St Dunstan's College
SENIOR

PART OF
ST DUNSTAN'S EDUCATION GROUP

PASTORAL CARE

Policy Owner:	Head of School
ISSR Reference:	Part 2 – Spiritual, Moral, Social and Cultural Development of Pupils Part 3 – Welfare, Health and Safety of Pupils
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Approved by:	Local Board
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Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Deputy Head Pastoral	Michaelmas 2024	New template Converted to a Senior School only policy No material amendments necessary
Annual review	Deputy Head Pastoral	Michaelmas 2025	Combined spine policy and related documents

1. Aims

This policy is applicable to staff, students and parent/carers of St Dunstan's College Senior School ('the school') and aims to ensure all parties are clear on the mechanisms through which pastoral care is delivered and overseen in the school.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Keeping Children Safe in Education (Sep 2025).

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for pastoral care but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who delegates responsibility to the Head of the Senior School, who line manages the Deputy Head Pastoral.

The governing body has a duty to:

- Review this policy annually
- Ensure the school follows what is articulated within this policy.

3.2 The Head of Senior School

The Head of the Senior School and Deputy Head Pastoral for the Senior School are responsible for pastoral care. This involves:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.3 Staff

Staff are responsible for the provision of pastoral care in the school. Staff will:

- Implement the framework outlined in this policy, including specific roles for tutors and teachers

3.4 Students and parents/carers

Students and parents/carers are responsible for communicating effectively with the school regarding any support that may be required. Students and parents /carers will:

- Adhere to the parent / carer communications pyramid
- Use My School Portal to keep up to date with communications from the school.

4. The school's approach to pastoral care

St Dunstan's College is ambitious and forward-thinking in its approach to pastoral care. Our pastoral systems aim to support students' holistic development; to foster the school values of confidence, curiosity, compassion, creativity and courage and to encourage social responsibility.

Our individualised pastoral care is delivered by our trained form tutors and teachers and wider pastoral teams (including Heads of Year and SSLT Links) and values and supports the individual needs and diversity of our student body.

The school aims to effectively equip students emotionally and practically for life at and after school, in the recognition that they are growing up in a challenging and changing world.

Our pastoral care programme plays a key role in students' spiritual, moral, social and cultural development, in conjunction with our Hecker, Forder and Stuart curricula.

4.1 Pastoral care

Every student has a form tutor who is responsible for overseeing their personal development in the 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 students with their academic and pastoral progress and delivering our Usherwood pastoral programme. Tutors also focus on restorative community building activities, encouraging students to use circle time/round tables to discuss relevant issues in the school and wider life.

Pastoral care at the school includes having high expectations with high support, outstanding awareness of students' individual learner characteristics and supporting

students to take ownership of their outcomes in all four curricula, in particular the Stuart and Usherwood programmes.

The quality of pastoral care is reviewed through regular learning walks by pastoral leaders and feedback from students and parents/ carers. Form tutors meet regularly with their Heads of Year to discuss year group priorities.

4.2 Usherwood pastoral programme

The aims of the Usherwood programme are to support students in the ownership of their emotional wellbeing, to develop self-awareness and resilience, and to celebrate individual learner characteristics, including neurodiversity. This is underpinned by a strong pastoral care system that ingrains the school values, in particular compassion in the school community.

The Usherwood programme is structured through a 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?

4.2.1 Wellbeing, mental health and resilience

This programme will educate students 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.

4.2.2 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 students about individual differences, in particular neurodiversity, encompassing ASD, ADHD, dyslexia, epilepsy and other forms of neurodivergence.

4.2.3 Pastoral care and a compassionate community

In this strand, students 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 school values, with a particular focus on compassion within the school, local and international communities.

4.3 College parliament

Students are encouraged through student voice and College Parliament to act as architects of the school community, driving change and improvement such that the community continues to be forward-thinking, accepting and harmonious.

College Parliament includes democratically elected representatives from Year 7 to Year 13. These representatives serve a one-year term and meet regularly to discuss issues arising and strategic priorities for St Dunstan's College.

College Parliament is led and driven by the Senior School Prefects (Student Voice), with overall responsibility given to the Deputy Head of Sixth Form (Pastoral) for the Senior School.

