



MALVERN

COLLEGE

PASTORAL CARE

PASTORAL CARE AT MALVERN COLLEGE

INTRODUCTION

The ability to develop good working relationships academically and socially is most important. This process can be built on the foundations established by the Tutorial System. In a boarding community it is particularly important that the pupils should have readily available access to the experience and advice of the adult members of that community and, if necessary, specialist advice outside the College. The care and development of each pupil as an individual is the school's primary concern, enhanced by living as members of a community with a common purpose.

PASTORAL CARE AT MALVERN COLLEGE

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STRUCTURE OF PASTORAL CARE AT MALVERN

a) The Houses

There are ten Houses, each of which is administered and guided by a Housemaster or Housemistress supported by their Deputy Housemaster/mistress, Assistants and Relief Assistants. All Houses have non-resident House Tutors who visit their Houses on a regular basis and are fully integrated into all aspects of House life. The House provides boys and girls with a 'family' base for their time at Malvern. In the convivial atmosphere of each small community's dining room, pupils eat their meals in the company of House staff, teachers and tutors. All Houses have their own kitchens, laundries, pupils' kitchen, recreation rooms with a range of facilities such as table tennis and snooker, a reading room and access to television, video and (incoming) pay-phone.

In the Lower School new pupils will be allocated study space and boarding accommodation in small dormitories. In the Sixth Form pupils enjoy studies or bed studies. The small unit of about sixty pupils means that each member of the House can readily meet his or her Housemaster, Housemistress or House Tutor to discuss work, interests, problems or ambitions.

All Houses produce plays, singing groups, debating teams and compete in the many and varied inter-house sporting events.

b) Form Tutors

i) Lower School (FY, Remove and Hundred)

To complement the Pastoral function in the Houses, all pupils also have a School Tutor. For their time in the Lower School pupils are assigned to a Form Tutor, who meets at least weekly with his or her group, and who is concerned with supervising academic and co-curricular progress and generally providing an additional support to the pupil. Each month a pupil discusses with his or her Tutor and Housemaster or Housemistress a report card, on which are entered grades for effort and attainment. Some reports are supplemented by self-assessments. In this way, the boys' and girls' progress is regularly monitored. There is also, at the end of term, a more formal report to parents.

ii) The Sixth Form

As the pupil moves up the school, Malvern continues to encourage maximum participation in the life of the College and all it has to offer. Entry to the College at this stage has also proved to be a great success. Study-bedrooms offer a sense of freedom and privilege to the Sixth Former but with this seniority comes the opportunity to take responsibility and learn about people management. A most important aspect of education at this stage is for pupils to begin to understand the nature of leadership and the kind of help and direction they can give in the House, School or community at large. Sixth Form tutors are chosen by Sixth Formers and the subsequent informal relationship between tutor and tutee becomes an essential part of Sixth Form life.

c) Chaplaincy

The Chaplain is an ordained priest of the Church of England. However, he functions across religious divides and maintains close links with other religious communities. The Chaplain has a teaching commitment in school but his primary role is to take responsibility for the spiritual life of the College community and to enhance the pastoral care of both pupils and staff. He is available outside teaching hours to all who seek his support and offers totally confidential advice, guidance and counselling. This independence from the College authorities is crucial to the trust invested in him. By actively communicating with and supporting all concerned with the College he contributes directly to the cohesion of the school community.

The current pattern of weekly services is as follows:

Monday	8.30 am	Assembly
Tuesday	8.30 am	Full College Chapel (led by Departments/ Houses)
Thursday	8.30 am	Full College Chapel (led by the Chaplain)
Sunday	10.30 am	College chapel/Eucharist/Sunday Forum (secular meetings with an outside speaker)

Pupils may attend their own place of worship with permission.

The founders of the College envisaged a school with a Christian focus, thus the College Chapel was established in the Anglican tradition. The College Chaplain is an Anglican priest and the Diocesan Bishop is President of the College.

It may be difficult for members of other faith communities to attend their place of worship as these are often far removed from Malvern. However, the Crypt Chapel is available for all pupils as a worship centre, no matter what their religious belief.

The worship we offer in weekday Chapel is mainly of broadly Christian character, i.e. it reflects the main traditions of Christian belief without being distinctive of any particular Christian denomination.

We are also aware that a minority of our pupils are of other faith backgrounds or none. We therefore aim to provide chapels on a regular basis which might be described as “other”, i.e. from another tradition or secular.

