

LANCASTER ROYAL GRAMMAR SCHOOL

POLICY STATEMENT

Number 25	Date Approved by Board of Governors December 2023
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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 their 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 student's school career.
- c) engender an atmosphere which encourages pupils and staff to be considerate of the needs of others.
- d) provide a good communication system between pupils, staff and parents.
- e) promote mental and physical health and wellbeing, develop student resilience and self-care, and provide opportunities for confidential counselling and support.
- f) ensure that pupils obtain adequate advice and support on matters relating to their academic and personal development and to their future.

In order to be a truly caring community 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 the success of these aims.

Responsibilities

1 **Headmaster/Deputy Head (Pastoral Care)**

The Headmaster, assisted by the Deputy Head (Pastoral Care), monitor the relationships within the school and between the school community and outside agencies. The Deputy Head (Pastoral Care) will take overall responsibility for pastoral care across the whole school, both day and boarding.

2. **Head of Boarding and Boarding Housemaster**

The Head of Boarding will take responsibility for all day-to-day and strategic aspects of boarding. The Housemasters assisted by House Tutors, House Matrons and House Prefects, under the overall direction of the Head of Boarding, 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 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.
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 independent careers guidance advisor. 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 Heads of Sixth Form**
The Head of Sixth Form and his/her deputies 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. 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, 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. In the case of boarders, Form Tutors should always consult Housemasters regarding any problems.
7. **Independent Listener, Student Support and Counselling**
Independent Listeners are also available to all members of the school community. The school also offers a student support listening service and for more serious issues counselling. A pre-counselling assessment will inform the referral process and direct pupils to the most appropriate support.
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. *Additional medical support is available to boarders through a service level agreement with an external medical practice.* Pupils and parents also have access to the school's NHS nurse who holds a drop in at school.
9. **Prefects and Peer Mentors**
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.

Some pupils also act as Academic or Wellbeing Peer Mentors to younger pupils under a system of referral co-ordinated by a member of staff.

10 **Seward Committee**

Elected Form Captains of every form in the school meet each term, chaired by the Head of School, to discuss any aspect of the organisation of the school which they wish to raise.

Curriculum and Systems

'Who To Turn To' is *the name of the school's early help offer*, it is a tiered system of support for pupils in school. Pastoral Leads can assist pupils under review to step up and down the system to ensure that the right support is available. A poster showing the 'Who To Turn To' system 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.

The Values course is a pastoral curriculum for all years. It addresses many pastoral and safeguarding topics including British Values, Prevent, Online Safety, Mental Health and Wellbeing and Resilience. The assembly programme and Form Period reources further support the aims of the Values programme.

The school use CPOMS to record pastoral and wellbeing information and actions. The pastoral and safeguarding teams use this information to monitor trends and issues. Reports and analysis from this system is presented to the Pastoral Heads, SLT and Trustee Committees.

Suitability for boarding

The school reserves the right to re-assess suitability for boarding at any time during the child's time at the school. The two criteria are: a) Does the child present a serious health and safety hazard to other boarders, and b) Will the child be able to cope with a benefit from a boarding environment? If a child is determined to be unsuitable for boarding after a re-assessment, the boarding place will be withdrawn. Parents have a right of appeal to the Governors in the case of withdrawal of a boarding place on the grounds of suitability.

Impact

The effectiveness of the pastoral team will be reviewed at regular Pastoral Head's Meetings, lead by the Deputy Head (Pastoral Care) and comprising of the Head of Boarding, Heads of Years, Housemasters, Head of Learning Support (SENDCo), and the School Nurse. This group will consider information and data relating to pastoral care, reflect on the effectiveness of pastoral policy and set priorities.

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 inter-personal 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.