HCAT

Pastoral Offer

EDUCATE. EMPOWER. INSPIRE.

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1. Introduction

At West Meadows Primary School we believe that every pupil should flourish academically, socially, emotionally and personally. Our pastoral offer is designed to ensure that pupils feel safe, valued, included and supported, enabling them to engage fully with learning and achieve their potential.

Our approach aligns with The Department for Education (DfE) Enrichment Framework for Schools and Colleges (2026), which promotes a broad range of enriching experiences that build confidence, resilience, belonging, skills and aspiration. The framework emphasises that enrichment should be available to all pupils and should contribute to wellbeing, engagement and achievement. [gov.uk]

Our pastoral provision sits alongside our curriculum and enrichment entitlement, ensuring that pupils develop the knowledge, skills, values and emotional wellbeing needed for future success.

We are committed to providing a high-quality pastoral and enrichment offer that ensures every pupil:

Achieves academically, belongs socially, develops personally and thrives emotionally.

By combining effective pastoral care with a rich and equitable enrichment programme, we prepare children not only for secondary school but for successful, healthy and fulfilling lives

2. Our Vision

We are committed to ensuring all pupils:

- Feel safe, respected and included.
- Develop confidence, resilience and self-regulation.
- Build positive relationships.
- Access support when they need it.
- Develop strong character and moral values.
- Experience a rich range of enrichment opportunities.
- Leave primary school ready for the next stage of education and life.

This reflects the DfE ambition that every pupil should leave school with strong foundations, a broad set of skills, confidence and a sense of belonging. [gov.uk]

3. Pastoral Leadership Structure

Role	Responsibility
Headteacher- Hanna Marsh	Strategic leadership of pastoral care, safeguarding and personal development
Assistant Headteacher- Kerry Galbraith	Operational oversight of pastoral provision and wellbeing
SENDCo- Kate Jobling	Support for pupils with additional needs and SEMH needs
Parent Support Advisor- Claire Maree	Early intervention, mentoring, family support and attendance
Designated Safeguarding Lead	Safeguarding and multi-agency working
Class Teachers	Daily pastoral care and first response support

Teaching Assistants	Targeted intervention and emotional support
Associate Trustees	Monitoring impact and strategic challenge
External Agencies	Specialist support and referrals

4. Supporting Personal Development

To support pupils Personal Development and Well-being we provide opportunities for pupils to develop:

Character • Resilience • Perseverance • Responsibility • Respect	**Pupil Leadership** • School Council • Wellbeing Leaders • Sports Leaders • Reading Ambassadors
Pupil Voice • Surveys • Pupil Leadership • Improvement groups	**Future Readiness** • Careers-linked learning • Community partnerships • Enterprise projects

5. Working with Families

We recognise that pupils thrive when schools and families work together.

We offer:

- Open-door communication.
- Family workshops.
- Coffee mornings.
- Parenting support signposting.
- Early Help meetings.
- Attendance support.
- Transition events.

6. Universal Offer (Wave 1)

Every Pupil Benefits From:

Positive Relationships • Trusted adults in every classroom. • Daily emotional check-insusing Zones of Regulation. • Restorative approaches. • Strong home-school communication.	**Personal Development Curriculum** • PSHE and RSHE. • Mental health education. • Online safety. • Diversity and inclusion. • British Values. • Citizenship education.
Wellbeing Promotion	**Enrichment Entitlement**

• Emotional literacy programmes. • Zones of Regulation. • Growth mindset approaches. • Mindfulness and self-regulation techniques. • Worry boxes (where needed) and pupil voice opportunities.	Aligned to the DfE Enrichment Framework's five areas: Civic engagement, Arts & Culture, Nature, Outdoors & Adventure, Sport & Physical Activity and Developing Wider Life & Future Skills

7. Targeted Pastoral Support (Wave 2)

Where pupils require additional support, targeted interventions may include:

Emotional Wellbeing • Small group nurture sessions • Morning wellbeing group • Self-esteem groups • Emotional literacy interventions	**Attendance and Engagement** • Attendance mentoring • Family meetings • Attendance reward systems • Early Help support
Social Skills Development • Lego Therapy • Social communication groups • Peer mentoring • Structured lunchtime provision	**Transition Support** • Nursery to Reception transition • Year 6 to Year 7 transition • Mid-year admissions support • Transition passports

8. Specialist Support (Wave 3)

We recognise that some pupils require a higher level of personalised pastoral support to overcome significant barriers to learning attendance, wellbeing or personal development. These barriers may arise from social, emotional or mental health needs, adverse childhood experiences, family circumstances, trauma, bereavement, safeguarding concerns or other factors that impact a child's ability to thrive in school.

