



Rivendell Flying High Academy
Early Help and Pastoral Support Policy
2026-27

Next Review – September 2027

Introduction

At Rivendell 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 2026), the updated Relationships, Sex and Health Education (RSHE 2026) statutory guidance, and wider safeguarding legislation.

At Rivendell, 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 pathways and unlocking opportunities for their future. Guided by our core values of respect, being intrepid, success, and engagement, we ensure that every child knows and follows our three school rules – be safe, be kind, and be ready to learn. We are committed to nurturing well-rounded future citizens of the world who excel academically and embody strong character and values. Our Child Protection Policy is an integral part of promoting these values and our educational philosophy, aiming to instil in our children the core virtues of Kindness, Courage, Citizenship, Community, Respect, and Perseverance.

Legislative & Statutory Foundations

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

- Keeping Children Safe in Education (KCSIE 2026)
- Relationships, Sex and Health Education (RSHE 2026 guidance)
- 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)

Roles & 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 Mrs Clare Cross.
- **Headteacher:** Ensures effective implementation of the policy, including staff training and monitoring. The Headteacher of Rivendell is Mrs Julie Worthington.
- **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 Julie Worthington, Lauren Newson, Hannah Tomkinson, Heidi Ackroyd and Holly Dunford.
- **Pastoral Lead/RSHE Coordinator:** Oversees wellbeing initiatives, RSHE curriculum implementation, and pastoral support structures. The Pastoral Lead at Rivendell is Mrs Heidi Ackroyd and the RSHE Lead is Julie Worthington.

- **Teachers & Support Staff:** Provide day-to-day pastoral care, identify emerging concerns, and work in partnership with parents and carers.
- **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 Rivendell 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 be a Rivendellian, PSHE and RSHE lessons
- Wellbeing assemblies and enrichment activities
- Pupil voice initiatives and school council - The wishes, feelings and lived experiences of children are central to all early help and pastoral support planning. Wherever appropriate, children are actively involved in decisions about the support they receive.
- Mentoring, buddy systems, and peer support
- A dedicated Emotional Literacy Support Assistant (ELSA)
- 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
- A dedicated bespoke provision, Kings College, provides additional personalised support for children whose needs require an adapted curriculum, individualised pastoral support and coordinated multi-agency involvement. Provision is planned by senior leaders in partnership with external agencies and families.

Early Help Procedures

Rivendell adopts a graduated approach to support, ensuring that interventions are proportionate to need. Children may receive:

- Universal support through high-quality pastoral provision.
- Targeted support through mentoring, ELSA interventions and pastoral check-ins.
- Early Help through multi-agency assessment and planning.
- Specialist support through external agencies where required.

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
- 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

Attendance is viewed as a safeguarding and wellbeing priority. The school works proactively with children and families to understand and address barriers to attendance, recognising the significant impact attendance has on children's safety, wellbeing and educational outcomes.

Rivendell Flying High Academy recognises that some children may require additional pastoral support and early intervention due to identified vulnerabilities. This may include children with SEND, disadvantaged pupils, children with a social worker, young carers, looked after and previously looked after children, children who attend school irregularly, children experiencing mental health difficulties and children with English as an Additional Language (EAL). The school proactively identifies barriers to learning and wellbeing to ensure support is provided at the earliest opportunity.

RSHE & Online Safety Integration

RSHE and online safety are integral to our pastoral and safeguarding approach. We teach children how to build 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 & 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

Evaluation of Provision

Leaders evaluate the effectiveness of pastoral and early help provision through:

- Attendance data.

- Behaviour and wellbeing information.
- Pupil voice activities.
- Parent feedback.
- Early Help outcomes.
- Case study reviews.
- Safeguarding monitoring.
- Analysis of vulnerable groups.

Findings inform ongoing school improvement and resource allocation.

Approval & Review Cycle

Approved by: Governing Body

Date: September 2026

Next Review: September 2027

