Charitable Objects of St. Catherine's School- *The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*

ST CATHERINE'S SCHOOL BRAMLEY

PREP SCHOOL PASTORAL AND WELLBEING POLICY

'Believe… Achieve… Succeed'

Policy Holder	Denise Irons
Date Approved	September 2026
Approval	Pastoral and Wellbeing Committee
Date for next review	September 2027

This policy will be reviewed annually or sooner if there are statutory revisions.

The Policy

We aim to create a safe, healthy and happy environment and community with an expectation of equality, respect, courtesy and consideration. We view relationships as central to pastoral care, happiness and wellbeing. We recognise that pastoral care and wellbeing are fundamental components of safeguarding. Effective pastoral support helps children to feel safe, develop trusted relationships with adults, recognise concerns and seek help when needed.

All members of St Catherine's staff have a responsibility for the pastoral care and wellbeing of the pupils. Our team of well qualified staff support pupils' needs, encouraging and supporting them in every aspect of their learning journey as they form new relationships with both children and adults and learn about managing their own feelings and behaviour.

Our Prep School values of **Compassion, Creativity and Curiosity** together with our 'Life Matters' programme, jointly strive to achieve the following:

- To provide a supportive learning environment.

- To develop pupils' ability to distinguish right from wrong and to understand and respect the civil and criminal law of England.
- To encourage pupils to accept responsibility for their behaviour.
- To provide opportunities which enable pupils to show initiative.
- To enable pupils to understand and respect public institutions and services in England.
- To develop good relationships and identify the features of healthy relationships both within the school and wider community.
- To encourage respect for other people with regard to the protected characteristics under the Equality Act 2010 (See Life Matters scheme of work). Particular attention is given to ensuring that pupils feel safe and included regardless of race, religion or belief, disability, sex, sexual orientation, gender reassignment or other protected characteristics.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and to provide pupils with effective preparation for the opportunities, responsibilities and experiences of life as a citizen in British society.
- To facilitate the expression of a diverse range of political viewpoints without indoctrination.
- To promote financial and economic awareness.
- To develop a healthy, safe lifestyle and make and act on informed decisions including digital citizenship, online safety, healthy technology use, privacy, consent, digital footprints and emerging online risks.
- To support pupils to navigate emerging technologies safely, including artificial intelligence, deepfakes, manipulated content and online misinformation.
- To equip the pupils to deal with the onset of adolescence and adult life.
- To equip the pupils to manage their academic, personal and social lives in a positive, safe and healthy way.
- To encourage respect for democracy and provide opportunities for participation in the democratic process.

We believe that pastoral care is paramount and is central to creating a successful school community. Our pastoral provision promotes respectful behaviour and healthy relationships and helps pupils understand, recognise and report bullying, harassment, child-on-child abuse, harmful sexual behaviour and discrimination.

The Prep Senior Leadership Team is responsible for monitoring pastoral care of all pupils which is seen as the responsibility of all members of staff.

Our Life Matters curriculum (PSHE/PSED, RSHE) is monitored and evaluated by our Life Matters Lead.

Our Pastoral Co-ordinator oversees our pastoral systems which include Tutor Groups and Shadows as well as our playtime provision and other tools and activities that promote wellbeing and positive mental health. The school promotes respectful relationships and actively challenges harmful attitudes including sexism, misogyny, sexual harassment and violence against women and girls (VAWG).

Pastoral and Wellbeing is promoted through our Life Matters (PSHE/PSED, RSHE curriculum) as well as via:

Academic Tracking
Pupils' academic progress is discussed termly at year group Progress Meetings. There is a natural overlap with pupils' emotional wellbeing and academic success; action points are recorded and followed up.

Awards, Rewards and Discipline
The school operates a positive reinforcement approach to discipline which promotes good behaviour and clear rules of:

- Be Ready
- Be Respectful
- Be Safe

Pupils are supported and nurtured through challenging situations. Our Anti-bullying Policy also further supports and advocates our restorative approach. Pre-Prep pupils are awarded Kindness Awards in weekly assemblies.

Assemblies
Assemblies are usually held twice per week. These are influenced by our Christian foundation which is central to the School's vision. They often reflect and celebrate international multi-cultural events, pupils' achievements, pupil voice, charitable projects and much more. Assemblies may be led by the Prep Head, members of staff, whole classes/year groups and individuals or small groups of pupils, thereby facilitating leadership responsibility. The Head of Pre-Prep leads weekly Pre-Prep assemblies for EYFS and Key Stage 1 pupils. Our Pastoral and Life Matters Leads also take assemblies which may introduce new units of the Life Matters curriculum (Jigsaw), mark key Prep School events such as Anti-Bullying Week or mark national days such as Child Mental Health Day.

