

P2 – PASTORAL CARE AND PERSONAL DEVELOPMENT

1.0 AIMS AND ETHOS

- 1.1 St Dunstan's College is ambitious and forward-thinking in its approach to pastoral care. Our pastoral systems aim to support pupils' holistic development; to foster the College values of confidence, curiosity, compassion, creativity and courage and to encourage social responsibility.
- 1.2 Our individualised pastoral care is delivered by our trained form tutors and teachers and wider pastoral teams (including Section Heads (Junior School) and Heads of Year and Heads of Section (Senior School) and values and supports the individual needs and diversity of our pupil body.
- 1.3 The College aims to effectively equip pupils emotionally and practically for life at and after St Dunstan's, in the recognition that they are growing up in a challenging and changing world.
- 1.4 Our pastoral care programme plays a key role in pupils' spiritual, moral, social and cultural development, in conjunction with our Hecker, Forder and Stuart curricula.

2.0 PASTORAL CARE

- 2.1. Every child has a form teacher (Junior School) or form tutor (Senior School) who is responsible for overseeing their personal development at St Dunstan's.
- 2.2. In the Junior School, the form teacher is responsible for delivering the curriculum, with increasing involvement of specialist teachers as children move from EYFS to Prep. They will be with their form for the majority of the school day. During form periods, they are responsible for taking mandatory attendance registers, attending assemblies with their form, reviewing and supporting pupils with their academic and pastoral progress and reflecting upon themes of the week and events of local, national or global significance.
- 2.3. In the Senior School, form tutors see their tutees twice a day for morning and afternoon registration. During this time, tutors are responsible for taking mandatory attendance registers, attending assemblies with their tutor group, reviewing and

supporting individuals with their academic and pastoral progress and delivering our Usherwood pastoral programme. Tutors also focus on restorative community building activities, encouraging pupils to use Circle Time/Round Tables to discuss relevant issues in the school and wider life.

- 2.4. Pastoral care at St Dunstan's includes having high expectations with high support, outstanding awareness of pupils' individual learner characteristics and supporting pupils to take ownership of their outcomes in all four curricula, in particular the Stuart and Usherwood programmes.
- 2.5. The quality of pastoral care is reviewed through regular learning walks by pastoral leaders and feedback from pupils and parents. Form tutors/form teachers meet regularly in their sections to discuss year group priorities.

3.0 USHERWOOD PASTORAL PROGRAMME (SENIOR SCHOOL)

- 3.1 The aims of the Usherwood programme are to support pupils in the ownership of their emotional wellbeing, to develop pupils' self-awareness and resilience, and to celebrate individual learner characteristics, including neurodiversity. This is underpinned by a strong pastoral care system that ingrains the College values, in particular compassion in the College community.
- 3.2 The Usherwood programme is structured through a tripartite framework:
 - Wellbeing, mental health and resilience: How do I manage my own wellbeing, build resilience and increase my mental health awareness?
 - Individual learner characteristics and neurodiversity: How can I develop awareness and understanding of my own individual learner characteristics and those of others?
 - Pastoral care and a compassionate community: How can I lean on those around me and build a compassionate community?
- 3.3 **Wellbeing, mental health and resilience:** This programme will educate children on the actions they can take to manage their own emotional wellbeing and build resilience to challenging circumstances. This is structured around the five pillars to mental health – connect, be active, notice, learn and give. We will also look at awareness of mental health conditions. Typical activities to explore may include mindfulness practice, sleep hygiene, awareness of cognitive processes and neuroplasticity.
- 3.4 **Individual learner characteristics and neurodiversity:** This is structured around two key concepts. Firstly, the importance of understanding and responding to individual learner characteristics, including emotional, neurological, linguistic, medical, physical and educational differences. The Wellness Centre and Learner Support Areas are hubs for the provision of specialist support with any needs arising from individual learner characteristics. Secondly, the delivery of knowledge-based

schemes of learning to educate all of our children and young people about individual differences, in particular neurodiversity, encompassing ASD, ADHD, dyslexia, epilepsy and other forms of neurodivergence.