We recognise that the pupils’ readiness to worship will vary considerably, as will their understanding of what worship involves. It is our intention that acts of worship will leave pupils to respond in a variety of ways since no-one can be made to worship and no-one can impose what is, in essence, a spiritual experience. We therefore seek to provide opportunities for worship which can accommodate individual rather than uniform responses – our interpretation of the term collective worship.

d) School Counselling Service

As part of the medical and pastoral care services, a counselling service is offered to pupils and staff. The service is delivered by trained, experienced counsellors who have regular supervision and work within the ethical frameworks of their professional organisations.

The service offers a safe place where pupils can think about their situation, and be helped and supported to explore any issues that concern them. Counsellors assess the competency of a pupil to understand and make independent informed choices at the first meeting before proceeding with further counselling.

The College has a Drop-In Centre where students may go to seek support, reassurance and understanding on any issue that causes concern. The service is freely available for students on Wednesday and Thursday afternoons, from 4.30 to 5.30 pm.

If there is a necessity for counselling to be extended beyond the agreed school funded appointments (usually two hours), the counselling services manager will liaise with the parents, and obtain consent to fund further sessions. Pupils can also be referred to the counselling service by the medical and pastoral care staff, or parents.

Each House has information about the Drop-In on the notice-board.

For appointments telephone:

Tess:	e-mail: tessbrooks23@yahoo.co.uk phone/text 07981 040054
Lorraine:	e-mail: epages@wortech.ac.uk phone/text: 07977 252615

e) Peer Mentors

Lower and Upper Sixth students are invited to apply to train as Peer Mentors. They follow training provided by the Mentoring and Befriending Foundation, which includes listening and communication skills, conflict resolution, Child Protection and confidentiality issues. The course is recognised and supported by the DSCF. The Mentors work throughout Malvern College and also in local primary and prep schools. They are available to support students with a variety of issues from study skills, personal organisation, homesickness, social problems and bullying. There are Peer Mentors in most Houses.

f) Induction Programme for New Pupils

An induction programme is held at the start of each academic year for all new pupils. The details of the programme will be published before the start of the academic year and sent to all new students.

All pupils attend the Co-Curricular Fair at the start of the Autumn term.

POLICY STATEMENTS

a) Aids and HIV

Malvern College is a co-educational school whose policy in relation to AIDS and HIV is to assist and note the rights of any member affected by these conditions whilst taking such steps as are deemed necessary to safeguard other members of the College community and the general public.

The College will notify the relevant Health Authority of the existence of a sufferer within the College community, without identifying the patient, so that the spread of these conditions may be monitored locally and nationally.

The Standing Instructions to members of staff are as follows:

1. No pupil of the College may be tested for AIDS or HIV unless:
 - i. he/she is over 18 years old and consents to being tested;
 - ii. he/she is between 16 and 18 years and consents or has his/her parents' consent;
 - iii. he/she is under 16 and has his/her parents consent;
2. No result of any such test may be disclosed by the School Medical Officer without specific written consent as above;
3. In the event of evidence arising that a pupil or member of Common Room represents a risk to the health of another member or members of the College community, it shall be for the Headmaster (after consultation with the Chairman of the College Council, the School Medical Officer and, if he deems it appropriate, the local Health Authority) to require his or her removal from the College premises and/or from further attendance at the College for any purpose;
4. Information in relation to HIV and AIDS arising within the College community will be disseminated within and outside the College through the agency of the Headmaster or his appointed Deputy/Deputies (after due consultation as in 3. above) and by him or her only.

b) Bullying

Malvern College is a co-educational school whose policy is that bullying by one member of the College community of another, be he or she employee or pupil, will not be tolerated.

The College's anti-bullying policy aims to raise an awareness in all members of the College community of the various forms of bullying which exist, (namely, emotional, online, cyber, racist, sexual, homophobic, written, physical, verbal and psychological bullying), and to educate them in ways of identifying and dealing with incidents of bullying if they arise.

The College's policy aims to prevent incidents of bullying wherever possible, to provide any victim with the confidence to confide in others and to ensure that any bully is punished, cautioned and/or counselled as necessary or, if appropriate, required to leave the school.

The College's policy aims to ensure that those employees and pupils in positions of authority over others are aware that they have rights and privileges which carry with them responsibility and trust.

