



## P2 – Pastoral care & personal development

Policy Owner: Deputy Head Pastoral

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## Version Control Information

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Annual review	Deputy Head Pastoral	Michaelmas 2024	New template  No material amendments necessary

## Contents

<a href="#">1. Aims</a>	2
<a href="#">2. Legislation</a>	2
<a href="#">3. Roles and responsibilities</a>	2
<a href="#">4. Policy content</a>	3
<a href="#">5. Monitoring</a>	3
<a href="#">6. Links with other policies</a>	4

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### 1. Aims

Rosemead aims to effectively equip children emotionally and practically for life now and in the future, in the recognition that they are growing up in a challenging and changing world.

Rosemead's motto of 'Inspiring Brilliant Futures' and our Roots of Rosemead, are at the heart of our approach towards pastoral care. Our pastoral systems aim to infuse social conscience and ethical thinking in our children and to develop values through Rosemead's Roots by being kind, confident, honest, respectful, responsible, communicators, creators, curious, risk-takers and thinkers.

### 2. Legislation

This policy is based on the expectations laid out by the Independent Schools Inspectorate (ISI) and references the Independent Schools Standards and Regulations (ISSRs). Complaints relating to Early Years Foundation Stage (EYFS) provision can also be directed to Ofsted and by doing so operate on different timelines to the ones outlined in this policy.

### 3. Roles and responsibilities

#### 3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for the management and control of its schools, but delegates day-to-day oversight to the Head of St Dunstan's Education Group (Head of the Group), who turn line manages the Heads of each school, specifically the Head of Rosemead Preparatory School and Nursery, the Head of St Dunstan's Junior School and the Head of St Dunstan's Senior School. This policy reflects that structure.

The governing body has a duty to:

- Review this policy annually and ensure it adheres to the ISSRs

#### 3.2 The Head of Rosemead

The Head of Rosemead is responsible for leading pastoral care and personal development. This involves:

- Developing and maintaining a whole school culture that ensures a nurturing and supportive environment where children feel safe and encouraged to thrive not only academically but also emotionally, socially, and personally.
- Ensuring systems and procedures are in place to maintain and develop the pastoral care and personal development of the children.
- Communicating regularly to parents to ensure they are aware of the pastoral care we provide and to enable them to support their children in the same ways at home.

### **3.3 Detail all other key role holders and their duties**

The Pastoral Deputy is responsible for pastoral care and personal development. This involves:

- Overseeing the provision of pastoral care and personal development at Rosemead
- Leading on PSHE Education curriculum
- Liaising with School Counsellor
- Working closely with the DSL and SENDCO to ensure the needs of all children are supported
- Working with staff to ensure the pastoral care and personal development of the children remains a priority

### **3.4 Staff**

Staff are responsible for pastoral care and personal development. Staff will:

- Oversee the pastoral care and personal development of children
- Actively promote emotional wellbeing in all children
- Promote the Roots of Rosemead and House system
- Liaise regularly with DSL and Enrichment Team when applicable

Our individualised pastoral care is largely delivered by teachers and Heads of House, however, all staff will have a role to play in recognising and supporting the individual needs and diversity of our pupil body.

### **3.5 Pupils and parents/carers**

Pupils and parents /carers will:

- Embrace the pastoral care we provide and demonstrate the core values we promote

## 4. Policy content

Every child has a class teacher who is responsible for overseeing their pastoral care and personal development at Rosemead. The leadership team, specialist teachers and Heads of Houses also play a pivotal role in every child's pastoral care and personal development.

The quality of pastoral care is reviewed through regular learning walks by pastoral leaders and feedback from pupils and parents. Class teachers meet regularly in their sections to discuss year group priorities.

### **PASTORAL PROGRAMME**

Rosemead aims 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 Roots of Rosemead. At the Pre-Prep the Roots of Rosemead are linked to animals (shown in brackets) to make the values system age-appropriate for our youngest children.

The Roots of Rosemead are:

Pastoral

1. Kind (Koala)
2. Confident (Cat)
3. Honest (Otter)
4. Respectful (Robin)
5. Responsible (Rhino)

Academic

1. Communicators (Chicken)
2. Creators (Kangaroo)
3. Curious (Crab)
4. Risk-Takers (Turtle)
5. Thinkers (Toucan)

These form Rosemead's Themes of the Week and are discussed in assemblies and reinforced through activities set by class teachers and Heads of House. Children are rewarded in our weekly Celebration Assemblies with certificates for demonstrating a value consistently over the week.

The House System at Rosemead is linked to constellations and we have created a bespoke story of how they are linked to Rosemead to inspire and engage the children. The four Houses are:

1. Ursa (Bear, Green)
2. Aquila (Eagle, Yellow)
3. Lacerta (Lizard, Red)
4. Dorado (Swordfish, Blue)

Each House group has a colour and animal linked (in brackets). The children in Pre-Prep have a set of the 4 animals as teddy mascots in their classrooms and have a system in place where each Friday, a child is chosen to take the teddy linked to their House home for the weekend as a reward.

Over the week the children can earn star shaped House Tokens for excellent learning/behaviour. The House Captains collate the number of House Tokens and in our weekly Celebration Assemblies the winning House for each week is announced. At the end of each term a winning House is announced and they earn themselves a 'House Party'.

House meetings happen every few weeks with children in either N-Y2 or Y3-Y6 and are led by the Heads of House. These meetings may involve craft, story, challenge, singing and a time to connect. Siblings are always in the same House Group.

Within PSHE Education pupils learn how to manage their own emotional wellbeing and build resilience to challenging circumstances. Typical activities to explore may include mindfulness practice and yoga. The older pupils learn about sleep hygiene and awareness of cognitive processes.

The Enrichment Department fully supports the individual with their specific needs, including emotional, neurological, linguistic, medical, physical and educational differences. The Enrichment Department offers specialist support with any needs arising from individual learner characteristics.

Rosemead Counsellor offers a programme of talks covering topics such as: transition, dealing with fears and taking on leadership and responsibility. The counsellor is also able to give one to one support as required.

Rosemead believes that the pupils should demonstrate compassion for their community and more widely. The pupils are actively involved in charitable acts. Year groups select a charity to support each year and become actively involved in the supporting and fund raising for their individual charity. We aim to instil a social conscience amongst our children.

## **SCHOOL COUNCIL**

Pupils are encouraged through pupil voice and School Council to be forward thinking in their ideas to promote a better Rosemead.

The School Council includes democratically elected representatives from Year 2-6. These representatives meet regularly to discuss issues arising. Class discussions are arranged by class representatives.

## **5. Monitoring**

This policy will be reviewed by the Deputy head pastoral annually.

## **6. Links with other policies**

This Pastoral Care and Personal Development policy links to the following policies:

- Safeguarding and Child Protection
- Behaviour

- Anti-bullying
- Enrichment
- Transitions
- Pupil Attendance
- Bereavement
- Equity, Diversity and Inclusion
- Equal Opportunities