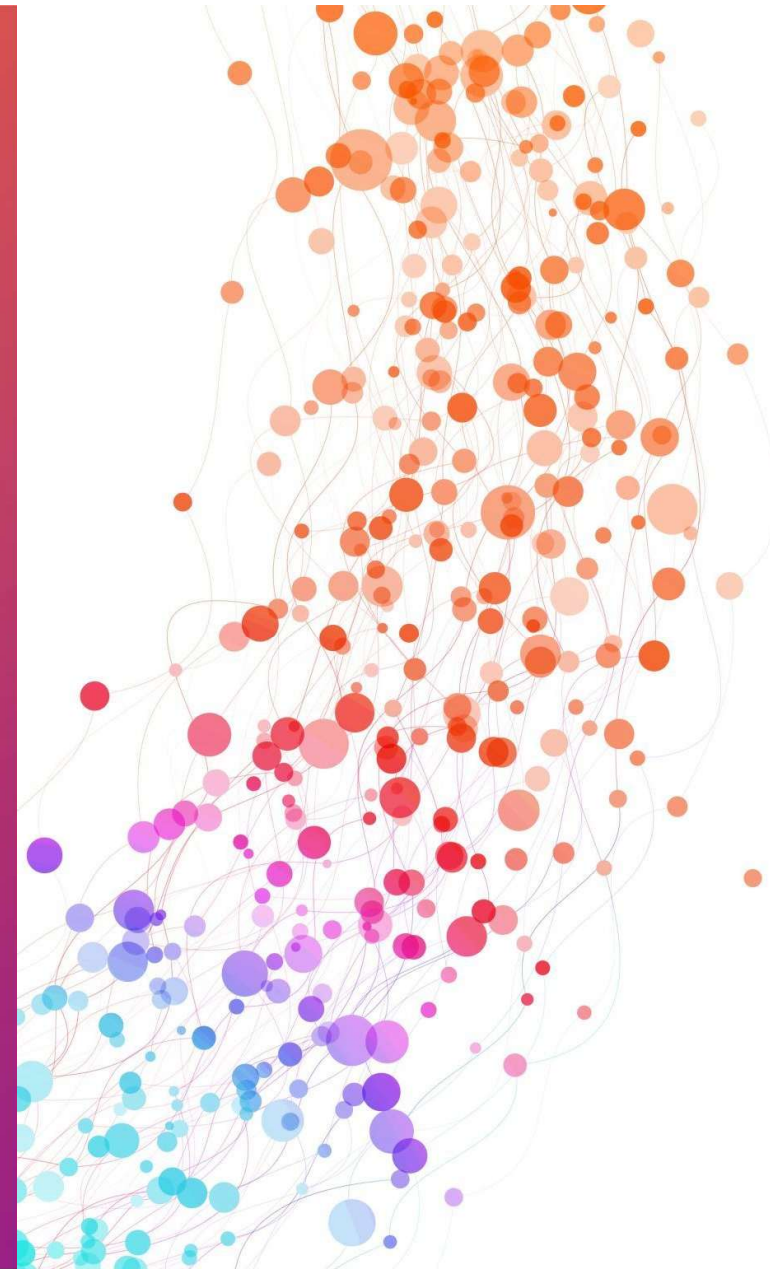


MARCH 2025

PASTORAL AND SAFEGUARDING AT THE PILGRIM SCHOOL



WHO'S WHO



My name is Mel Findon and I am the Assistant Pastoral Manager and Deputy Safeguarding Lead at Pilgrim.



Myself alongside Bev Lee oversee the Pastoral team and Processes as well as Safeguarding at Pilgrim.

Bev Lee is the Executive Assistant Head and Safeguarding Lead.

THE BASE PASTORAL TEAM



Amber Hill

Baumber

Lincoln

THE HOME PASTORAL TEAM



WHAT DO THE PASTORAL TEAM DO?


