ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

PASTORAL CARE

Policy Owner:	Chief Operating Officer (COO)
ISSR Reference:	Part 2 – Spiritual, Moral, Social and Cultural Development of Pupils Part 3 – Welfare, Health and Safety of Pupils
Date of review:	Autumn 2026
Approved by:	Local School Board
Date of next review	Autumn 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual Review	Deputy Head Pastoral	Autumn 2024	New Template No material amendments necessary
Annual Review	Deputy Head Pastoral	Autumn 2025	Subheading Updates Wording/Date Updates Linked Policies Update Alignment with group policies Addition of Senior Mental Health Lead and their Role Bereavement related document now incorporated into the spine policy in section 5 with full policy as an appendix.
Annual Review	Deputy Head Pastoral	Autumn 2026	Annual Review - no substantive changes

1. Aims

This policy is applicable to staff, pupils and parents of Rosemead Preparatory School and Nursery and aims to ensure all parties are clear on the mechanisms through which pastoral care is delivered and overseen in the school.

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

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

2. Legislation

This policy is based on the expectations laid out by the Independent Schools Inspectorate (ISI) and references the Independent Schools Standards and Regulations (ISSRs) as well as Keeping Children Safe in Education (September 2026). Complaints relating to Early Years Foundation Stage (EYFS) provision can also be directed to Ofsted and by doing so operate on different timelines to the ones outlined in this policy.

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The ST Dunstan's Education Group Board has ultimate responsibility for pastoral care but delegates day-to-day responsibility to the CEO of St Dunstan's Education Group (SDEG), who delegates responsibility to the Head of Rosemead Preparatory School and Nursery, who line manages the Deputy Head Pastoral . This policy reflects that structure.

The Local School Board has a duty to:

- Review this policy annually
- Ensure it adheres to the ISSRs and what is articulated within this policy

3.2 The Head of Rosemead and other key role

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

- Developing and maintaining a whole school culture that ensures a nurturing and supportive environment where children feel safe and encouraged to thrive not only academically but also emotionally, socially, and personally.
- Ensuring systems and procedures are in place to maintain and develop the pastoral care and personal development of the children.

- Communicating regularly to parents to ensure they are aware of the pastoral care we provide and to enable them to support their children in the same ways at home.
- Ensuring all staff in the school follow what is articulated within this policy
- Ensuring staff receive sufficient training on how to implement the principles outlined in the policy

3.3 Detail all other key role holders and their duties

The Deputy Head Pastoral role also involves:

- Overseeing the provision of pastoral care and personal development at Rosemead
- Leading on PSHEE and RSHE Education curriculum
- Liaising with School Counsellor alongside the SENDCO
- Managing the Safeguarding Team and liaising with the SENDCO to ensure the needs of all children are supported
- Working with staff to ensure the pastoral care and personal development of the children remains a priority

3.4 Staff

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

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

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

3.5 Pupils and parents/carers

Pupils and parents/carers 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 and school newsletter to keep up to date with communications from the school

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

4. Policy content

4.1 The school's approach to pastoral care

Our individualised pastoral care is delivered by Rosemead Senior Leadership Team, Assistant Head of Key stages, Heads of House, and form teachers who are all supported by the wider school teaching and teaching assistant teams.

The quality of pastoral care is reviewed through regular learning walks, Pastoral Leadership Team meetings and feedback from pupils and parents. Year group teams meet regularly to discuss year group priorities.

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.

4.2 Roots of Rosemead

Rosemead aims to support pupils in the ownership of their emotional wellbeing, to develop pupils' self-awareness and resilience, and to celebrate individual learner characteristics, including neurodiversity. This is underpinned by a strong pastoral care system that ingrains the Roots of Rosemead. For Pre-Prep, the Roots of Rosemead are linked to animals (shown in brackets) to make the values system age-appropriate for our youngest children.

The Roots of Rosemead are:
Pastoral

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

Academic

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

These form Rosemead's Themes of the Week and are discussed in assemblies and reinforced through activities set by class teachers and Heads of House. Children are

rewarded in our weekly Celebration Assemblies with certificates for demonstrating a value consistently over the week where they also earn a badge in the Prep years.

4.3 House System

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

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

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

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

House meetings/Open House happens on rotation throughout the term are led by the Heads of House and House Captains. These meetings may involve craft, story, challenge, singing and a time to connect. Siblings are always in the same House Group.

4.4 Form Time

Form teachers oversee registration twice a day, in the morning and afternoon unless a specialist is timetabled, 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.

4.5 PSHEE and Wellbeing

Within PSHEE, pupils learn how to manage their own emotional wellbeing and build resilience to challenging circumstances.

We engage in Wellbeing Wednesdays where we use a blended approach of the MyHappyMind Programme and typical activities to explore may include mindfulness practice and yoga. The older pupils learn about sleep hygiene and awareness of cognitive processes.

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

Rosemead also has a trained Senior Mental Health Lead who supports and implements pastoral care.

