



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

PASTORAL CARE POLICY

CATEGORY A:

This policy is updated and approved by the Full Governing Body (FGB) every 3 years. This version was approved at the Full Governing Body (FGB) meeting in January 2026.

The next update will be due by January 2029.

SIGNED: _____

Mr T Batty - Chair of Governors



PASTORAL CARE POLICY

1. Introduction

- 1.1. The care and development of each student as an individual is an important priority at Aylesbury Grammar School. Each student will be part of a tutor group with the following staff being responsible for their pastoral care; Form Tutor, Head of House and Head of Year. The structures through which this is done are as follows:

2. The tutor group

- 2.1 The tutor sees all members of the tutor group daily at registration and for two extended registrations every week. In addition to mentoring offered by academic staff, formal mentoring is delivered by tutors, supported by the Head of Year and the Senior Leadership Team (SLT).
- 2.2 Specialist Induction Tutors support year 7 groups through their first year at AGS and then, ideally, a tutor stays with their tutor group from year 8 to year 13. Tutor Group Prefects (Sixth Form students) assist the tutor with daily tasks and form supportive relationships with the group and act as positive role models.

3. The House

- 3.1. The House system is a distinctive and essential part of pastoral care at AGS. Each House has a tutor group from each year group and this enables good relationships through the school. Each House is led by a Head of House (a member of staff), assisted by a Head Boy of House and two Deputy Head Boys of House.
- 3.2 Each House has one assembly per week and students are actively encouraged to take part in the sporting and cultural life of the school. Students in all year groups act as House Captains for various House events. The Heads of House will usually be UCAS Counsellors and will write the UCAS references for year 13 students since they will know the students well.

4. The year group

- 4.1 Each year group is led by a Head of Year who is a key person in ensuring that students work, attendance and behaviour meets school expectations.
- 4.2 The Head of Year works with academic staff, parents, the tutors, outside agencies, their Head of Section and the Safeguarding Leads to ensure consistent behaviour management and progress, and that all students achieve their potential.
- 4.3 Heads of Year have an overview of academic progress via the schools tracking system and are able to support students effectively. Good communication with the Tutor and Head of Year is encouraged verbally, by referral, in writing and via email.
- 4.4 A number of evening meetings are arranged to encourage good communication and engagement between the school and parents e.g. New Parents Evening and Information Evenings for Years 7 – 12, as well as numerous visit information evenings.

5. The Section

- 5.1 There are 4 sections in the school: Lower School (year 7), Middle School (years 8 and 9), Upper School (years 10 and 11) and Sixth Form (years 12 and 13). Each section is led by a Head of Section who is a member of the Senior Leadership Team. The Head of Section supports the work of the Heads of Year, leads two section assemblies per week and acts in all ways as the Headmaster's representative in the section.

6. Student voice and responsibility

- 6.1 Students play a vital role in the pastoral life of the school. Students from all years run clubs, act as School Councillors, Mentors, Buddies, School Captains and House Captains for House events.
- 6.2 In years 10 and 11 students are enthusiastic Junior Prefects and Junior Sports Leaders.
- 6.3 Sixth Form students are role models for younger students and have significant opportunity for responsibility as Prefects, Senior Prefects, Head Boy, Deputy Head Boy, Head Boy of House and Deputy Head Boys of House. Additionally they act as Tutor Group Prefects and peer mentors.
- 6.4 Many students take part in Duke of Edinburgh, Community Service and Charity work which is supported and arranged by the school.

7. Personal, Social & Health Education (PSHE)

- 7.1 The PSHE programme is led by the PSHE Leader, delivered by form tutors (on a carousel system in Years 8-11) and supported by Heads of Year and a member of the SLT.
- 7.2 There is a coordinated PSHE programme throughout a student's time at AGS which is delivered in an hour every fortnight. to years 7 -11.
- 7.3 In the Sixth Form there is a Speakers Programme which includes talks from external agencies and Old Aylesburians concerning; Higher Education, mentoring, sport, community service and other enrichment activities.

8. Other aspects of Spiritual, Moral, Social and Cultural Education

- 8.1 Assemblies are an important element in Spiritual, Moral, Social and Cultural education and students have the opportunity for reflection in and to lead assemblies. The programme of Religious Studies, gives all students the opportunity to further explore spirituality and morality.
- 8.2 Spiritual, Moral, Cultural and Social development is supported by the school visits programme (including the Year 7 Residential) and the work of academic departments including History, Music, Geography, English Literature and Language, Modern Foreign Languages, Science, Drama, Politics, PE, Art, and the EPQ .
- 8.3 Enterprise Education is a special focus of the Year 10 Enterprise Days and the Year 8 'Activity Days' and health issues are further covered in the Year 10 Health Day. There is extensive careers advice within the PSHE programme but this is additionally delivered by the Careers and the Higher Education Leader.
- 8.4 The Careers Leader liaises with an external careers adviser to provide appropriate, independent advice to all students and works in accordance with the Gatsby Benchmarks. The HE Leader leads the work of the UCAS Counsellors and ensures that Sixth Form students have received advice about their Higher Education or other training aspirations.

9. Special Needs

- 9.1 The qualified SENDCo is a full time middle leader and teacher (line managed by a member of the SLT) and leads the Student Support Department. The SENDCo and the Student Support Officers provide targeted support for students both within the classroom context and outside of it, including after school. Good links are established with a number of external agencies to support the individual needs of students. There is a separate Special Educational Needs policy.

10. Safeguarding

- 10.1 The Designated Safeguarding Lead is a member of the SLT and works with the Additional Safeguarding Lead, the Student Support Officer and all staff to ensure students are safeguarded, according to the Safeguarding Policy.
- 10.2 All staff receive training in safeguarding on an annual basis and methods of reporting and recording safeguarding concerns are well established across the school via an online system 'Safeguard'.
- 10.3 The Safeguarding Governor provides support and challenge to the DSL and the Headmaster to ensure students are safe. The Safeguarding Team works via established links with external agencies to support vulnerable students.

11. Counselling

- 11.1 Students can receive mentoring and support from any member of staff and Heads of Year have received additional training in supporting mental ill health. Additionally the school employs a full time Student Welfare Officer who is trained in counselling skills and also trained Counsellors who are in school almost every day of the week.
- 11.2 There is much peer support given to students via Buddies, Prefects, Peer Counsellors and Student Mentors. A mentoring programme is well established in the Upper School which provides targeted support to students in year 10 and 11 who are underachieving. Good links exist, for example with the School Nurse and other external agencies, to further support students, parents and staff with health, social, behavioural and emotional matters.