



Pastoral Support

INTENT

Our intent is to provide children with emotional, social and wellbeing support by working with trained staff. Children have the right to be given the opportunities to discuss their thoughts, feelings and worries in a protected, safe environment.

We aim to match interventions to the individual needs of the child using PIVATs PSED and SDQs, to personalise sessions for each child. During sessions, children are set targets and given strategies to use in the classroom, playground and sometimes at home.

Our aim is to help children self-regulate and provide strategies in helping them to do this.

PASTORAL TEAM

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graph TD; PT[PASTORAL TEAM] --> MY[Miss Yasmin Pastoral Mentor]; PT --> MV[Miss Varley Pastoral Lead]; PT --> MT[Miss Thompson Pastoral Mentor]; MY --> MY_L["• Parents<br>• CLT<br>• Drawing and Talking<br>• Behaviour<br>• MHST lead"]; MV --> MV_L["• SENCo/Inclusion<br>• DDSL<br>• Transition Yr3 and Yr6"]; MT --> MT_L["• DSL<br>• ELSA<br>• Transition Yr3 and Yr6"]; MY_L --- MB[Miss Booth & Mrs Stevenson - Attendance]; MV_L --- MB; MT_L --- MB; MB --- MS[Miss Safina & Mrs White - OPAL];
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Miss Yasmin Pastoral Mentor

- Parents
- CLT
- Drawing and Talking
- Behaviour
- MHST lead

Miss Varley Pastoral Lead

- SENCo/Inclusion
- DDSL
- Transition Yr3 and Yr6

Miss Thompson Pastoral Mentor

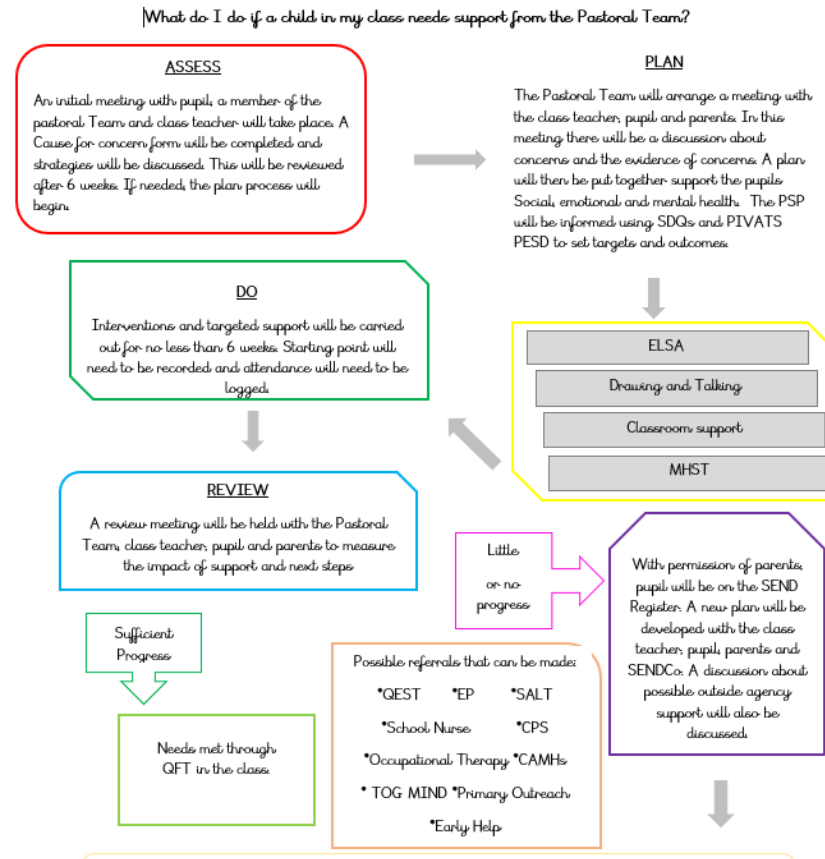
- DSL
- ELSA
- Transition Yr3 and Yr6

Miss Booth & Mrs Stevenson - Attendance

Miss Safina & Mrs White - OPAL

IMPLEMENTATION

Pastoral Support Flowchart



Children maybe highlighted via:

- A Cause for Concern (from parent or class teacher)
- Pupil Progress Meetings
- Monitoring of CPOMS – Incidents
- Early Help
- Social Care
- EHC Plan

IMPLEMENTATION

What will a pastoral meeting look like?

