



MARLBOROUGH COLLEGE

Policy on Pupil Access to Pastoral Support (including access to a person independent of the school staff)

NMS Standard 2 – Boarders' Induction and Support

2.2 Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem.

2.3 The school identifies at least one person other than a parent, outside the boarding and teaching staff of the school, who boarders may contact directly about personal problems or concerns at school. The school ensures that boarders know who this person is, and how to contact them. Boarders are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Children's Commissioner for England, to ring in case of problems or distress.

Standard 18 – Complaints

18 The school has, and follows, an appropriate policy on responding to complaints that is compliant with the relevant regulatory standards.

Aim:

To assist in meeting the College's overall Duty of Care to safeguard and promote the welfare of pupils. It is the duty of all staff to share this Duty of Care, but some staff are given specific responsibility for the Pastoral support of pupils.

This Policy should be read in conjunction with the College's Pastoral Plan. This demonstrates the relationship between the pastoral support offered to pupils through the House structure, and the wider pastoral network, including members of the Management Team, Heads of Year, the Medical Centre, Chaplaincy, Counsellor, Independent Listener, older pupils and external agencies.

Method:

- All pupils are provided with a personal tutor within the context of the House Tutor Team. Tutors work to generic job descriptions, as well as specific job descriptions for Lower and Upper School Tutors. (See Appendix 1) These indicate that a central role of the tutor is for pupils to turn to for personal guidance or for help with a personal problem.

Each tutor visits the house on a regular weekly basis, and the allocation of tutor duty nights is clearly signalled in each boarding house, such that pupils know when to expect to be able to consult with their tutor, as well as the access to other members of the House Tutor Team on any given evening.

- Housemasters and Housemistresses and Resident House Tutors are available on a residential basis, to offer pastoral support to pupils.

- Dames are available on weekdays, during the day, to support pupils.
- The availability of members of the wider Pastoral network is indicated to pupils via House Notice Boards, via Sani Timings, Chaplaincy Notice, Counsellors Notice and the notice on Confidential Discussions. This last includes reference to the College's Independent Listener. (Appendix 2)

Such pastoral services are further publicised to pupils via wallet cards and leaflets (Counsellor and Sani), via meetings with new pupils (Counsellor), yeargroup assemblies (Independent Listener) and by yeargroup presentations (Medical Officer), as well as being listed on the Helplines notice on HNBS. (Appendix 3)

- A clear Grievance Procedure is available to pupils via HNBS, which indicates a wide range of options for pupils, including referral to a neutral authority outside the college. (Appendix 2)

Author: Management Team

Where found: College Website

Policy Date: Michaelmas 2018

Policy Review: Michaelmas 2019

Generic Expectations for Tutors

While it is hoped that the job descriptions for Lower School and Upper School Tutors will be helpful in clarifying specific responsibilities, it might also be useful to set out the generic expectations relating to ALL tutors, as they work to support HMs and boarding houses.

It goes almost without saying that *regular* Tutorial contact with pupils provides the bedrock upon which academic support and pastoral care can be built. HMs place a huge value on the work of Tutors, both in terms of providing pupils with pastoral support and also in terms of their own management of the boarding houses.

Duty Nights

“Tutor Duty Night” should be regarded as a professional commitment, either as part of ones’ contract of employment as a beak at Marlborough College, or as part of a separate and distinct appointment (in the case of Non-Common Room Tutors).

Thus, while the “workplace” atmosphere in boarding houses is necessarily largely informal, it is expected that all tutors will aspire to the same standards of professionalism in terms of punctuality, presence, behaviour etc. that they meet in other aspects of their work.

