

# LEICESTER GRAMMAR SCHOOL TRUST

## LEICESTER GRAMMAR JUNIOR SCHOOL

### POLICY AND PROCEDURES ON PASTORAL CARE

*This policy should be read in conjunction with other policies: Equal Opportunities, SEND Anti-bullying, Attendance, Safeguarding, the Prevent Duty, Behaviour including rewards and sanctions, SMSC and PSHE*

*This is a whole school policy and as such includes the EYFS.*

#### INTRODUCTION

Strong pastoral care is central to the ethos and aims of Leicester Grammar Junior School. It covers those aspects of a school's work and structures designed 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

Our aim is to develop fully, in a caring, safe, friendly and disciplined environment, the personality of each individual child, encouraging genuine interest and enthusiasm in a wide range of activities; academic, cultural, sporting and creative. We take pride in the fact that we are a fully co-educational community, in which boys and girls learn together. The pupils work hard and develop their skills and confidence in an atmosphere of mutual respect, tolerance and understanding.

#### PASTORAL CARE

Pastoral Care is an essential aspect of the educational provision given to the pupils. By stressing the importance and appreciation of each individual child it provides the support and reassurance necessary to allow each to grow to his or her maximum potential spiritually, morally, socially and academically. This is achieved on a daily basis through

the class teacher, and also through the PSHE programme which is designed to challenge pupils with aspects of social and moral responsibility at each stage of their development. Children 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. Older pupils are encouraged to help younger pupils and all members of the school community are expected to behave in a way which raises self-esteem of the community and its individuals.

Opportunities occur in academic lessons when pupils can be exposed to spiritual, moral and social dilemmas. Although planned work is valuable, it is often unplanned work which allows for maximum benefit in the wider curriculum and teachers are encouraged to respond positively to these opportunities as they arise.

Assemblies offer a range of experiences, although the spiritual is paramount. There is a whole school (not EYFS) assembly on a Monday, an infant assembly (including EYFS) on Wednesday, a junior assembly on Thursday and a whole school (not EYFS) celebration assembly on a Friday. Assemblies may be led by a class or a 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 celebrated during assemblies. The School Chaplain contributes to the assembly programme.

The importance of example by staff cannot be overstressed and all staff, teaching and non-teaching, have a responsibility for pastoral care. Children learn by watching and copying their elders and staff are expected to treat colleagues and the pupils with respect and appreciation.

Successful pastoral care is a partnership between home and School. LGJS is committed to developing and maintaining strong links with parents or guardians. Parents/guardians are always welcome and are encouraged to contact their child's class teacher 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 will be treated as confidential and will be shared on a 'need to know' basis.

## **PASTORAL CARE STRUCTURE**

Each pupil has a class teacher or keyworker who guides them on a day to day basis. They are the immediate solvers of problems and appreciate each pupil's needs.

Class teachers are responsible to the Headteacher and the Deputy Head (Pastoral) for the pupils in their charge. The Headteacher and Deputy Head (Pastoral) support class teachers in establishing a positive ethos and ensure that rewards and sanctions are fairly applied.

## **PASTORAL PROGRAMME**

This is offered to pupils during specified lessons and may be included in R.E, PSHE, R-Time or general lessons. R Time and RE are timetabled weekly in all year groups, including EYFS. The programme includes study skills, thinking skills, health and sex education, behavioural problems, relationships and e-safety. In the Junior years there are weekly PSHE lessons. Year 3 has been identified as a transition year and additional pastoral care is provided through a programme called Relax Kids along with a weekly mindfulness and wellbeing session. In EYFS the Personal, Social and Emotional Development prime area of learning forms the core of pastoral care.

## **HOUSE POINTS**

Each pupil from Year 1 upwards is allocated to one of four houses, headed by a pupil House Captain and Vice- Captain who encourage co-operation, participation and a sense of belonging while promoting initiative and responsibility.

## **SCHOOL NURSE**

The school nurse oversees the healthcare of pupils. She, along with the principal first aider, is able to store medicines and administer them subject to parental approval and consent, to provide first aid and to offer health advice to pupils and parents.