



LEICESTER GRAMMAR SCHOOL TRUST

LEICESTER GRAMMAR JUNIOR SCHOOL

POLICY ON PASTORAL CARE

This policy should be read in conjunction with other policies: Equal Opportunities, SEND Anti-bullying, Attendance, Safeguarding, the Prevent Duty, Pupil Behaviour, SMSC, and PSHE and RSE.

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

INTRODUCTION

Pastoral care is central to the ethos and aims of Leicester Grammar Junior School. While pastoral care enhances the academic curriculum, it has its own purpose in supporting positive mental health and well-being to enable all pupils to achieve their full potential in every area of their life and to equip them with the skills necessary to succeed in the outside world.

PASTORAL AIMS

- To develop the personality of each individual child, encouraging genuine interest and enthusiasm in a wide range of activities; academic, cultural, sporting, and creative.
- To actively promote the physical and mental well-being of pupils
- To prepare pupils for adulthood by creating active, responsible members of society
- To create a culture where pupils feel valued, safe, and respected
- To equip pupils with a balanced presentation of opposing views
- To provide supportive and effective guidance and counselling to pupils
- To work in partnership with parents
- To strengthen links between the community and the school

PASTORAL CARE

Pastoral care at LGJS is designed to develop the physical and mental well-being of pupils. By appreciating each individual pupil, it provides the support and reassurance necessary to allow each to grow spiritually, morally, socially, and academically.

This is achieved daily through the class teacher, and through the targeted PSHE programme (Jigsaw) which is designed to challenge pupils with aspects of social and moral responsibility at each stage of their development. Children are not only supported via the school structure,

but are also encouraged to help each other and pupils are encouraged to approach any member of the school community to ask for help or advice.

Opportunities occur in 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 are recognised as a valuable resource in pastoral care and offer a range of experiences to support and develop well-being.

All staff, teaching and non-teaching, have a responsibility for pastoral care. Children learn by watching and staff are expected to be role models, treating colleagues and pupils with respect and appreciation.

Successful pastoral care requires partnership and LGJS is committed to developing and maintaining strong links with parents or guardians. Parents/guardians are always welcome and are encouraged, in the first instance, to contact their child's class teacher if they would like to discuss pastoral or well-being matters. 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, being shared on a 'need to know' basis. Parents and children have access to a Wellbeing Library, consisting of resources offering additional support as required.

PASTORAL CARE STRUCTURE

Each pupil has a class teacher or keyworker who guides them on a day-to-day basis. They are the immediate source of support and advice for pupil well-being and pastoral care.

Members of staff with additional responsibilities are:

Rachel Strong (Deputy Head Pastoral)
Rebecca Dockree (Well-being Manager)
Andrea Eid (School Nurse)
Karen Ellis (Staff Well-being Coordinator)
Cathy Davies (Lower KS2 Lead)
Jemma Tuck (KS1 Lead)
Helen Pugh (SENDCo)

Roles are clarified in the well-being support structure.

PASTORAL PROGRAMME

This is offered to pupils during specified lessons and may be included in R.E, PSHE (Jigsaw), or general lessons. RE is timetabled weekly in all year groups, including EYFS. In all years there are weekly PSHE lessons. The programme includes study skills, thinking skills, health and sex education, behavioural problems, relationships, mental health and well-being and e-safety.

Year 3 has been identified as a transition year and some adaptations have been made to timetables and playtimes to facilitate a smooth transition from KS1 to KS2.

In EYFS the Personal, Social and Emotional Development prime area of learning forms the core of pastoral care.

myHappymind is a weekly programme used throughout the school. It provides pupils with the preventative strategies, skills and tools they need to thrive in the modern world by creating a culture of positive well-being.

Years 2 and 4 have weekly timetabled well-being lessons to support their emotional well-being. The pupils rotate through 6 blocks of lessons, each led by a different adult. They focus on different aspects of well-being to promote positivity and to further develop the myHappymind strategies.

The co-curricular timetable offers a variety of pastoral support mechanisms, these include twice weekly well-being walks, snack and chat sessions for Years 5 and 6, and clubs with a mindful focus.

The prefect system encourages Year 6 pupils to lead by example, showing care for the school community. Their roles include working as playtime pals, being reading champions, being environment champions to enhance the culture of caring and kindness within the school.

ADDITIONAL PASTORAL SUPPORT

In addition to the whole school pastoral provision there are pupils who may need additional support for a variety of reasons, including bereavement, changes to family circumstances, or being a victim or perpetrator of bullying.

There are opportunities for additional support sessions for pupils who have been identified as vulnerable. The pastoral team and class teacher will discuss the needs of each case on an individual basis and develop a support plan. This may include regular one to one sessions with a member of the pastoral team, a referral to a school-based counsellor, recommended reads from the well-being library, and liaison with parents.

No two cases are the same and the voice of the pupil is of paramount importance.

Refer to the Well-being Support Plan for further details