

PASTORAL CARE POLICY

The Pastoral Care policy is applicable to the whole community of Bangor Grammar School and provides a framework for the following policies: Personal and Social Education, Induction, Special Educational Needs, Discipline, Child Protection, Use of Reasonable Force/Safe Handling, Educational Visits, Drugs Education, Anti-Bullying, Relationships and Sexuality Education.

A separate policy exists for Pastoral Care in Connor House.

Aims

- To enable each boy to fulfil his potential.
- To develop the self-esteem of all boys and to provide each with the opportunity to gain a sense of achievement and success.
- To provide a system of pastoral care in which the academic and wider welfare of each boy is carefully supervised.
- To maintain home - school liaison.
- To encourage the development of the whole person by the provision of a wide variety of extra-curricular activities.
- To maintain a high standard of discipline; to implement a disciplinary policy with consistency and to encourage high standards of self-discipline.
- To promote sound moral and spiritual standards and to encourage a concern for the needs of others.

To provide a caring and tolerant environment for all the school community and to ensure that all adults who are in contact with the pupils are made familiar with their pastoral responsibilities.

Structure

The pyramid of formal responsibility for pastoral care incorporates the following groups: Form Teachers; Heads of Year; Senior Teachers; Vice Principals and Headmaster.

The Special Educational Needs Co-ordinator (SENCO) provides professional support where needed.

Implementation

Home - School links - through consultation and written guidance (Partnership with Parents documents).

Reporting - interim and school reports for all boys; monitoring, academic report cards and discipline or support cards for some.

Guidance - guidance and advice is offered to any pupil whose behaviour and/or academic performance gives cause for concern.

Complaints Procedure

The school recognises the importance of home - school links. Parents wishing to make a complaint should do so by informing the Head of Year, a Senior Teacher, a Vice Principal or Headmaster as detailed in the school's complaints procedures. The complaint will be recorded, investigated and the outcome reported.

Evaluation

This is done by Senior Management in consultation with Heads of Year and by Heads of Year in consultation with other members of staff and pupils. The policy is reviewed annually by the Board of Governors.

PASTORAL CARE PROCEDURES

1. RATIONALE

- 1.1 The Pastoral Care Policy sets out to present the principles by which care is undertaken in the school and the structure for its provision. It applies in every sphere of school life where pastoral care of the pupils is undertaken.
- 1.2 The Pastoral Care Policy also provides a theoretical and over-arching framework for the following policies on more specific facets of school life: Personal and Social Education; Induction of New Pupils; Special Educational Needs; Discipline; Child Protection; Use of Reasonable Force/Safe Handling, Educational Visits; Drugs Education; Anti-Bullying; Relationships and Sexuality Education.
- 1.3 The aims of the policy advance the stated aims of the school.

2. FORMAL PASTORAL STRUCTURES IN THE GRAMMAR SCHOOL

- 2.1 The pyramid of formal responsibility for pastoral care incorporates the following groups:
- 2.2 **Form Teachers**
Form Teachers have daily contact with one of five classes in each year group.

Form Teachers' responsibilities include:
 - registration;
 - issuing notices or circulars applicable to the class;
 - academic administration;
 - assisting with the compilation of records of achievement;
 - recording attendance and extra-curricular involvement on school reports;
 - monitoring social interactions within classes;
 - liaising with Heads of Year;
 - teaching the Personal and Social Education programme

2.3 Heads of Year

The school appoints a Head of Year with responsibility for the pastoral care and academic oversight of boys in each year group (two for Year 8). The Head of Year is normally the first point of contact for dealing with the boys' pastoral issues.

The responsibilities of Heads of Year include:

- providing pastoral guidance
- monitoring academic progress
- meeting with parents and liaising with colleagues

- overseeing pupil behaviour
- record keeping and other administrative tasks.

2.4 **Senior Teachers**

One senior teacher co-ordinates the work of pastoral care in Years 8, 9 and 10. Two senior teachers act in advisory roles for Heads of Year 11, 12, 13 and 14.

2.5 **Headmaster/Vice-Principals**

The Senior Vice-Principal has oversight of the pastoral care system in the school. The ultimate responsibility for pastoral care rests with the Headmaster.

3. **REPORTING**

3.1 Formal reporting of various kinds provides regular information about pupils'

academic and social progress. This reporting is for the benefit of Heads of Year, parents and the pupil himself. It aims to provide evidence of progress or regression and to provide a context for individual improvement.