Buddies
The School operates a buddy system; in all Forms from PPII, pupils are paired each week with a different partner who they expect to work with, have lunch with and go to Chapel with. We share an expectation with pupils that they must work and play harmoniously with others.

Chapel
Separate Chapel services are held once a week for Pre-Prep (EYFS and Key Stage 1) and Key Stage 2 pupils. Pupils learn to listen and reflect on Bible stories and their messages and relate these to their

own experiences or beliefs. Throughout the year, additional services are held in the Chapel and other local churches in celebration of school events, e.g. St Catherine's Day, Remembrance Day, Mothering Sunday, Harvest Festival, Christmas.

Charities

The School actively supports charities at home, nationally and overseas through various fundraising initiatives often suggested and organised by the pupils. This helps the pupils to acquire a deep understanding of, and respect for, others in need and to develop an awareness of how they contribute to the lives of those in their locality.

Extra-curricular activities

There are many extra-curricular opportunities that promote our pastoral aims. Pupils are encouraged and given the freedom to make choices across a wide range of activities including music, sport and creative arts, knowing that they are in a safe and supportive environment. All Key Stage 2 pupils attend a residential trip which encourages the development of independence, self-confidence, team building, cultural awareness and knowledge of new settings. Place to Be and Place to Talk are popular clubs that run to promote and support wellbeing. These offer a quiet space for rest and reflection alongside promoting the importance of expressing themselves and talking through issues through activities and give pupils the opportunity to speak 1-1 with an adult.

We plan whole school initiatives to address a range of pastoral topics, e.g. Mental Health Week/Let's Talk Day, Anti-bullying week and NSPCC workshop.

Girls of Concern

Concerns of any nature are discussed with the Prep Head. If necessary, meetings with parents will be arranged. We are committed to working in partnership with parents and keeping lines of communication open. Any pupil giving concern will be raised via our weekly Staff Meetings and Senior Leadership Team meetings as a 'Girl of Concern.' The Pastoral and Wellbeing Committee receives regular reports on pastoral trends, wellbeing data, safeguarding themes and emerging concerns.

Guidance for Girls - Staying Safe poster

The Guidance for Girls poster is displayed in classrooms and included in the FI-LII pupils' planners and UII-LIII google classroom and is discussed with pupils at the beginning of every term. This encourages the pupils to share concerns and guides them how to do so and with whom.

Expectations are made clear, and pupils understand that rules are present to govern and keep them safe. Pupils are encouraged to speak to any trusted adult and understand that concerns about their safety or the safety of others will always be taken seriously.

House System and School Council

The House system creates a sense of belonging; pupils gain confidence by earning House points for their Houses and enjoy participating in House events and competitions. School Council provides a platform for pupils to discuss matters relating to school life and to share their ideas and

initiatives. These ideas influence curriculum reviews, new initiatives and school policy where appropriate. Pupil voice is encouraged, and girls are made aware that they can and should raise suggestions and concerns via their Form Teacher, Tutor, House staff, LIII Prefects or make use of the suggestion box located outside the Prep Head's study. Such comments can be anonymous if the child wishes them to be so. We also undertake an annual exit survey with LIII girls and may conduct other surveys to ascertain pupil views and experiences where appropriate. Outcomes from pupil voice activities, surveys and School Council discussions are used to inform pastoral provision, curriculum development and school improvement planning.

Outreach

Pupils engage in a range of activities with local partner schools, Bramley C of E (VA) Infant and Nursery School, Gosden House School, Tillingbourne Junior School and Wonersh and Shamley Green Primary School. Pupils also benefit from visiting local organisations where they learn about people in their locality.

Visiting speakers

The School arranges for a number of guest speakers to further enhance the pupils' experience and broaden the scope of views and voices available to them. This includes a range of authors and illustrators via our Librarians Literary Lecture series and parent speakers who present as part of our Careers Programme for UII and LIII. Guest speakers are vetted, and appropriate steps taken to ensure their suitability.

