

Document Control	
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Wellbeing (Pastoral Care)

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Aims

Pupils achieve best when they are happy, and Banstead Prep aims to give every pupil the confidence to feel positive about their particular strengths and to explore their individual.

- The school aims to provide an excellent education for all pupils within a community in which each individual is recognised, cared for and valued and wellbeing plays a key role in achieving this.
- We provide an environment in which pupils grow in confidence and self-esteem, have respect for other people's opinions and cultures and are ready to face the challenges ahead.
- Banstead Prep School aims to be a warm and welcoming community, offering pupils a way to be involved in school life and to ensure there is always someone available to listen to any concerns no matter how big or small.
- The school recognises its role to support the spiritual, moral, social and cultural development of our pupils and endeavours to develop each pupil's self-confidence, character, intellectual curiosity and physical development within a scholarly community.
- We aim to instil a love of learning, and the confidence in pupils to take appropriate risks, so that pupils will be well-equipped to play an active role in an ever changing society.
- We aim to evaluate and improve the quality of our care and welfare on an ongoing basis.

In order to deliver effective wellbeing, the school aims to encourage communication between all members of the school community and between the school and the parents.

Pastoral Care and

Wellbeing is seen as a shared responsibility of all members of BPS staff.

How is it achieved?

The Assistant Head Pastoral oversees the way in which the pastoral care and wellbeing needs of the school are met. Pastoral care and wellbeing are the responsibility of all members of the school community and Form Teachers, with the support of the Phase Leaders and SLT, play a key role. Any pastoral or wellbeing concern should be passed onto either the Form Teacher or the Phase Leader.

Any pupil should feel able to approach their Form Teacher or any other member of staff at any time for advice or guidance. Pupils have two registrations, in the morning and the afternoon, and these are ideal opportunities for a pupil to communicate with their Form Teachers. In certain cases, a Form Teacher may refer a pupil on to the Phase Leader or Assistant Head Pastoral to seek their advice. Wellbeing posters are strategically placed around school to remind pupils of who to see and where to go if they have any concerns. Emotions boxes/Emotions bubbles are also available in every classroom.

Parents are informed at the beginning of each year who to contact with pastoral or wellbeing concerns, this information is given out at the Meet the Teacher welcome evening. The welcome evening is attended by all staff and provides an opportunity for parents to meet the pastoral and wellbeing team. The procedure for dealing with parental concerns is:

- The parent should email or contact the Form Teacher, or with more serious matters the Phase Leader or Assistant Head Wellbeing, with their concern.
- Form Teachers must keep the Phase Leaders and Assistant Head Pastoral informed of any concerns.

Any staff who has a concern regarding a pupil should raise this concern with the pupils Form Teacher and where necessary record it appropriately. Wellbeing concerns for pupils should be recorded in the following ways:

1. Pupils who need some extra 'TLC' are alerted to staff on a daily basis via a daily bulletin or at Staff Briefing via the Weekly Welfare Form. The aim of this is to alert staff to personal problems a pupil may have encountered such as health or family bereavement. The Form Teacher must notify the Phase Leaders and Assistant Head Pastoral if a pupil needs to be included and write a brief note on CPOMS.
2. CPOMS provides an opportunity for all staff to record comments which can help to provide a better understanding of pupils. All staff should add comments concerning pupils' achievements, academic and wellbeing. They must also record, in CPOMS, meetings with

parents or a summary of a concern raised in email correspondence. The Form Teacher, Phase Leaders and Assistant Head Pastoral are alerted to the entry. Confidential information should only be entered by SLT.

3. Confidential concerns – should be raised with the Assistant Head Pastoral. These will be recorded on CPOMS for the pupil. A note will be added to CPOMS by the Assistant Head Pastoral, Phase Leader or the Form Teacher, referencing the wellbeing care plan.
4. Where there are concerns regarding the wellbeing of a pupil or a situation to be monitored then a pupil may have a wellbeing care plan. These will be confidential and written and reviewed by the Phase Leaders, Assistant Pastoral or SENCO, who will meet regularly to discuss wellbeing care plans.

In order for staff to understand their role in providing excellent wellbeing, and to ensure consistent application of the school's key wellbeing policies, they must read the Staff Handbook and relevant policies which are available on Teams and in the School Office.

To evaluate and improve the quality of our care and welfare, evidence is gathered from regular Pupil Parliament meetings, from the Wellbeing Leaders, discussions during PSHCEE lessons, termly targets are set and revisited, and important conversations with parents are recorded. Form Teachers also have the opportunity to discuss the quality of our wellbeing provision at regular Staff Meetings, Phase meetings and weekly briefings.

Appendix – Serious Pastoral or Wellbeing Concern Procedure

The school aims to create an environment where the wellbeing of pupils is central to all we do, where there is an environment of trust and openness which enhances the self-esteem and emotional literacy of all our pupils. Wellbeing is the shared responsibility of all members BPS staff.

The PSHCEE programme in school aims to equip pupils with the ability to make good decisions, develop good mental, physical and emotional health to look after themselves and others to lead a full and happy life. Pupils are encouraged to seek help and support rather than turn to risky behaviour. There is a zero-tolerance on drugs in school and we aim to ensure that BPS is a self-harm free zone.