The Standing Instructions to members of staff are as follows:

1. Members of Common Room and other staff are to be aware of the signs of distress which often accompany incidents of bullying;
2. Any allegation of bullying is to be reported in the first instance to the member of staff most appropriate (i.e. if it happened in class, to the teacher);
3. Any such report is to be taken up with the pupil's House whose duty it will be to either:
 - i. report the matter to the Headmaster, Deputy Head or the Child Protection Co-ordinator, or, if unavailable, his/her appointed deputy, or
 - ii. liaise with the member of staff reporting and determine the appropriate course of action;
4. Any reported allegation of bullying is to be recorded in writing in the Form and House file as appropriate and is to be made available to the Head or a Deputy Head or his/her appointed deputy upon request;
5. The Head may deal with any allegation of bullying referred to him, either with or without consultation with other members of staff, by the application of any available sanction in which case he shall cause to be followed the procedures under 3 and 4 above, if appropriate, and may in any event keep a record of the incident in the Head's Study;
6. Information with regard to any allegation of bullying or any sanction or other action taken in respect of it, will be disseminated within and outside the

College through the agency of the Headmaster or his appointed Deputy/Deputies and by him or her only.

c) Equal Opportunities

Malvern College is a co-educational school, committed to the policy of Equal Opportunities in relation to its pupils and employees.

It is unlawful to treat pupils or staff less favourably because of sex, sexuality, race, background or disability.

Pupils and staff have a right to:

- not be discriminated against;
- make a complaint of discrimination;
- know how to make a complaint and where to get help;
- have their complaint listened to and dealt with;
- not be victimised if they complain.

Pupils and staff have the responsibility to:

- not discriminate against others;
- support other people who may be discriminated against;
- report to someone responsible if they think discrimination is taking place;
- not victimise anyone who makes a complaint of discrimination.

This Equal Opportunities policy serves to reinforce the aims of the school in general, and the following in particular:

- to encourage pupils to fulfil their own potential by providing a stimulating learning environment, a wide range of educational opportunities and a caring environment;
- to prepare individuals to play a responsible role in society by encouraging self-discipline, self-respect, tolerance, courtesy, good manners, respect for others, honesty and awareness of responsibilities to others, and independence of judgement;
- respect for others of differing ability, gender, sexuality, race and background is regarded as a basis for an individual's personal and social development;
- to develop a broad curriculum in accordance with this policy and specifically to ensure the avoidance of gender, ethnic and social stereotyping.

The College's policy aims to ensure that no pupil or prospective pupil receives more or less favourable treatment on the grounds of race, nationality, colour, creed, age, gender, sexuality or disability.

The College's policy aims to ensure that all employees are recruited and promoted upon the basis of ability, the specific requirements of the employment in question and other relevant and objective criteria. No employee or prospective employee should receive more or less favourable treatment on the grounds of race, nationality, colour, creed, age, gender, sexuality or disability.

Opportunities for personal development are not influenced by ability, disability, gender, race, sexuality and background.

Ability

There is a comprehensive and coherent system of assessment and recording which supports the evaluation and monitoring of pupils' specific learning needs.

Systems are in operation to identify pupils' needs, allocate resources to meet these needs and to ensure that appropriate teaching is available.

Disability

All pupils should have equal access to all elements of the curriculum and co-curricular programme, regardless of disability. Where it is not possible to make reasonable adjustments, a suitable alternative will be sought.

The College is looking at ways to improve accessibility for the disabled to the College's facilities.

Gender

All pupils have equal access to the curriculum, irrespective of gender.

Learning experiences are intended to encourage co-operative working relationships between the sexes.

Language used by all school staff and pupils should give equal value to all staff and pupils of both sexes.

Race

Pupils are encouraged to understand that every human being is unique and that we share a common humanity.

Pupils are encouraged to appreciate that the achievements of other cultures and nations are of equal value to their own.

Sexuality

The College aims to deal sensitively and supportively whenever pupils raise the issue of their sexuality.

Background

The College deals sensitively with pupils of differing family backgrounds. Equal value is placed on people of all economic circumstances. The College gives the pupils the opportunity to consider the lives of those less fortunate through its Community Service programme.

Equal opportunities are promoted in the classroom, in Chapel and in other less formal situations.

d) Race Relations

Malvern College is a co-educational school committed to a policy which promotes, maintains and encourages good race relations between all its members, be they pupils or employees, and between its members and outside parties.

The College's policy aims to ensure that no pupil or employee discriminates against another member of the College or an outside party on grounds of race, nationality, colour, ethnic origin, religion or creed.

The College's policy aims to ensure that no prospective pupil or employee should receive more or less favourable treatment on the grounds of race, nationality, colour, ethnic origin, religion or creed.

