



## Pastoral Care

At The Lyceum School, we live by our core values, encouraging pupils to be: **Kind, Confident** and **Creative**. Providing opportunities for the personal development of every pupil is a key component in the holistic education that we provide. We believe that happiness and well-being is of paramount importance for children to achieve their full potential. At The Lyceum, we take pride in the way our pupils build their confidence, resilience and character during their time here.

### Pastoral Care

All pupils benefit from an excellent pastoral network, designed to give them guidance and support as they journey through the school. The moment a child enters The Lyceum, they are cared for by their class teacher. The class teacher is responsible for each pupil's pastoral care and emotional well-being, and they are the first line of communication with parents and carers. Through our small class sizes, we tailor our pastoral provision so that it perfectly meets the needs of every child.

To ensure that everyone in the school is aware of these needs, the Assistant Head (Pastoral) collects in each class's Behaviour and Emotional Wellbeing book every week. In order that the circumstances and individual needs of pupils are known and acted upon, where appropriate, pupils are discussed in staff meetings in addition to Senior Leadership Meetings and with class teachers and support staff.

### House System

Upon joining The Lyceum, pupils are put into one of four Houses. Through the House System, children work collaboratively with children of all ages, in addition to staff from other year groups. These Houses are named after 4 prominent British authors: Shakespeare, Dickens, Eliot and Austen. House Points are used to reward good work, behaviour, manners or any other occasion when staff members feel a child deserves positive recognition. After receiving 20 House Points, pupils exchange these for a coloured token. These are put into a visual Perspex collector which is displayed near the entrance to school. Each week, the coins are counted up and the winning House is announced in Friday assembly. At the end of each half term, the House with the most tokens is awarded with a small party including games and food which takes place over a lunchtime.

Inter-House sporting, music and writing competitions take place across the academic year, embracing contributions from children throughout the school.

### Celebration

Assemblies are held twice weekly and parents are welcome to attend. All assemblies begin with live music followed by breathing exercises which encourage mindfulness. Monday assemblies are led by the Headmistress and often involve a story with a moral. Links to

festivals and religions are explored, and children are invited to help 'act out' story retellings. These assemblies are an opportunity to come together as a school to reflect on a range of issues and to celebrate our core values. Class assemblies take place on Friday mornings; these are led by pupils who explain what they have been learning about. Each year group leads a class assembly once a term. Class assemblies also provide pupils with the opportunity to perform solos, duets and group pieces, showcasing their progress in music that term. The atmosphere is always inclusive, and pupils enjoy the security and comradeship as a group whilst showcasing their individual talents.

### **Roles of Responsibility**

All Year 6 pupils are given the role of School Prefect. Through a rota system, they spend morning break assisting class teachers from Nursery to Year 2 with class-based tasks. These may include reading to pupils, listening to pupils read, helping a small group or working with a pupil one-to-one. The children take their responsibilities extremely seriously and they enjoy rising to the challenge of being a School Prefect and setting a good example to others in their role as senior ambassadors for The Lyceum.

Four members of Year 6 were democratically voted in to the roles of House Captains and, supported by the staff Heads of House, act as ambassadors for the school at various events throughout the year.

### **School Council**

The School Council is a democratically voted group of children. It involves children in all aspects of decision making and is a forum for the discussion of school issues and fundraising initiatives. School Council is run and chaired by pupils and members range from Reception to Year 6. The Headmistress attends School Council meetings and she listens to the ideas the children have for school improvement.

### **Spiritual, Moral, Social and Cultural Development**

At The Lyceum, we recognise that the personal development of children – spiritual, moral, social and cultural (SMSC) – plays a significant role in their ability to learn, achieve and be happy. Our aim is to provide an education that provides children with the opportunities to explore and develop:

- Their self-knowledge, self-respect and self-esteem.
- Their own values and beliefs.
- Their own spiritual awareness.
- Their own high standards of personal behaviour.
- Their critical thinking skills.
- A positive, caring and respectful attitude towards other people.
- An understanding of their own social and cultural traditions.
- An appreciation of the social and cultural traditions of others.

The School spends a great deal of time and resources ensuring that we give the best pastoral care possible. We recognise that different children have different pastoral needs. We want our pupils to enjoy coming to school in the knowledge that this will lead to a love of learning that they will take with them to their next school and into adulthood.

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