



Donhead Preparatory School

Pastoral Care Policy

Introduction

This policy fits in with the core purposes of the school and is a direct result of detailed conversations with staff and governors. Pastoral care is, in essence, the school's ethos in action. However, this ethos will not come about by chance. It must be achieved by the Head, Senior Leadership Team and Staff promoting an atmosphere of care and respect for all. In particular, and of key importance, is the quality of interaction between teacher and pupil and the creation of a positive climate within the school community where every individual feels valued and cared for at all times. In addition to the quality of relationships between staff and pupils, the importance of the vigilance of staff is paramount.

At Donhead, we believe that every child deserves a nurturing and supportive environment where they can thrive both academically and personally. Our Pastoral and Wellbeing Support Programme helps us to foster the wellbeing of our pupils, ensuring they feel safe, valued, and connected within our school community. The Pastoral Care encompasses all aspects of Jesuit Education in addition to our aims and ethos.

This policy should be read alongside the school's Child Protection and Safeguarding Policy and reflects the school's duties under Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the Education (Independent School Standards) Regulations 2014, the Equality Act 2010 and, where applicable, the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Where a pastoral concern may indicate that a child is suffering or is likely to suffer harm, safeguarding procedures take precedence over the pastoral arrangements described in this policy.

Pastoral Care encompasses and emphasises all aspects of the school's Mission Statement.

Aims

The aims of this policy are:

- To promote the wellbeing, safety and inclusion of all pupils.
- To provide a supportive environment in which pupils can flourish academically, socially, emotionally and spiritually.
- To ensure concerns are identified and responded to promptly.
- To promote positive relationships founded on respect, dignity and mutual understanding.
- To work in partnership with families and external agencies where appropriate.

Beliefs

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

- We are a caring community, whose values are built on mutual trust and respect for all. We recognise the right of every child to be treated with dignity, respect, tolerance and understanding and appreciate that

our Behaviour and Sanctions policy must fully reflect this.

- We look to recognise and reward the contribution of the children to the life of Donhead and fully understand that young people require encouragement, support and guidance in their own individual learning and in managing their relationships with others

Jesuit Education

Jesuit education is rooted in a long tradition of supporting the development of the whole person, with an emphasis on learning, personal development, care for others and service to the wider community. These principles are reflected in The Characteristics of Jesuit Education and the British Province of the Society of Jesus' School Vision Statement, which provide a framework for the distinctive ethos of Jesuit schools.

The vision for Jesuit schools is that:

“Jesuit schools exist to promote improvement in learning and living for the greater glory of God.”

At Donhead, this is reflected through Cura Personalis (care for the whole person) and our commitment to ensuring that every pupil is known, valued and supported to develop and flourish.

Caring for the Individual

- i) The pastoral structures of the school reflect an ethos of care for all members of the school community.
- ii) The curriculum responds to individual needs.
- iii) Disciplinary procedures embody this sense of care for individual promotion within the common good.

To become Men and Women for Others

- i) A spirit of generosity is evident amongst the pupils in the school who help each other.

Encouraging Excellence

- i) The ambience of the school is such that all are encouraged to develop their talents as fully as possible and to use those gifts for others in the spirit of ‘what more can I do, what more can I give?’
- ii) Excellence is pursued in all areas of school life, with human excellence being valued above all.
- iii) Staff and pupils witness to excellence by their diligence, their generosity in time and energy, their compassion and their care for others.

As a Donhead community, we aim:

1. To welcome, include and value everyone.
2. To care for each person as an individual, Cura Personalis.
3. To build a strong, supportive and respectful community.
4. To develop faith and encourage reflection.
5. To promote justice, fairness and respect for others.
6. To encourage independent thought, curiosity and understanding.
7. To use our gifts and talents in the service of others.
8. To support those who need our help most.
9. To strive for excellence in learning, character and all aspects of school life.
10. To care for our environment and the wider world.

Pastoral Care Management Structure

Clear communication and structure is essential to effective pastoral care, to ensure that all members of staff involved with a particular pupil are kept fully informed of any particular concerns and the action being taken.

All staff must remain alert to signs that a pupil may need help, support or protection, including changes in behaviour, attendance, presentation, relationships or emotional wellbeing. Any safeguarding concern, disclosure or allegation must be reported without delay to the Designated Safeguarding Lead or a deputy and recorded in accordance with the Child Protection and Safeguarding Policy. Staff must not investigate concerns themselves or delay a referral while seeking further information. If a child is in immediate danger, the emergency services must be contacted.

Pastoral support and responses to behaviour will take account of each pupil's age, development, individual circumstances and any special educational need or disability. The school will consider whether behaviour may arise from an unmet need, disability, mental health difficulty or safeguarding concern and will make reasonable adjustments where required. Decisions will be fair, proportionate and consistent with the Equality Act 2010, the SEND Code of Practice and the school's Behaviour and Sanctions Policy.

