St Dunstan's College
JUNIOR

PART OF
ST DUNSTAN'S EDUCATION GROUP

PASTORAL CARE

Policy Owner:	Head of Junior School
ISSR Reference:	Part 2 – Spiritual, Moral, Social and Cultural Development of Pupils Part 3 – Welfare, Health and Safety of Pupils
Date of review:	October 2026
Approved by:	Local School Board
Date of next review	October 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Junior School Deputy Head Pastoral	Michaelmas 2024	New template Converted to a Junior School-only policy No material amendments necessary
Annual review	Junior School Deputy Head Pastoral	Michaelmas 2025	Combined spine policy and related documents
Annual Review	Junior School Deputy Head Pastoral	October 2026	No substantive changes

1. Aims

This policy is applicable to staff, pupils and parents/carers of St Dunstan's College Junior 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 2026)

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for pastoral care but will delegate day-to-day operational responsibility to the Head of the Junior School, who line manages the Junior School Deputy Head Pastoral. Governance oversight is delegated to the Local School Board.

The Local School Board has a duty to:

- Approve this policy annually; and
- Ensure the Junior School follows what is articulated within this framework.

3.2 The Head of Junior School

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

- Ensuring all staff in the school follow what is articulated within this policy
- 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 all Junior School Teaching and Teaching Support staff.

3.4 Pupils and parents/carers

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

- Adhere to the parent 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 pupils' holistic development; to foster the College values of confidence, curiosity, compassion, creativity and courage and to encourage social responsibility.
- Our individualised pastoral care is delivered by JSLT, Section Head and Form Teachers, and is supported by the wider Junior School teaching and teaching support team. The Junior School staff value and support the individual needs and diversity of our pupil body.
- The school 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 an unpredictable and changing world.
- Our pastoral care programme plays a key role in pupils' spiritual, moral, social and cultural development, in conjunction with our Junior School curriculum.

4.1 Pastoral care

Every child has a form teacher who is responsible for overseeing their personal development in the school.

Form Teachers oversee registration twice a day, in the morning and afternoon, as well as teaching the core curriculum subjects across the year group. During registration and dedicated Form Time, Form Teachers join pupils in assemblies, review and support individuals with their academic and pastoral progress and contribute towards the wider pastoral programme. Form Teachers also focus on proactive teaching of the three strands of the Stuart Curriculum, encouraging pupils to use Circle Time to discuss relevant issues and learn more about the whole College Theme of the Week.

Pastoral care at the school includes having high expectations with high support, outstanding awareness of pupils' individual learner characteristics and supporting pupils to take ownership of their outcomes across the curriculum.

The quality of pastoral care is reviewed through regular learning walks by pastoral leaders, feedback from pupils and parents/carers and information shared with teachers by pupils with particular positions of responsibility. Form Teachers meet regularly in their sections to discuss year group priorities, led by the relevant Section Head.

4.2 Junior School pastoral programme

The aims of the school's pastoral programme are to support pupils in the ownership of their emotional well-being, 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 College values, in particular compassion, in the College community.

The Junior School pastoral programme includes three key strands and is taught via the Stuart Curriculum, Albam Exorna Curriculum, Form Time, Assemblies and Visiting and Guest Speakers:

- Well-being, mental health and resilience: How do I manage my own well-being, 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 Well-being, mental health and resilience:

School staff will educate pupils on the actions they can take to manage their own emotional well-being and build resilience to challenging circumstances. This includes how to positively support their mental and physical health, as well as understanding how to identify personal triggers which signify that they may need additional support from trusted adults in school and/or at home. Typical activities to explore may include mindfulness practice, sleep hygiene, awareness of cognitive processes and neuroplasticity.

4.2.2 Individual learner characteristics and neurodiversity:

School staff encourage and support pupils to understand and respond to individual learner characteristics, including emotional, neurological, linguistic, medical, physical and

educational differences. The Wellness Centre and Rainbow Room are spaces where pupils can seek and access specialist support. As children progress through the school, they will broaden their understanding of individual differences, in particular neurodiversity.

4.2.3 Pastoral care and a compassionate community:

School pupils learn how to better understand their own strengths and areas for improvement and how to set goals and review progress. 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.

4.3 College Parliament

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.

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 St Dunstan's College.

College Parliament is led and driven by the Senior School Prefects (Student Voice). Junior School pupils are encouraged to work alongside the Senior School Prefects and, at various points across the school year, to have the opportunity to share the Junior School areas of priority with their Senior School peers. The Junior School section of the College Parliament is overseen by the Pupil Parliament Coordinator and the Junior School Deputy Head Pastoral.

