



PASTORAL CARE POLICY (Updated Autumn Term 2025)

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

- * A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

- * Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- * Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- * Demonstrate **persistence** to flourish in the face of challenge.
- * Show **resilience** and learn from difficult situations.
- * **Get along** with others, work collaboratively and accept everyone.

This policy should be read with reference to relevant sections from: Anti-Bullying, Behaviour, Educational Visits, Equal Opportunities, Health & Safety, Personal Social Health Education, EDI, Safeguarding & Child Protection Policies and at all times includes pupils in the Early Years Foundation Stage. It is also in line with Keeping Children Safe in Education, Sept, 2025.

1. PHILOSOPHY

1.1 To ensure that the children, staff, parents and wider community at Rose Hill School acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We seek to provide supportive pastoral care for all pupils so that they feel:

- secure and happy
- self confident
- free from bullying and other social pressures (See Anti-Bullying Policy)
- valued as individuals (see EDI policy)
- able to develop their potential
- positive towards others.

1.2 As pastoral care and pupil wellbeing are an integral part of the school's ethos and values system, a clearly defined structure is in place to provide adequate support for all.

- Achieving: Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- Active: Having opportunities to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development, both at home and in the community.
- Healthy: Having help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices.
- Included: Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the school and community.
- Nurtured: Having a nurturing place to live and learn and where pupils are treated with an unconditional positive regard.
- Respected: Having the opportunities, along with carers, to be heard and involved in decisions which affect them.
- Responsible: Having opportunities and encouragement to play active and responsible roles in the school and community.



- Safe: Being protected from abuse, neglect or harm at home, at school or in the community.

1.3 We ensure that all Staff are aware of their need to be actively involved in the pastoral side of school life.

2. IMPLEMENTATION

2.1 Strategies are in place to ensure that pupils are given support at all stages of their development:

- Small class sizes enable close contact between the pupils and their Class/Form Tutors.
- Regular assessments monitor progress and effort.

Prep school

- The Rose Hill School Promise will be on display in each form room.
- New pupils have Buddies in their first few weeks (longer if appropriate) to help them to settle into the routines and life of the school.

Form Tutors, supported by Heads of Middle School (Years 3 4& 5), and Upper School (Years 6, 7 & 8) provide essential day-to-day pastoral care.

- The House system gives pupils a sense of identity and belonging to a wider, more diverse school community. Each pupil is allocated a house on entering the school.
- Weekly 'drop-in' sessions are provided for pupils to attend on an ad hoc basis to discuss any concerns they may have.
- There are identified members of staff who pupils are signposted to if they need some 1:1 time. These are called our '**Active Listeners**'. In the PrePrep there are two staff members who provide '**Talking time**' twice a week for pupils who have any pastoral concerns.

2.2 Pastoral care is a routine part of:

- Daily assemblies
- PSHEE programmes
- Form Tutor time
- Curriculum topics.

2.3 Opportunities are in place for regular discussions of individual pupils through:

- Weekly pastoral care meetings
- Weekly staff meetings on Thursday/Fridays (Prep School / PrePrep)
- Whole school staff meetings (regularly)
- Management meetings (weekly)

2.4 Pupils are encouraged to develop their potential through curriculum subjects and also through:

- Co-curricular activities (*see lists in PE Handbook*)
- Taking on responsibility or leadership opportunities:
- Year 7 & 8 Roles of Responsibility
- House Captains – Prep and PrePrep
- Librarians – Prep and PrePrep
- Form Captains – Prep School
- Form monitor – PrePrep
- Anti-bullying representatives
- School council representatives
- Eco- committee representatives
- Leadership roles in Year 8
- Captains of Sports
- Leaders of Choir / Orchestra



- Drama roles / School Productions
- 2.5 Upper School/Middle & Lower School/PrePrep staff are available for discussions on pastoral matters. Senior pupils help younger ones in the play areas and pupils are encouraged to talk with any member of staff.
- 2.6 Pupils participate in sporting, cultural and creative activities with other schools and in other outings and visits.
- 2.7 Parents are consulted and informed if there are any pastoral concerns.

3. ROLES AND RESPONSIBILITIES

- 3.1 The Deputy Head has responsibility for Pastoral Care at Rose Hill School. The Deputy Head has achieved 'Online Youth Mental Health First Aid' course and is now a 'Mental Health First Aider' MHFA England (2021), and is supported by the Head, Assistant Heads, and Heads of Areas.
- 3.2 Class Teachers (PrePrep) and Form Tutors (Prep) have particular responsibility for the welfare of their own pupils and keep records of achievement and pastoral matters on Engage database.
- 3.3 All staff are responsible for the daily care of pupils in their charge.
- 3.4 The Head of CoCurricular has the main oversight of all school trips and outings. Staff responsible for a particular trip will fill in the relevant forms to be agreed by the Head as set out in the Educational Visits Policy. *(see separate Policy)*
- 3.5 The Assistant Head (Pastoral), the Heads of Upper, Middle and Lower Schools and the Head of Early Years have responsibility for monitoring the progress of pupils via reports and assessment sheets and for ensuring that high efforts and attainments are rewarded appropriately.
- 3.6 Deputy Head provides termly training to all teaching staff.

