

LANCASTER ROYAL GRAMMAR SCHOOL

POLICY STATEMENT

Number 13	Date Approved by Board of Governors December 2016
---------------------	---

PASTORAL CARE

Aim

Pastoral care lies at the heart of the School's overall policy which seeks to provide a caring happy environment in which all the pupils can develop to their full potential.

We believe that each pupil in this School is entitled to receive, according to his need, advice, support, care and counselling. To that end formal arrangements have been instituted in order to

- a) operate a successful transition from primary to secondary education and into the Sixth Form from feeder schools
- b) maintain continuity of care throughout each phase of each boy's school career.
- c) engender an atmosphere which encourages boys and staff to be considerate of the needs of others.
- d) provide a good communication system between boys and staff and between staff and parents
- e) provide opportunities for confidential counselling
- f) ensure that pupils obtain adequate advice and support on matters relating to their academic and personal development and to their future careers

In order to be a truly caring community then the formal arrangements outlined above are backed up by a multitude of informal supportive contacts every day.

All staff play a crucial part in ensuring these the success of these aims.

Structure

1. **Headmaster/Deputy Head (Pastoral and Boarding)**
The Headmaster, assisted by the Deputy Head has a supervisory role. They are the ultimate source of advice and they monitor of the relationships within the School and between the School community and outside agencies.
2. **Boarding Housemaster**
The housemasters assisted by house tutors, house matrons and house prefects under the overall direction of the Headmaster, oversee the pastoral care of the boarding pupils. The effectiveness of their efforts will depend upon their knowledge of the needs of each individual pupil and the efficiency of communications within the School.
3. **Head of Year 7 and Transition /Head of Year 8 and 9**
Two members of staff have responsibility for the pupils in the first three years at the school. Their duties include addressing any concerns raised, the monitoring of pupil's progress, co-ordinating the work of form tutors, liaising with parents and encouraging

pupils to make the most of their opportunities at school. The Head of Year 7 and transition is also responsible for overseeing each pupil's transition from primary school. The Values course which is part of the curriculum for the lower school addresses many of the pastoral and safeguarding issues including British Values, Prevent, and e-safety.

4. **Head of Middle School**

The role of the Head of Middle School (years 10 and 11) is similar to that of the Heads of Year of the boys in their first three years at school. During the two years under his/her supervision, pupils make important choices and will require help, support and advice. This is available from careers staff in School including our impartial careers guidance advisor. Within these two years pupils benefit from attending PHSE/Projects programme the Head of Middle School will co-ordinate the work of the form tutors and encourage pupils through this phase of their school career. He/she will liaise with the Head of Sixth Form regarding transfer to the 6th form.

5. **Head of Sixth Form/Deputy Head of Sixth Form**

The Head of Sixth Form and his deputy organises and co-ordinates the work of Sixth Form tutors. They liaise with parents and outside agencies and supervise the Sixth Form Centre and the Sixth Form Committee. Pupils joining the School in the Sixth Form are given special support through a programme of induction which begins when they attend a preparatory meeting after completing their GCSE examinations. They offer help and support throughout their A level years and advise pupils with regard to UCAS application, in conjunction with the careers department, and assists with any problems concerning University application.

6. **Form Tutors**

Almost all members of the teaching staff, other than those listed above perform a key role as a form tutor. Group sizes are about 28 in years 7 to 11, and up to about 18 in the Sixth Form. Each pupil has a tutor who guides them on a day to day basis. Form tutors are expected to know individual pupils well and to deal directly with parents whenever difficulties or problems arise. Form tutors have a form period or assembly each day in which contact can be made. This period is also intended as an opportunity for guidance, both in gaining the most from school and in a more moral sense. The form tutor is the first person to turn to if a pupil meets a problem within school. It is possible for pupils to be allocated an individual peer mentor if it is felt necessary. This would involve careful liaison with parents and assistance with key areas of the curriculum under the guidance of senior boys, carefully structured by a member of staff. In the case of boarders, form tutors should always consult Housemasters regarding any problems.

7 **Independent Listener**

An independent listener is also available to all members of the school community. The school also offers a student support service. For more serious issues counselling will be arranged as required.

8. **School Nurse, Medical Centre Staff and School Doctor**

The School is fortunate to have the services of a visiting doctor twice a week and to be able to provide a well-equipped medical centre supervised 24 hours a day by qualified staff. The school employs its own nurse who is available to offer advice to all pupils and staff. The medical centre is available to both boarding and day pupils. Pupils and parents also have access to the school's NHS nurse who holds a drop in at school.

9 **Prefects**

The prefects perform an important supportive role in the school community. In particular the form prefects assist the form tutors in their work. Form prefects will get to know the pupils in their form and often initiate and assist with form activity.

10 **Seward Committee**

Elected pupil representatives of every form in the School meet regularly under the Chairmanship of the Assistant Head (teaching and learning) to discuss any aspect of the organisation of the School which they wish to raise.

A 'Who to Turn To' Poster is posted around the school so that pupils and parents can seek advice from the member staff they feel can deal with any problem that may arise. The policy is also reinforced during school assemblies and in form tutor time.

Summary

The School's policy regarding pastoral care is linked closely with other areas of policy, such as spiritual, moral and cultural, anti-bullying, SEND, behavioural standards and the extra curricular review. It is hoped to encourage pupils through the pastoral structure to fulfil their potential in their academic work, enjoy wide ranging opportunities outside the classroom while having their overall progress monitored by the pastoral team. The successful implementation of a pastoral care policy will depend ultimately on the quality of the interpersonal relationships which the community engenders. These must be supported and facilitated by a well-organised communications system - vital in a large school which is dispersed over an extensive site. The School endeavours to establish a culture which supports, informs and involves all members of our School community.