



LEICESTER GRAMMAR SCHOOL TRUST

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PASTORAL CARE POLICY

This is one of the policies concerned with pastoral care. It should be read in conjunction with the policies on equal opportunities, special educational needs and disability, anti-bullying, sex education, pupil behaviour, safeguarding and substance misuse, admissions and attendance.

Strong pastoral care is central to the ethos and aims of Leicester Grammar School. It covers those aspects of a school's work and structures concerned to promote the general welfare of pupils, particularly their academic, social and personal development, their attitudes and their behaviour. It aims to extend the pupils' learning skills in line with their spiritual, moral, social, personal and physical development, and thus enable them to manage their present lives and prepare them for adult life in an ever changing society.

It also has regard to the five outcomes from Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

There is collective pride in our achievements, with the first priority being to develop the individual's academic potential. Opportunities in music, drama and sport are given prominence because we believe that through involvement in a wide range of extra-curricular activities, the individual's personality can grow and our pupils will then be able to leave us with confidence that they can meet the challenges of the modern world.

(Prospectus)

AIMS

Through our Pastoral Care Policy, we aim:

1. To create a caring and secure environment for staff and pupils.
2. To create an environment where pupils feel safely able to discuss their feelings and concerns.

3. To ensure there is good communication between the school, parents/guardians and external agencies.
4. To enhance the pupil's self-worth and self-confidence.
5. To help pupils value and respect the views of others.
6. To help pupils develop self-discipline and encourage positive behaviour.
7. To encourage a sense of belonging amongst all members of the school community.
8. To support pupils in developing healthy lifestyles.
9. To support pupil progress across the curriculum.
10. To develop in pupils, an awareness of moral standards.
11. To provide opportunities for pupils to develop an awareness of their individual spiritual needs.
12. To encourage pupils to show respect and understanding of those whose culture, beliefs or lifestyle may be different from their own.

PASTORAL CARE

Pastoral Care is an essential aspect of the educational provision that is given to the pupils. By stressing the importance and appreciation of each individual pupil, it provides the support and reassurance that are necessary to allow each to grow to their maximum potential spiritually, morally, socially and academically.

The Form Tutor is the principle figure in providing pastoral care for the pupils in their form group. Sixth form students also receive support from a Personal Tutor. The PSD programme is designed to challenge pupils with aspects of social and moral responsibility at each stage of their development.

Pupils are not only given support via the school structure, but they are also encouraged to help each other. Each pupil has the freedom to approach any teacher in order to ask for help or advice. The School's Anti- Bullying Policy, Acceptable Use Policy and Safeguarding Policy aim to protect members of the school community from physical, social, emotional and intellectual harm.

Opportunities occur in academic lessons when pupils can be exposed to spiritual, moral and social dilemmas. Departmental handbooks provide specific details of such opportunities and curriculum links. Examples include RS work in comparing and contrasting world religions and work in History on the Second World War. Assemblies can offer a range of experiences although the spiritual is paramount. The School meets weekly as a whole led by the Headmaster. Other assemblies are sectional and are co-ordinated by Year Heads. They may be class assemblies or led by an individual teacher but always have a moral, social or spiritual focus. Formal services celebrate the major Christian festivals and festivals celebrated by other religions are often recognised through Section assemblies. The School Chaplain contributes regularly to the assembly programme.

All staff, teaching and non-teaching, have a responsibility for pastoral care and should endeavor to contribute effectively to establishing and maintaining a climate, which is characterised by good relationships and mutual respect.

Successful pastoral care is a partnership between the School and the home. Leicester Grammar School is committed to developing and maintaining strong links with parents or guardians. Regular formal contact is made through reports and parents evenings. Individual issues are discussed through letter, telephone or individual appointments at school.

Parents/Guardians are always welcome and are encouraged to contact their child's Tutor/ or Head of Year if they have any concerns or worries. Parents are encouraged to share concerns about home circumstances or medical matters, which may affect their child's work or behaviour in school. Any information disclosed will be treated as confidential and only passed on to those with a need to know.

PASTORAL CARE STRUCTURE

Each pupil has a Tutor who guides them on a day-to-day basis. The Tutor is someone to whom a pupil can turn to for advice on any aspect of school life. Tutor groups meet for registration in the morning and briefly in the afternoon. Tutors are immediately responsible for the pastoral care of those within their group.

Sixth form students have both a registration tutor who deals with attendance and day-to-day paperwork and a personal tutor who monitors their academic progress and offers pastoral support.

Form Tutors and Personal Tutors (for sixth form students) are responsible to the relevant Head of Year for the pupils in their charge. They liaise closely with the Head of Year who has an overview of the year group and monitors both academic and pastoral progress.

Heads of Year establish a positive ethos for their year group(s), ensuring rewards and sanctions are fairly applied. They also work closely with pupils requiring additional support.

The Heads of Year are managed by the Deputy Head (Pastoral) but are ultimately responsible to the Headmaster.

Sixth Form pupils are encouraged to help younger pupils through the Student Support Group. Members of the Student Support Group undergo training, which enables them to talk over problems with younger students and offer advice. They also oversee a homework club. All Year 13 students are prefects led by a Head Boy and Head Girl. The prefects work in teams to carry out duties at break and lunchtime and help on formal occasions. A male and female Senior Prefect manages each team. They are elected to their role and have contributed significantly to the extra-curricular life of the School over a number of years. They are role models for the younger students and help to establish and maintain the expected standards of behaviour and presentation.

PASTORAL PROGRAMME

This is offered to pupils in form time and during specified sessions. Prep and Year 7 have one period per week allocated to pastoral tutoring. Year 8-11 and 13 have one period per week taught by subject specialists. Year 12 has three afternoons per year when visiting speakers address key pastoral issues. The programme includes study skills, thinking skills, health and sex education, e-safety, managing stress and relationships (see scheme of work for details). Students are invited to review the content of the programme regularly.

HOUSE SYSTEM

Each pupil is allocated to one of four houses upon entrance to the School, headed by a housemaster/mistress who encourages co-operation, participation, a sense of belonging and encourages initiative and responsibility. The House system exists to promote healthy

competition and engage students in collaborative teamwork through a range of extra-curricular activities.

CHAPLAIN AND ASSISTANT CHAPLAIN

The Chaplain's role of spiritual ministry for the whole school includes assemblies. The Chaplain is also a member of the Pastoral Team. Pupils are aware that they may talk to either of the two Chaplains whenever they feel a need to do so and times when they are available are published to the pupils.

SCHOOL NURSE

The School Nurse oversees the healthcare of pupils. She is able to store medicines and administer them subject to parental approval, provide first aid and is able to offer health advice.

LISTENER

The Listener is able to support to students dealing with emotional health and wellbeing issues. She offers a safe place for students to explore their thoughts and feelings by allowing them to talk and be heard while supporting them throughout their school life. Appointments are made on a referral basis.

CAREERS SUPPORT

The pastoral system supports the academic curriculum, and also provides the vehicle for educating pupils in Personal, Social Development (PSD), and for giving advice on study skills and careers. The Careers Coordinator organises a programme of speakers and special events to highlight careers opportunities and possibilities, and provides support and up-to-date materials to the staff delivering careers related material. Students are able to access individual, independent and impartial guidance from fully qualified Career Guidance Practitioners to support them in making their career choices.

OPPORTUNITIES FOR LEADERSHIP DEVELOPMENT

The school offers a wide range of leadership opportunities to pupils, for example through the house system, mentoring schemes, the roles of prefect and house captain, organising social and charity events, wide participation in the Duke of Edinburgh Award Scheme, and Young Enterprise.