Meeting with Child, parents, Class teacher and a member of the Pastoral Team.
A child - centred review will be carried out discussing strengths and difficulties.

A Pastoral Support Plan or the Early Help Toolkit will be completed as part of the meeting. This is to evidence support in school before further support is sought from outside agencies.

Strength and Difficulty questionnaires will be completed by parents, Class teacher and child.
The PIVATs - PESD document will be used to help set SMART outcomes.

This cycle will continue as part of the Assess, Plan, Do and Review process.

IMPLEMENTATION

Team around the Child

Following concerns, a meeting around the child will take place with child, parents, teacher, pastoral mentor and SENCO. Together a Pastoral Support Plan (PSP) will be discussed and assessment using PIVATS and SDQs will be used to set targets.

Pastoral Support Plan				
Name:	DOB:	Class Teacher:		
Date Plan started:	Reasons for the Pastoral Support Plan (Referral, SDQs, PIVATs Scores)			
Who has collaborated to this plan?				
What is working well? What are his strengths? (Make sure to collect child's voice too)		Barriers to learning. What are our concerns? (Make sure to collect child's voice too)		
Outcome	Who and What	How	When	Review Date

Assess and Plan

IMPLEMENTATION

Interventions



**Drawing
and Talking**

Drawing and Talking is a therapeutic intervention for children and adults. Through a 12-week cycle of sessions this non-intrusive tool allows children and young people to bring what they need to their sessions. Utilising drawing as a way to help them express their feelings differently in ordinary verbal language. The Drawing and Talking therapeutic approach allows individuals to discover and communicate emotions through a non-directed technique. This is what sets Drawing and Talking apart from existing solution-focused and cognitive based therapies and interventions.

DO

IMPLEMENTATION

- Miss Yasmin is our qualified, trained Drawing and Talking Pastoral Mentor.
- The Drawing and talking intervention takes place once a week with Miss Yasmin, in The Think Tank.
 - Sessions are once a week for up to one hour, for 12 weeks.
 - Miss Yasmin starts the first session about why they are doing the intervention and explains the rules and boundaries.
 - Progress is measured through the stage in which the child is at.
- Miss Yasmin will feed back any concerns in a review meeting with the SENCo and also at the PSP meeting with parents and Teacher.



MRS YASMIN
PASTORAL TEAM

IMPLEMENTATION

Interventions

ELSA intervention is an Emotional Literacy intervention and should be a short term focus intervention with clear aims. Usually half a term to a full term in length. The vast majority of ELSA sessions are proactive. This means that there are targets for the ELSA to achieve with the child or young person. This makes the intervention measurable so the school knows the child or young person has made progress and the intervention has been successful. The targets are known as SMART – specific, measurable, achievable, realistic and time limited.



DO

IMPLEMENTATION



- Miss Thompson is our qualified, trained Emotional Literacy Support Assistant (ELSA).
- ELSA Intervention takes place once a week with Miss Thompson, in The Think Tank.
- The sessions last for up to 6 weeks and sometimes longer.
- School use the ELSA Support website for resources and ideas.
- Review meeting are set up, for the team around the child, to discuss next steps.

IMPLEMENTATION

Each session:

There is a welcome for the young person along with an emotional check in. How do they feel today?

A warm up or icebreaker game or activity is played. This part is important because it helps the child to feel relaxed and it's fun!