An annual summit is held at which pupils 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 pupil's form teacher, as shown in the pyramid.

My School Portal is the vehicle through which we communicate with parents/carers, including data on pupils' 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 My School 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, and two counsellors working with the SEND, pastoral and safeguarding team.

Counselling services are available to all pupils in the school. Pupils in the Junior School can access the College counselling service, with referrals made via the Junior School Deputy Head Pastoral, in collaboration with parents/carers.

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 usually receive a block of six counselling sessions initially. 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 prolonged counselling. In some cases, our counsellors may determine that a pupil's needs are complex and can only be supported by CAMHS. Pupils cannot be supported by CAMHS and by our school counsellors concurrently.

4.6 Safeguarding

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

5. Monitoring

This policy will be reviewed by the Junior School 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:

- Safeguarding and Child Protection
- Anti-Bullying
- Curriculum
- Digital Safeguarding and Online Safety

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 Chairs of the Group Board and respective Local School Board must also be informed immediately.

A lead contact from within the DET or JSLT (such as DDSL) 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 Junior 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 should be 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/DDSL.

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 pupils of a death in the community

Once staff have been informed, pupils should be informed next. If the deceased is a member of staff, a whole school assembly should be led by the Head of the Group. If the deceased is a pupil, the pupil'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 pupils to avoid rumours circulating. Factual, non-euphemistic language should be employed (e.g. use the word died rather than passed away).

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

Pupils 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 pupils can share their own feelings if they wish to. Equally, pupils may prefer not to discuss in front of others. Either response is appropriate and may vary according to the pupils or timing. No apparent response does not mean that a child does not care, and pupils should be reassured of this.

In the event that the death of a pupil 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 pupils or staff and ensuring that other "at-risk" pupils 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/carers 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 for them.

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, a 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 pupil has experienced a bereavement at home, they should inform the Head of the Junior 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 pupil has experienced a bereavement at home, a lead professional should be identified from the pupil's pastoral team to liaise and meet with the pupil 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 pupil should be provided with a 'time-out' option should they feel distressed and need to leave a lesson, assembly or form 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 pupil, 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 pupil transitions to different form groups, sections or schools within the school so that the pupil can continue to be supported.

Supporting staff who have experienced bereavement at home

See the relevant sections in the Staff Handbook/HR policy 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 confuse 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 OK 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 OK 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

Pupils 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 pupils. When a pupil 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 pupil 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 pupil will take some time away from school or return to the school routine, in part or in full
    - Where the pupil is to return to school; discuss arrangements for their return.
    - How the pupil /family would like the news shared with staff and other students
    - Organising a safe space for a 'time-out' when a pupil 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 Junior School 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. Families in the Junior School should be signposted to the MSP parent information page *Supporting Families and Children with Grief.*

- 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 Junior School Deputy Head Pastoral to ensure appropriate information sharing amongst the staff community.

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

- Regular follow-up discussions with the pupil; 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 pupil 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 pupil may wish to be supported around these dates.

- Recognising that grief may impact 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 pupils may find change difficult, so prepare them in advance for any change in routine wherever possible.

- Record 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 pupil and/or family can be informed in advance and appropriate arrangements made to either prepare the student or provide 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 pupil with the Junior School Deputy Head Pastoral or Heads of Year/Section in both the Junior School and Senior School. It is important to recognise that it is challenging to support a pupil with grief, and staff may be more vulnerable at certain times due to circumstances in their own life. When supporting a pupil with bereavement, it is important to consider your own emotional well-being. You can speak to your line manager if you have concerns about your own emotional well-being, 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 email 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 email 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, email 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 well-being, 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 email 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 others' 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 pupil 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 the DSL.

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 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 pupil 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.

Pupils may confide in a member of staff if they are concerned about their own welfare, or that of a friend. Pupils 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 an alternate form as soon as possible. If a pupil discloses to you:

- Take the information seriously.
- Empathise. Treat the pupil 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 pupil that you will only tell other adults who can help, and that the pupil will know whom you tell (see P1RD03)
- 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 pupil 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 pupil 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 pupil 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.