An annual summit is held at which students review the achievements of College Parliament and set the strategic priorities for the forthcoming year.

4.4 Partnership with parents /carers

Working in partnership with parents and carers is at the centre of the pastoral model, with parents / carers receiving regular feedback on their child's pastoral achievements, alongside academic attainment. Parents / carers are expected to work with the school to ensure high levels of attainment, attendance and standards of behaviour, in line with the parent/carer contract.

Parents / carers are expected to follow the guidance set out in our Communications Pyramids, to ensure that the most appropriate member of school staff can respond to their request. In the vast majority of cases, the first point of contact is a student's form teacher or form tutor, as shown in the pyramid.

My School Portal is the vehicle through which we communicate with parents / carers, including data on students' rewards and sanctions, attendance and attainment. It is also the vehicle for year group messages, through the parent newsletters and school letters. Existing parents / carers wishing to find out information about the school, should access the Parent Portal as their first port of call.

4.5 The Wellness Centre

The Wellness Centre serves as the hub for meeting individual student needs at the school, with a full-time Nurse, Assistant, Education Welfare Officer, Attendance Officer, two counsellors working with the SEND, pastoral and safeguarding team.

Counselling services are available to all students. Students in the Lower School will have permission sought from parents/carers 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 / carers, although we always encourage students to speak to the parents / carers about this.

Each student 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, students will receive a block of six counselling sessions. In exceptional cases, this may be extended but generally parents/carers 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 students needs are complex and can only be supported by CAMHS. Students cannot be supported both by CAMHS, and by our school counsellors.

4.6 Peer Mentoring

The peer mentoring service is overseen by the Deputy Head of Sixth Form (Pastoral). Middle School and Sixth Form students receive specialist training to be able to support and listen to younger students with their day-to-day, lower-level concerns. Students can access this service via their Heads of Year.

4.7 Safeguarding

Further information on the school's approach to safeguarding and mental health can be found in P1 Child Protection and Safeguarding.

5. Monitoring

This policy will be reviewed by the Deputy Head Pastoral annually.

At every review, the policy will be approved by the Local board.

6. Links with other policies

This Pastoral Care Policy links to the following policies:

- Child Protection and Safeguarding
- Anti-Bullying
- Curriculum
- IT

Appendix 1 - Bereavement

Initial response to a death in the community

If any member of St Dunstan's College is notified of the death of a member of staff or a student, St Dunstan's Executive Team (DET) should be informed immediately and an extraordinary meeting convened. The Chair of Governors must also be informed immediately.

A lead contact from within the DET or SSLT (such as DSL) will be designated to liaise with the family of the deceased and any other connected support services. This contact will ascertain the family's wishes with regard to sharing information. Consideration should be given to confirming the death (with no further details) as an initial starting point to avoid speculation and rumour.

The CEO or in his absence, the Chief Operating Officer (COO) or Head of the School, will be responsible for handling all press enquiries. All and any approaches from the press should be directed to the CEO's office and no comment provided by any other member of staff. Suitable language for use when speaking about suspected suicide in press communications can be found here.

If St Dunstan's College is informed of the death of an alumnus or a member of the wider school community, the CEO will consider the most appropriate response and communication.

Informing staff of a death in the community

Where possible, staff should be informed face to face of the death of a colleague or a student by means of a meeting led by the CEO. A member of the HR team should identify any absent staff so that they can be telephoned.

At this time, staff should be informed of the avenues of support available to them, including speaking with their line manager, HR and external sources of support.

Staff should be provided with a script of key questions and answers to use when responding to student enquiries. This should be prepared by the lead contact from within DET in conjunction with the DSL.

Supporting bereaved students can be very stressful for staff who may already be struggling with their own reactions and emotions. Ongoing support and monitoring of staff welfare should be a priority for the Leadership Team, HR, and all line managers.

Where the deceased is an alumnus, or member of the wider school community, the CEO will consider the most appropriate means of communication with staff. It may be appropriate to speak with certain staff who worked closely with the deceased, ahead of sharing the news with the full staff body.