Pastoral Monitoring and Mentoring

We take pastoral care and monitoring seriously at St Catherine's. All staff have a responsibility to care for pupils in their forms, in lessons, on break duty or in extra-curricular activities. Any pupils causing concern are discussed at staff meetings under 'Girls of Concern' so that their best interests are known and catered for. If it is felt that a particular pupil or group of pupils require some individual or group mentoring, this is arranged as a 'nurture group' where pupils have the opportunity to participate in an activity and talk freely with a member of staff. Pupils may receive 1-1 mentoring support which often covers emotional regulation, confidence building or growth mindset work. Our resident psychologist advises on individual needs where requested and pupils can be referred for 1-1 therapy or counselling if required. Staff receive training to identify children who may require early help, mental health support or safeguarding intervention and understand referral pathways available within and beyond the school.

Positions of Responsibility / Leadership

All pupils from PPI to LIII have the opportunity to represent the school through a range of monitor positions (e.g. Eco, Library, Form and Vice Captains). By LIII, all pupils are Prefects and assume responsibility for a specific aspect of school life in which they assist pupils and staff alike. Wellbeing Ambassadors run a wellbeing board, award system and weekly activities during playtimes. Alongside them, Playground Ambassadors and Playground Buddies are appointed. These pupils are role models, supporting younger pupils at play. All pupils are expected to set a good example of behaviour and appearance to the rest of the school. Pupils regularly make suggestions and present

ideas and initiatives. This is actively encouraged and provides important opportunities for pupils of all ages to lead, with appropriate levels of the help, support and guidance from staff.

Records of Achievement

At the end of each term, pupils reflect on their achievements and devise targets for future development. These are recorded in their Record of Achievement. This document is collated throughout the School and presented to the pupils when they complete their time in the Prep School as a powerful tool for them to recognise and reflect on their progress.

Reporting to Parents

The school has an open-door policy, and parents are encouraged to raise any concerns to staff in a timely manner before they escalate. We believe that a successful 3-way partnership with pupils, teachers and parents is key in maintaining wellbeing. We communicate with parents regarding pastoral and academic progress in the following ways:

- A "Welcome Talk" evening
- New pupils' feedback discussions with form staff
- New parents' coffee morning
- Twice yearly Parents' Meetings
- @Home Events for parents to view work with their daughter in their classrooms
- Target setting
- Annual report to parents
- Optional follow-up meeting after annual report
- CATS Eyes and the school magazine publishes school successes

As part of our welcome procedures, new pupils are assigned a 'Shadow' prior to arriving at St Catherine's Prep School; a letter is written by the Shadow to the new pupil and a play date arranged before starting school. This relationship allows pupils to feel confident and welcomed upon their arrival.

St Catherine's Awards

This award in KS2 recognises and records pupils' reflections and community contributions both in and outside school, promoting many aspects of active citizenship, positive wellbeing attributes and project work using individual expression. This includes an enterprise project in each year group which promotes economic and financial literacy and learning through a real-world enterprise project.

Talk Ask Get help

The acronym TAG is displayed and used throughout the school to support pupils in tackling friendship issues. Included in girl's planners, this initially structured process is supported by adults and gradually becomes more independently used. It involves expressing and verbalising how we feel, listening to and empathising with the feelings of others and finding our own solutions or satisfactory outcomes for what we need to feel better. This encourages pupils to develop a number of advanced skills including good emotional literacy.

Tutor groups

Every pupil from PPII-LIII (Years 1-6) is assigned a Tutor for the duration of their Prep School life. Vertically grouped pastoral meetings convene regularly with a focus on happiness and wellbeing. Pupils participate in discussions and activities promoting strategies for successful mental health and wellbeing. Tutor groups also provide opportunities to explore current affairs nationally and internationally, Fundamental British Values and democratic processes. These meetings ensure that political views are expressed in an age-appropriate way, favouring all views evenly.

Religious Studies

Religious Studies enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At St. Catherine's Prep School, we develop the pupils' knowledge and understanding of the major world faiths and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable pupils to develop a sound knowledge not only of Christianity but also of the other monotheistic religions: Judaism and Islam. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the pupils learn *from* religions as well as *about* religions. The RS curriculum covers: Fairness, Respect, Self-understanding and Enquiry.

Cross-Curricular links

All students are encouraged to explore and express their views on a variety of topics throughout the curriculum. The creative arts support our pastoral aims; they offer a wealth of opportunity for introducing and celebrating the art, music and dance of different nationalities. Other cultures and ways of life are studied in Geography and History. In MFL, pupils learn to speak other languages and learn to respect the cultures of other countries. In English, pupils may learn to debate, and study stories from around the world which encourage understanding of other cultures. Group work in the curriculum enables pupils to respect and appreciate the views of others. Wherever relevant in curricular areas, British Values are actively promoted e.g. WWII history in LIII (Year 6), Monarchy and Saints' Days in LII (Year 4) humanities.