



## Pastoral Care

The pastoral policies reflect the desire to create a well-ordered environment in which learning can flourish and where responsibility for one's own actions and having respect for each other is clearly understood.

Opportunities are identified and provided for pupils to develop skills, concepts, attitudes and knowledge to promote their safety and wellbeing. PSHE, careers, subject specific lessons, assemblies, methods of communication and the school ethos reinforce equality, citizenship and zero tolerance of abuse, with the aim of prevention of and protection from abuse.

All members of the school community are treated with respect and dignity, feel safe and are listened to. Responses are sensitive to the needs of individual pupils.

The pastoral system at Gateways School is based on open channels of communication.

The school policy and procedures for managing behaviour and applying sanctions are written in a separate document; A9a - Behaviour Policy.

This document:

- states the structures in place within school for addressing the pastoral needs of the pupils.
- outlines the lines of communication available to staff, parents and pupils.
- lists the record systems kept.

Open dialogue between all parties, pupils, parents and staff, is essential to a successful pastoral system.

A prompt response to all associated pastoral issues is vital for the successful implementation of the pastoral system. The 'pastoral curriculum' combines all aspects of a school's life which together contribute to the formation of the whole person.

## **Structures in place for addressing the pastoral needs of our pupils**

### **1. The Pastoral System**

#### **EYFS**

The Head of Early Years oversees the pastoral care in Early Years and liaises closely with the Head of Prep. Before starting in the Gatehouse Nursery, Pre-reception or Reception class, children are assigned a Key Contact. This will be a Foundation Stage Practitioner or Nursery Practitioner. The role of the Key Contact is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Parents are informed beforehand the name of their child's Key Contact and given the opportunity to meet with them in order to develop strong parent partnerships in School.

The Foundation Stage Practitioners and Nursery Practitioners receive and hand over their children each day and they write progress reports every term. The staff meet on a weekly basis and discuss children's' needs and achievements. The Head of Early Years attends the weekly whole prep pupil update meeting that is led by the Head of Prep and Head of Learning Support.

#### **Prep School**

The Head of Prep oversees the pastoral care in Prep. The Form Teacher's role is to know the children in their form really well; their academic strengths and weaknesses, their friendships and their commitment to school life. A specific responsibility is the teaching of PSHE. Form Teachers work closely with the Head of Prep who is kept informed of all children's' needs. Parents are able to liaise with their child's form teacher on a daily basis and they have the opportunity to talk to the Head of Prep at the beginning of the school day. They can also discuss their child's needs with her by telephone or arrange meetings throughout the day. All staff attend the weekly whole Prep pupil update meeting that is led by the Head of Prep and the and Head of Learning Support.

The pupil tracking grid is analysed each term and under/over achievement is identified through the comparison of age standardized assessment results with NFER CAT scores (years 4 to 6). Class routines and individual children are discussed on a regular basis.

## High School

There are two sections in the High School:

High School	Upper 3 to Upper 5	Head of Pastoral Care
Sixth Form	Lower 6 & Upper 6	Head of Sixth Form

All members of staff are associated with one section of the school, often based on their own preference, and management requirements, for any one school year. Most full time staff become Form Tutors; their role is to know girls in their form really well; their academic strengths and weaknesses, their friendships and their commitment to school life. The majority of Form Tutors have responsibility for the teaching of PSHE.

There are regular meetings of the Tutor Teams with the head of each section of the High School. Their role is to:

- provide an environment in which the Gateways ethos of personal, social, health and economic education can flourish.
- continue to develop a PSHE/enrichment programme appropriate to the given age group
- monitor the progress of individual pupils
- support the academic learning process
- discuss specific areas of pupil concerns
- acknowledge areas of pupil praise
- discuss and 'resolve' problems associated with that particular section of the school
- consult regularly with other teams to ensure coherent provision of pastoral care
- support Enterprise and House initiatives.

The Head of Pastoral Care and Head of Sixth Form liaise with the Headmistress on pastoral matters. All meetings are minuted and copies of the minutes are kept on record.

## **The House System**

There are three houses; Beningbrough, Harewood and Newby, each house is split into two smaller groups; left and right. Our thriving House System encompasses many activities, including all charitable fundraising events, and the Head of Pastoral Care (High School) is responsible for the effective co-ordination and organisation of the House leadership teams. Staff are invited to be Heads of House and each Head of House is supported in the organisation of House events by House Group Mentors, chosen from the rest of the staff, and pupil leaders.

House Positions are held by:

- Two Lower 6 – House Captains
- Two Upper 5 – House Assistants
- Two Upper 4 – House Helpers

Positions are applied for and House Captains are selected following any interview. High School House officials are supported by a Prep School House Captain.

There are regular meetings with Heads of Houses and House Leaders to co-ordinate forthcoming events. These are then planned in smaller, mixed age working groups during the weekly House Group meetings, which are real team building sessions where the planning of how to approach, enjoy, encourage participation and win the next competition is the focus for everyone. In addition, there are regular whole House Assemblies which are led by the House Captains under the guidance of their Head of House.