1. Any allegation of racial discrimination or abuse by or of a pupil is to be reported in the first instance to the pupil's Housem;
2. Any allegation of racial discrimination or abuse by or of a member of Common Room is to be reported in the first instance to the Head or, in his absence, his appointed Deputy/Deputies;
3. Any allegation of racial discrimination or abuse by or of a member of the non-teaching staff is to be reported in the first instance to the Bursar;
4. Any allegation of racial discrimination or abuse involving any member of the College (whether as perpetrator or victim) is to be notified to the Head as soon as practicably possible;
5. Any pupil who is the subject of racial discrimination or abuse may bring his/her complaint to the attention of the Housem, Senior Tutor, Child Protection Co-ordinator, Tutor, College Chaplain or, in the last resort, any member of Common Room and such person shall be under a duty to report the same as above;
6. Any report of racial discrimination or abuse is to be noted in writing by the person to whom it was reported as soon as reasonably practicable after the report, and such report is to be made available to the Head or his appointed Deputy or Deputies upon request;

7. Information in relation to any allegation of racial discrimination or abuse, or of any sanction or other action taken in respect of it, will be disseminated within and outside the College through the agency of the Head or his appointed Deputy/Deputies and by him or her only.

e) Disability and Discrimination

Whilst the College is not geared for severely disabled pupils requiring specialist support, it is very willing to consider for entry individuals who would be able to prosper in our environment.

Each potential pupil would be considered individually and, if it is practicable, given sufficient support for his or her particular disability, then he or she would be welcome to join the school subject to the usual selection processes.

A copy of the complete College policy on Disability and Discrimination is available on request.

f) Drugs, Alcohol and Tobacco

Educational Aims

The College is committed to the health and safety of its members and will take action to safeguard their well-being.

The College supports the following educational aims in respect of substance use and misuse:

- to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising assertive skills in order to be able to say 'no';
- to provide accurate information about illicit substances;
- to increase understanding about the implications and possible consequence of their use and misuse;
- to widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS;
- to enable young people to identify sources of appropriate personal support.

These aims are fulfilled through aspects of the pupils' experiences in the taught curriculum, the informal curriculum and through opportunities for co-curricular activities. This is delivered in the taught curriculum and mainly through Personal, Social and Health Education, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The College actively co-operates with other agencies such as the Police, Social Services, and Health and Drug Agencies to deliver its commitment to Drugs Education.

Drugs Testing

The College has a drugs testing regime under which a pupil who is suspected

of using drugs may be required to consent to a biological sample (urine) being taken under medical supervision. The sample may be sent for testing at an external laboratory.

Discipline following misuse of drugs

Anyone found to be under the influence of an illegal drug will be required to leave. Those who use and/or sell drugs, possess them with intent to supply, distribute them or encourage others to use them, whether on or off College premises and in or out of term-time, or who refuse a drugs test will also be required to leave forthwith.

Alcohol Use and Misuse

It is an acknowledged fact that many pupils are allowed to drink alcohol when they are with their parents. New legislation makes it illegal for staff to offer alcohol to any pupil under the age of 18 except in specific circumstances.

Pupils over the age of 18 are allowed, with the House's permission, to go into pubs and drink beer, wine and cider. Spirits are not allowed.

It is very important that the school's position on alcohol should not be compromised by taking under age pupils into pubs, hotels, etc. and offering them drinks to which they are not entitled.

Tobacco

Pupils are not allowed to smoke or have cigarettes or smoking materials in their possession.

g) Policy on Sexual Relations

The College's Medical Officers, Housemasters and Housemistresses, as well as the Chaplain and Tutors, are prepared at any stage to discuss pupils' questions about sex and contraception and to give advice where appropriate. Although the school is conscious of the realities both of attitude and of practice in the world at large, the fact remains that having sexual relations at College ranks as an offence which is likely to merit summary expulsion.

h) Child Protection

A definition of child abuse is 'to cause harm to a child or fail to prevent harm being caused to a child'. From this it is clear that everyone in school has a shared responsibility to ensure a safeguarding environment. All staff and senior pupils with posts of responsibility, including the Peer Mentors, are trained in Child Protection and the required procedures. The College works closely with the Worcestershire Safeguarding Children's Board and follows their guidance on this matter.

The College aims to raise pupils' awareness of Child Protection issues through the Curriculum and Personal, Social and Health Education lessons. Pastoral Care and College Policies ensure that pupils have a range of contacts and strategies for their own protection and an understanding of the importance of protecting others.

The Senior Tutor is the designated member of staff for dealing with Child Protection Procedures and carries the title of Child Protection Co-ordinator. It is recognised that bullying or abuse may be specifically concerned with race, disability, religion, gender or sexual orientation.

Procedure for Reporting Suspected/Alleged Child Abuse

Any member of staff who is told of an incident or has a strong suspicion of child abuse to a pupil at school, at home or outside the school (or who him/herself knows or suspects such abuse), must report the information immediately to the Child Protection Co-ordinator, Assistant Child Protection Officer or Head.