- 3.5 **Pastoral care and a compassionate community:** In this strand, pupils learn empathetic investigation of their own strengths and areas for improvement and how to set goals and review progress against goals. Our Themes of the Week serve to infuse the full range of College values, with a particular focus on compassion within the College, local and international communities.
- 3.6 In the Junior School these topics are covered during form time, assemblies, the Stuart Curriculum and visiting speakers.

4.0 COLLEGE PARLIAMENT

- 4.1 Pupils are encouraged through pupil voice and College Parliament to act as architects of the College community, driving change and improvement such that the community continues to be forward-thinking, liberal, accepting and harmonious.
- 4.2 College Parliament includes democratically elected representatives from Year 2 to Year 13. These representatives serve a one-year term and meet regularly to discuss issues arising and strategic priorities for the College.
- 4.3 College Parliament is led and driven by the Senior School Prefects, with overall responsibility given to the Deputy Head of School (Pupil Voice).
- 4.4 An annual G12 summit is held at which pupils review the achievements of College Parliament and set the strategic priorities for the forthcoming year.

5.0 PARTNERSHIP WITH PARENTS

- 5.1 Working in partnership with parents and carers is at the centre of the pastoral model at St Dunstan's College, with parents receiving regular feedback on their child's pastoral achievements, alongside academic attainment. Parents are expected to work with the school to ensure high levels of attainment, attendance and standards of behaviour, in line with the parent contract.
- 5.2 Parents are expected to follow the guidance set out in our Parent Communications Pyramids, to ensure that the most appropriate member of school staff can respond to your request. In the vast majority of cases, the first point of contact is your child's form teacher or form tutor, as shown in the pyramid.
- 5.3 My School Portal is the vehicle through which we communicate with parents, including data on pupils' rewards and sanctions, attendance and attainment. It

also is the vehicle for year group messages, through the parent newsletters and College letters. Existing parents wishing to find out information about the College, should access the Parent Portal as their first port of call.

6.0 THE WELLNESS CENTRE

- 6.1 The Wellness Centre serves as the hub for meeting individual pupil needs at the College, with a full-time College Nurse, Attendance Officer and Assistant, two College counsellors and close working with the SEND, pastoral and safeguarding teams across both Junior and Senior Schools.
- 6.2 Counselling services are available to all young people at the College. Pupils in the Junior School and Lower School will have permission sought from parents before counselling is permitted to start. Students in the Middle School and Sixth Form are generally considered competent to self-refer for counselling, independent of parents, although we always encourage students to speak to the parents about this.
- 6.3 Each pupil who is referred to our counselling service will receive an initial short assessment to determine whether in-school counselling is the most appropriate form of support. If eligible, pupils will receive a block of six counselling sessions. In exceptional cases, this may be extended but generally parents will need to seek outside support, should they wish for their child to receive more prolonged counselling support. In some cases, our counsellors may determine that a child's needs are complex and can only be supported by CAMHS. Children cannot be supported both by CAMHS, and by our school counsellors.
- 6.4 The College peer mentoring service also operates from the Wellness Centre, with Middle School and Sixth Form students receiving specialist training to be able to support and listen to younger students with their day-to-day, lower-level concerns.
- 6.5 Further information on the College's approach to safeguarding and mental health can be found in P1 Child Protection and Safeguarding.

RELATED DOCUMENTS

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| Principles of Excellent Pastoral Care |
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| The Role of the Form Teacher - Tutor |
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RELATED POLICIES

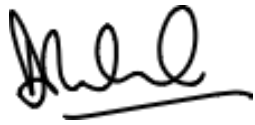
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| P1 Child Protection and Safeguarding |
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| P4 Anti-bullying |
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P5 Curriculum

P15 ICT Policy

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