The Pastoral Team at Pilgrim:

- Are usually the first person to meet the family and will remain their main point of contact.
- Will advocate the voice of the pupil and their family.
- Will support the pupil's well-being needs.
- Will support the pupil with being education ready through emotional regulation and resilience enhancing activities.
- Will attend all meetings regarding the pupil.
- Will always take a pupil-centered holistic approach in supporting the pupil.

PASTORAL PLANS

- All pupils who are unable to attend their mainstream school and/or engage in a full-time timetable are required by legislation to have a risk assessment. At Pilgrim we call these Pastoral Plans and these are completed with the pupil and family through regular meetings, discussions, and multi-agency working.

A Pastoral Plan will:

- Establish the 'What's going well' factors and the protective factors in place to keep a pupils safe and secure.
 - Identify worries or concerns regarding the pupil's holistic picture e.g. education, home life, mental health, social aspects, and health etc.
 - Devise an action plan of support to promote and enhance the pupil's progression moving forwards.
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REVIEW / TAC / CIN / CP

At Pilgrim we hold regular review meetings to discuss elements within the Pastoral Plan, monitor progression, and ensure there is a multi-agency holistic approach in supporting the pupil and their family.

Outside of Pilgrim Review meetings there are further stages of support networks:

- TAC (Team around the Child) - This is a multi-agency approach which is of a similar approach to the Pilgrim review but that can tap into additional support networks within the local authority.
- CIN (Child In Need) - Is a further avenue of support which includes a social worker from either Children's services or Children's services with the Disabilities team. It again has a higher level of multi-agency support that they can tap into to support the pupil and family holistically.
- CP (Child Protection) - This is a higher level of support that supports pupils who are identified as being at risk of harm to prevent abuse from occurring.



HOLISTIC DATA CHECKS

Holistic Data at the Pilgrim school is what sets us above from other provisions. All school's evidence the academic achievements of pupils, however Pilgrim's Holistic Data shows progression in areas that are not academic identifying links and connections between both the academic and pastoral input received at Pilgrim.



Holistic Data Checks are completed 6 times a year but 3 times per pupil e.g. HT1, 3, 5 for all year 11's and HT2, 4, 6 for all year 10's and below.



Holistic Data includes Personal Development or Readiness to engage scales, Pastoral Engagement Scores, Hope Scores, and Signs of Safety Scores



We also log data on careers, destinations, and positive experiences

PERSONAL DEVELOPMENT

Personal Development Scale & Summaries

1 - Encountering	2 - Emerging	3 - Developing	4 - Securing	5 - Mastering
Aspirations & Goals - <i>Thinking ahead, next steps, goal setting, flexibility, pathways thinking</i> I can think and talk about next steps and goals. I have goals I want to achieve in the future. I am able to think about, discuss and plan different ways of achieving my goals.				
1	2	3	4	5
Community Engagement - <i>Belonging, society, democracy, cultural development, rule of law, moral development</i> I can talk about the world around me. I have an understanding of the world around me on a local and broader level. I am an active, law-abiding participant of my community.				
1	2	3	4	5
Emotional Regulation - <i>Coping strategies, emotional first aid, emotional literacy, "affective" state</i> I can talk about emotions. I have an understanding of the emotions that I, and those around me, experience. I am able to communicate how I experience these emotions, what they mean to me and how I can find ways of coping with them so that they don't interfere in day-to-day life.				
1	2	3	4	5
Experiences that Challenge - <i>Risk taking, success, resilience, perseverance, willpower</i> I can listen to, consider and talk about activities which are outside of my comfort zone. I have the desire to take part in positive activities and understand that I can learn from the experience of trying something which challenges me. I frequently take part in activities which challenge me and I am able to recognise the personal achievement in this.				
1	2	3	4	5
Healthy Lifestyle - <i>Emotional health, physical health, "best" self, sleep, accessing support</i> I can think and talk about ways of living which benefit my emotional and physical health. I have identified ways in which I could lead a healthier lifestyle and have a plan as to how I can make these positive changes. I know what it means to live a healthy lifestyle and I am able to assess my life and make the necessary changes to ensure that I am doing so.				
1	2	3	4	5
Independence and Lifeskills - <i>Travel, time management, money, first aid, communication skills, problem solving</i> I can understand what it means to be independent and talk about the type of things which make a person independent. I have learnt to do some things on my own and I know what help I need in order to be able to become more independent. I am no longer dependent on others to do things for me.				
1	2	3	4	5
Safe and Secure Base - <i>Belonging, attachment, support network, individual liberty, staying safe</i> I can talk about who is present in my life and engage with those people. I have people who are around me who can offer support, keep me safe and will listen to me. I belong somewhere, I feel accepted and I have strong relationships in my life.				
1	2	3	4	5
Self-Concept - <i>Self-awareness, self-belief/confidence, reframing adversity, spiritual awareness</i> I can talk about myself. I can share my ideas and opinions and know that I can influence my future. I know who I am, I can acknowledge my strengths as well as weaknesses and understand that who I have been and who I am now doesn't define who I will be.				
1	2	3	4	5
Understanding of Relationships - <i>"The good, the bad and the ugly", respect, tolerance, teamwork, social development</i> I can talk about different types of relationships. I have respect and tolerance for others, know the difference between healthy and unhealthy relationships and understand what I am looking for in relationships. I am able to take responsibility for what I offer in a relationship and can sustain positive relationships which are built on trust and offer me a sense of belonging.				
1	2	3	4	5