Informing students of a death in the community

Once staff have been informed, students should be informed next. If the deceased is a member of staff, a whole school assembly should be led by the CEO or Head of the School. If the deceased is a student, the student 's immediate contacts should be informed first in smaller settings (immediate friendship group, form group and then year groups) prior to this information being shared with the rest of the school in an assembly setting. Accurate and relevant information needs to be shared with all students to avoid rumours circulating. Factual, non-euphemistic language should be employed (e.g. use the word died rather than passed away).

At this time, students should be informed of the avenues of support available to them, including speaking with their pastoral team, school counsellor and external sources of support. The Wellness Centre is a designated safe space for students and should be signposted as such.

Students should be reminded of their responsibilities and the possible impact on the deceased's family of rumours or posts on social media.

Follow up discussion should be permitted in a tutor time (scheduled to follow on immediately from assembly) so that students can share their own feelings if they wish to. Equally students may prefer not to discuss in front of others. Either response is appropriate and may vary according to the students or timing. No apparent response does not mean that a child does not care, and students should be reassured of this.

In the event where the death of a student is due to suspected suicide, the Step by Step plan outlined by the Samaritans should be followed. This includes ensuring that excessive detail about the suicidal act is not shared with students or staff and ensuring that other "at-risk" students and/or staff are informed and supported appropriately.

Informing parents / carers of a death in the community

A letter to inform parents / carers of a death in the community should be sent by the CEO with input from DET. In this letter, a single point of contact for enquiries should be identified and avenues of support should be shared.

Template letters for informing parents of a death in the community can be found here.

Follow up to a death in the community

Children and staff may take time to process the information. Support should continue to be available in the days and weeks that follow a death in the community.

The lead contact, in contact with the deceased's family should clarify funeral arrangements and school support of those.

Consideration should be given to the best way of the community acknowledging the bereavement collectively and remembering the person such as having a memorial service or assembly, supervised book of condolences or, longer-term, a permanent memorial in the school grounds. This should be decided in conjunction with staff, students and the family of the deceased as appropriate.

Supporting students who have experienced bereavement at home

If a member of staff becomes aware that a student has experienced a bereavement at home, they should inform the Head of the Senior School, who will then inform the CEO. If a parent / carer or sibling of a student has died, the CEO will write to the family to offer condolences on behalf of St Dunstan's' College.

If a student has experienced a bereavement at home, a lead professional should be identified from the student 's pastoral team to liaise and meet with the student and their family and discuss their preferences for attendance at school and informing the community. Some children will take a period of absence whereas others prefer the comfort of a normal routine.

Staff should be informed to avoid any inadvertent distress being caused to the student.

The lead professional should discuss the document *Supporting bereaved families at St Dunstan's College* with the family and outline the support available both within school and through external agencies.

The student should be provided with a 'time-out' option should they feel distressed and need to leave a lesson, assembly or tutor time. Actions for support in these instances should be agreed by the lead professional with the student and family.

Regular review meetings should be held with the student, family and lead professional to build up a picture of how the bereavement is affecting the student pastorally and academically and to identify support structures that need to be put into place.

Particularly where the bereavement is of an immediate family member (mother, father or sibling), awareness of this needs to continue as the student transitions to different form groups, sections or schools within the school so that the student can continue to be supported.

Supporting staff who have experienced bereavement at home

See the relevant sections in the Staff Handbook/People polices for information on support for staff who have experienced a bereavement at home and bereavement leave and pay policy.

Appendix 2 - Supporting a Bereaved Student

How might bereaved children react?

- Each child will react to, feel and express loss differently, and this may change over time. There is no right or wrong way for a child to grieve.
- Children may feel anxious or insecure, they may crave routine and want to be kept informed of plans and arrangements.
- Children may express anger, become protective over other adults or siblings, or feel that they were somehow responsible.
- Some children or young people may want to try and forget or deny the death or how strongly they feel.
- They may be impulsive or take risks in an attempt to take back some control in a life that for them currently feels very out of control.

What can help?

- Clear, honest and age-appropriate information.
- Try to use clear, straightforward language. Euphemistic expressions such as 'gone to sleep' can cause confusion to children
- Reassurance that they are not to blame and that different feelings are OK
- Normal routines and a clear demonstration that important adults are there for them
- Time to talk about what has happened, ask questions and build memories
- Being listened to and given time to grieve in their own way

- Let them know that it's okay to feel however they feel, whether that's sad, overwhelmed, angry, worried or something else – and that there's no right or wrong way to grieve.
- Be empathetic and non-judgmental about how they're feeling, focusing on listening and providing emotional support.
- Reassure them that they are not alone and they can talk about how they feel.
- Encourage them to keep doing activities they enjoy. Reassure them that it's okay to feel happy, and that this does not take away from how much they care about the person they've lost.

