

GROSVENOR GRAMMAR SCHOOL
PASTORAL CARE POLICY

1. What is Pastoral Care?

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes. Through the pastoral care arrangements and provision, a school demonstrates its continuing concern for its pupils as individuals, actively encouraging them to be secure, successful and fully participating members of the school and its wider community. Pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life.

2. The Importance of Pastoral Care in Grosvenor:

The importance placed on the pastoral care of our pupils is reflected by and embedded within the Grosvenor Ethos:

Ethos of the school

GROSVENOR GRAMMAR SCHOOL

<i>Relationships</i> <i>Working together</i>	<i>Respect</i> <i>Fostering mutual understanding</i>	<i>Responsibility</i> <i>Developing self and others</i>
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Mission Statement

To inspire our pupils within a supportive caring environment to be lifelong learners, enabling all pupils to realise their full potential and become tolerant and confident adults.

Aims:

- to ensure that every individual is valued within an inclusive learning environment;
- to enable pupils to achieve high levels of success in all of their activities and prepare them for adult and working life;
- to provide a broad, balanced curriculum and extensive extra-curricular programme;
- to encourage the personal, moral and spiritual growth of our pupils and to encourage a sense of pride in being a member of the Grosvenor community; and
- to build upon the partnerships between pupils, staff, parents, local and international communities, so that everyone enjoys and benefits from their experience of Grosvenor.

Pastoral care is an integral part of the whole educational experience offered to our pupils and is not a distinct entity. It underpins every aspect of the pupils' experience in school, and exists, not for its own sake, but to enable pupils to achieve their potential.

Our Pastoral Care aim is:

TO OFFER THE BEST POSSIBLE PASTORAL CARE BY PROVIDING SUPPORT AND GUIDANCE FOR PUPILS IN A CLIMATE WHICH IS CHARACTERISED BY GOOD RELATIONSHIPS AND MUTUAL RESPECT.

We strive to continue to create an atmosphere in Grosvenor where our young people:

- feel secure and accepted in a safe environment;
- know that they are valued as individuals;
- are encouraged in their learning and develop a positive approach to study;
- can grow in their self-esteem, confidence and independent thinking;
- develop self discipline and a sense of responsibility;
- have the ability and knowledge to make informed career decisions;
- develop a positive approach to leisure activities and healthy living;
and where parents:
- are well informed;
- are reassured that their children are being educated in a safe and caring environment; and
- have opportunities to act in partnership with the School.

3. Systems and Structures to achieve these aims

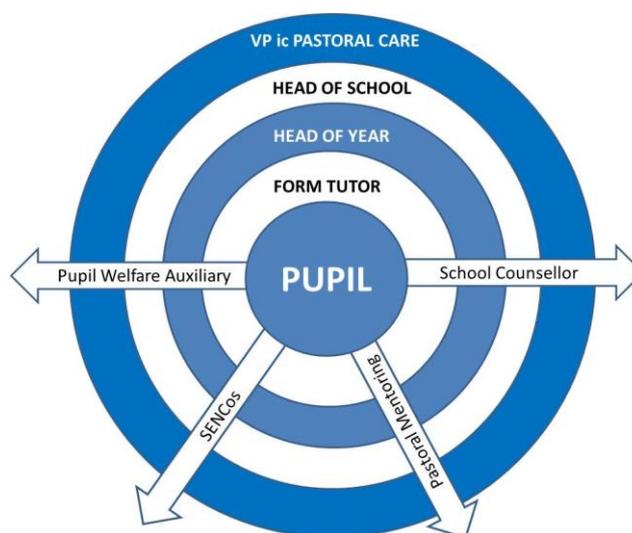
Pastoral care is all-pervasive and fully integrated into the school curriculum and daily routines. All staff (teaching and non-teaching) have an on-going responsibility to care for our pupils and to contribute to the caring ethos of our school. In addition:

GROSVENOR GRAMMAR SCHOOL
PASTORAL CARE POLICY

1. a pastoral care structure is in place which identifies staff with particular specialised roles and responsibilities;
2. a taught programme of study – Personal Development / Learning for Life & Work - has been developed for all pupils;
3. a Form Period is in place for all Year 8 and Year 9 pupils.
4. a well-developed and comprehensive programme of Careers Education, Information Advice & Guidance (CEIAG) is offered;
5. a wide variety of extra-curricular activities is available; and
6. provision is made for enrichment opportunities in the wider community.