Our Wave 3 pastoral provision follows a graduated Assess–Plan–Do–Review approach, ensuring that support is carefully matched to individual need and regularly evaluated for impact. Pupils are identified through robust monitoring, staff observations, family engagement, pupil voice and analysis of attendance, behaviour and wellbeing indicators. Once a need is identified, a comprehensive pastoral assessment is undertaken to establish both strengths and areas for development.

A bespoke Pastoral Support Plan (Appendix A) is then developed in partnership with the pupil, family and relevant professionals. This plan identifies specific needs, desired outcomes, targeted strategies and clear success criteria. Support may include individual mentoring, emotional wellbeing interventions, family support, attendance support, therapeutic approaches, multi-agency involvement or personalised transition arrangements.

Through regular review meetings, we monitor progress, celebrate successes and adapt provision where necessary. Our aim is not only to respond to challenges but to build resilience, strengthen relationships, promote positive mental health and enable every pupil to feel safe, included and successful.

This approach reflects our commitment to early intervention, inclusion and personal development, ensuring that the right support is provided at the right time so that all pupils can engage fully in school life and achieve their potential.

9. Referrals

We are committed to ensuring that pupils and families receive the right support at the right time. Whilst many needs can be successfully supported through our universal and targeted pastoral provision, there may be occasions when additional specialist support is required. Referrals form an important part of our graduated response to need and help us to access expertise, advice and intervention from a range of professionals and services.

Referrals may be made when a child presents with ongoing social, emotional, mental health, attendance, safeguarding or family needs that require support beyond that which can be provided within school. Decisions to refer are informed by pastoral assessments, pupil and family voice, review of support strategies, and collaboration with staff and relevant professionals.

We work closely with parents, carers and external agencies throughout the referral process to ensure that support is coordinated, timely and focused on achieving the best possible outcomes for the child. Referrals are viewed as a positive step in securing additional help and strengthening the network of support around a pupil and their family.

Our aim is to ensure that every child has access to the resources, services and opportunities they need to thrive both in school and beyond. Referrals may be made to:

- Educational Psychology Service
- Mental Health Support Teams
- CAMHS
- School Nursing Service
- Family Support Services
- Attendance Services
- Social Care

10. Evaluating the Effectiveness of Our Pastoral Offer

We are committed to ensuring that our pastoral provision has a measurable and positive impact on the wellbeing, engagement and personal development of all pupils. Regular evaluation enables us to identify strengths, respond to emerging needs and ensure that support remains effective, inclusive and responsive to our school community.

The effectiveness of pastoral support is reviewed through a range of measures, including:

Pupil Outcomes -Attendance and persistent absence rates. -Behaviour incidents, suspensions and exclusions. -Engagement in learning and school life. -Participation in enrichment opportunities and extra-curricular activities. -Progress towards individual targets identified within Pastoral Support Plans.	**Pupil Voice** -One-to-one discussions. -Pupil questionnaires and surveys. -Wellbeing check-ins. -School Council and pupil leadership groups. -Review meetings as part of the Assess–Plan–Do–Review cycle.	**Parent and Carer Feedback** -Review meetings. -Parent surveys. -Informal and formal feedback opportunities. -Early Help and multi-agency reviews. This helps us to understand the effectiveness of support both within school and at home.
Monitoring of Interventions -Progress against identified outcomes.	**External Agency Involvement** -Where specialist services are involved, we evaluate the impact of	**Whole-School Evaluation** -Attendance, behaviour and safeguarding data.

-Attendance and engagement with support. -Pupil wellbeing and confidence. -The effectiveness of strategies and resources used. -Whether support should continue, be adapted or be stepped down.	recommendations and interventions through: -Multi-agency review meetings. -Professional reports. -Progress towards agreed outcomes. Improved access to learning and school life.	-Vulnerable pupil monitoring. -Enrichment participation rates. -Staff feedback. -Personal development monitoring. -Annual evaluation of the school's pastoral offer.

We recognise that effective pastoral support is continually evolving. Through regular evaluation and reflection, we aim to ensure that every pupil receives timely, appropriate and impactful support that promotes wellbeing, belonging, resilience and success.

By listening to the voices of pupils, families, staff and external professionals, we will continue to strengthen our pastoral provision and ensure that it meets the needs of our community.

Appendix A

Pastoral Support Plan.docx

Criteria for pastoral support plan.docx