Specifically, it is expected that:

- Every pupil is seen by their allocated tutor at least on a weekly basis, for an individual and private meeting.
- A Tutor Duty Night begins at 7.25pm and ends no earlier than 10.50pm, unless specific exceptions have been formally agreed, with the HM concerned, at the start of a given term.
- Tutors should seek to be fully briefed about their tutees at the start of a Tutor Duty Night, and should seek to inform the HM of any significant matters related to tutees in particular and the House in general at the end of the evening.
- Specific Tutor Duty Nights are allocated to named tutors – and the weekly schedule is published to pupils in houses. The pupil sense of security, order and regularity is enhanced by the knowledge that their tutorial meeting will happen on a specific night, regularly each week.
- Tutors may need, exceptionally, to “swap” their Tutor Duty Night within the same week. This should be signalled as far as possible in advance to HMs, and ideally tutees themselves (e.g.by email) with a clear indication as to the alternative arrangements. Where a swap becomes necessary, tutors must make every effort to fix alternative arrangements themselves. HMs should never be left at short notice, without a tutor on duty, unless the circumstances are absolutely unavoidable.
- Where a *longer period* of Tutor absence is proposed in advance (Language Exchanges, OA Week, IB Inset, Sabbatical leave etc.) the HM and Deputy Head (Pastoral) should be fully involved at the *planning* stage such that any impact on the provision of pastoral support for the House concerned can be taken into account and prepared for. Tutors should ensure that their Tutorial commitments are factored in to any negotiations with HoDs, Deputy Head (Academic), Deputy Head (Co-Curriculum) etc. in planning such absences.
- When a Tutor Duty Night falls on the Friday or Sunday of an Exeat week, a Tutor should substitute another Duty Night in order to maintain contact with tutees, or make specific alternative arrangements to see them at an alternative time, signalled to the HM.
- Tutor Duty Nights involve conversations with pupils; primarily named tutees but also other members of the house, and any general matters of house management as indicated by the HM, such as the supervision of prep, house admin (chits, absences etc.), tuck shop etc. It is NOT expected that other activities (marking, private reading etc.) should distract from full attention being given to the house.

Other Duties

It is expected that:

- All CR Tutors will attend the Tutor lunches in Houses on the occasion of beak-parent meetings.
- Non-CR Tutors should make every effort to attend such lunches, and in any case will make their likely attendance or absence clear in advance to the HM.
- Tutors will offer help with at least one Sunday activity and, where relevant, one social activity in the course of an academic year.
NB. Sunday activity may well include the offer of cover for the House on Sunday afternoon while the HM or RHT takes pupils off campus.
- Tutors will support their tutees in their extra-curricular activities whenever possible (concerts, matches, plays, debates etc.) either by attending in person, or by in some other way marking participation and contribution.
- Tutors will make every effort to attend Tutor lunches/supper as organised by the HM and the beginning of term meeting for the House Tutor team.

Appendix 1.1

Lower School Tutor → Job Description

Aim:

- To provide ongoing pastoral support for Lower School pupils, both in general terms, by demonstrating care and concern from them as a community, and individually to those pupils allocated as tutees by the HM.
- To encourage academic ambition and to be a first point of academic monitoring.
- To provide for close monitoring of academic progress via file checking, communication with subject teachers and internal academic reporting.
- To support the work of HMs and the Deputy Head (Boarding) and to be accountable to these for their work with pupils.
- To work with Heads of Year in interpreting and reinforcing standards and expectations as pupils move through the Lower School.

Method:

- Tutee load of 7- 8 pupils attached to one particular House.
- To see tutees on a weekly, individual basis in the course of an evening duty in house.
- If a pupil is absent from House, the tutor is expected to arrange an alternative meeting as soon as is feasible and within the same week.
- To visit tutees in their bedsits /dorms, overseeing orderliness and organisation of working/living areas.
- To see tutees in small groups, as appropriate, for business of common concern.
- Involvement in the reporting process via PIRs.

The following should represent the expectations of a Lower School Tutor:

Academic Progress:

- To maintain close communication about pupil academic progress with the HM.
- To oversee the good maintenance of files, notes, Almanac and prep
 - To see Almanacs on a weekly basis, “signing off” as necessary
 - To have reviewed subject files on a half termly basis
- To offer support with time-management, planning and deadlines
 - To ensure that pupils have access to a clear weekly schedule of individual commitments to include LS lessons, music lessons, rehearsals, Shell/ Remove Options etc. such that “free” time can be clearly identified.
- To monitor Commendations with tutees on a weekly or fortnightly basis, following up patterns and discrepancies.
- To be well informed about the academic discipline and achievement of tutees. (Admin support is available to print out the tutorial record in advance of meetings if this is required.)
- To liaise closely with HM and DH(A) regarding pupils who are not reaching their academic potential and regarding praise for academic performance, including providing a point of reference for House SATIS/DH(A) report feedback.
- To attend INSET as required on the range and use of the monitoring data produced by the DH(A) in respect of Lower School pupils.
- To be the first point of academic monitoring for PIRs, returning signed PIRs to the HM.
- Make contact with parents by email following the first PIR of each term, via HM.
- To maintain up-to-date knowledge of College Curriculum.