4. Pastoral Care Structure and Personnel

As illustrated below, Grosvenor has developed a formal Pastoral Care system where each pupil belongs to a Form Class / Tutor Group under the direct care of a Form Tutor, co-ordinated by a Head of Year, supported by a Head of School, with the Vice Principal i/c of Pastoral Care having overall responsibility. A school counsellor, a Special Educational Needs Co-ordinator (SENCo), Assistant SENCo and a Pupil Welfare Auxiliary (school nurse) also play vital roles in providing pastoral care to our pupils.



4.1 Form Tutor

In Grosvenor, the Form Tutor provides the first and most immediate level of support and help for pupils, with 25 minutes set aside at the beginning of each day to develop relationships in Form Time.

“The Form Tutor is a key figure in the Pastoral System and should have a detailed knowledge of the needs, emotional development, progress and academic attainment of each pupil in his/her class”
(Common Curriculum Guidance on the Pastoral System - DENI).

Depending on the age/educational stage, pupils have different needs. In order to provide the most appropriate care, the pastoral structure and provision differ slightly between the year groups:

Year 8:

The school recognizes this is an important year where some pupils can be daunted by the move to grammar school. The pupils are the youngest and smallest; they have to move around much more; they have to get to know more teachers and make new friends. The Form Tutor and Head of Year are carefully selected and specifically trained to work with the Year 8 pupils and a full Induction Programme is in place, beginning with a Year 8 Induction Evening in June before the pupils start at Grosvenor.

Each parent/guardian is invited to an interview with the Form Tutor early in the first term and to a Parent Consultation afternoon with subject teachers later in the year. To help pupils to settle in, develop friendships and relationships with each other (as well as with their Tutor and Form Prefects), a residential experience is currently offered to each class.

GROSVENOR GRAMMAR SCHOOL
PASTORAL CARE POLICY

Year 8 pupils will have a timetabled Form Period (35 minutes per week). This time has been provided to allow the pupils to build relationships with the other pupils in their Form Class and their Form Tutor and also to support the taught Pastoral programme.

Years 9 – 12:

Parents/Guardians have an opportunity to meet subject teachers in all year groups and are invited to attend a careers/subject choice information evening for pupils in Year 10 and Year 12, as well as being given the opportunity to attend their child's personal Careers interview. Parent Information Evenings are also provided for the parents of pupils in Years 9 and 11.

Year 9 pupils will also have a timetabled Form Period (35 minutes per week). This time has been provided to allow the pupils to build relationships with the other pupils in their Form Class and their Form Tutor and also to support the taught Pastoral programme.

Any pupils who join the School in Years 9-12 benefit from an Induction Programme established by their Head of Year and includes a 'buddy system' to ensure that they integrate fully into school life as easily as possible.

Years 13 & 14:

In Senior School, pupils are re-grouped to encourage greater mixing and to help new pupils integrate more easily. At the beginning of Year 13, an Induction Programme is in place to help students make the transition to life in Senior School. Senior School pupils have their own accommodation where they study independently (under supervision) during non-timetabled subject classes, and join together in the Common Room for break and lunch.

Parents/Guardians have an opportunity to meet subject teachers in both year groups, and are also invited to attend a Higher Education information evening for students in Year 14. A Parent Information Evening is provided for the parents of pupils in Year 13.