Personal development is based on pupil's voice with regards to how they see their own progressions within 9 areas. We would generally see the scores increase as the pupils become more hopeful and resilient.

In completing the personal development scale, the pupils alongside their PSWS can determine a pastoral target to support further developments. All of these 9 areas are also embedded within our WOW enrichment programme establishing the schema of work for WOW.

READINESS TO ENGAGE

- Readiness to engage is completed using PSWS voice, if the pupil has been unable to complete the personal development scale.
- It is a measuring tool to identify a pupil's communication, participation, and transition and should indicate when a pupil is becoming more ready to engage in the personal development scale and other areas of the Pilgrim offer.

Communication, Participation and Transition monitoring

	1	2	3	4	5	6	7	8	9	10
C	No contact/visibly distressed. Refuses to communicate through care giver	Pupil responds to written communication	Pupil acknowledges the member of staff	Pupil's response is limited/ non-verbal (e.g. hand wave through window)	Pupil will have a limited response to closed questions which may be verbal (one word) May be through care giver	Pupil can respond to open questions with more than a <u>one word</u> answer	Pupil can engage in conversation but seems visibly uncomfortable	Pupil is at ease when engaged in a conversation	Pupil is at ease and will initiate a conversation	Pupil actively engages in conversation with more than one adult in the room
P	No engagement with Pilgrim staff	Pupil able to make some contact; short, time-limited visibility in front of staff	Pupil in the presence of a member of staff	Pupil will engage in an informal activity for a very limited time	Pupil engages in some aspect of a formal activity for a limited amount of time	Pupil is <u>able to</u> engage in an activity for approx. 50% of the time that the Pilgrim staff member is there but may show some discomfort	Pupil participates in an activity with more obvious comfort	Pupil actively participates in an activity with prompting	Pupil is <u>able to</u> contribute to future ideas which relate to activities	Pupil's participation and contribution to activities is high

Transition

(Only after a pupil has ideally achieved a score of 10 in one of the elements above but may be possible from a score of 3)

Date commenced:

	1	2	3	4	5	6	7	8	9	10
	Pupil will willingly listen to ideas about transition	Pupil will engage in a conversation about transition with/through care giver	Pupil will engage in a conversation about transition with member of staff <u>with care giver</u>	Pupil can contribute ideas related to transition with care giver	Pupil will engage and contribute ideas to a formal transition plan with member of staff through care giver	Pupil will engage and contribute ideas to a formal transition plan with member of staff	Transition begins	Pupil can feedback about transition	Pupil actively engages in alternative or amendments for future steps	Achieves goal

PASTORAL ENGAGEMENT

- Pastoral Engagement again is completed based on PSWS voice.
- This is a record of how often the pupil is engaging in pastoral intervention/support/provision. This could be anything pastoral e.g. Time2Talk, WOW, school trips, transition work or attendance support.

