

## P2 – PASTORAL CARE AND PERSONAL DEVELOPMENT

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### 1.0 AIMS AND ETHOS

- 1.1 St Dunstan's College is academically ambitious and forward-thinking in its approach to pastoral care. Our pastoral systems aim to infuse social conscience and ethical thinking in our children and young people and to develop the College values of confidence, curiosity, compassion, creativity and courage.
- 1.2 Our individualised pastoral care is delivered by our trained form tutors and teachers and wider pastoral teams and recognises and supports the individual needs and diversity of our student body.
- 1.3 The College 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 a challenging and changing world.

### 2.0 PASTORAL CARE

- 2.1. Every child has a form teacher (Junior School) or form tutor (Senior School) who is responsible for overseeing their personal development at St Dunstan's.
- 2.2. In the Junior School, the form teacher is responsible for delivering the curriculum, with increasing involvement of specialist teachers as children move from Pre-Prep to Prep. The form teacher is with their form class for the majority of the school day. During form time, form teachers are responsible for taking mandatory attendance registers, attending assemblies with their form, reviewing and supporting individuals with their academic and pastoral progress and planning focus tasks and activities relating to the particular needs of that cohort (e.g. circle time or a class discussion and reflection).
- 2.3. In the Senior 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 individuals with their academic and pastoral progress and delivering our Usherwood pastoral programme.

- 2.4. Pastoral care at St Dunstan's includes having high expectations with high support, outstanding awareness of pupils' individual learner characteristics and supporting pupils to take ownership of their outcomes in all four curricula, in particular the Stuart and Usherwood programmes.
- 2.5. The quality of pastoral care is reviewed through regular learning walks by pastoral leaders and feedback from pupils and parents. Form tutors/form teachers meet regularly in their sections to discuss year group priorities.

### 3.0 USHERWOOD PASTORAL PROGRAMME

- 3.1 The aims of the Usherwood programme are 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 College values, in particular compassion in the College community.
- 3.2 The Usherwood programme is structured through a tripartite 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?
- 3.3 **Wellbeing, mental health and resilience:** This programme will educate children 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.
- 3.4 **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. Further information can be found Secondly, the delivery of knowledge-based schemes of learning to educate all of our children and young people about individual differences, in particular neurodiversity, encompassing ASD, ADHD, dyslexia, epilepsy and other forms of neurodivergence.

- 3.5 **Pastoral care and a compassionate community:** In this strand, pupils 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 College values, with a particular focus on compassion within the College, local and international communities, in line with our aim to instil a social conscience amongst our students.

#### 4.0 COLLEGE PARLIAMENT


- 4.1 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.
- 4.2 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 the College.
- 4.3 An annual G12 summit is held at which pupils review the achievements of College Parliament and set the strategic priorities for the forthcoming year.

#### RELATED DOCUMENTS

Principles of Excellent Pastoral Care
PSHEE and Stuart Additional Curriculum
Relationships and Sex Education
The Role of the Tutor

#### RELATED POLICIES

P5 Curriculum
P15 ICT Policy

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