- To communicate with parents regarding Lower School academic progress, e.g. on a termly written basis.

Shell:

- To see tutees together in the Mich Term to explain the Commendations system → to set expectations.
- To see tutees together to explain the PIR system, identifying effort and attainment grades and setting these in context.
- Advise on option choices in respect of:
 - ML options in Mich Term
 - (I)GCSE option in liaison with HMs, HoDs and DH(A).
- To talk Shell pupils through the Shell Handbook, issued as part of their induction in the Mich Term.

Co-Curriculum Involvement:

In general it is hoped that the broad principles of Creativity (Art, Music, Drama, College publications, debating, societies, wider reading), Action (sport / OA / personal fitness) and Service (CCF / Outreach) should form the basis of a balanced co-curricular profile. It is understood that pupils in the Shell may have a more limited access to “service” activities, and are subject to compulsion within the major games, compared with Remove and Hundred.

- Guide tutees to make sensible choices based a reasonable balance and variety of co-curricular activities, good use of time, opportunities and talents, such that LS pupils can account for the use of their PM time on a weekly basis.
- To help set termly co-curricular objectives and measure progress towards these.
- To administrate the Sports and Outreach Options sheets on a yeargroup basis (Remove and Hundred).
- To administrate Shell and Remove options at the House end.
- To follow up, with Shell tutees, co-curricular interests identified at Prep School or suggest new areas of involvement.
- To maintain an ongoing ROA which may be via the Oodles online App, recording on a weekly basis e.g. team/match representation, societies, concerts, plays etc. attended.
- Music – to assist tutees to establish an individual practice schedule; to monitor progress. To help tutees take the “long view” and set appropriate goals.
- To support tutees by observing them in the course of a term in their co-curricular activities e.g. in a match, at a concert or rehearsal.
- To accompany tutees to at least one termly co-curricular offering e.g. concert, talk, exhibition.

All Tutors (CR and non-CR) should expect to offer help with at least one Sunday activity and, where relevant, one social activity in the course of an academic year.

Pastoral (Personal and Social Development)

- To provide an adult point of contact different in style and context from the HM and subject beaks: a sounding board, mediator, confidant(e); interpreting and reinforcing standards and values.
- To oversee the process of induction for new pupils, attending Yeargroup Assemblies and other meetings when possible.
- To follow up issues raised in Artemis sessions through discussion with tutees.
- To monitor the minor discipline record of individual tutees; spotting and addressing patterns
- Identify and encourage opportunities for personal challenge, commending achievement as appropriate.

The following might be useful as a form of weekly or, at the very least, fortnightly “agenda” of Lower School Tutor meetings, in no particular order.

It is understood, of course, that the best pastoral support for pupils comes from spending time, informally as well as formally in lessons and activities, with adults who are interested in them, encourage them, can inspire them and advise them. Building relationships with adolescent pupils based on trust and mutual respect will take conversations which do not run to an “agenda”. It is paramount that pupils have the opportunity to raise personal worries and issues with tutors; there is no intention to “crowd this out” by introducing a checklist approach.

Nonetheless, it is hoped that by introducing a sharper focus on tutorial academic and co-curricular monitoring, pupils progress can be more clearly identified and commended – or concerns about pupils “drifting” more readily raised and addressed.

