Pastoral Support, Wellbeing and Early Intervention Pathway

Assess, Plan, Do, Review

1 Identify a concern and listen

Concerns may arise through pupil or parent voice, admission, staff observations, attendance, behaviour or changes in wellbeing. Listen to the child, identify strengths and trusted adults, and speak with the family where safe. Safeguarding concerns must be reported immediately to the DSL and recorded on CPOMS; do not wait for a pastoral review.

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2 Understand the child's needs

Class teacher and pastoral team explore wellbeing, friendships, bereavement, family circumstances, attendance and barriers to learning. Consider pupil and parent views, existing support, disadvantage, disability, language needs and experiences of bullying or discrimination. Involve the SENDCo where SEMH or other SEND may contribute.

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3 Provide universal pastoral support

Promote belonging through positive relationships, PSHCE, predictable routines, emotional literacy, trusted adults and the Chatter box. Make reasonable adjustments and ensure equitable access to learning, free breakfast club and enrichment. Record and respond to bullying, harassment or prejudice-related incidents under the Behaviour Policy.

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4 Agree targeted pastoral support

Where additional support is needed, agree a named adult, clear outcomes and a review date with the child and family. Match provision to need: for example, individual check-ins, emotional regulation, yoga, friendship or social skills work, Lego Therapy, Zones of Regulation groups, nurture activities, Behaviour Team Around the Child (BTAC) meetings or attendance support Including EBSA. Record the starting point and provision.

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5 Review progress and evaluate impact

Gather pupil and parent voice, observations, attendance, engagement, behaviour and participation information. Evaluate delivery and impact against agreed outcomes. Identify patterns of bullying or discrimination and barriers affecting vulnerable pupil groups. Agree next steps with the family.

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6 Is support meeting the child's needs?

Consider progress against agreed outcomes and the child's experience of school. Escalate significant or worsening concerns promptly; support is not dependent on completing a fixed number of intervention cycles.

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YES ↓ Continue, adapt or step down

Maintain effective support and trusted relationships. Gradually reduce targeted provision where appropriate, agree how the child can seek help again and continue monitoring.

NOT YET ↓ Refine and seek further help

Review barriers with the family and pastoral team. Consider Early Help, school nursing, mental health services or other professionals according to need. Involve the DSL and Inclusion Lead; use the SEND pathway alongside pastoral support if appropriate.

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7 Coordinate wider support where needed

DSL to coordinate support with families and agencies, including Early Help and Children's Services where appropriate. Agree responsibilities, outcomes and review dates; maintain school support while referrals are considered. **Follow safeguarding procedures immediately if risk emerges-** see Safeguarding Display / Policy for reminders. Return to stage 5.

Our commitment: every child is listened to, valued and supported to belong. Parents and pupils are partners throughout, with information shared appropriately and sensitively. Pathways can run alongside one another.