The role of the lead professional

Students who have suffered a bereavement will often need the support of familiar and trusted adults. School, with its familiar routines and environment can often be a source of comfort for grieving students. When a student suffers a bereavement, a lead professional will be identified, usually from the appropriate pastoral team.

Once identified, the lead professional should:

- Arrange a meeting with the student and/or their family or carers, as appropriate for the age of the child. At this initial meeting, the following should be discussed:
    - Acknowledging the death
    - Whether the student will take some time away from school or to return to school routine, in part or in full
    - Where the student is to return to school, discuss arrangements for their return
    - How the student /family would like the news shared with staff and other students
    - Organising a safe space for a 'time-out' when a student feels overwhelmed. Where will this be? Which staff will support them in these instances? How will they let staff know that they need some time out? How will this be communicated to all staff?
    - Whether 'time-out' activities may be helpful – journals, art and craft, books, memory boxes etc. Speak to the Deputy Head Pastoral if you would like to discuss further resources to support a bereaved child.
    - Guidelines for communication with the student and between home and school. Who will speak with the student, how often and when? Who will communicate with the family, how and when?

- Discuss the document *Supporting bereaved families at St Dunstan's College*, signposting additional support available in school and through external agencies or charities.

- Following this initial meeting, relevant information and notes from the meeting should be recorded on CPOMS by the lead professional.

- The lead professional should liaise with the HoY and SSLT link to decide whether the student should be placed on the Pastoral Radar or Safeguarding Car list.

- The lead professional should then consider, discuss and, where appropriate arrange the following with the student and/or family:

- Regular follow up discussions with the student; when, where and how regularly these may occur – these will often be daily or weekly in the initial stages

- Follow up communication with the family; how, when and how often this communication will occur.

- Support for peers who may be supporting a bereaved friend

- A discussion with the student or family regarding important dates and anniversaries that may extend over a longer period of time e.g. birthdays, Mothers'/Fathers' Day, particular milestones and how the student may wish to be supported around these dates.

- Recognising that grief may impact on progress. Consider how progress will be tracked both in the short and longer term and how/when to gather feedback from staff on changes in behaviour or concerns.

- Grieving students may find change difficult, so preparing them in advance for any change in routine wherever possible.

- Recording of any relevant information on CPOMS and within handover forms, so that details of the bereavement can be handed over at transition points.

- Flagging points in the curriculum that cover death, grief and bereavement, so that the student and/or family can be informed in advance and appropriate arrangements made to either prepare the student or providing alternative space and resources.

- The lead professional should continue to record all relevant information and communication on CPOMS

Support for the lead professional

Lead professionals are welcome to seek further advice or discuss how to best support a bereaved student with the Deputy Head Pastoral or Head of Year. It is important to recognise that it is challenging to support a student with grief and staff may be more vulnerable at certain times due to circumstances in their own life. When supporting a student with bereavement, it is important to consider your own emotional wellbeing. You can speak to your

line manager if you have concerns about your own emotional wellbeing and pastoral teams often work together to offer each other support and understanding when working with a bereaved family. Our colleagues can often be helpful in listening and giving the opportunity to discuss how we feel and staff can also access support from HR or external sources, such as counselling available through Simply Health.

Additional Resources

Child Bereavement UK
https://www.childbereavementuk.org/
https://www.childbereavementuk.org/Pages/Category/working-with-bereaved-families
Provide support and information for supporting grieving children and families, including a help line 0800 02 888 40.

Winston's Wish
https://www.winstonswish.org/
Offers practical support and guidance for bereaved children, their families and professionals. They offer an online chat service for young people and a phone line or e-mail for those supporting a grieving child or young person ask@winstonwish.org or 08088 020 021.

