



LEWES OLD GRAMMAR SCHOOL

Policy on Pastoral Care

Pastoral Care

The Pastoral System at LOGS is established so that, during their time here, the pupils develop into caring, responsible, trustworthy, well - rounded and well - behaved young adults. At LOGS we all recognize the importance of an effective pastoral system within the school. It establishes and maintains a safe environment within which individual pupils can develop fully both academically and socially. Good pastoral care enables pupils to develop their self-confidence and self-esteem, both of which are essential if they are to become more independent academically and prepared to take responsibility for their own learning. High standards of behaviour are expected and the conduct of the pupils at LOGS is generally very good. We expect our pupils to be respectful and polite and they can be trusted to look after the buildings, the resources and each other. They live up to the school's code of conduct and understand the anti-bullying policy and the protection which it affords.

Relationships between the pupils and between pupils and teacher are based upon mutual respect. Each should show a positive regard for the feelings, values and beliefs of the other that goes beyond simple tolerance. Parents both prospective and current regularly comment on the "family feel" of the school. This friendly atmosphere although not unique to LOGS is something that we pride ourselves on. This is inculcated in our pupils by the care of pastoral staff but it must be stressed that high academic standards and the professionalism of the staff is not compromised in the process. Although we want our pupils to be happy we also want them to fulfil their potential and the strong pastoral system that we operate helps them meet the challenges that they face.

It is hoped that all pupils will learn to accept responsibility for themselves, their learning and their behaviour, and gain the skills necessary to deal successfully with relationships, failure, be able to recover from setbacks, manage powerful emotions and recognise and accept other people's feelings. With these skills, our pupils should be able to reach their academic potential and thrive in a working environment whilst enjoying life to the full. At LOGS we ensure that all the children and young people in our care are helped to feel emotionally and socially secure - they feel safe, have friends and are happy to be at school. We all feel that academic success rides closely on the back of a good pastoral system and we pride ourselves that to us every child matters- our curriculum, our lessons and our ethos reinforce this.

Junior School

Small class groups are a major strength of the school. Class Teachers get to know their pupils really well and quickly notice any unusual behaviour or changes in standards of work from anyone in their charge. They help ensure that emotional difficulties that might remain hidden in a bigger organisation can come to our notice and be resolved. The Class Teacher is the first person who can help a pupil overcome any minor difficulty. If the problem is persistent or of a more serious nature, the Head of Morley House and the Designated Safeguarding Lead will then become involved.

Senior School

Small tutor groups are a major strength of this school. Form Tutors get to know their tutees really well and quickly notice any unusual behaviour or changes in standards of work from anyone in their charge. They help ensure that emotional difficulties that might remain hidden in a bigger organisation can come to our notice and be

resolved. The Form Tutor is the first person who can help a pupil overcome any minor difficulty. If the problem is persistent or of a more serious nature, the Head of Year will become involved. The Head of Year supervises, oversees, and co-ordinates the tutors in their year, and together they foster a spirit of mutual support and teamwork amongst them. At LOGS the Head of Year should be seen as performing the same role in the pastoral system that a Head of Department or the Head of Faculty plays in the academic system. If a problem continues and become more serious in nature, the Headmaster and the Designated Safeguarding Lead will then become involved.

At LOGS we share the Government's aim for every child, whatever their background or their circumstances, and the school follows the school will follow the procedures laid down by East Sussex Local Safeguarding Children Board (LSCB, together with DfE guidance contained in Working Together to Safeguard Children, 2016 and Keeping Children Safe in Education: KCSIE).

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

At LOGS we acknowledge our responsibilities in support of the above and have the following systems and structures in place to ensure that these objectives are met in practise and that the social, emotional and behavioural needs of our pupils are both known and acted upon.

- A catering policy that promotes healthy living.
- A Games and PE programme that promotes healthy living.
- A PSHE programme that promotes healthy living and good citizenship.
- The promotion of good nutrition and healthy eating in H.E.
- An effective Safeguarding Policy along with an efficient system of staff duties at break and lunchtime.
- A high quality system of pastoral care.
- An effective anti-bullying policy with a zero tolerance approach to bullying.
- A counselling service to support children.
- A successful programme of monitoring and reporting, utilising target setting to reinforce formative assessment.
- Opportunities to experience new activities through a varied activities programme.
- Opportunities to contribute to the life of the school community through drama, music, sport and house competitions
- An effective careers programme to advise, support and ensure that pupils can make informed decisions.

Please refer to the school's policy on safeguarding

Recommended review period: Annual
Review by: Head, DSL, Compliance Manager
Date reviewed: August 2016
Date to be reviewed August 2017