Pastoral Engagement

How often is the pupil engaging in Pastoral Support?

- | | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | 1 = Never |
| <input type="checkbox"/> | 2 = some of the time |
| <input type="checkbox"/> | 3 = most of the time |
| <input type="checkbox"/> | 4 = a lot of the time |

HOPE SCALES

- The Hope Scales gives us a quick check on pupils' agency, and pathways thinking so that we can offer support where needed. It also provides opportunity for us to measure the impact of our hope related work and identify what we need to further develop within our hope curriculum.

THE CHILDREN'S HOPE SCALE
(Taken from "The Psychology of Hope" by C. Rick Snyder)

DIRECTIONS: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale below, please select the number that best describes YOU and put that number in the blank space provided. There are no right or wrong answers.

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time
1	2	3	4	5	6

_____ 1. I think I am doing pretty well.

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things that I have done in the past will help me in the future.

_____ 6. Even when others want to quit, I know I can find ways to solve the problem.

NOTES: The Agency subscale score is the sum of items 1, 3 & 5; the Pathways subscale score is the sum of items 2, 4 & 6. Hope is the sum of the three Pathways and three Agency items. Scores can range from a low of 6 to a high of 36.

Agency Score: _____ (Add items 1, 3 & 5)

Pathways Score: _____ (Add items 2, 4 & 6)

Total Hope Score: _____ (Agency Score + Pathway Score)

SIGNS OF SAFETY

Signs of Safety

On a scale of 1-10 where 1 is severely worried about pupils and 10 is no worries at all how worried are you about the pupil's overall wellbeing (school, home, social, physical and mental health).

Pupil Score _____

Parent Score _____

PSWS Score _____

This is where we identify perceptions of pupils, PSWS and parent with regards to an overall scoring for the pupil's overall wellbeing and safety. Quite often this generalised question will open conversations about different scores for the different areas but if this generalised question was broken down to the areas it may not get the same response.

DESTINATIONS, CAREERS, POSITIVE EXPERIENCES



As part of the holistic data, we also record a pupil's destination for post 16, any careers support they may receive such as level 6 careers advice, college visits, careers fairs etc.



The positive experiences that are recorded include anything from attendance at workshops, engagement within interview panels, base roles, and attending trips and events etc.

WOW WELLBEING ON WEDNESDAY

- Lessons are scheduled as a series of individual sessions over a term focussing on a range of topics **but** with links to prior knowledge each time a topic is covered. The program is planned over the course of a year and can be repeated multiple times as pupils' knowledge and experience grow - each session allows for differentiation of learning to cater for pupils at all levels from *encountering* through to *mastering* levels.
- Sessions are a mix of in-house activities with adapted existing pre-written resources and external trips and workshops which are carefully planned to cover a wide range of knowledge needed to develop holistically. Learning outcomes are often implicit and crafted by skilled questioning of the leading staff and clear lesson planning. This enables pupils to feel safe within the sessions and to contribute more as confidence grows.

Community Engagement

Understanding Relationships

Independence and Lifeskills

Safe Secure Base

Self-Concept

Aspirations and Goals

Healthy Lifestyle

Emotional Regulation

Experiences that Challenge

CAREERS



Over this last academic year we have implemented a careers programme on a Wednesday afternoon for any year 11 pupils who wish to participate.



These sessions are built up of a range of careers skills such as college applications, CV's, and Interview Skills as well as external visits from areas all over the careers sector such as armed forces, uniformed services, NHS, apprenticeships etc.



Post 16 will also form a large element of these sessions with pupils being enabled to explore course and placement options and engage in familiarisation visits to gauge the appropriate environmental fit for individual pupils.

ANY
QUESTIONS?

