

# Pastoral Pathways

<p><b>Wave 1: Universal Support (All Children)</b></p> <p><b>Emotional Check-Ins:</b> Regular opportunities for all students to express their feelings and identify any concerns, fostering a culture of open communication.</p> <p><b>PSHE Curriculum (Personal, Social, Health and Economic Education):</b> Comprehensive education covering emotional wellbeing, relationships, safety, and other vital life skills, provided to all students.</p>	<p><b>Wave 2: Targeted Support (Groups or Individuals for a Short Period)</b></p> <p><b>Pastoral Leads and Teams:</b> Dedicated staff members who provide focused support to students experiencing specific difficulties, offering guidance and intervention.</p> <p><b>MindMate Referrals:</b> Referral system to access MindMate services for children and young people experiencing mental health and emotional wellbeing challenges.</p> <p><b>Cluster Support:</b> Collaboration with local cluster groups (e.g., family hubs, community support services) to provide targeted interventions and resources for students and families.</p>	<p><b>Wave 3: Specialist, Multi-Agency Involvement</b></p> <p><b>Child Protection Plans:</b> Formal plans developed with multiple agencies to safeguard children who are at risk of significant harm.</p> <p><b>Child in Need Plans:</b> Plans designed to support children who require additional support to achieve or maintain a reasonable standard of health or development.</p> <p><b>Early Help Plans:</b> Collaborative plans involving various agencies to provide coordinated support to children and families facing complex needs, aiming to prevent escalation to statutory intervention.</p>
<ul style="list-style-type: none"> <li>● <b>Positive School Ethos:</b> <ul style="list-style-type: none"> <li>○ Promoting a culture of respect, kindness, and empathy.</li> <li>○ Establishing clear and consistent behavioral expectations.</li> <li>○ Celebrating diversity and promoting inclusion.</li> </ul> </li> <li>● <b>Social and Emotional Learning (mini-assemblies):</b> <ul style="list-style-type: none"> <li>○ Integrating this into the curriculum and daily routines. This could include:           <ul style="list-style-type: none"> <li>■ Teaching students about emotions, self-awareness, and self-regulation.</li> <li>■ Developing students' social skills, such as</li> </ul> </li> </ul> </li> </ul>	<p><b>MindMate SPA (Single Point of Access):</b></p> <ul style="list-style-type: none"> <li>● This is a crucial service for mental health and emotional wellbeing support for children and young people in Leeds. They offer assessments and referrals to appropriate services.</li> </ul> <p><b>School Nursing Service:</b></p> <ul style="list-style-type: none"> <li>● Provides health advice, support, and interventions for students, including those with physical health or emotional wellbeing concerns.</li> </ul> <p><b>Early Help Hubs/Cluster Teams:</b></p> <ul style="list-style-type: none"> <li>● Local community-based teams that offer support to families facing various</li> </ul>	<p><b>Children's Social Care (Leeds City Council):</b></p> <ul style="list-style-type: none"> <li>● Responsible for safeguarding children at risk of harm, including child protection investigations, Child in Need plans, and Child Protection plans.</li> </ul> <p><b>Child and Adolescent Mental Health Services (CAMHS):</b></p> <ul style="list-style-type: none"> <li>● Provides specialist mental health assessments and treatment for children and young people with complex mental health needs.</li> </ul> <p><b>Special Educational Needs Inclusion Team (SENIT):</b></p> <ul style="list-style-type: none"> <li>● This team provides assessments for</li> </ul>

communication, cooperation, and problem-solving.

- Promoting empathy and respect for others.

- **Universal Well-being Strategies:**

- Implementing school-wide initiatives to support students' mental and physical well-being. This could involve:

- Mindfulness and relaxation exercises.
- Promoting healthy eating and physical activity.
- Creating calm spaces within the school.

- **Building Positive Relationships:**

- Fostering strong relationships between students, teachers, and other school staff.
- Creating opportunities for students to connect with their peers.
- Encouraging open communication and feedback.

- **Creating a safe and inclusive environment:**

- ensuring that all areas of the school are safe and welcoming.
- having clear anti-bullying policies.
- promoting an understanding of diversity.

- **Consistent routines:**

- Having clear and predictable routines, helps children to feel secure, and know what is expected of them.

**Examples of Specific Activities:**

- Regular classroom discussions about feelings and emotions.
- Peer support initiatives.
- School-wide assemblies that promote

challenges, including parenting support, and help coordinating services.

**Mindmate School Teams:**

The MindMate team collaborates with schools in the local area to provide support for children and young people experiencing low to mid-level anxiety. Their services include offering office support, conducting parent consultations, and signposting individuals to appropriate support services.

**School Pastoral team:**

The Pastoral Lead in school is dedicated to ensuring children feel safe and happy, providing social and emotional support to help them reach their full potential. They offer assistance with various challenges, including anxiety, managing strong feelings, self-esteem, emotional literacy, friendship issues, relationships, family issues, social skills, and school refusal. Support is tailored to individual needs through informal check-ins, individual sessions with set targets, and group sessions focusing on social skills and teamwork. The Pastoral Lead also collaborates with staff and external agencies like Mindmate and local clusters to provide comprehensive support for pupils and their families.

students with complex learning needs, SEMH needs and staff training.

**Police (West Yorkshire Police):**

- Involved in cases of child protection concerns, including child sexual exploitation and abuse.

**Leeds SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service):**

- Provides impartial information, advice, and support to children and young people with SEND and their families.

**Educational Psychology Services (Initial Consultations):**

- Educational psychologists can provide consultations and advice to school staff on strategies to support students with learning and behavioral difficulties.

**Family Hub Scheme:**

Family Hubs bring together various organizations to simplify access to essential support for families. They offer a range of guidance and advice, including family support, mental health services, domestic abuse support, and parenting classes. This integration allows individuals to share their needs only once, while professionals collaborate to provide effective assistance.

positive values.

- Creating designated quiet areas for students who need a break.
- Training all staff in basic safeguarding procedures.

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