

Document Control	
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Wellbeing (Pastoral Care)

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Aims

At Banstead Prep School, we believe that pupils thrive when they feel happy, safe, and supported. Our pastoral care aims to nurture every child's emotional, social, and academic development by fostering a sense of belonging and self-worth.

We are committed to providing an excellent education within a caring and inclusive community, where every individual is recognised, valued, and supported. Wellbeing is central to this commitment, as we believe it underpins each pupil's capacity to learn and succeed.

Our aim is to create an environment in which pupils develop confidence, self-esteem, and resilience. Using our Learner Powers, we encourage respect for others, embrace diversity, and promote understanding of different cultures and viewpoints, preparing pupils to meet life's challenges with empathy and integrity.

Banstead Prep is a warm and welcoming community where every pupil has the opportunity to be actively involved in school life. We ensure that every child knows there is always someone available to listen, no matter the concern, big or small.

We recognise our role in supporting the spiritual, moral, social, and cultural development of our pupils. Through a rich and varied curriculum and co-curricular offer, we seek to develop self-confidence, intellectual curiosity, character, and physical wellbeing within a nurturing and aspirational environment.

We aim to foster a lifelong love of learning and to instil in our pupils the confidence to take appropriate risks, equipping them to contribute meaningfully in an ever-changing world.

As part of our ongoing commitment to pastoral excellence, we continuously evaluate and enhance the quality of care and support we provide. Strong and open communication between pupils, staff, and parents is central to our approach, ensuring a collaborative and responsive school community.

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

How is Pastoral Care Achieved?

Pastoral care and wellbeing at Banstead Prep School are embedded in the daily life of the school and are a shared responsibility across the whole school community.

The Assistant Head Pastoral has overall responsibility for ensuring that the pastoral and wellbeing needs of all pupils are met. However, all staff contribute to the pastoral care of pupils, with Form Teachers playing a central role, supported by Phase Leaders and the Senior Leadership Team.

Pupil Support and Daily Contact

Pupils are encouraged to approach their Form Teacher or any member of staff if they need advice, support, or simply someone to talk to. Daily registration—in both the morning and afternoon—provides valuable opportunities for Form Teachers to connect with pupils, monitor wellbeing, and offer support.

Where necessary, concerns may be referred to the Phase Leader or the Assistant Head Pastoral /Assistant Head Pre-Prep for further support or intervention. Wellbeing posters are displayed throughout the school to guide pupils on where to seek help, and Emotions Boxes or Emotions Bubbles are available in every classroom as accessible tools for pupils to express how they are feeling.

Parental Communication and Involvement

At the start of each academic year, parents are informed about the pastoral care structure and who to contact should concerns arise. This is shared during the 'Meet the Teacher' Welcome Evening, which all staff attend, allowing parents to meet key pastoral and wellbeing staff.

If a parent has a concern:

- They should contact the Form Teacher in the first instance.
- For more serious concerns, they may contact the Phase Leader or Assistant Head Pastoral/Assistant Head Prep-Prep directly.
- Form Teachers must keep Phase Leaders and the Assistant Head Pastoral/Prep-Prep informed of any concerns raised and ensure appropriate records are made.

Staff Responsibilities and Record Keeping

All staff are expected to remain vigilant and raise any wellbeing concerns with the pupil's Form Teacher. These may then be escalated, if necessary, to the Phase Leader or Assistant Head Pastoral/Assistant Head Pre-Prep. Concerns must be recorded using the appropriate systems:

- Daily Bulletins and the Weekly Welfare Form are used to alert staff to pupils requiring extra care or attention (e.g. due to illness, bereavement, or other personal circumstances).
- CPOMS is the school's primary platform for recording pastoral information. Staff should use CPOMS to:
 - Log wellbeing or safeguarding concerns
 - Record meetings with parents or summaries of email correspondence
 - Celebrate pupil achievements—both academic and pastoral
- The Form Teacher, Phase Leaders, and Assistant Head Pastoral/Assistant Head Prep-Prep are automatically notified of any relevant entries.
- Confidential entries should only be made by a member of the SLT.

Care Plans and Learner Profiles

Where ongoing concerns exist, or additional monitoring is required, pupils may have a Care Plan recorded in their Learner Profile. These plans are:

- Created and reviewed in a weekly Pastoral meeting by the Phase Leader, Assistant Head Pre-Prep, Assistant Head Pastoral, or SENCO
- Confidential and securely noted on CPOMS
- Designed to ensure a coordinated, consistent approach to supporting the pupil's individual needs

Staff Training and Consistency

To ensure a consistent and effective approach to pastoral care and wellbeing, all staff are expected to understand their responsibilities and follow the school's policies and procedures.

All staff are required to read the Staff Handbook and relevant pastoral and safeguarding policies, which are accessible via OneDrive/Teams. These documents outline the expectations for staff conduct, reporting procedures, and the principles underpinning our pastoral approach.

Weekly staff briefings provide regular opportunities to share updates, highlight pupils requiring additional support, and deliver targeted training. Additional training sessions are provided as needed, ensuring staff remain informed, confident, and well-equipped to support the wellbeing of all pupils.