Child abuse to be reported includes:

- abuse of a pupil by a staff member or other adult;
- abuse at home which a pupil reports to staff;
- abuse by a stranger outside the school, and
- abuse of one pupil by another pupil (including bullying).

In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse are:

- the frequency, nature and severity of the incident(s);
- whether the victim was coerced by physical force, fear, or by a pupil and/or group of pupils significantly older, or having power or authority over them;
- whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult it would have been regarded as assault or otherwise actionable.

If in doubt discuss with the Child Protection Co-ordinator, Assistant Child Protection Officer or Head.

Responsibility for Investigation

School staff should not investigate reports of suspected child abuse themselves. Staff should not ask leading questions or try to investigate, but must pass information on to the Child Protection Co-ordinator, Assistant Child Protection Officer or Headmaster as quickly as possible.

Receiving Allegations/Suspicions of Child Abuse

Any staff member to whom an allegation of child abuse is made should:

- i. not promise confidentiality;
 - ii. be supportive and non-judgemental;
 - iii. allow the student to talk without interruption;
 - iv. limit any questioning to the minimum necessary to seek clarification only, strictly avoiding “leading” the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened;
 - v. stop asking any more questions as soon as the pupil or adult has disclosed that he/she believes that something abusive has happened to him/her, or to someone else;
 - vi. tell the informing pupil or adult that you will now make sure that the appropriate people are brought in to follow the problem up;
 - vii. ask the informing pupil or adult what steps they would like taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes;
 - viii. refer the matter immediately, with all relevant details, to the Child Protection Co-ordinator, Assistant Child Protection Officer or Headmaster;
 - ix. make a written record as soon as possible of what they have been told (wherever possible using the exact words), and make a copy of this available to the Child Protection Co-ordinator and/or Assistant Child Protection Officer or Head.
- The Head, in consultation with the Child Protection Co-ordinator/Pastoral team will make any decision to refer the matter to Social Services/the Police.
 - There could be three strands to enquiries following an allegation:
 - a. An Inter-Agency Protection investigation
 - b. Criminal investigation by the Police, if required
 - c. The College’s internal disciplinary procedures.
 - The procedures relate to all pupils under 18 years. Incidents involving those aged 18 and over will be notified (not referred) to the Social Services Department in relation to possible enquiries at a later stage.

Parents

Parents should be aware that the College's first priority is the welfare of each pupil. Therefore there may be occasions when concerns about a pupil mean agencies are consulted before parents are contacted.

Allegations Against a Member of Staff

If the alleged perpetrator is a member of staff it may be necessary for him/her to be suspended, without imputation of guilt, pending the outcome of the enquiry.

If a member of staff faces an allegation of child abuse the guidelines produced by Worcestershire Safeguarding Children's Board will be followed.

The school is aware of its statutory obligation to report instances of misconduct by teachers, to the WSCB and the Police (Regulation 7 of the Education [Particulars of Independent Schools] Regulations 1982).

Recruitment of Staff who have Substantial Unsupervised Access to Children

The College acts in accordance with the law in carrying out thorough checks on the suitability of staff prior to appointment for the responsibilities they are employed to undertake. By applying a rigorous pre-appointment procedure, the College does all that is reasonable to ensure that prospective employees who are likely to have substantial unsupervised access to pupils are not listed as being persons who are "unsuited to act as a worker with either children or young persons".

The College ensures that all staff, both teaching and non-teaching, undergo an enhanced Criminal Records Bureau check. In addition the College takes up character references and employment references covering employment for the ten years preceding the application. Applicants are also required to complete a Medical Questionnaire, upon receipt of which the College Medical Officer will advise on suitability for employment.

h) Complaints Procedure

Worries and Complaints

During their time at Malvern all pupils may, from time to time, experience anxiety and worry, either as individuals or as part of a group. There may be many causes: e.g.

Pressure of work

Social pressure

Discrimination on grounds of race, religion or gender

Unfair treatment by pupils or by staff

Abuse and or bullying – either verbal, physical or sexual.

The Tutorial system at Malvern is designed to help pupils cope with these problems. Every pupil in the Lower School has a Form Tutor. In the Sixth Form, each pupil selects a Tutor. Every House has a team of Tutors. In boys' Houses the Housemaster is assisted by his wife and/or Assistant and Relief Assistant. In girls' Houses the Housemistress is assisted by an Assistant Housemistress and a Relief Assistant Housemistress. Many Houses have a system where older pupils tutor younger pupils and where the Head of House is elected by the House, together with an elected member of the School Council. Each House also has trained Peer Mentors. The College intends that there will always be a member of staff or senior pupil in whom pupils feel that they can confide. The Chaplaincy, with the confidentiality that office implies, is always available and the Head and Deputy operate an open door policy.