The Junior School Deputy Head Pastoral (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/carers, teachers and other pupils
- Arranging a referral to NHS Child and Adolescent Eating Disorders Services

Pupils undergoing treatment for / recovering from eating disorders
The decision about how, or it, to proceed with a pupil's schooling while they are suffering from an eating disorder should be made by the School Nurse, DSL, Junior School Deputy Head Pastoral and Head of the Group on a case-by-case basis. Input for this decision should come from discussion with the pupil, their parents/carers, school staff (including the School Nurse and other appropriate teaching staff, for example, PE and games teachers) and the Multi-Agency Team treating the pupil. The effect on other pupils must be a priority consideration.

The reintegration of a pupil into school following a period of absence should be handled sensitively and carefully and again, the pupil, their parents/carers, the staff and members of the Multi-Agency Team treating the pupil 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 well-being, with specialist support eating problems.
www.youngminds.org.uk

Appendix 4 - The Role of the Form Teacher

Form groups are an integral part of the Junior School experience. Each pupil is a member of a Form group with an allocated Form Teacher who provides vital support for all areas of a pupil's personal development. With oversight from the Section Head, the Form Teacher offers consistent and regular support for the academic and pastoral needs of each individual, striving to nurture positive working relationships between school and home.

Summary of Form Teacher task areas

- To encourage and monitor the academic progress of pupils
- To monitor the well-being of pupils
- To encourage participation in co-curricular activities
- To support the Heads of Houses in organising House events
- To attend regular Year Group/ Section meetings with the Section Head
- To liaise with the parents/carers of pupils
- To attend all parents' meetings (including parents' evenings and individual meetings)
- To fulfil administrative tasks as required
- To deliver Theme of the Week programme through Form Time activities

Encourage and Monitor Academic Progress

- Be available for pupils as the need arises
- Keep well-organised records of the progress of pupils
- Write and proofread reports
- Liaise with specialist teachers should a problem emerge
- Give advice on strategies to improve academic performance
- Know to whom/when pupils should be referred for more specialist advice

Monitor the Well-being of Pupils

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

Encourage Participation in Co-Curricular Activities

- Advise pupils on sport and activity choices.
- Help pupils to discover and develop talents, and enable them to maintain a healthy lifestyle.
- Encourage pupils to read widely and to take an interest in external events and news.
- Provide support for pupils 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' meetings and be in regular communication with the parents/carers of pupils in conjunction with the Section Head.
- Attend Welcome Evening or any other relevant parent information evenings
- Attend new pupil events
- Complete Record of Parent Interview Forms to ensure accurate documentation of communications with parents/carers.

Administrative Tasks

- Complete your register each morning before 0845
- With support from the Junior School Administrative Team, regularly check the register for your pupils 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 the Section Head where there are concerns.
- Regularly check your email and respond to any Form Teacher emails from parents/carers or staff within two working days.
- Keep records of communication from parents/carers regarding pupil absence.

DELIVER FORM TIME PROGRAMME

- Deliver Theme of the Week and other sessions as arranged by your Section Head.

Appendix 5 - The House System

History

- 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 pupils 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 school community before making the decision to implement further changes. These were made to ensure the House System reflected the diversity of the school community, whilst continuing to fulfil its aims in a rapidly expanding school. Junior School Houses were named after six trees found on the College's main site: Oak, Elm, Sycamore, Rowan, Willow and Birch.

Aims

- 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. Pupils from different year groups have the chance to work together in pursuit of shared goals.
- The House System promotes pupil leadership, as older pupils have the opportunity to lead and mentor younger pupils.
- The House System gives all pupils experience of competition across a diverse range of activities.

Organisation

- On joining the Junior School, pupils are allotted to one of the six Junior School Houses.
- All members of teaching staff are allotted to one of the six Houses.
- Each House is led by a staff member, the Head of House, who is accountable to the Junior School Deputy Head Pastoral.

- House events are organised on a termly calendar and build on the College values. Every effort is made to bring pupils of different year groups together with others in their House.
- Houses hold regular meetings to organise events, celebrate successes and plan for future endeavours.
- Pupils in Years 3-6 are organised by House for their Albam Exorna lessons, to further deepen relationships and learning opportunities.

Captains

- Two Year 6 House Captains are selected to lead each House. Pupils in Year 6 can nominate themselves to be a captain at the start of the year, and the first House meeting includes presentations by these nominees. House Captains are selected by a democratic vote by the pupils within that House.
- House Captains meet regularly both with their Head of House and also with their fellow House Captains to plan and review House events across the year.
- 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 school. This can include screens, noticeboards, displays, the Weekly Update, year group newsletters, the website and school social media feeds.