



LEICESTER GRAMMAR SCHOOL TRUST

LGS STONEYGATE

POLICY AND PROCEDURES FOR PASTORAL CARE

This policy should be read with regard to the policies on equal opportunities, anti-bullying, attendance, safeguarding, pupil behaviour, rewards and sanctions and PSHE schemes of work. This is a whole school policy and as such applies to the EYFS

INTRODUCTION

Pastoral care incorporates those aspects of a school's work and structures concerned with promoting the general welfare of pupils, particularly their academic, social and personal development, their attitudes and their behaviour.

At LGS Stoneygate, the pursuit of academic excellence lies at the centre of school life but, as befits a Christian foundation, equal stress is laid on the development of moral and spiritual awareness.

Our aim is to develop fully, in a caring, 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 coeducational community, in which boys and girls learn together to work hard and develop their skills and confidence in an atmosphere of mutual tolerance and understanding.

PASTORAL CARE

Pastoral Care is an essential aspect of the educational provision that is given to the pupils. By stressing the importance and appreciation of each individual child it provides the support and reassurance that are 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.

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.

The importance of example by staff cannot be overstressed, children learn by watching and copying their elders. Staff are expected to treat colleagues and the pupils with respect and appreciation.

Pupils are expected to co-operate and be responsible for themselves and for others. Older pupils are encouraged to help younger pupils. All members of the school community are expected to behave in a way which raises self-esteem of the community and its individuals.

The introduction of “Stepping Stones”-a programme focusing on an element of wellbeing on a half termly basis is designed to help this.

Pastoral Care Structure:

Responsibility for the pastoral care of the pupils lies with the Deputy Head Pastoral and the Headteacher. Each Key Stage has a Pastoral Lead. Class teachers also play a key role and are responsible to the Headteacher for the pupils in their charge. They are the first step “solvers of problems” and are best placed to appreciate a pupil's needs.

PASTORAL PROGRAMME

This is offered to pupils during specified lessons and may be included in R.E, PSHE, or general lessons. In EYFS the Development Matters Personal, Social and Emotional Development strand forms the core of pastoral care. The programme includes study skills, thinking skills, health and sex education, behavioural problems and respectful relationships.

HOUSES

Each pupil from Year 3 upwards is allocated to one of four houses (known as Leagues); this system encourages co-operation, participation, a sense of belonging and encourages initiative and responsibility.