## **Pupils**

Each pupil is a member of a House, from Lower 2, they are allocated to one of the two House Groups, Left or Right, and they have an opportunity to contribute to its success through active participation in the numerous House activities, which are organised throughout the year, and through their own individual achievements.

## **Individual House Points and Commendations**

House Points, which are recorded in Student Planners in High School and in the Prep classroom may be awarded for reasons which include:

- A very good piece of class work or homework
- A very good test result
- Making special efforts in academic or extra-curricular activities
- Good and/or helpful behaviour

In the High School, commendations are awarded for academic work or pastoral contribution of exceptional achievement or efforts. In the Prep School, merits are awarded and presented at the weekly merit assembly for high achievement. Prep School Enrichment Awards are awarded for exceptional achievement and presented by the Headmistress at the whole school awards assembly at the end of each term. Form Prizes for both achievement and effort are also presented at this assembly.

Reviewed Spring 2018  
Next review Spring 2019

In the High School, girls who earn 100 or more House Points are awarded Gold certificates at the Awards Assemblies which are held each term and girls who achieve 30 or 60 House Points are rewarded with a Bronze or Silver Certificate. All certificate holders are mentioned in House Assemblies.

### **House Challenge Points**

House Challenges provide pupils with opportunities across a broad range of activities and, most importantly, they offer pupils a chance to join in and have fun, while contributing to a team effort. The exact schedule of Challenges varies from year to year but includes activities from most areas of the wider school curriculum: music, sports, performing arts, community service, creative arts.

Major House Challenges take place throughout the year. The major events are: House Music Competition, House Drama Competition and Sports Day.

Throughout the rest of the year, as well as the traditional sports activities, such as netball, Ultimate Frisbee and rounders, the Houses may be involved in orienteering and cross-country and other challenges, such as Charity House Challenges, enterprise events, an art competition, etc. At the end of the school year at the Annual Prize-giving Event, the House Trophy is awarded to the House with the greatest number of House Challenge Points. A record of House challenge points is kept by the Head of Pastoral Care (High School).

The House system gives unique opportunities for pupils from different sections of the school to interact and develop friendships outside their immediate year group. It also encourages a sense of responsibility and develops leadership skills.

### **3. The School Council**

Both the Prep and High School Councils are overseen by a member of staff, either Prep or High School. They co-ordinate communication between Prep and High school to ensure 'Pupil Voice' from the whole school is heard and acted upon.

The School Council is an elected body of pupils; one selected from each form as the School Council Representative, to express different opinions from their peers. It is a forum for active and constructive pupil input to the daily life of the school, thus making a positive contribution to the school environment and ethos.

Acting as the form's elected representative is an excellent training ground in responsibility. The pupils are given the opportunity to develop valuable skills including public speaking and listening, teamwork and problem solving. These skills can be transferred to other areas of school life and they are able to use this role positively to act on behalf of other members of the school. Each council member listens to their form's comments, represents those opinions or requests and then reports the Council's discussions, decisions and recommendations back to their form.

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School Councils are positive forces within the life of a school; Gateways Council is no exception. Pupils learn, through listening to the ideas of others, that in order to make progress it is often necessary to compromise. School Council enables pupils to feel their opinions count.

The sixth form leader of the School Council is from the Upper 6 prefect body; she has a keen interest in this area, knowing that pupil voice is important and heard. All members of the Council attend and play an active part in meetings. The leader of the Council will share any important discussions and successes with the rest of the school during our whole school Friday morning assembly.

Following election, the School Council Representative, in form time, finds out the opinions of their form to take to the School Council meetings. These are held every other week and are chaired by the School Council Prefect with the aim of collating all the gathered information; she also minutes the meeting and forwards copies of these to the Headmistress, Deputy Head, Head of Prep, Head of Pastoral Care, Head of Sixth Form and Form Tutors. Discussions will then follow with the Prefect and Headmistress in order to answer any questions raised and to enable action to be taken.

It is the responsibility of the School Council leader to organise the means of informing the whole school of the Council's achievements.

The Prep Head Girls lead the Prep School representatives from Transition to Lower 3. They plan fund raising activities and represent the pupil voice in Prep.

### **Lines of Communication**

#### **EYFS: Parent/Pupil to Staff**

Parent/ Pupil	
Nursery / Foundation Stage Practitioner	Reception Class Teacher
Head of Early Years	
Head of Prep	
Headmistress	

#### **Prep School: Parent/Pupil to Staff**

Parent/ Pupil	
Form Teacher	Other Teacher / Teaching Assistant
Head of Prep	
Headmistress	

## High School: Pupil to Staff

Pupil	
Form Tutor	Other teacher
Deputy Head (High School)/Head of Pastoral Care/Head of Sixth Form	
Headmistress	

Pupils are encouraged to talk freely with their Practitioners/Form teachers/Form tutors and subject teachers. Any teacher may deal with an issue using his/her own judgement of the seriousness of the matter in hand. Relevant staff are kept informed during morning briefings or by email communication or incident report form in High School. In Prep School, communication files are kept on SIMs by each form teacher and any issues are discussed in the weekly pupil update. These discussions are included in the half termly business meeting minutes sent to the Headmistress.