Name:	Date / comment:
Bedsit / working area <ul style="list-style-type: none"> • orderly working environment? • Weekly schedule pinned up? • 	
Almanac – evidence of personal organisation in place? Confidence in using Firefly?	
Files and books – named, loose sheets in, dividers, spare paper, evidence of order	
Commendations – see some good work. Monitor Commendations.	
Chit record – brief review (NB Can be checked before meeting)	
Academic sanctions – brief review (NB Can be checked before meeting)	
Co-curriculum – progress + enjoyment in sport, music. Options? Happening? Of interest, value? Anything attended? Looking forward + planning ahead → Almanac Up to date record of achievements?	
Issues / Concerns	

Appendix 1.2

Upper School Academic Tutor → Job Description

Aim:

- To provide structured, focused academic support for Upper School pupils, building academic ambition and assisting the transition from Lower School academic expectations to Upper School independent learning.
- To provide for close monitoring of academic progress via file checking, communication with subject beaks and internal academic reporting.
- To support the work of the Guidance Dept. in terms of preparation for university entrance, by close adherence to the calendar for academic decision-making issued by them.
- To support the work of HMs and the DH(A) and to be accountable to these for their work with pupils.

Method:

- Tutee load of between 7- 8 pupils.
- One-to-one appointments, notified to pupils/HM in advance and having the status of fixed commitment for tutees.
- If a pupil is absent from House, the tutor is expected to arrange an alternative meeting as soon as is feasible and within the same week.
- The expectation is that meetings will, in the main, take place in boarding houses, in a location that lends itself to formal meeting (i.e. not pupil bedsits)
- Individual meetings should take place ideally weekly, at least fortnightly, and be of meaningful length.
- Small group meetings may be appropriate for academic business of common concern e.g. explaining reporting, applications procedures.
- Involvement in the reporting process via PIRs.
- Timings for meeting slots to be agreed in advance with HMs – these may occasionally and exceptionally fall outside the evening prep/supervision slot in boarding houses. The expectation for each tutor is of an agreed weekly timeslot (approx. 3 ½ hours) in house.

The following should represent the expectations of an Upper School Academic Tutor:

- To maintain close communication about pupil academic progress with the HM.
- To oversee the good maintenance of files, notes, Almanac and prep.
- To offer support with time-management, planning and deadlines.
- To be well informed about the academic discipline and achievement of tutees. (Admin support is available to print out the tutorial record in advance of meetings if this is required.)
- To liaise closely with HM and DH(A) regarding pupils who are not reaching their academic potential and regarding praise for academic performance, including providing a point of reference for House SATIS/DH(A) report feedback.
- To be the first point of academic monitoring for PIRs, returning signed PIRs to the HM.
- Make contact with parents by email following PIRs, copied to HM.
- To direct pupils to specific sources of help, as required (e.g. Maths clinics, essay writing skills, 1-1 library sessions, Oxbridge coordinator). To liaise with individual beaks for help where necessary.
- To liaise closely with the Guidance Dept. regarding HE planning, including analysis of the Centigrade profile.
- To follow up the arrangement and outcome of Lower Sixth individual interviews with members of the Guidance Dept.

- To offer advice on predicted grades, making use of the monitoring information available from DH(A).
- To maintain up-to-date knowledge of College Curriculum.
- To oversee the production of Personal Statements, liaising closely with the HM and Guidance Dept. seeking training as necessary
- To collate and prepare the academic part of the UCAS reference. This reference should remain under the overall authorship of HMs, but with a central, academic section commenting on both subject specific and general academic qualities prepared by the academic tutor.
- To communicate with parents regarding Upper School academic progress, through formal written EOT reports, to include half term in the Lower Sixth Mich term for incoming pupils.
- To meet together with other yeargroup tutors, with Head of Sixth Form, DH(A), Head of Guidance for the discussion of trends and issues.

Co-Curriculum Involvement:

In general it is hoped that the broad principles of Creativity (Art, Music, Drama, College publications, debating, societies, wider reading), Action (sport / OA / personal fitness) and Service (CCF / Outreach) should form the basis of a balanced co-curricular profile.

- Guide tutees to make sensible choices based a reasonable balance and variety of co-curricular activities, good use of time, opportunities and talents, such that US pupils can account for the use of their PM time on a weekly basis.
- To help set termly co-curricular objectives and measure progress towards these.
- To help tutees maintain an ongoing ROA, recording on a weekly basis e.g. team/match representation, societies, concerts, plays etc. attended, and to help tutees develop their thinking in the light of broadening co-curricular opportunities.