Hope Again
https://www.hopeagain.org.uk/
A website, from Cruse Bereavement Care, for young people experiencing grief, with personal stories, information and advice.
They offer a helpline 0808 808 1677 and young people can e-mail hopeagain@cruse.org.uk
The Cruse Bereavement Care help for parents site may also be useful
https://www.cruse.org.uk/get-help/for-parents

Grief Encounter
https://www.griefencounter.org.uk/
Support children and young people through bereavement, with a webchat service, e-mail grieftalk@griefencounter.org.uk and phone line 0808 802 0111.

Young Minds
Has information on supporting children and young people with grief and loss
https://youngminds.org.uk/find-help/feelings-and-symptoms/grief-and-loss/ and information for parents https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-grief-and-loss/.
Young Minds also provide a 24/7 text service for young people experiencing a mental health crisis, text: YM to 85258.

Childline
https://www.childline.org.uk/
Offer online, chat and a phone helpline 0800 1111 for children to seek help.

The Mix
https://www.themix.org.uk/
Offer a 1-2-1 webchat, short-term counselling and helpline 0808 808 4994 for young people.

Kooth
https://www.kooth.com/
Offers an online support service for mental wellbeing, including articles, information, a daily journal and chat service with the Kooth team.

Samaritans
https://www.samaritans.org/
Offer a 24/7 help line 116 123 and also an e-mail service jo@samaritans.org.

Appendix 3 - Eating Disorders

Definition of Eating Disorders

Anyone can get an eating disorder regardless of their age, sex or cultural background.

People with eating disorders are preoccupied with food and/or their weight and body shape, and are usually highly dissatisfied with their appearance. The majority of eating disorders involve low self-esteem, shame, secrecy and denial.

Anorexia nervosa and bulimia nervosa are the major eating disorders. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over-exercising. In contrast, people with bulimia have intense cravings for food, secretively overeat and then purge to prevent weight gain (by vomiting or use of laxatives, for example).

Risk Factors

The following risk factors, especially in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors:

- Difficulty expressing feelings and emotions
- A tendency to comply with other's demands
- Very high expectations of achievement

Family Factors:

- A home environment where food, eating, weight or appearance have a disproportionate significance
- An over-protective or over-controlling home environment
- Poor parental relationships and arguments
- Neglect or physical, sexual or emotional abuse
- Overly high family expectations of achievement

Social Factors:

- Being bullied, teased or ridiculed due to weight or appearance

- Pressure to maintain a high level of fitness/low body weight for e.g. sport or dancing

Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to an eating disorder. These warning signs should *always* be taken seriously and staff observing any of these warning signs should seek further advice from a member of the safeguarding team.

Physical Signs:

- Weight loss
- Dizziness, tiredness, fainting
- Feeling cold
- Hair becomes dull or lifeless
- Swollen cheeks
- Callused knuckles
- Tension headaches
- Sore throats/mouth ulcers
- Tooth decay

Behavioural Signs:

- Restricted eating
- Skipping meals
- Scheduling activities during lunch
- Strange behaviour around food
- Wearing baggy clothes
- Wearing several layers of clothing
- Excessive chewing of gum/drinking of water
- Increased conscientiousness
- Increasing isolation/loss of friends
- Believes they are fat when they are not
- Secretive behaviour
- Visits the toilet immediately after meals

Psychological Signs:

- Preoccupation with food

- Sensitivity about eating
- Denial of hunger despite lack of food
- Feeling distressed or guilty after eating
- Self-dislike
- Fear of gaining weight
- Moodiness
- Excessive perfectionism

Staff roles and disclosure procedures

The most important role the staff can play is to familiarise themselves with the risk factors and warning signs outlined above and to make the Safeguarding Team aware of any student causing concern. As with all welfare and safeguarding concerns, worries about eating disorders must be logged on CPOMS or written down and passed on to the Safeguarding Team.