A serious wellbeing concern may include when a pupil presents with the following – they may often be inter-linked:

- Anxiety or depression – this may manifest as a loss of interest, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy or poor concentration
- Concern of substance misuse including legal drugs and alcohol or illegal drugs
- Bullying or action inappropriately towards others
- Eating disorders – including disordered eating, anorexia, bulimia, binge eating
- Self-harm – concern that a pupil is injuring or harming herself on purpose. Self-harm can encompass a wide range of behaviours. Common examples include, cutting, hitting or scratching. Promiscuity and overdose can also be seen as self-harm
- Suicidal thoughts or intent
- Sexual health, pregnancy, coercive or abusive relationships (consent)

How to act on concerns.

When the school is aware of a pupil presenting with a serious wellbeing concern then the following should act as a guide:

1. Assistant Head Pastoral, Phase Leader, Form Teacher, or a staff member that a pupil is comfortable with may approach the pupil who there is a concern over.
 - a. They will be alert to concerns over their mental health, do they require medical attention? If the pupil states that he/she has suicidal thoughts or intent, then it must be gauged how far the pupil has considered their actions. Do they have a plan? This information must be passed to the DSL, GP, Parents and medical feedback and support must be established.
 - b. If a pupil is presenting as 'out of touch with their environment/psychotic then the DSL must be informed immediately, a call must be placed to the mental health team. If urgent medical response is required call 999
2. BPS believes that in the vast majority of cases pupils are best helped when their parents are informed and supportive. The pupil will be encouraged to tell their parents with the support of the BPS staff team.

3. Meeting with the parents – discussion on the support offered in BPS, involving other services where appropriate.
4. Wellbeing care plan updated/written on CPOMS.
5. Staff informed on a need-to-know basis – needs of friends considered
6. If in-patient treatment is needed DSL/Assistant Head Pastoral will liaise with external agencies where appropriate. It is hoped that parents will give permission for the school to receive feedback from the services/GP supporting the pupil
7. Follow-up meetings, reviews in Wellbeing Meetings (with Assistant Head Pastoral, Phase Leaders and SENCO), where necessary timetables changes or suspension of lessons followed by re-introduction to full school life. This will involve careful consideration of the needs of the pupil but also the information and needs of the friends and the wider school community

It is important that all wellbeing concerns are noted to ensure a picture/jigsaw is created of individual pupils. For example, if a member of staff is concerned about behaviour, e.g. loss of interest, unusual behaviour or presentation then this must be logged on CPOMS. If they are concerned over weight, staff have seen or heard suggestions of self-harm through conversations with pupils or their friends' then staff should write concerns on CPOMS, e.g. X is looking very thin, rather this should be flagged with the Assistant Head Pastoral who will log it confidentially. If there is a concern that this behaviour is a safeguarding concern, or the pupil is at immediate risk e.g. suicide, then it must be immediately discussed with the DSL or Deputy DSLs.

The following should act as a guide in cases of **bereavement** of a pupil or staff member which may impact a significant number of pupils:

1. Discussion with BPS staff team – agreement on wording and support. All students need to hear the same key things and the school should not avoid stating facts. This may involve the medical team, family members and depending on the situation it might be necessary to inform United Learning. Agreement on how the news is going to be delivered to the class/school/parents. Email to ensure that part-time staff are aware. Discussion concerning the local/national media and the schools approach to this. All pupils should then be given the opportunity to talk about it.

Consideration will be given to the needs of those most deeply affected and direct support offered including external agencies where beneficial.

2. Depending on the circumstances parents will need to be informed and support offered directly to them in supporting their children
3. Individual bereavement, e.g. in cases of loss of grandparents or parent, individual support will be given to the pupil in question and staff informed.

Self-harm

As a school we are aware that some children turn to self-harm as a coping strategy.

We want every pupil:

BANSTEAD PREPARATORY SCHOOL SUTTON LANE BANSTEAD SM7 3RA
01737 363601 OFFICE@BANSTEADPREP.COM

- to take their physical and mental wellbeing seriously
- to recognise their feelings and have strategies to keep them balanced and to cope with the demands of a busy life
- to know when they are in need to pause and ask for help

We hope that all pupils will seek help and support when feeling low, dealing with painful emotions or are anxious or worried about something. BPS wants every pupil in the school to flourish, enjoy life and be aware of the people that they can talk to who care able to help them. The school has an environment of openness and trust.

What will happen next?

- An appropriate staff member will talk to the child, treating them with warmth and respect. Specialist help and support will be sought where appropriate. A member of SLT – usually Assistant Head Pastoral, Phase Leader or Form Teacher - must inform parents to discuss help and support offered in school and to discuss next steps.

This policy applies to all members of our school community, including those in our EYFS setting. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School Office and should be read in conjunction with the following documents This policy is complemented and supported by: PSHCEE Policy, Behaviour Policy and Care and Consideration Policy.

This document is reviewed annually by the Assistant Head Pastoral, or as events or legislation change requires. The next scheduled date for review is September 2025.