If, after discussions with any of the above, pupils still feel that their problem is not being taken seriously, they may make a formal complaint. All formal complaints will be acknowledged within 24 hours.

The complaints procedure is posted on all House notice boards. Complaints should be taken to the Senior Tutor, and in the case of a complaint against the Senior Tutor, to the Deputy Head.

Making a Formal Complaint

A pupil may make a formal complaint by adopting the following procedure (with or without informing the person they are complaining about)

1. Write to the Senior Tutor or the Deputy Head.
2. A complaint will be registered and the pupil will be invited to discuss the complaint with one or both of the above.
3. When pupils attend this interview they may bring a fellow pupil or member of staff of their choice.
4. If they still feel that their complaint is not being treated seriously they may call the Social Services Department (Tel: Malvern 892211). The College may also decide that the nature of the pupil's complaint warrants referral to the Social Services Department. In certain circumstances the College has an automatic legal duty to do this.

The College's aim is that most pupils' problems and anxieties are resolved long before the need to institute a formal complaint which may lead to an investigation.

If pupils feel unable to discuss their problems with anyone in the College, they may contact:

Youthline	0800 0961425
Childline	0800 1111 or www.childline.org.uk
The Samaritans	01905 21121 or 0345 909090
Social Services	01905 763763
Social Care in Worcestershire	0845 6072000
Malvern Health Centre	01684 612655
Malvern Time 4U	01684 575363
Bullying	help@bullying.co.uk www.kidscape.org.uk
STI/HIV	01905 760154
NHS Sexual Health line for U25s	01905 22957/0800 7832936
Malvern YESS (Youth Service)	01684 893508
National AIDS Helpline	08000 567123
“Frank”, National Drugs Helpline	0800 776600/01905 724853
Lesbian/Gay Switchboard	01905 723097
Eating Disorders	01603 765050
Connexions (support for 13 - 19 year olds)	080 8001 3219/text: 08000 968336
e-safety	www.thinkuknow.co.uk
NSPCC	0808 8005000/ www.nspcc.org.uk
Ofsted	08456 404040

JOB GUIDELINES

The current guidelines for pastoral staff are as follows:

a) House Staff

Housemasters/Housemistresses (Housems)

The Housem has an overall responsibility to the Headmaster for the pupils in the House and he or she is in loco parentis. The Housem is responsible for:

1. The moral and physical welfare, happiness and progress of the pupils in the House, offering the same level of care and attention that a good parent would.
2. Ensuring that every pupil develops his/her academic, artistic, physical and social potential to the fullest extent.
3. Monitoring academic performance through internal and external reports and keeping records of the same.
4. Maintaining good discipline reporting more serious breaches of discipline to the relevant Deputy Head or to the Headmaster and for keeping a written record of punishments. The Headmaster must be informed, as soon as possible, if the Police are called to a House or if a pupil is involved with the Police.
5. Showing prospective parents round the house and helping to recruit new pupils.
6. Liaising closely with the College Medical staff as appropriate.
7. Liaising with parents on all academic, pastoral and disciplinary matters, as appropriate. Maintaining social contact and ensuring good relationships with parents of all the pupils in the house, and entertaining them on public occasions.
8. Ensuring a responsible adult presence in the House at registration and at other times when possible.
9. Liaising with the Bursar and Estates Manager on matters of maintenance and security, taking action where needed.
10. Attending meetings of Housems.
11. Supporting College activities, where appropriate.

12. Fully supporting the work of the Chaplaincy and attending those services which the pupils are required to attend.
13. Overseeing the work of the House Tutors and delegating responsibility to them.
14. Passing on to his or her successor a written record of each pupil in the House.
15. The physical appearance of the pupils.

Deputy Housemasters/Housemistresses

1. The role of Deputy Housemaster/Housemistress is to assist and support the Housemaster/Housemistress in all aspects of maintaining the Boarding House at Malvern College to which she has been appointed. The specific responsibilities and duties will include, but not be restricted to, the following:
 - (a) Developing a relationship with each pupil and an understanding of their background thus being able to assist with their academic and pastoral welfare.
 - (b) Understanding how the House is organised together with its administration system with particular regard to the maintenance of the house reporting and recording systems in the absence of the Housemaster/Housemistress.
 - (c) Understanding the ethos of the House and supporting his/her Housemaster or Housemistress in cultivating and projecting the particular House identity to pupils, parents and the school.
 - (d) Communicating as necessary with House staff and members of the Bursarial staff to facilitate good working relationships and to ensure that the smooth and efficient running of the House is maintained.
 - (e) Maintaining discipline and order in the House thereby ensuring a stable working and social environment for pupils and staff.
2. The Deputy Housemaster/Housemistress will be expected to act 'in loco parentis' in the absence of his/her Housemaster/Housemistress and understand and fulfil all aspects of this responsibility.