Students may confide in a member of staff if they are concerned about their own welfare, or that of a friend. Students need to be made aware that it will not be possible for staff to offer complete confidentiality. A report on the disclosure must be filed on CPOMS or in alternate form as soon as possible. If a student discloses to you:

- Take the information seriously.
- Empathise. Treat the student with respect; get across that you care, and that you want to understand and help.
- Remain calm and compassionate.
- Remain non-judgemental. Reassure that you understand that eating disorders have a variety of causes and are not easily 'stopped'.
- Do not promise confidentiality. Reassure the student that you will only tell other adults who can help, and that the student will know who you tell.
- Do not react with strong or negative emotions. This includes alarm or discomfort; asking abrupt or rapid questions; threatening or getting angry; making accusations, e.g. that the student is attention-seeking; frustration if the support offered does not seem to be making a difference.
- Do not comment, advise or attempt to 'solve the problem' in the first instance. Simply listen, reassure and report. Show the student that they can trust that you will first hear what they have to say, and later support them if another professional needs to be involved.
- Make yourself available at the moment in time when the student seeks you out or responds to an invitation to talk further.

What happens next?

All cases of known or suspected eating disorders will be treated seriously.

A member of the safeguarding team (and normally the School Nurse) will consider each case individually and will decide on the appropriate course of action. This may include:

- Contacting parents/carers
- Contacting the Early Help Team in the appropriate local authority for advice
- Arranging professional assistance, e.g. doctor, nurse
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS – with parental consent
- Giving advice to parents, teachers and other students
- Arranging a referral to NHS Child and Adolescent Eating Disorders Services

Students undergoing treatment for / recovering from eating disorders

The decision about how, or if, to proceed with a student 's schooling while they are suffering from an eating disorder should be made by the School Nurse, DSL and Head of School on a case by case basis. Input for this decision should come from discussion with the student, their parents, school staff (including the School Nurse and other appropriate teaching staff, for example, PE and games teachers) and the Multi-Agency Team treating the student. The effect on other students must be a priority consideration.

The reintegration of a student into school following a period of absence should be handled sensitively and carefully and again, the student, their parents / carers, the staff and members of the Multi-Agency Team treating the student should be consulted during both the planning and reintegration phase.

Further Resources

Local (Lewisham) Services:

Lewisham Centre for Children and Young People (includes Child and Adolescent Mental Health Services (CAMHS)

Kaleidoscope Child Development Centre, 32 Rushey Green, SE6 4JF

020 7138 1100

Specialists help for people with eating disorders:

Beat

A charity supporting anyone affected by eating disorders

www.b-eat.co.uk

Mind

Mental health charity with specialist support for eating problems

www.mind.org.uk

Young Minds

Charity supporting young people's mental health and wellbeing, with specialist support eating problems.

www.youngminds.org.uk

Appendix 4 - The Role of the Form Teacher / Tutor

Form groups form the foundation of school life at St Dunstan's. Each student is a member of a form group which provides support and encouragement to the individual. While the Head of Year (HoY) also has responsibility for managing the whole school life of each student, Form Tutors play a vital supporting role in ensuring the intellectual and social development of their tutees.

Summary of Form Tutor task areas

- To encourage and monitor the academic progress of tutees
- To monitor the well-being of tutees
- To encourage participation in co-curricular activities
- To support the Heads of Houses in organising House events
- To attend regular Year Group meetings with the HoY
- To liaise with the parents / carers of tutees
- To attend all parents' / carers' meetings (including parents' / carers' evenings and individual meetings)
- To fulfil administrative tasks as required
- To deliver Usherwood and Theme of the Week programme through tutor/form time activities
- Keep up to date logs on CPOMS including parent meetings and phone calls

Encourage and Monitor Academic Progress,

- Be available for tutees as the need arises
- Keep well-organised records of the progress of tutees
- Write tutor reports
- Liaise with subject teachers should a problem emerge
- Help and advice when tutees make subject choices at GCSE, Year 12 and Year 13, where applicable
- Give advice on strategies to improve academic performance
- Know to whom/when students should be referred for more specialist advice
- Understand the UCAS system and advise students on their choice of courses and on what to write in their personal statement (Sixth Form Tutors only)

Monitor the wellbeing of tutees

- Notice changes of mood and/or behaviour of tutees and ask them about it
- Maintain open lines of communication with tutees, and if you are made aware of any well-being issues, try to resolve them, or pass them to your Head of Year
- Follow-up on any welfare concerns passed to you by other colleagues
- Act as a key person for tutees on the pastoral radar
- Enter CPOMS entries for concerns that arise and manage concerns allocated to you.