3.2 Academic progress of all boys is charted via interim reports (normally once a term) and via school reports (sent out for boys in all years early in the Easter term and at the end of the summer term for Years 8, 9, 10, 11). Interim reports are seen and signed by parents before being returned to Heads of Year for action if appropriate (see 3.4).

3.3 Academic monitoring cards are submitted as needed by teachers of boys in Years 13 and 14 whose progress and/or industry are deemed unsatisfactory. They record teachers' judgements on progress and recommendations for remedial action. The submission of cards is followed by interviews between the monitored pupils and designated staff. Outcomes are communicated and discussed with relevant teachers.

3.4 Pupils in Years 8 - 12 whose academic progress causes concern may be put on an academic report card. Teachers assess the quality of their work during each lesson and record this on the card.

3.5 Any pupil whose indiscipline causes his Head of Year concern may be put on a discipline card. Teachers assess the pupils' behaviour in lessons and record this on the card.

3.6 Both academic report cards and discipline cards should be seen and signed by parents each school day for the duration of the report card.

3.7 In circumstances where extra support is deemed necessary to assist with

academic, behavioural or special learning difficulties support cards may be issued. These cards will target the individual needs of the pupil and will be monitored jointly by the SENCO and Head of Year.

4. **GUIDANCE**

4.1 This may take the form of consultation between the Head of Year and the individual pupil in an attempt to ascertain any underlying problem(s) and to offer a possible strategy by which the pupil may overcome such. Parents may also be contacted at this stage to seek their involvement regarding a possible resolution of the situation.

5. **HOME/ SCHOOL LINKS**

5.1 The school recognises the importance of home-school links in the context of pastoral care.

5.2 Formal contexts for contact between the school and pupils' homes include:

- reporting procedures outlined in Section 3 above;
- written guidelines for parents;
- parent consultation meetings, of which there is one per year for each year group;
- Pastoral Fair during first term for the parents of new pupils;
- the Parents Association, whose meetings are attended by two members of staff;
- the Board of Governors, which has two parents' representatives.

5.3 In addition, the Headmaster, and other senior members of staff contact parents regarding any issues connected with a boy's personal or academic welfare which they wish to raise; similarly parents are encouraged to liaise with the school.

6. **COMPLAINTS PROCEDURE**

6.1 A parent wishing to make a complaint should telephone the school and speak with one of the following:

- the pupil's Head of Year if the complaint concerns a pastoral, academic or general matter;
- the Academic Vice Principal if the complaint concerns a curriculum matter;
- the Senior Vice Principal - if the complaint is about a serious pastoral matter;

- the Headmaster - if the complaint concerns a member of staff.
- 6.2 In all cases the complaint is investigated, action taken if appropriate and the outcome communicated to the parent and relevant staff without delay. The matter is recorded in a central complaints file and in the relevant individual file.
7. **MAINTAINING A CARING SCHOOL**
- 7.1 Formal procedures and systems for pastoral care must be supported by consistent standards of conduct by staff and pupils alike.
- 7.2 Staff must be aware of recommended procedures within all policies relating to pastoral care.
- 7.3 Form teachers may use the registration and PSE period to talk to individual pupils and get to know them better; this is best effected when administrative business is cleared up as soon as possible after 8. 50 a.m.
- 7.4 Talk in classrooms should be courteous and tolerant.
- 7.5 The application of discipline must be consistent and normally regarded as non-negotiable, although sensitive consideration should be given to a pupil whose behaviour appears adversely affected by emotional upset.
- 7.6 Duty staff ensure adult supervision of pupils every day at the designated times.
- 7.7 Communication about pastoral issues should be as fluid as possible. When a member of staff passes a concern on to a Head of Year or to the SENCO, or a Head of Year to Senior Management or Headmaster, feedback on how the issue was dealt with should be communicated verbally or in writing as promptly as possible, except when to do so would create a breach of confidence.
- 7.8 A list of pupils with medical problems is promulgated to all staff by the Headmaster. This may be directly or through Heads of Departments or Heads of Year. Where requested by parents, confidentiality will be respected. Updates will be given as necessary. A medical register is available for staff consultation.
- 7.9 In all decisions about pupils and in all interaction with pupils, the welfare of those pupils must be the paramount consideration.

8. **MONITORING AND EVALUATION OF THE PASTORAL CARE POLICY**

- 8.1 The pastoral care policy is monitored and evaluated by:
- Senior Management in consultation with Heads of Year;
 - by Head of Year in consultation with Form Teachers.

8.2 It is up-dated annually in the light of practical experience and the changing needs of the school. The Board of Governors will annually review the policy through its Education sub-committee.