Duties of a Form Tutor

Specific Duties of all Form Tutors include:

- promotion of the ethos of the school;
- delivering the pastoral scheme of work;
- registration and attendance monitoring;
- overseeing of the conduct and appearance of each individual in the class;
- monitoring of the progress and wellbeing of each individual;
- facilitating individual pupil target-setting exercises;
- liaising with the Head of Year, subject teachers and parents regarding progress, behaviour of each pupil;
- guidance with self-organisation e.g. Student Planners;
- induction arrangements for new pupils joining the class;
- accompanying class to relevant assemblies and conducting class assemblies;
- responsibility for report completion; and
- dealing with a variety of administrative matters relating to the Tutor Group.

4.2 Head of Year

The Head of Year has a key role in the school's pastoral structure and provides a constant channel of information, support and encouragement for each pupil, working closely with all involved in pastoral provision. Each Head of Year leads and manages his/her team of Form Tutors and co-ordinates and oversees their work. As well as dealing with individuals, the Head of Year establishes a relationship with each Form Class and promotes a sense of year-group identity, partly through Year Assemblies and year-group activities. Heads of Year work in partnership with parents, liaising closely with them.

4.3 Heads of School

GROSVENOR GRAMMAR SCHOOL
PASTORAL CARE POLICY

There are 3 Heads of School: Head of Junior School, Head of Middle School and Head of Senior School. Each Head of School is also a member of the Senior Leadership Team.

4.4 The School Counsellor

The School Counsellor provides pupils with an opportunity to discuss and try to resolve their concerns or problems in a confidential manner. Pupils refer themselves to the counsellor by making personal contact (details publicised in Form Rooms and throughout the School); additionally, members of SLT and/or the Principal may refer a pupil to the appropriate counselling support. Counselling rooms provide a private and informal setting. Our school Counsellor seeks advice from and refers young people to external Counselling agencies where necessary.

The school also avails of the external counselling service appointed by the Department of Education. Our designated external Counsellor works one day in school and can be contacted by pupils in person, or via the internal School Counsellor or the appropriate Head of School.

Appendix One provides more details of the Counselling Service.

4.5 Special Educational Needs Co-ordinator (SENCo) and Assistant SENCo

Pupils with identified special educational needs (for example, specific learning difficulty; emotional and behavioural difficulties; physical disabilities; sensory impairments; speech and language difficulties; medical conditions) receive additional support and attention, as their specific need dictates. The co-ordinators work closely with Heads of Year and other senior staff to ensure that appropriate measures are taken to meet the needs of these young people. They also liaise with parents and external agencies such as Educational Psychologists and Educational Welfare Officers. Grosvenor's facilities are fully DDA compliant in order to provide full access for people with physical disabilities. Classroom/ General Assistants are provided where necessary, to give maximum support to individual pupils with particular needs.

4.6 Safeguarding and Child Protection (See *Safeguarding and Child Protection Policy*)

Grosvenor Grammar School provides a safe and caring environment for pupils and staff, and the safety and wellbeing of pupils have absolute priority. The pastoral care system is in place for the benefit of all pupils and staff and to support the *Safeguarding and Child Protection Policy* and *E-safety, ICT Acceptable Use and Digital Media Policy*. A member of the Senior Leadership Team is the Designated Teacher for Safeguarding and Child Protection and there are currently two Deputy Designated Teachers. Policy and procedures follow Department of Education guidance from DE Circular 2017/04.

4.7 Academic Tutoring & Pastoral Mentoring

In order to help pupils who are experiencing difficulties, either in a specific subject or across the curriculum, academic tutoring and pastoral mentoring are offered. The schemes are co-ordinated by specially selected staff who are assisted by senior pupils.

4.8 Pupil Welfare Auxiliary (PWA)

The PWA is available throughout the school day (in the Medical Room) to provide support for pupils who have medical needs, as a result of an accident or sickness. Pupils in need of the PWA's attention (except in an emergency) should report to her after gaining permission from the subject teacher / teacher on duty, in the company of another pupil if necessary. After examination, the PWA will decide on treatment and make contact with a parent/guardian where appropriate.

4.9 Prefects

All Prefects make an active contribution to school life, acting as a role model and promoting a sense of responsibility and commitment to the school.