Pupils are made aware of the main channels of communication with staff. If a pupil requires assistance from a teacher the following people are available:

Academic matters:            Subject teacher  
   Department Head/Subject Leader  
   Head of Pastoral Care/Head of Sixth Form  
   Deputy Head  
   Head of Prep

Pastoral matters:            Any teacher/Practitioner  
   Form Tutor/Form teacher  
   Head of Pastoral Care/Head of Sixth Form  
   Headmistress/Deputy Head/Head of Prep/Head of Early Years

If a pupil requests confidentiality, she is reassured that although such a promise cannot be given, only those who need to know will be informed. The Form tutor/teacher aims to establish a trusting and caring relationship with pupils in their form. The tutor/teacher has the overview of the taught content of PSHE and form periods and organises the form's assembly. They provide personal support to and encouragement of individual pupils or groups of pupils. Tutors/teachers regularly consult with the Deputy Head/Head of Prep/Head of Pastoral Care/Head of Sixth Form.

## Communication: Staff to Pupils

Any teacher may speak to a pupil on a matter relating to their work or behaviour.

Any teacher may arrange to see pupils:

- during registration, with the agreement of the Form Tutor/teacher
- during first or second break, if the pupil has no prior commitment
- after school; prior arrangements with parents must be made

Any teacher may refer a situation to the Form Tutor, Head of Pastoral Care, Head of Sixth Form, Subject Teacher, Head of Department, Subject Leader, Head of Prep, Deputy Head, or Headmistress as appropriate.

Other methods of communicating information to pupils include:

Registration and form time

High School/Sixth Form/Prep assemblies

Whole school assemblies

House assemblies

School Council

Prefects talking with the girls

Sixth Form mentors

Student Planners

Pupil handbooks

Option handbooks for GCSE and A Level

Listening Room; information relevant to issues affecting young people, support agencies and help-lines are available.

## Communication: Staff and Parents

Parents are actively encouraged to contact members of staff if a problem arises. It is important that parents feel comfortable talking to Form tutors/teachers or the staff who teach their children; many problems can be resolved easily if dealt with early enough.

Parents are invited to write, phone, email or arrange to meet any member of staff at their mutual convenience. Initial communication should be with the Form tutor/teacher or subject teacher.

Form tutors/teachers communicate with the parents of new girls in the first half term.

Staff and parents can communicate in a number of ways choosing the most appropriate for a given occasion. These include:

Written messages in the Student Planner

Telephone calls

E-mail

Letters

Parents' evenings

Progress Reviews

Reports

Any verbal contact between parents and staff receives prompt response. The exchange is recorded within SIMS communication and is accessible to appropriate staff along an academic or pastoral route.

Parents may also speak to Reception staff and the school nurse who pass information to the relevant member of staff.

There is a School Complaints procedure.

## Communication: Staff with Staff

In Prep:

Weekly EYFS staff meetings.

Weekly Prep staff meetings.

Weekly Briefing by Head of Prep

Weekly pupil update with all Prep staff and Head of Learning Support

In High School:

Twice Weekly Briefing by Deputy Head/Headmistress/Head of Learning Support

The Head of Prep School chairs briefings with the Head of Learning Support chairing the Pupil Update meeting. The pupil update records are emailed to High School staff who teach in Prep after each meeting.

High School staff meet at 08.20 every Tuesday and Friday morning for a staff meeting which is chaired either by the Deputy Head or the Headmistress. The minutes of all meetings are available in the staff room.

Tutor teams meet at least once every half term. The Head of Pastoral Care and Head of Sixth Form lead their tutors and frame the year's form activities to suit the development of their respective years.

Full High school staff meetings for all staff take place at least once every half term, it is chaired by the Deputy Head. Whole school issues are feedback and discussed, including Teaching and Learning issues and initiatives. Some of the meetings contribute to the CPD programme.

The 'Professional Review and Development' programme is a further opportunity for staff to exchange their thoughts in line with the School Development Plan and their individual professional development. When a member of staff attends a session of professional development, feedback is given. Written details may also be distributed to interested/relevant members of staff. The Deputy Head (High School) keeps all records of continuous professional development.

Written communication may involve e-mails, memos, SIMS Communication, Incident Report forms, On Report forms, Confidential Progress Report.

The Staffroom Committee. Staff are invited to put forward any suggestions to this Committee in advance of the meetings. It is concerned with the maintenance of appropriate working conditions, social and recreational activities and arranging presentations on relevant occasions.

## Record Keeping

The Registrar uses RSAdmissions to record initial enquiries and to process pupil data up to school admission.

General details about pupils and their academic progress are on SIMS. Staff are able to access pupil files for necessary basic information from SIMS.

### Other record systems currently in use:

Communications	SIMS
Communication Slips (historical)	School office
Incident Report Forms	School office
Serious Sanctions Record	Management drive spreadsheet
Pupil records	School office
Safeguarding Records	Headmistress's office
Pupil academic records	SIMS
Progress Reviews	SIMS
End of year reports	SIMS
Accident Book	Health Room
Sickroom Log Book and relevant records	Health Room

Former pupil records, containing a compilation of the above information, are in the archive in line with GDPR.