

# LANCASTER ROYAL GRAMMAR SCHOOL

## POLICY STATEMENT

<b>Number</b> 25	<b>Date Approved by Board of Trustees:</b> February 2026
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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 Lower School: Head of Year 7 & Primary Transition**  
**Head of Lower School: Head of Year 8 & 9**  
**Head of Middle School**  
**Head of Sixth Form**  
**Heads of Years (8-13)**

Teams of staff have have responsibility for the pastoral care of pupils in various years at the school. Years 8-13 have individual Heads of Years whose work is overseen by Heads of Lower School, Middle School and Sixth Form as appropriate. Their roles are to lead on the pastoral care and wellbeing of pupils in their year groups, addressing any concerns raised, supporting pupils, monitoring pupil progress, co-ordinating the work of Form Tutors, liaising with parents and encouraging pupils to make the most of their opportunities at school. They also lead on attendance, anti-bullying and welfare in their year groups.

The Head of Year 7 & Primary Transition is also responsible for overseeing each pupil's transition from primary school. The Head of Middle School and Head of Year 11 liaise with the Head of Sixth Form and Head of Year 12 regarding transition of Year 11s into the Sixth Form.

4. **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.

5. **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. This provision is allocated based on an assessment of need and risk. The Deputy Head: Pastoral will make decisions relating to case allocation and waiting lists as the school's Senior Mental Health Lead. Sessions with a counsellor or emotional health practitioner will be reviewed after 6 sessions and in most cases not extend beyond 12 sessions in order to manage school need. Pupils who miss 3 sessions without good cause will be removed from the caseload.

6. **School Nurse & Medical Centre Staff**

The school is fortunate 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.

7. **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.

## 8. **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. Sub-committees include the Sixth Form Council, Middle School and Lower School Forums.

## **Education and Support**

'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 resources further support the aims of the Values programme.

The school uses various systems 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.

The pastoral team will be well trained in mental health and emotionally based non-attendance (EBNA) in order to meet the needs of pupils. The use of timetable adaptations, part-time timetables, and pastoral centre resources will be specific and targeted. The pastoral team will work with the Local Authority's attendance consultant and inclusion team to address needs relating to wellbeing and attendance. The school will maintain a proactive relationship with Child and Family Wellbeing link professionals in order to follow an effective early help approach.

## **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 and 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.

## **Home Visits**

The pastoral team will conduct home visits as an important step in complex or hard to reach pupils or families.

Home visits are to be used when:

- Pupils are refusing to come into school
- When there are attendance issues/concerns
- When pupils are being educated at home
- When all other means of contact with a family has failed
- To meet with pupils and families to discuss an issue where it is in the best interest of the child to have that discussion in their own home rather than at school or where it would be difficult for an individual to attend school for a meeting and information needs to be shared in a face to face meeting in a timely manner

- To try and establish that a child is safe if they are absent from school and attempts to contact the family have not elicited a response and we have any welfare or safeguarding concerns for the pupil
- To work with and support the pupil and family in developing strategies to help their child attend school where attendance is an issue
- To visit a child who has been off school for a period of time, for example due to a medical issue, so that they do not feel isolated from school
- To investigate situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a child is not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused)

### **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.