Form Prefects attend registration with a Year 8, Year 9 or Year 10 Form Class. They have a special role in terms of their responsibilities and relationships with the pupils in their Form Class. While part of their role is to assist the Form Tutor with a variety of duties, such as assisting in the planning and presentation of class assemblies, and helping the Form Tutor to keep a regular check on Student Planners, their key role is to establish a relationship with the pupils and to act as a positive role model to the younger pupils.

GROSVENOR GRAMMAR SCHOOL
PASTORAL CARE POLICY

4.10 Student Councils

Grosvenor is committed to facilitating an active pupil voice. To provide an opportunity for pupils to have an input into school policy, Student Councils meet at least once during each term:

School Council (Junior):	Years 8 – 10
School Council (Middle):	Years 11 & 12
School Council (Senior):	Years 13 & 14.

Pupil representatives meet with staff to discuss issues, propose changes and listen to others' viewpoints. Proposals are taken to the Senior Leadership Team who respond accordingly.

5. Personal Development and Learning for Life & Work (LLW)

These are taught programmes of study to cover discrete topics relating to the personal and social development of pupils. Topics include: developing inter-personal skills; healthy living; sex education; study skills; self-discipline; citizenship and employability.

Each pupil in Years 8 & 9 is timetabled for Personal Development and Citizenship. In Year 10, pupils commence a two-year course in GCSE LLW that includes Personal Development and Citizenship; the GCSE LLW course is completed in Year 11. Furthermore, elements of Personal Development are delivered through the pastoral schemes of work during registration time.

In Senior School, the Heads of Year invite speakers into School on a weekly basis in order to stimulate discussion and to deal with topical issues (for example, local politicians, volunteers from Alcoholics Anonymous, representatives from the PSNI Drugs Squad). These talks are linked to the pastoral scheme of work and are followed up by Form Tutors during Tutor Group time.

6. Careers Education, Information Advice and Guidance (CEIAG)

Careers education holds an important place in the learning experiences of all pupils in the School. A comprehensive programme of development is delivered as a cross-curricular theme, and through timetabled Careers classes. Towards the end of Key Stage 3 (Year 10), Key Stage 4 (Year 12) and in the Senior School, the school has developed a focus on Careers Education, Information, Advice & Guidance since there are crucial and difficult decisions to be made at these key stages in a pupil's education.

The Head of Careers leads a team of specialist Careers teachers who support and guide the pupils through the taught programme and personal interviews and by offering numerous opportunities to expand their knowledge and experience of the world of work. All pupils in Years 10, 12 & 14 have a personal interview with a member of the Careers staff (at which parents are welcome to attend if they request). Parents of pupils in each of these year groups are invited to attend a Careers evening in the school so that they are fully informed and are able to participate in their child's decision-making process.

7. Extra-curricular activities

The wide-ranging extra-curricular programme encourages pupils to develop and pursue their interests with opportunities for personal and social development, enjoyment, challenge and co-operation. The programme includes sport, music and many other clubs and societies. These voluntary activities occur before school, at lunch-time, after school or at weekends.

All pupils are advised to participate and to use their energies, skills and enthusiasm constructively, as university admission tutors and employers have all indicated the value of such participation. Furthermore, participation in such activities will broaden their educational experience and also provides pupils with a sense of belonging and loyalty to the School.

Teachers who give time to organise, support and encourage these activities do so, on a voluntary basis, so it is important that pupils display commitment to the clubs that they join.

GROSVENOR GRAMMAR SCHOOL
PASTORAL CARE POLICY

The teachers involved, along with details of the days, times and venues of the above activities are published annually to each Form Class / Tutor Group and are displayed on the Form Room notice board. Pupils interested in any activity should speak with the teacher in charge.

Any teacher who wishes to offer a new activity, or take part in any of those currently available, should consult with the member of the Senior Leadership Team with responsibility for overseeing the extra-curricular programme.