Evaluation and Continuous Improvement

Banstead Prep is committed to evaluating and enhancing the quality of its pastoral provision. Evidence is gathered from a range of sources, including:

- Pupil Parliament meetings
- Feedback from Wellbeing Leaders
- PSHCEE discussions and wellbeing targets
- Ongoing communication with parents
- Regular staff input during briefings, Phase meetings, and Staff Meetings

This reflective and collaborative approach ensures that our provision remains responsive, inclusive, and effective in supporting the wellbeing of all pupils.

Appendix

Serious Pastoral or Wellbeing Concern Procedure

At Banstead Prep School, the wellbeing of our pupils is central to everything we do. We aim to foster a culture of trust, openness, and emotional literacy, ensuring that all pupils feel safe, supported, and understood. Wellbeing is a shared responsibility of all members of the BPS staff community.

Through our PSHCEE programme, we equip pupils with the tools to make healthy decisions, build strong mental, physical, and emotional wellbeing, and develop the resilience to face challenges. Pupils are encouraged to seek help and support, with a strong emphasis on preventing risky behaviours. There is zero tolerance for drugs, and we actively work to create a self-harm-free environment.

What Constitutes a Serious Wellbeing Concern?

Serious concerns may present in various ways and are often interrelated. They include:

- **Anxiety or depression:** e.g. low mood, loss of interest, disturbed sleep, low self-worth, poor concentration
- **Substance misuse:** including alcohol, legal, or illegal drugs
- **Bullying or inappropriate behaviour towards others**
- **Eating disorders:** including disordered eating, anorexia, bulimia, or binge eating
- **Self-harm:** including cutting, scratching, hitting, overdose, or promiscuous behaviour
- **Suicidal thoughts or intent**

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

- **Sexual health concerns**, pregnancy, or issues involving consent, coercion, or abusive relationships

Responding to a Serious Wellbeing Concern

When a serious concern is identified, the following steps should be taken:

1. Initial Approach

- a. The Assistant Head Pastoral, Assistant Head Pre-Prep, Phase Leader, Form Teacher, or another trusted adult should approach the pupil sensitively.
- b. Assess for immediate risk or need for medical attention, especially if the pupil mentions suicidal thoughts or appears psychotic/out of touch with reality.
- c. If urgent support is needed:
 - i. Contact the DSL (Designated Safeguarding Lead) immediately.
 - ii. Call the mental health crisis team or 999, if required.

2. Parental Involvement

- a. In almost all cases, pupils are best supported when parents are informed and involved.
- b. Pupils will be encouraged to share concerns with their parents, supported by BPS staff.
- c. The school will arrange a meeting with parents to discuss:
 - i. Support available within school
 - ii. Possible referral to external services
 - iii. Expectations for ongoing communication

3. Documentation & Support Planning

- a. A care plan in the Learner Profile will be created and notes updated on CPOMS.
- b. Only relevant staff will be informed on a need-to-know basis, with the needs of the pupil and their peers considered.
- c. In-patient treatment or involvement with external agencies will be coordinated by the Assistant Head Pastoral/DSL, with parental consent sought for feedback from professionals.
- d. Follow-up reviews will take place during Wellbeing Meetings involving the Assistant Head Pastoral, Assistant Head Pre-Prep, Phase Leaders, and SENCO.

4. Reintegration & Ongoing Support

- a. Where necessary, a phased return to school may be implemented.
- b. Adjustments to timetables or temporary suspension of lessons may be agreed, based on the individual pupil's needs.
- c. Ongoing communication and support will also consider the impact on friends and the wider school community.

Recording Concerns and Building a Holistic Picture

Staff must log all wellbeing concerns to help build a complete picture of a pupil's experiences. This includes:

- Noting changes in behaviour, mood, appearance, or engagement
- Recording comments or disclosures from pupils or their friends
- Using **CPOMS** to log general concerns (e.g. "X appears withdrawn or is losing weight")

For sensitive or confidential issues, staff should refer concerns directly to the Assistant Head Pastoral, who will record them appropriately and securely. Any issue that raises a safeguarding concern or indicates immediate risk must be escalated without delay to the DSL or Deputy DSLs.

Bereavement and Community-Wide Incidents

In the event of a bereavement involving a pupil or staff member, the following guidance applies:

- Staff meeting to agree on the school's communication approach, including language to be used and support to be provided
- Clear, consistent messaging for all pupils—avoiding euphemisms and stating facts sensitively
- Involvement of medical teams, family members, and if appropriate, United Learning
- Notification to all staff, including part-time members, via email
- Consideration of potential media interest and the school's response
- Opportunities for pupils to talk and reflect on the loss

Support will be prioritised for those most directly affected, including access to external professionals if needed. For individual losses (e.g. of a close family member), tailored support will be provided and shared discreetly with relevant staff.

Approach to Self-Harm

We understand that some children may turn to self-harm as a coping strategy. At BPS, we are committed to fostering an environment where pupils:

- Take their physical and mental wellbeing seriously
- Recognise their emotions and develop coping strategies
- Know when to pause, reflect, and ask for help

If a pupil is known or suspected to be self-harming:

- A trusted staff member will speak with them calmly and respectfully
- Support will be offered, and specialist input sought where appropriate
- A member of the SLT (usually the Assistant Head Pastoral, Phase Leader) will contact parents to discuss support and next steps

We want every pupil at Banstead Prep School to flourish, enjoy life, and know there is always someone to turn to.

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 2026.