3. The Deputy Housemaster/Housemistress will engage in regular meetings with his/her Housemaster or Housemistress, House Tutors, Assistants to the Housemaster or Housemistress and other House staff as required
4. In addition to normal tutorial duties, the Deputy Housemaster/Housemistress will take full responsibility for the House for 4 nights or 2 full weekends a term. These dates must be agreed in advance with the Housemaster/Housemistress. The Deputy Housemaster/Housemistress will be required to be resident in the house during these periods.
5. The Deputy Housemaster/Housemistress will receive training in their role from the Housemaster/Housemistress and from others as required by the Headmaster from time to time to ensure that he/she is fully aware of the responsibilities of their position. The Deputy Housemaster/Housemistress will have their performance and development assessed as part of the annual review of all teachers at Malvern College.

Resident Assistants

The Assistant will be part of a House team, which varies in composition depending on whether the spouse of the Housemaster is an employed member of the team.

The responsibilities of the Assistant are undertaken within a job-share arrangement to ensure uninterrupted management and supervision of the Boarding House. The Assistant will undertake to maintain a College determined First Aid qualification and to take other training as may be deemed necessary from time to time for the better performance of his or her duties or to comply with legislative or College requirements. The Assistant will be a qualified driver and will be required on occasions to drive and accompany pupils to medical appointments and other appointments both routine and emergency.

The Assistant, whose role is very much that of ambassador to the College, is responsible to the Housemaster for the smooth running of all domestic aspects of the boarding house, with the exception of all aspects of catering, which are the responsibility of an external provider. The Assistant must be proactive in maintaining effective channels of communication, on a daily basis, between the Housemaster and other members of the House team and other relevant persons thereby ensuring the appropriate flow of information about pupils in the House or other matters that may arise. As part of the House team, the Assistant's duties will include but not be limited to the following:

- Supporting the Housemaster in running a happy and healthy House.
- The provision of pastoral care for the pupils
 - The day to day monitoring of the health of pupils and liaison with the Medical Centre staff as appropriate.
- The care of any pupil confined to the house
- The supervision of pupils at meal times
- Actively ensuring that the highest standards of cleanliness and workmanship are maintained by the domestic staff both within the House and the House yard
- Maintaining effective liaison with the Domestic Bursar with regard to the domestic staff.
- Supervising pupils' clothing and laundry and be actively engaged on associated domestic tasks as required.
- Reporting repair/maintenance requirements as they become necessary, to the Maintenance Department using the system in place for this purpose.
- Supervising pupils to ensure that bed studies, studies, dormitories and common rooms are kept tidy.
- Being an effective role model for pupils with regard to their personal conduct and courtesy towards each other, their teachers, College employees and visitors to the House
- Ensuring that pupils' appearance and standards of dress are appropriate at all times.
- Assisting the Housemaster at social functions as required e.g. Commemoration, the Ball, visits of potential parents etc. This will include preparation of the House prior to the event.
- Prior to the final check by the Housemaster, closing and opening the House at the end of and beginning of leave out, half term and term and supervision of cleaning staff involved in same.

b) Tutors

The school attaches great importance to the provision of pastoral care, which is carried out by the following:

- i. Sixth Form Tutors;
- ii. Lower School Form Tutors;
- iii. House Tutors.

i) Sixth Form Tutor

The role of a Sixth Form Tutor is:

- a. To know, help and advise each pupil in the tutor group.
- b. To develop a good relationship in which a pupil will feel free to discuss problems whether academic or personal.
- c. To take an interest in the tutees' education in the broadest sense, both in and out of the classroom and support their activities whenever possible.
- d. To be responsible for stimulating tutees' cultural interests and encourage their wider reading.
- e. To supervise tutees' academic progress:
 - i. Discuss report cards with tutees and take up points of difficulty with their teachers and Housem;
 - ii. Take an interest in their progress and encourage/admonish when appropriate;
 - iii. Check timetables and co-curricular commitments to guard against either overstretching or under-performance;
 - iv. Collect and check end of term report and add your own.
- f. To advise tutees on the options open to them after leaving Malvern:
 - i. Discuss higher education and/or career choices well in advance of decisions having to be made. Liaise with the Head of Careers, Heads of Department and the Housem;
 - ii. Assist with the filling in of the UCAS forms, especially the personal interest section;
 - iii. Collect higher education testimonials from teachers, produce a draft report and pass on all to Housem.
- g. To be a channel of communication:
 - i. Be a link between the tutees and other members of staff by virtue of first hand knowledge of the tutees;
 - ii. Keep in contact with the tutees' Housem;
 - iii. Be in contact with the tutees' family and meet the parents at Parents' Meetings to set the academic scene;
 - iv. Raise the name of any tutee causing concern at Staff Meetings.