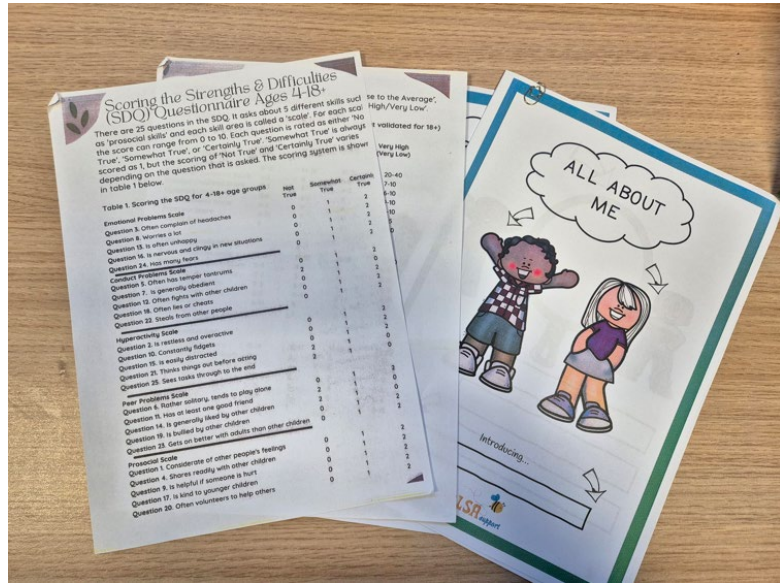
The main activity follows where Miss Thompson will be teaching something to help the pupil with their target. Miss Thompson will also review what was learnt last time to see if the young person has remembered and if they used the skill taught.

Each sessions ends with relaxation exercise to help the child or young person be ready for class and a quick review on what the young person has learnt that session.

At this point Miss Thompson may ask the young person to do something for next time. eg. practise star breathing when feeling angry.

IMPLEMENTATION

Resources are sourced via the ELSA website and Miss Thompson attends supervision to discuss what working well and even better ifs.



IMPLEMENTATION

Mental Health Support Team (MHST)

Children might have 6, 7 or 8 sessions with Shania.

Each session usually lasts between 30 and 60 minutes.

Sometimes it will be 1:1. Sometimes parents or carers join, if that helps children to feel more comfortable.

In these sessions, Children will learn simple ways to understand their thoughts and feelings, and how to cope when things feel hard.

Shania uses something called CBT. It stands for cognitive behavioural therapy.

This is a way of learning how thoughts, feelings, and actions are all connected. It also shows children what you can do when they feel worried, sad, or stressed.

IMPACT

Each half term, SLT and the Pastoral Mentors meet to discuss progress and what is going well. The SDQs show that the children are making progress in their area of need. If children are working well support has been reduced.

In some cases, Team around the child meeting to discuss what has worked well, any concerns and next steps. In some instances, this may lead to a referral to an outside agency or further support through.

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REVIEW

IMPLEMENTATION

Parental engagement and support.

- Coffee Morning
- Parent drop ins – Behaviour, completing forms such as secondary school applications.
- Come read with me, Come see my writing, Come see my maths, Come play with me.
- Christmas Craft, Christmas lunch, Halloween craft, Eid Craft, Summer Fair
 - Visitors – POINT, Health checks, Early Help

IMPLEMENTATION



IMPLEMENTATION



IMPLEMENTATION

Transition (Key stage 1 – Key stage 2)

At Alexandra Park Junior School, when children transition from Key Stage 1 to Key stage 2, they transition between two schools (Glodwick Infant and Nursery School). The Year 3 leader and teachers work with the Year 2 team to ensure a smooth transition. The Year 3 teachers go and meet the teachers and the children in their familiar setting before the children are invited over to Alexandra Park Junior School for a whole day, transition day. Additional transition sessions are offered for children who may need additional support.