The Head has overall responsibility for the quality of Pastoral Care within the school. The Head's role is to review procedures and ensure that:

- i) the Pastoral Care Policy is clear and is being implemented in practice;
- ii) staffing ratios are adequate and;
- iii) there is sufficient staff training in pastoral matters.
- iv)

Pastoral concerns, actions, decisions and outcomes must be recorded accurately, factually and promptly on the school's designated system. Records should identify the concern, action taken, decisions reached, the reasons for those decisions and any follow-up required. Information must be shared on a need-to-know basis in accordance with safeguarding requirements and data protection law. Data protection must not be treated as a barrier to sharing information necessary to safeguard a child.

The Assistant Head (Wellbeing) has responsibility for the day-to-day coordination of pastoral care and wellbeing, including oversight of appropriate pastoral interventions and liaison with form teachers, senior leaders, parents or carers and relevant professionals. The Assistant Head (Wellbeing) reports to Leadership Team and staff meetings on pastoral themes, while protecting confidential information. Pastoral concerns that may involve safeguarding must be referred immediately to the Designated Safeguarding Lead or a deputy and managed under the Child Protection and Safeguarding Policy.

Where a pupil or family would benefit from additional help, the school will consider support at the earliest opportunity and work in partnership with parents or carers and relevant professionals, unless doing so would place a child at increased risk. The Designated Safeguarding Lead will advise on early help, referrals to children's social care and engagement with local safeguarding partners. The child's wishes and feelings will be taken into account, and support will be reviewed to ensure that it is improving outcomes.

The Form Teacher is a further key figure in our pastoral care structure. The form teacher is normally the first point of contact for the children. It is hoped that the pupil will feel confident enough to approach their form teacher with any problems he may have and that the form teacher will be able to deal with the vast majority of these problems quickly and effectively. The form teacher will consult with the Assistant Head (Wellbeing) should any matters of a pastoral nature need to be discussed.

Pupils will be helped to understand how and where to seek support, including from their form teacher, another trusted adult, the Assistant Head (Wellbeing), the Chaplain or a member of the safeguarding team. Staff will listen carefully, take pupils seriously and explain what will happen next in language appropriate to the pupil's age and understanding. The pupil's wishes and feelings will be considered when decisions are made, although staff cannot promise to keep information secret where there is a safeguarding concern.

Subject teachers also have a pastoral responsibility. They should remain alert to changes or patterns in a pupil's behaviour, presentation, attendance, sickness, relationships or emotional wellbeing. Immediate pastoral matters may be addressed at the time where appropriate, and the form teacher should normally be kept informed. Concerns about attendance must also be shared promptly with the member of staff responsible for attendance so

that barriers can be understood, appropriate support arranged and absence followed up in accordance with the Attendance Policy. However, any concern that may indicate abuse, neglect, exploitation or another safeguarding risk must be reported directly and without delay to the Designated Safeguarding Lead or a deputy, in accordance with the Child Protection and Safeguarding Policy.

Non-teaching staff share responsibility for pupils' pastoral welfare and must remain alert to changes or patterns in behaviour, attendance, sickness, presentation or emotional wellbeing. They should respond appropriately to immediate pastoral matters and keep the relevant form teacher informed. Any concern that may indicate a safeguarding risk must be reported directly and without delay to the Designated Safeguarding Lead or a deputy and recorded in accordance with the Child Protection and Safeguarding Policy.

The Chaplain plays a key role in the pastoral and spiritual life of the school. Pupils may visit the Chaplain to talk, seek support or discuss matters of concern. The Chaplain will respect a pupil's privacy but cannot promise confidentiality where information indicates that the pupil or another child may be at risk of harm. Any safeguarding concern must be reported without delay to the Designated Safeguarding Lead or a deputy and managed in accordance with the Child Protection and Safeguarding Policy.

Zones of Regulation

The Zones of Regulation are embedded across the school as an opportunity for pupils to develop their self-regulation and emotional intelligence. By using the Zones of Regulation, the pupils are not only encouraged to identify how they are feeling, but also to work on any strategies that will help them to ensure they are in the right zone at the right time. Pupils are actively engaging with daily check-ins using visual aids in each classroom. Staff members carry a visual representation of the zones on their lanyards to support pupils.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

ELSA, Drawing & Talking & Lego Therapy

We have three ELSA (Emotional Literacy Support Assistant) assistants, two Drawing & Talking assistants, a Lego Therapy assistant and a Dog Mentor assistant who work across the school. Referral for children who may need support in developing their emotional literacy is by parents or staff. These programmes work on a 1-1 or small group basis and children usually will engage in a half term of sessions to provide support.