h. Meet tutees formally once a week in the allotted Tutor Period to deal with the above matters.

i. Meet tutees on other occasions socially and in a pastoral context.

ii) Lower School Form Tutor

The role of a Lower School Form Tutor is:

a. To show interest in the pupil's entire education, both in and out of the classroom, which may include supporting a tutee in drama, musical or sporting events etc.

b. To take a full part, under the guidance of suitably qualified people, in the delivery during the form period, of a Lower School Personal and Social Education programme.

c. To supervise the pupil's academic progress:

i. Dealing with administrative points as they arise, e.g. timetable and subject options;

ii. Collecting, commenting on, discussing and forwarding Report Cards;

iii. Collecting end-of-term Reports/Self Assessments, producing a summary as a Form Tutor's Report, discussing and forwarding all reports, liaising with Heads of Department over setting.

d. To aim to develop a good relationship in which a pupil will feel free to discuss matters whether academic or personal.

e. To be a link between the pupil and other members of staff by virtue of their first-hand knowledge of the pupil.

f. To communicate freely with the pupil's Housem (and House Tutor).

g. To attend Form Tutors' meetings, generally once a fortnight.

h. To meet the pupil's parents, and to be available to communicate with them as needed, especially to set the academic scene.

iii) House Tutor

The role of a House Tutor is:

- a. To complement and amplify the work of the Housem by working in close harmony with the latter for the benefit of pupils in the House.
- b. House Tutors must be able and willing to be 'on duty' for an evening each week.
- c. To be in the House at least once a week to carry out the duties and to set up and lead discussion groups within the House on areas of concern.
- d. To be in the House at other times on a more informal basis.
- e. To be responsible to the Housem for the group assigned:
 - i. To know and be responsible for each individual in the group;
 - ii. To show an interest in the pupil's entire education both in and out of the classroom, e.g. advising on Tuesday Afternoon Activities and games options as well as discussing academic progress and Report cards;
 - iii. To help the pupil to discuss and cope with difficulties and to develop a good relationship so that he will feel free to discuss personal problems;
 - iv. To communicate frequently with the pupil's Housem and Form Tutor;
 - v. To make himself/herself known to the pupil's family.
- f. To assist the Housem on occasions when parents are to be entertained.
- g. To meet tutees formally once a week in the allotted Tutor Period to deal with the above matters.
- h. To meet the tutees on other occasions socially and in a pastoral context.

iv) Tutor Training

Initial guidance for new staff is provided for by the Deputy Head and the Senior Tutor, including a talk on safeguarding and promoting welfare and Child Protection procedures. Staff regularly attend courses on pastoral care organised by outside bodies. Internally, seminars are organised for House Staff, Heads of Houses, student teachers and other staff, covering matters such as bullying, counselling and safeguarding/Child Protection.

A range of books, pamphlets and videos is available in Common Room for tutors to use, either for themselves or in Tutor periods.

c) Senior Tutor

The role of the Senior Tutor is:

1. To attend meetings
 - a. Called by the Headmaster to discuss policy
 - b. Of Housemasters and Heads of Departments
 - c. Of Chapel Prefects and Heads of House
 - d. With the Chaplain
 - e. With the Medical Centre Staff.
2. To be the nominated 'Senior Member of Staff' responsible to the Headmaster for the implementation of the Children Act.
3. To act as provider of Child Protection training to all staff, (teaching and non-teaching), Chapel Prefects, Heads of House, PGCE students, ANZACS and Peer Mentors.
4. To be responsible (in consultation with the Heads of Sixth Form and Lower School) for the overall development of Tutoring within the school.
5. To be responsible for the administration of Tutors and Tutoring:
 - a. House Tutors (in consultation with Housemasters and Deputy Head);
 - b. Sixth Form Tutors (in consultation with the Head of Sixth Form);
 - c. Lower School Tutors (in consultation with the Head of Lower School).
6. To provide consultation and support for all Tutors.
7. To act as chairperson of Sixth Form Centre.
8. To assist in the drugs testing of girls.
9. To introduce the new Lower Sixth to the school rules and the tutor system.
10. To provide part of the induction programme to the FY.



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