8. Equality, Inclusion and Diversity

(see the *Equality, Inclusion and Diversity Policy* and the *International Policy*)

Pupils come to Grosvenor from a variety of geographical areas and social backgrounds and the School seeks to establish positive and constructive relationships with the local community, with feeder primary schools, with the wider community and, beyond that, to an international community. Grosvenor has a strong tradition of links with people of all creeds, cultures and nationalities. The School is proud of its involvement in various local, national and international schemes and projects which promote the international dimension and which enable pupils to develop personally, as world citizens and in an increasingly competitive international workplace. The Board of Governors strongly supports the efforts of staff and pupils in these areas of the curriculum.

9. Rewards and Sanctions (see the *Behaviour Policy*)

“It is the policy of this School that pupils should be encouraged to behave in ways that show self respect and respect for others and which maintain a safe, orderly and enjoyable learning environment.

The procedures and documents produced and the approaches adopted by staff, in and out of the classroom, emphasise the School's ethos by focusing on positive behaviour strategies.”

These key statements from the School's *Behaviour Policy* reflect the underlying principle to promote positive behaviour and self-discipline in our pupils. It is recognised that while rules and procedures protect rights and define, rewards and sanctions are used to encourage and maintain high standards of behaviour and positive attitudes in class and throughout the school.

Details of the Recognition and Reward Structure can be found in Appendix 1 of the *Behaviour Policy* .

In keeping with the ethos of the School, there is a desire to recognise the good behaviour and attendance of our pupils. This positive reinforcement of acceptable behaviour is designed to minimise the need for the use of the Sanctions as outlined in Appendix 2 of the *Behaviour Policy*.

APPENDIX 1 – COUNSELLING SERVICE

1. Introduction

Grosvenor provides a caring and supportive learning environment for all. This includes a counselling service for pupils who feel that they would benefit from a discussion with a suitably qualified Counsellor. To this end, a School Counsellor is appointed by the Board of Governors.

In providing an adult with time available during the school week, the intention is to give pupils an opportunity to come to terms with their situations and to formulate strategies to cope.

2. Guidance on Practice

2.1 This is a non-compulsory service. Attendance at any counselling interview is entirely voluntary and pupils may withdraw at any time.

2.2 It is important that this service is viewed as a non-directive, consultative service. The focus is on empowering pupils to formulate their own ways of dealing with the circumstances in which they find themselves.

2.3 Any information passed to a Counsellor will remain confidential unless it relates to a Safeguarding and Child Protection issue (see *Safeguarding & Child Protection Policy*). This includes:

- emotional, physical or sexual abuse;
- neglect;
- criminal activity (including the supply or consumption of prescribed drugs);
- disclosures of self-injurious behaviour (explicit or implicit); and
- exploitation.

In all such cases, the Counsellor will forward the information to the Designated (or Deputy Designated Teachers) for Safeguarding and Child Protection who will then take appropriate action, as required by the law and the wellbeing of the pupil.

At or near the start of an interview, the Counsellor will remind pupils that whilst s/he will respect the confidentiality of the discussion, there are some matters which s/he is duty bound to pass on to the proper authority, should they be disclosed in the course of the interview.

2.4 The Counsellor will make professional judgements on how best to proceed. The strategies will be discussed with the individual pupil and will not be initiated without her or his consent. For example,

- referral to agencies such as GP, Educational Psychology Service, Educational Welfare Officer
- referral to other counselling services such as the Independent Counselling Service for Schools (Family Works), Relate etc.

2.5 Confidentiality excludes relaying information to Parents/Guardians, with whom contact will not ordinarily be made by the Counsellor. Where it is believed to be desirable, this will be undertaken by the Designated Teacher.

2.6 In some cases individuals have asked a Counsellor to make contact with their homes. In such circumstances, the Counsellor may only do so through the Principal or SLT.

2.7 The Counsellor will keep only such brief confidential records as are necessary to ensure the continuity over time.

2.8 These guidelines, which have been drawn up in the light of advice from the Department of Education (DE), Education Authority (EA) and other statutory agencies, will be reviewed regularly and amended as necessary.