Encourage participation in co-curricular activities

- Advise tutees on sport and activity choices
- Help tutees to discover and develop talents, and enable them to maintain a healthy lifestyle
- Encourage tutees to read widely and to take an interest in external events and news
- Provide support for tutees by attending concerts, plays and matches in which they are involved.

House Events

- Attend plays, concerts, sports events and other events organised by the Head of House.
- Be willing to initiate or support the running of House activities

Liaising with parents / carers

- Attend all parents' / carers' meetings and be in regular communication with the parents / carers of tutees in conjunction with the HoY
- Attend Exam Results Days where possible and if applicable
- Attend Meet the Tutor evenings, and any other relevant parent information evenings
- Attend New Student events

Administrative Tasks

- Complete your register each morning before 0830.
- Regularly check the register for your tutees and follow up on codes 'L' (Late before register closes), 'U' (Late after register closes), and 'N' (no reason yet provided for

absence). Update all 'N' codes with the correct reason for absence. Report findings to Senior School HoY where there are concerns.
- Regularly check your email and respond to any form teacher/tutor-related emails from parents or staff within two working days.
- Keep records of communication from parents regarding student absence and ensure they are shared with the student's absence email address.

Deliver Tutorial Programme

- Deliver Usherwood, Theme of the Week and other sessions as arranged by your Head of Year and outlined in the Senior School weekly tutor bulletin

Appendix 5 - The House System

The House System was founded in 1914, with the names originally relating to the neighbourhoods that the boys lived within: Catford, Bellingham, Ladywell, Lewisham, Forest Hill, Hither Green, Sydenham and Brockley.

The system was founded in order to provide a range of academic, cultural and sporting activities, thereby nurturing team spirit, loyalty and pride. In 1919, following the Great War, the Houses were renamed after eight former students who died in the conflict: Bennett, Thomas, Griffiths, Johnson VC, Goosey, Wilson, Lane and Ross.

In 1988, to improve the level of competition, the number was reduced to four and the Houses were named after the first four Headmasters of the College: Forder (incorporating Bennett & Thomas), Hecker (incorporating Griffiths & Johnson), Stuart (incorporating Goosey & Wilson) and Usherwood (incorporating Lane & Ross).

In 2023, members of the leadership team undertook extensive consultation with all members of the College community, before making the decision to implement further changes. These were made to ensure the House System reflected the diversity of the College community, whilst continuing to fulfil its aims in a rapidly expanding school. The Senior School Houses were named after places of significance in the life of St Dunstan: Canterbury, Ghent, Glastonbury, Mendip, Stepney, and Worcester.

- The House System promotes team spirit and a sense of belonging to the school.
- The House System creates a sense of community that extends beyond year group boundaries. Students from different year groups have the chance to work together in pursuit of shared goals.

- The House System promotes student leadership, as senior students have the opportunity to lead and mentor younger students.
- The House System gives all students experience of competition across a diverse range of activities.

Organisation

- In the Senior School, each form group takes on the name of one of the Houses.
- On joining the College, students are allotted to one of these House groups.
- All members of teaching staff are allotted to one of the six Houses. For tutors, this will always be based on their tutor group.
- In the Senior School, each House is led by a Head of House. The work of Heads of House is overseen by the House Activities Co-ordinator. The House Activities Co-ordinator is accountable to the Assistant Head Co-Curricular.
- The House Activities Co-ordinator is responsible for working closely with Heads of Department to ensure there are a broad and diverse range of competitions available.
- Heads of House are responsible for ensuring staff and students attached to their House engage fully with this programme of competition.
- Heads of House support, Form Tutors and Heads of Year to follow up on high numbers of demerits, offer support to student via mentoring and celebrate success via commendation rewards.

Captains and Vice Captains

- Each year, there will be a prefect with overall responsibility for the House System. This prefect will meet regularly with the House Activities Co-ordinator to plan for the effective delivery of the programme.
- House Captains are selected from the prefect team. They will work closely with Heads of House, whilst being responsible for supporting tutors with selection of teams for competition.
- The Head of House is responsible for ensuring that their House Captains are fulfilling their roles in an efficient and effective manner.

Marketing

- Information is publicised widely using all available means to raise the profile of all House activities in the College. This can include screens, noticeboards, displays, the Weekly Update, year group newsletters, the website and College social media feeds.