Wellbeing Dogs

Our therapy dog, Dory, and our dog mentor, Rocky, are friendly and well-trained companions who provide comfort, reduce anxiety, and foster a positive learning environment. The dogs' main responsibility is to provide a calming

presence to all they visit.

Tooled Up Education

Tooled Up Education offers a comprehensive library of practical resources, grounded in the latest research, to help parents, teachers, and pupils navigate the challenges of modern education. Their tools and strategies are crafted by experts in child psychology, education, and mental health, ensuring our community has access to the best possible support. Parents should use the Donhead School Pin (DPS1902) for initial registration at www.members.tooledupeducation.com/sign-up

Worry Box

Sometimes pupils feel overwhelmed and may find it difficult to express their concerns. The Worry Box is a simple yet effective tool where pupils can share their worries, concerns, or questions and place them anonymously in a designated box. This allows pupils to express their feelings openly. When a child wishes to share their worries or seek help, they simply write their worry down and put it into the box which is located outside the Headteacher's Office.

Behaviour Expectations

All pupils at Donhead are expected to follow the school rules which are designed to promote respect, responsibility, and safety, ensuring that every pupil can succeed.



House System

Every child is allocated a House; Xavier, Campion or Loyola. Siblings will be allocated the same House. We hold inter-house matches, competitions and house meetings where pupils can identify with their House and the sense of belonging which it brings. Each House has a House Leader, who is a member of staff, and all other staff are assigned to one House, apart from the Headteacher. Each House has a Captain and two Vice-Captains from the Elements year group.

Pupil Leadership and Pupil Voice

Promoting leadership qualities in pupils at Donhead is an important part of our school ethos. Pupils throughout the school have an opportunity to be part of Student Council, Eco Council and Acutis Group (our Chaplaincy group). These are channels that encourage pupil voice insight for all aspects of school development. All pupils in Elements can lead through being prefects. During their time in Elements, they also have an opportunity to apply for various leadership roles for areas that they are interested in.

Voted positions of responsibility		Open access positions of responsibility	
•	Eco Council Class Rep (All Year Groups)	•	Acutis Leaders (All Year Groups)
•	Student Council Class Rep (All Year Groups)	•	Prefects (Elements)
Application Based Positions of Responsibility (Elements)			
•	House Captains	•	Music Monitors
•	Vice House Captains	•	Wellbeing Monitors
•	Sports Captains	•	Playground Monitors
•	Culture/Language Monitors	•	Digital Leaders
•	Art Monitors	•	Book Ambassadors
•	Acutis Captains	•	STEM Monitors

In addition to pupil leadership positions which allow for pupil voice opportunities, there is a Suggestion Box positioned in the School Office for pupils to have the chance to suggest ideas that contribute to the development of the school. Some examples of ideas that have been implemented from the Suggestions Box are the introduction of a Yoga club and a charity Enterprise Sale. We are committed to listening to our pupils and valuing their contributions.

Through our Pupil Voice initiative, we aim to create a school community where every pupil feels heard, respected, and involved in the decision-making process. Class assemblies take place in the Prep School and are presented to parents on a topic of their choice.

Other Policies Related to Pastoral Care

The information in this Pastoral Care Policy should be read alongside the school's policies and procedures relating to safeguarding and child protection, staff behaviour and low-level concerns, behaviour and sanctions, anti-bullying, attendance, SEND, equality and accessibility, relationships and health education, online safety, medical needs, first aid, educational visits, health and safety, risk assessment, complaints and data protection. Where there is any conflict, statutory safeguarding duties and the Child Protection and Safeguarding Policy take precedence.

1. Child Protection and Safeguarding Policy
2. Staff Behaviour and Low-Level Concerns Policy
3. Behaviour and Sanctions Policy, including EYFS
4. Anti-Bullying Policy
5. Attendance Policy
6. SEND Policy
7. Equality and Accessibility policies and plans
8. RHE/PSHEE Policy
9. Online Safety Policy
10. Supporting Pupils with Medical Conditions and First Aid policies
11. Educational Visits Policy
12. Health and Safety Policy
13. Risk Assessment Policy
14. Complaints Procedure
15. Data Protection Policy

The Pastoral Care provision within the school, therefore, should be seen in relation to the content of the Pastoral Care Policy itself and to the pastoral care elements contained within the aforementioned school policies.

Approval date: September 2026. **Next review date:** September 2027, or earlier following a change in legislation or statutory guidance, a safeguarding or pastoral incident, inspection findings or a change in school practice. The Governing Body will monitor whether the policy is implemented effectively and whether pastoral arrangements support pupils' welfare, attendance, behaviour, inclusion and safeguarding.