4.5 Individual learner characteristics and neurodiversity

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

4.6 Charity and Community

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

4.7 School Council

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

The School Council includes democratically elected representatives from Year 2-6. Year 6 representatives meet once a week and other members are invited on rotation before a whole school council meeting. Class discussions are arranged by class representatives.

4.7 Partnership with Parents and Carers

Working in partnership with parents and carers is at the centre of the pastoral model, with parents receiving regular feedback on their child's pastoral achievements through meetings and reports, alongside academic attainment.

Parents are expected to work with the school to ensure high levels of attainment, attendance and standards of behaviour, in line with the parent / 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.

5. Responding to Bereavement

At Rosemead we understand that loss affects everyone differently. Our response aims to provide stability, empathy and reassurance for pupils, families and staff.

Guidance on how the school manages bereavement, including communication, support and leave arrangements, can be found in Appendix A – Bereavement Policy. Staff are expected to familiarise themselves with this appendix and to follow the procedures outlined when supporting any member of the school community who is grieving.

6. Monitoring

This policy will be reviewed by the Pastoral Deputy annually.

7. Links with other policies

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

- Safeguarding and Child Protection
- Behaviour
- Anti-bullying
- Bereavement (Appendix A)
- Enrichment
- Transitions
- Pupil Attendance
- Equity, Diversity and Inclusion
- Equal Opportunities
- Mental Health and Wellbeing
- PSHEE
- RSHE
- Counselling

Appendix A Bereavement Policy Including Early Years

1.Aims

To offer sensitive, appropriate support to pupils, families and staff. To maintain clear communication between home and school. To ensure consistent procedures are followed. To promote understanding and respect for different cultural and religious responses to death.

2. Communication and Procedure

- The Head must be informed of any bereavement affecting a pupil or member of staff.
- The Head will decide, in consultation with the family, what information can be shared with staff and pupils.
- The Designated Safeguarding Lead (DSL) or Deputy DSL will be notified so that pastoral and safeguarding support can be coordinated.
- Confidentiality will always be respected.

3. Supporting the Bereaved

3.1 Supporting Pupils

When a pupil experiences bereavement:

- Maintain sensitive communication with parents or carers.
- Check what the child knows and what the family would like shared.
- Provide a safe place or quiet time if the pupil needs it.
- Reassure them that feelings of sadness, anger or confusion are normal.
- Listen when they want to talk; avoid clichés such as “You’ll feel better soon.”
- Inform relevant staff so the pupil feels understood and supported through a Care Plan.
- Monitor changes in behaviour or wellbeing and report concerns to the DSL.
- Counselling or emotional support can be arranged for a pupil or family through the school’s pastoral team or approved external services.

3.2 Supporting Staff

The Head will discuss practical and emotional support with any bereaved staff member. Temporary adjustments to duties or working hours may be agreed where needed.
The school will fund up to four sessions of independent counselling for staff wishing to seek professional help. Staff may also access external bereavement organisations for further support.

4. Leave Entitlement

Under the Employment Rights Act 1996 and the Parental Bereavement Leave and Pay Act 2018, employees are entitled to reasonable time off to deal with emergencies or bereavement.

4.1 Paid leave

- Death of an immediate relative (spouse, partner, child, parent, step-parent, sibling or dependent): three working days' paid leave.
- Death of mother/father-in-law, grandparent, grandchild, son/daughter-in-law: one day's paid leave.

The Head may extend paid leave at their discretion.

4.2 Unpaid leave

- One day to attend the funeral of an uncle or aunt.
- Up to five days in exceptional circumstances, such as responsibility for arrangements or travel abroad.
- Leave does not have to be taken consecutively. Additional unpaid or annual leave may be requested.

4.3 Return to Work

A phased or part-time return may be agreed where appropriate. Staff should discuss arrangements with the Head in advance. Where necessary, the school may request a medical assessment before full duties resume.

5. Health, Safety and Wellbeing

Bereavement can affect concentration, judgement and energy. Anyone who feels unable to carry out their duties safely should speak with their line manager or member of Senior Leadership.

6. Culture and Diversity

Rosemead values and respects different cultural and religious practices related to death and mourning. Staff should check with the bereaved person or family about any specific customs or leave requirements and accommodate them wherever possible.

7. Death of a Pupil or Staff Member

The Head will consult the family about how information should be shared. All staff will be briefed sensitively and confidentiality maintained. Counselling and pastoral support will be available for pupils and staff. The Head will decide whether the school should close for the funeral. The Head will keep a record of bereavements and ensure anniversaries are marked appropriately.

8. Resources

Stories can help children understand loss and express feelings.

Recommended books:

- Water Bugs and Dragonflies – Doris Stickney
- Badger's Parting Gifts – Susan Varley
- I'll Always Love You – Hans Wilhelm
- The Huge Bag of Worries – Virginia Ironside

Websites

- childbereavement.org.uk/for_schools
- griefencounter.org.uk
- cruse.org.uk

9. Linked Policy Reference

This Bereavement Policy forms Appendix A of the Pastoral Care Policy and should be read alongside it.

The main policy outlines the school's overall approach to wellbeing and pastoral support, while this appendix provides detailed guidance on responding to bereavement within the school community.