Designated members of staff meet to discuss vulnerable groups such as SEND, INA, Children under Social Care, LAC, Medical and Early Help support

IMPLEMENTATION

Transition (Year group to Year group)

At Alexandra Park Junior School, children transition from year group to year group, To ensure a smooth transition between classes, teachers have a hand over meeting before our in house transition day. Additional transition sessions are offered for children who may need additional support with set tasks to complete as part of the transition. Pupil progress meeting and SEND reviews are completed with old and new teachers to ensure a smooth transition. In the SEND reviews parents have the opportunity to speak to new teachers, ask questions and raise concerns.

Designated members of staff meet class teachers to discussion vulnerable groups such as SEND, INA, Children under Social Care, LAC, Medical and Early Help support

IMPLEMENTATION

Transition (Key stage 2 – Key Stage 3)

At Alexandra Park Junior School, when children transition from Key Stage 2 to Key stage 3, they attend arrange of schools across the borough. The Class teachers complete Local Authority transition forms that are then distributed out to the secondary schools.

Secondary Schools are invited in to talk to the children before transition day and have the opportunity to speak to teachers. SENCOs are invited to SEND reviews giving parents and children to ask any questions about secondary school.

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Attendance



Ms Stevenson



Ms Booth

INTENT

At Alexandra Park, we believe that excellent attendance is fundamental to every child's learning, wellbeing and success. Attendance at our school is above local and national averages, with persistent absence remaining low. Our intent is to sustain and continually improve these outcomes through a proactive, relational and inclusive approach to attendance.

We are committed to building and maintaining strong, positive relationships with children and their families, recognising that good attendance is most effectively achieved when families feel understood, supported and valued. We strive to foster a strong sense of belonging, safety and inclusion so that every child feels happy, secure and motivated to attend school.



INTENT

Attendance and punctuality are monitored daily, enabling us to identify concerns at the earliest opportunity. Where attendance or lateness becomes a concern, we seek to understand the underlying barriers and work collaboratively with families to address them quickly. We pride ourselves on a caring, understanding and bespoke approach, recognising that every family's circumstances are different and that a supportive, solution-focused response can overcome many of the challenges that affect attendance.

