Whipman Woods Flying High Academy

Early Help and Pastoral Support Policy

2025-26

Reviewed: September 2025

Next Review: September 2026

Introduction

At Whipman Woods Flying High Academy, we are committed to providing a nurturing and supportive environment that promotes the wellbeing, safety, and academic success of every child. Our Early Help and Pastoral Care Policy sets out how we identify, support, and respond to the needs of our pupils and families, ensuring that no child is left behind. This policy aligns with Keeping Children Safe in Education (KCSIE 2025), the updated Relationships, Sex and Health Education (RSHE 2025) statutory guidance, and wider safeguarding legislation.

As a school, we are committed to creating a safe, inclusive, and nurturing environment where every child feels valued, respected, and supported. Our vision is to nurture kind and courageous citizens who will flourish in an ever-changing world, confidently choosing their unique pathways and unlocking opportunities for their future. Guided by The Flying High Children's Characteristics and associated values.

These characteristics and underpinning values guide every member of our organisation, uniting staff and pupils in developing the character, empathy and resilience needed to thrive. We build the character of our children through a carefully planned cycle of Flying High Children's Characteristics and the values that underpin these:

Our children are UNIQUE; showing:

- Aspiration
- Kindness
- Effective Communication

Our children are EXCEPTIONAL; showing:

- Confidence
- Pride
- Curiosity

Our children are SUSTAINABLE; showing:

- Responsibility
- Resilience
- Problem-solving

We also ensure that every child knows, understands and applies our three school rules: **Be Ready, Be Kind and Be Safe** to equip them well to manage all aspects of their lives – both in school and beyond. We are wholly committed to nurturing well-rounded future citizens of the world who excel academically but also embody strong character and values.

Legislative & Statutory Foundations

This policy is underpinned by the following statutory and regulatory guidance:

- Keeping Children Safe in Education (KCSIE 2025)
- Relationships, Sex and Health Education (RSHE 2025 guidance, statutory by Sept 2026)
- Working Together to Safeguard Children
- The Children Act 1989 and 2004
- The Equality Act 2010
- SEND Code of Practice
- Statutory guidance on school attendance (2025)
- Prevent Duty (Counter-Terrorism and Security Act 2015) – ensuring staff are trained to identify and respond to risks of radicalisation or extremism.
- Nottinghamshire Safeguarding Children Partnership procedures, including local thresholds and escalation routes for referrals.
- Guidance on safer recruitment practices, low-level concerns and allegations against staff, and whistleblowing procedures, as required by KCSIE 2025.

Roles and Responsibilities

- **Governors**: Ensure oversight of Early Help and Pastoral Care, providing strategic direction and ensuring resources are in place. The Governor responsible for Early Help and Pastoral Care is Mr Neil Robinson. Governors also have responsibility for ensuring that safeguarding systems are effective, including safer recruitment, oversight of low-level concerns and allegations, Prevent duty compliance and regular safeguarding audits.
- **Headteacher**: Ensures effective implementation of the policy, including staff training and monitoring. The Headteacher of Whipman Woods Flying High Academy is Nicola Green.
- **Designated Safeguarding Lead (DSL):** Coordinates safeguarding and early help processes, liaises with external agencies, and monitors vulnerable children. The Designated Safeguarding Leads in school are Nicola Green, Louise Parkinson and Jennifer Gibb.
- **Pastoral Lead/RSHE Coordinator**: Oversees wellbeing initiatives, RSHE curriculum implementation, and pastoral support structures. The Pastoral Lead at Whipman Woods is Nicola Green and the RSHE Lead is Nicola Green.
- **Teachers and Support Staff**: Provide day-to-day pastoral care, identify emerging concerns, and work in partnership with parents and carers. All staff must attend regular safeguarding training (including online safety and mental health awareness) and follow the school's whistleblowing policy if they have concerns about the behaviour of colleagues
- **Virtual School Head**: Supports children with a social worker or in kinship care, ensuring pastoral support and educational outcomes.

Pastoral Care Provision

Pastoral care at Whipman Woods is delivered through a whole-school ethos of care, respect, and inclusion. Provision includes:

- A bespoke approach to the curriculum, including a personal development programme that educates our children in understanding and managing their emotions, explicitly teaching

behaviour, how our brains work and toolboxes of strategies to support with emotional regulation.

- Personal Development – Learning to do things in the 'Whipman Woods' way', PSHE, and RSHE lessons
- Wellbeing assemblies and enrichment activities
- Pupil voice initiatives, Pupil Minsters, Kindness Leaders and the School Council
- Mentoring, buddy systems, and peer support
- Social and Emotional support
- Access to wellbeing resources and safe spaces, including break out spaces and enhanced curriculum spaces
- Strong links with the Flying High Partnership and the NCC ESHAW Team
- Specific recognition of additional support for children with SEND and other vulnerabilities, as these groups may face higher safeguarding risks.

Early Help Procedures

We recognise that early identification and intervention are key to preventing escalation of need. Our Early Help procedures include:

- Monitoring attendance, behaviour, and wellbeing
- Staff raising concerns with the DSL/DDSL
- Termly School Springboard meetings supporting a solution focused approach
- Use of Early Help Assessments (EHAs)
- Liaison with external agencies (e.g. CAMHS, social care, health services)
- Supporting families through signposting and school-based interventions
- Reviewing and monitoring plans regularly with parents and agencies
- Ensuring that neglect and other forms of abuse are considered as potential underlying causes of need.
- Applying clear thresholds for referral to children's social care in line with Nottinghamshire Safeguarding Children Partnership guidance.

RSHE and Online Safety Integration

RSHE and online safety are integral to our pastoral and safeguarding approach. We teach children how to build and maintain healthy relationships, understand consent, recognise and challenge harmful gender stereotypes, and stay safe online. This includes:

- Teaching about misinformation, disinformation, and conspiracy theories
- Understanding risks from AI technologies, deepfakes, and harmful online content
- Promoting resilience against online misogyny, pornography, and harassment
- Inclusive teaching on diverse families, relationships, and identities
- Age-appropriate discussions on mental health and suicide prevention (delivered with external expertise)

More information on our approach to RSHE and Online Safety can be found in the linked policies.

Monitoring, Review and Linked Policies

This policy will be reviewed annually by the Governing Body and Senior Leadership Team, taking into account statutory updates, best practice, and school context. It links directly to the following policies:

- Child Protection & Safeguarding Policy
- Online Safety Policy
- Behaviour and Attendance Policy
- RSHE Policy
- SEND Policy
- Mental Health & Wellbeing Policy
- Data Protection and Online Safety Policies
- Data Protection and Online Safety Policies
- Safer Recruitment and Whistleblowing Policies
- Allegations Against Staff and Low-Level Concerns Policy

The review will include evaluation of multi-agency working and engagement with Nottinghamshire Local Safeguarding Children Partnership procedures.

Approval and Review Cycle

Approved by: Governing Body

Date: September 2025

Next Review: September 2026