4. MONITORING AND EVALUATION

- 4.1 Regular monitoring is carried out by staff through:
 - half termly assessments
 - CEM tracking: PWS (pupil wellbeing survey)
 - regular discussions at staff meetings
 - recording of achievements or incidents on the Engage database by Class Teachers/Form Tutors
 - informal discussions
- 4.2 The Deputy Head alongside the Heads of Upper and Middle maintain close liaison with Form Tutors and the Head of Lower School and Early Years with Class Teachers.
- 4.3 The members of the Management Team discuss policy and bring up aspects of pastoral care at staff meetings.
- 4.4 The Deputy Head reports to the Governors on pastoral and Safeguarding matters at WCPS committee.
- 4.5 Parents have regular opportunities to discuss their children's development and progress in all spheres of school life through meetings with the Form Tutors/Class teachers, Heads of Department and Heads of Area.



4.6 There may be special circumstances where pupils find school environment overwhelming and need time for respite at home, this may form part of a pupil's individual behaviour or learning plan and in consultation with the school.

NB In the PrePrep parents are encouraged to make initial contact with the Class Teacher.

4.6 The Head of Upper, Middle and Lower Schools and Head of Early Years attend a weekly pastoral meeting and regularly review the welfare list.

Keeping Children Safe in Education, 2025

[Promoting children and young people's mental health and wellbeing – 'A whole School Approach', September 2021](#)

[Summary of responsibilities where mental health issues is affective attendance, 2023](#)

[Working together to improve school attendance, 2024](#)

Reviewed by Mrs Imogen Scarbrough, September 2025



APPENDIX

The Rose Hill Promise



Organisation

- Make sure you are ready and prepared for your learning.
- Respect your property and the school's property.
- Put things back where they belong.
- Wear the correct uniform at all times.



Confidence

- Try new activities and share ideas.
- Try to be independent.
- Be prepared to learn from your mistakes.



Resilience

- Have a positive outlook about your learning, friendships and school.
- Show acceptance in all situations and resolve conflicts without arguing.
- Manage your feelings in difficult situations.



Getting along

- Treat others, including friends and teachers, as you would like them to treat you.
- Show good manners to all, be helpful and kind.
- Listen politely when others are speaking.



Persistence

- Have a growth mindset.
- Keep trying even when the rewards are small.
- Face new challenges positively.
- Always try your best for yourself, your friends, your house team and the school.

INTEGRITY

Be true to yourself.
Make the right
choice and do the
right thing, even
when no one is
watching.

Be an '**upstander**'
at all times.



These are the Character attributes that are fostered at Rose Hill

The Five Keys of Success.



Keys are awarded if these attributes are seen in a pupil and record of the keys is kept.



Early Years Department

The role of the key person

We believe that children settle and learn best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the smooth running of the class. By providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy at Rose Hill and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners.

We aim to make the Early Years Department a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child. At Rose Hill, the key person for each child in the Early Years Department is the Class teacher

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in Early Years.

- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and Early years Handbook), as well as a Welcome/Information Evening and the School website.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting
- When parents leave, we ask them to say goodbye to their child and to explain that they will be coming back, and when.
- Children starting school in the Reception class have a "Buddy" assigned to help them settle especially at playtimes when the key person may not be immediately accessible.

Involving Parents (See also Partnership – Parental Involvement)



We believe that a strong partnership with parents fosters a child's overall wellbeing and learning. Parents are invited in informally once a week in Nursery and once a month in Reception to allow children to share their achievements with parents and staff. Doors open to parents early three times a week to accommodate work patterns. Traditionally 08:05, 12:05 and 15:20.

Teachers are available to meet and greet children and parents as they arrive and to address any urgent concerns. Should a longer discussion be required, appointments can be arranged as required.

Involving children (See also Safeguarding children – Children's Rights and Entitlements)

In order to promote a child's right to be strong, resilient and listened to:

Rules for behavior are discussed using age-appropriate language and class rules agreed upon.

Teachers ensure reward systems are in place that have been discussed with the children and focus on a broad range of achievements including kindness and citizenship.

Reviewed by: Mrs Victoria Robinson Autumn 2024