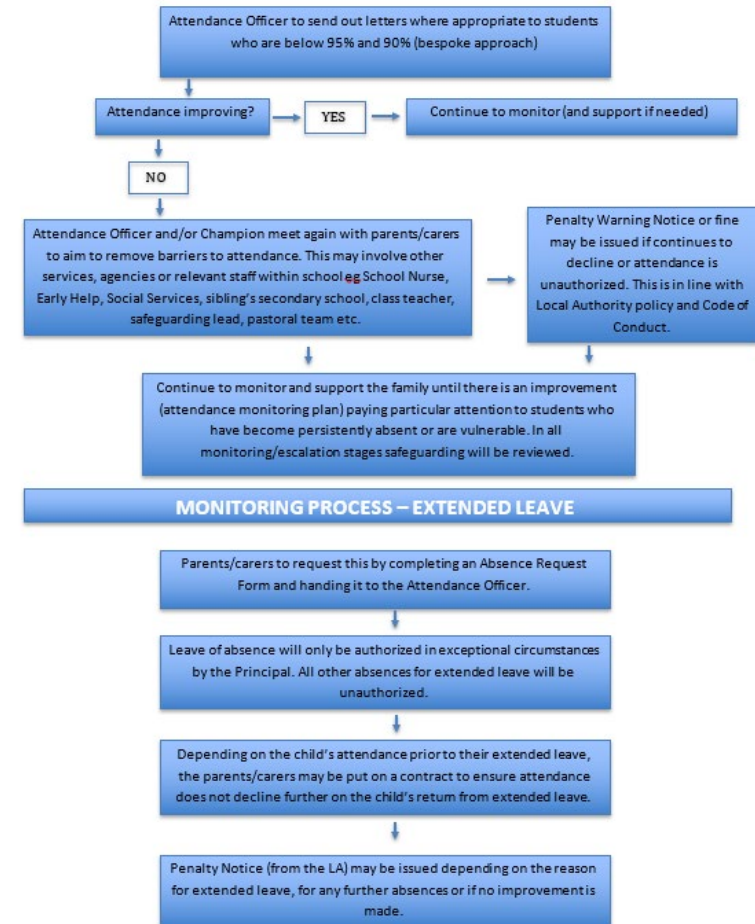
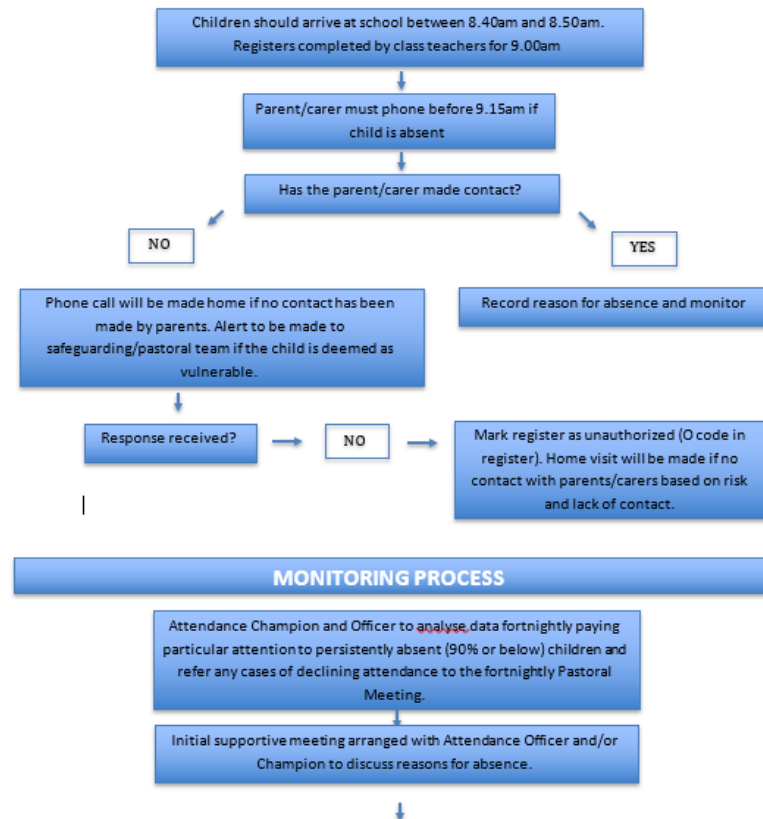
Where appropriate, we will work alongside external agencies and other professionals when their expertise or support can help remove barriers and improve outcomes for a child or family. While formal or punitive intervention may be necessary in some circumstances, our starting point will always be one of partnership, understanding and support.

Our ultimate aim is for every child at Alexandra Park to attend regularly, arrive on time and feel that school is a safe, welcoming and inclusive place where they belong and can thrive.

IMPLEMENTATION

Alexandra Park Attendance Flow Chart

Alexandra Park Junior School expects the minimum on 97% attendance for each child. Promoting excellent attendance is embedded across the school and is part of our daily culture. Attendance is everyone's responsibility. Here is the process if attendance falls below that:



IMPACT

Previous academic year

Compare previous academic years to the current year.

What this data is based on

The attendance data in this dashboard includes all pupils who attended during the period. This includes pupils:

- who have left in that period
- of non-compulsory school age (such as nursery or sixth form)

Data is updated daily.

