteem. The attendance team are N Waites, V Chapman, J Ombler (School Nurse), M Williams (School Councillor), Heads of Houses.

### ELSA

Emotional Literacy Support Assistant. ELSAs are trained members of staff delivering bespoke interventions with children with a range of needs. These may include: social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.

### Jigsaw Families

The Jigsaw Families Programme is an innovative programme supporting children and their care-givers with the knowledge, skills and confidence to develop healthy, strong, lasting and loving relationships. Jigsaw Families sessions provide an informal, friendly and safe environment to explore the challenges of being a parent and offers strategies to help meet families' needs and build a richer engagement with the facilitating school/setting.





## MORE INFORMATION:

### Boxall Profile

The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. The two-part checklist, which is completed by staff who know the child and young person best, is quick - and, very importantly, identifies the levels of skills the children and young people possess to access learning. Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships. Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively engaged in education. Understanding what lies behind this can make all teachers much more confident in their class management.

### Advotalk

Advotalk supports children and young people who are experiencing anxiety, depression, low-self-esteem and a number of other life impacting issues, in a preventative manner through creative arts and one-to-one support. Listening to children and young people is central to the approach, and provides the starting point for effective and bespoke interaction with pupils, families and staff.

### WRAP Transition Support

Barnado's will be providing 5 individual days for children at bricknell school and Hall Road School to come together to learn strategies and technique's based on the WRAP model of supporting childrens resilience and wellbeing, in time for the transition to Kelvin Hall School. The programme is relaxed and fun, and will be provided by a trained WRAP facilitator and co-worker. They will also have important opportunities to familiarise themselves with their new school and meet some of the school staff in advanced.

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### Headstart - Resilience Coaching

From the age of 10 children can be referred to Headstart for emotional support. Several of our children access the emotional resilience coaching service which is a 10 week programme of support made up of weekly 1:1 sessions. These are held in school and with constant communication with school staff to ensure that holistic support for each child. Parents are also supported within this process and have their own sessions in order to ascertain and support with any familial issues.

### Headstart

Headstart Hull aims to "Enable children and young people to have positive mental health and wellbeing, thrive in 'their communities' and to 'bounce back' from life's challenges" Headstart Hull is embedded within an early help approach to improving outcomes for children, young people and families. Headstart Hull is a collection of services and interventions for supporting young people's emotional health and well-being. It is based on the views of young people, staff and parents and what we learn in the two year pilot project. The programme takes an 'asset-based' approach, which means making sure young people have the skills and support they need so they can cope with difficulties. The 'assets' we want young people to have are a trio of trusted adults, aspirations for the future, confidence and self-esteem, positive peer networks and stronger family networks.