Pastoral (Personal and Social Development)

- To provide an adult point of contact different in style and context from the HM and subject beaks: a sounding board, mediator, confidant(e); interpreting and reinforcing standards and values.
- Identify and encourage opportunities for personal challenge, commending achievement as appropriate.

All Tutors (CR and non-CR) should expect to offer help with at least one Sunday activity and, where relevant, one social activity in the course of an academic year.



MARLBOROUGH COLLEGE

GRIEVANCE PROCEDURE AND ADVICE ON CONFIDENTIAL DISCUSSIONS

- 1 If you have a complaint about the way in which some adult or pupil is treating you, you should, if possible, air your grievance by discussing the matter with your HM, (or with his/her spouse).
- 2 If you would prefer not to involve your HM at this stage you could consider taking up the matter with any of the following:
 - Your Tutor
 - Your Resident House Tutor
 - Your Dame
 - Deputy Head (Boarding), Lady Cayley Tel: 01672 892523
 - Any teacher to whom you feel you could speak freely
 - Your Head of House
 - A senior pupil such as a Sacristan or House Captain
 - The Chaplains: Revd Tim Novis 07766 477842 and Revd Janneke Blokland 07554 486575
- 3 If you feel the matter cannot be sorted out to your satisfaction by using the above procedure you should feel free to take your complaint to any member of the Management Team or to the Master. (It would be normal to tell your HM or Tutor in advance that you intended to do this.)
- 4 In the event that your complaint cannot be resolved as above, then, with the full knowledge and consent of your parents, the matter can be referred to a suitable neutral authority outside the college, such as the college Independent Listener.

CONFIDENTIAL DISCUSSIONS

If a problem of a personal nature is troubling you may wish to discuss it in a strictly confidential manner. You should make this clear to the person you wish to discuss the matter with before confiding in him or her.

In addition to the people listed above, the following are also available with confidential advice and counselling:

- Katia Houghton, the College Lead Counsellor
You can make an appointment to see a member of the counselling team by ringing the Sani (435) or by using the internal mail, or email at khoughton@marlboroughcollege.org or call 07897 669113.
- The College Doctors
You can make an appointment to see them at Sani, or in extreme cases by ringing the town surgery (Tel: 01672 512187)
- External Agencies
e.g. **Childline** 0800 1111 **Samaritans** 08457 909090 **Websites:** www.childnet-int.org and www.digizen.org **Email:** stopbullying@marlboroughcollege.org. These details are published in the Sani and also in House telephone booths.
- The Independent Listener – Mr David du Croz
Mobile: 07900 698707 Email: du.croz@btinternet.com
- **The Children’s Commissioner for England**
To make a complaint or if you have a concern about the pastoral/welfare care regulated and inspected by the Independent Schools Inspectorate (Tel: 0800 528 0731), website www.childrenscommissioner.gov.uk

APPENDIX 3

Helplines . . .

National:

- ❖ Childline 0800 1111
www.nspcc.org.uk/
- ❖ Cyberbullying 0800 1111
www.digizen.org
www.childnet-int.org
- ❖ Depression
www.cwmt.org
www.studentsagainstdepression.org
- ❖ Drugs Helpline 0300 123 6600
- ❖ Eating Disorders 0808 801 0711
(open daily 3-10pm)
- ❖ Samaritans 116 123
- ❖ Stonewall 08000 502020
(Sexuality issues)
www.schools-out.org.uk
www.stonewall.org.uk
www.diversityrolemodels.org

Local:

- ❖ Sani 435 or 01672 892435
- ❖ The Chaplains: Revd Tim Novis 07766 477842 twgn@marlboroughcollege.org
- ❖ Revd Janneke Blokland 07554 486575 jb@marlboroughcollege.org
- ❖ Lady Cayley 523 or 01672 892523 cmc@marlboroughcollege.org
Deputy Head (Boarding)

Counsellor (Lead):

- ❖ Katia Houghton 435 mobile: 07897 669113
email: khoughton@marlboroughcollege.org

Independent Listener:

- ❖ David du Croz Mobile: 07900 698707
email: du.croz@btinternet.com

Children's Commissioner for England

- ❖ Anne Longfield, OBE 0800 528 0731
www.childrenscommissioner.gov.uk