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2024-2025	95.2%	4.8%	2.3%
Autumn 2025-2026	95.3%	4.7%	1.3%
Trend	↑	↓	↓
Spring 2024-2025	94.4%	5.6%	2.3%
Spring 2025-2026	95.3%	4.7%	1.8%
Trend	↑	↓	↓
Summer 2024-2025	94.5%	5.5%	2.4%
Summer 2025-2026	95.0%	5.0%	2.1%
Trend	↑	↓	↓
Overall 2024-2025	94.7%	5.3%	2.3%
Overall 2025-2026	95.2%	4.8%	1.7%
Trend	↑	↓	↓

IMPACT

Our school attendance improvement ladder shows how our school can move beyond our baseline, drawing on pre-pandemic attendance and the strongest-performing similar schools as useful reference points. It suggests a pathway towards pre-pandemic levels or higher. Each increase brings greater positive impact for our pupils.

APJS's 2018 to 2019 attendance (pre-pandemic)	96.2%
APJS's current attendance	95.7%
National average (primary)	95%
Local authority average (primary)	94.8%

Taken from Similar schools comparison report – DFE Summer 2026

IMPACT

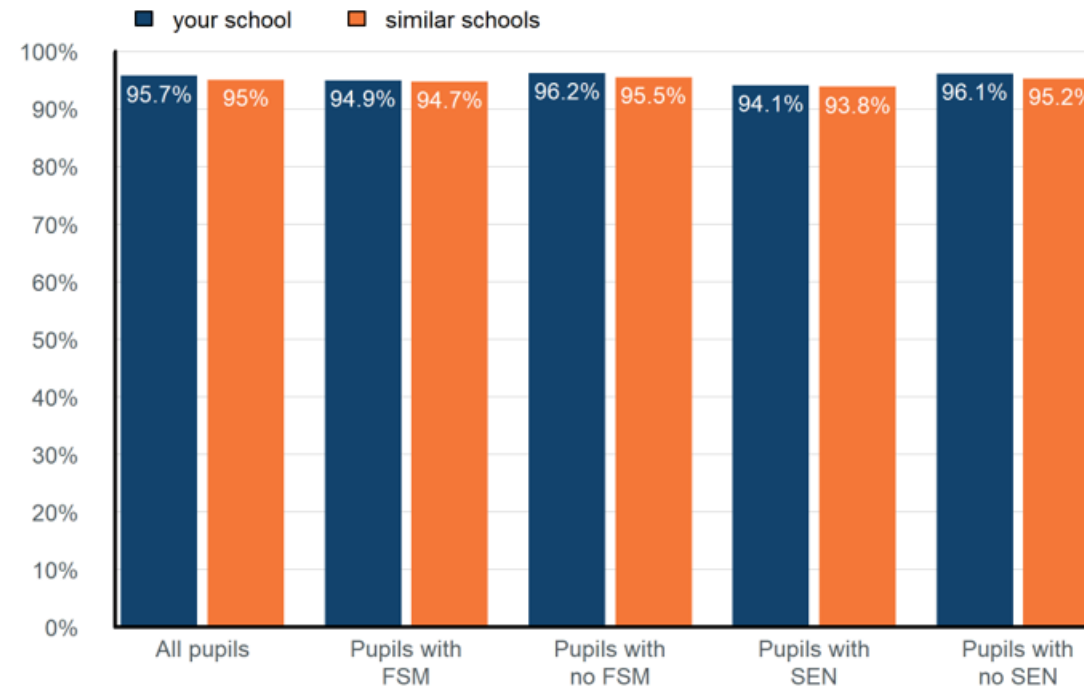
Our overall attendance is 95.7% which is 0.7% higher than the median attendance of similar schools. We ranked 4th of 21 schools for attendance. This means 17 schools (across the country, with similar demographics) have lower overall attendance than our school.

Our persistent absence is 9% which is 3.9% lower than the median attendance of similar schools. We ranked 4th of 21 schools for persistent absence. This means 17 schools (across the country, with similar demographics) have a higher rate of persistent absence than our school.

Taken from Similar schools comparison report – DFE Summer 2026

IMPACT

Figure 2: Bar chart showing attendance percentage for pupils with and without FSM and SEN compared to similar schools. Results are for pupils in years 1 to 6 from the start of the academic year 2025 to 2026, up to Monday 25 May 2026.



Taken from Similar schools comparison report – DFE Summer 2026

OPAL



INTENT

At Alexandra Park Junior School, we are committed to providing a 'whole' education for children both inside and outside of the classroom.

In 2022, it was decided that, in our pursuit of 'exceptional' behaviour, a lunchtime play initiative would be implemented in partnership with OPAL (Outdoor Play and Learning).

As we strive to do our best for our children, we are dedicated to providing a rich play setting where all children have access to stimulating environments that are free from unacceptable or unnecessary risks and thereby offer children the opportunity to explore for themselves through their freely chosen play.

INTENT

The OPAL programme rationale is that

“... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.”

IMPLEMENTATION

Play is defined as any freely chosen activity that a child finds satisfying and creative. It may or may not involve equipment or other people. It should meet the four components of a child's development: physical, intellectual, educational and social. At Alexandra Park Jr School, we believe play has many benefits therefore we aim to:

- Ensure play settings provide a varied, challenging and stimulating environment.
- Allow children to take risks and use a common-sense approach to the management of these risks and their benefits.
- Provide opportunities for children to develop their relationships with each other.
- Enable children to develop respect for their surroundings and each other.
- Aid children's physical, emotional, social, spiritual and intellectual development.
- Provide a range of environments that will encourage children to explore and play imaginatively.

IMPLEMENTATION

- Provide a range of environments which will support children's learning across the curriculum and learning about the world around them.
- Promote independence and teamwork.
- Children. build emotional and physical resilience.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence. (Links to Zone of Regulations)
- Play encourages self-confidence and the ability to make choices; problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.

These align seamlessly with our school ethos: 'To Learn, Be Happy and Achieve Our Best.'

IMPACT

The impact of OPAL (Outdoor Play and Learning) can be seen across many aspects of school life.

When embedded successfully, it has a positive effect on pupils' wellbeing, learning, behaviour and school culture.

IMPACT

Impact on Children

- Increased happiness and enjoyment at playtimes.
- Higher levels of physical activity, improving health and fitness.
- Improved mental health and emotional wellbeing through opportunities to play freely and reduce stress.
- Greater creativity and imagination as children invent games and use open-ended resources.
- Increased resilience as children learn to manage risk, solve problems and overcome challenges.
- Improved confidence and independence through child-led play.
- Stronger communication and teamwork skills as children negotiate, collaborate and resolve conflicts.
- Better inclusion, with children of all ages, abilities and backgrounds playing together.
- Development of leadership skills through roles such as OPAL Ambassadors.

IMPACT

Impact on Behaviour

- Fewer behaviour incidents during playtimes.
- Reduced playground conflicts and disagreements.
- Improved relationships between pupils.
- Better behaviour in lessons after lunch as children return calmer, happier and more ready to learn.
- Increased sense of responsibility as children help care for resources and play spaces.



IMPACT

Impact on Learning

- Improved concentration and engagement in lessons following active play.
- Development of problem-solving and critical thinking skills.
- Enhanced language and communication through imaginative and cooperative play.
- Opportunities to apply mathematical, scientific and creative thinking naturally during play.



IMPACT

Impact on Wellbeing

- Children feel happier and safer at school.
- Increased sense of belonging.
- Improved self-esteem and confidence.
- Opportunities for all children, including those with SEND, to access meaningful play experiences.
- Reduced anxiety through opportunities for choice and self-directed play.



IMPACT

Impact on Wellbeing

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- Increased sense of belonging.
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- Opportunities for all children, including those with SEND, to access meaningful play experiences.
- Reduced anxiety through opportunities for choice and self-directed play.



I love riding the scooters and the skate park. It is so much fun.

I know when I am a good role model because I win prizes and awards in assembly.

Working with Miss Shania, has helped me think about my worries and how I can manage worries.

I like working in the Think Tank. It is quiet in there and I can talk to Miss Yasmin about things that upset me.

Pupil Voice