

An Introduction to the Pastoral System at The Whitby High School 2018-19

The system is based around five **Houses**: Hanover, Stuart, Tudor, Windsor and York, along with the 6th Form. The 6th form maintains elements of the House system as each form group is attached to a House. We believe this gives what is a large school (over 1500 pupils) more of a 'family feel'. Siblings are placed in the same House and this ensures that parents and carers have familiar lines of contact should they wish to contact the school. Many local families have been through the House system and it has been a mainstay of the school since its inception in 1959.

There are ten form groups in each House (two from every Key Stage 3 and 4 year group). From September 2018, the PAN increased to 300, so each House will gain an extra form group over the coming years.

A Deputy Headteacher has designated responsibility for the pastoral system and an Assistant Headteacher leads transition with primary schools and the monitoring of vulnerable groups. Another Assistant Headteacher has the responsibility of monitoring the progress of Pupil Premium students. The school also has Governors with oversight of pastoral care, Children Looked After, Pupil Premium and Safeguarding.

A House Progress Manager is responsible for the overall pastoral care of the pupils in each House. This includes responsibility for dealing with pupil welfare issues, behavioural issues and academic progress. Within the Sixth Form the Director of Sixth Form leads this element of the school supported by the Sixth Form admin assistant. Each House is supported by an Assistant Progress Manager. The Assistant Progress Manager is a non-teaching member of staff and will usually be the first point of contact for parents/carers.

In addition to the staff above, the school has an Inclusion area, Isolation Room and Student Support Room. The Inclusion Manager is responsible for the Isolation Room and Inclusion Room. The Student Support Centre is managed separately but is very much part of our inclusive provision. Please see 'Appendix 4' of the 'Positive Relations Policy', which outlines the purposes of these rooms.

There is also a Well-Being Team, made up of two staff, who support both staff and students with a range of issues. On occasion, external specialists are brought in to offer a range of services and intervention for students.

The school has rigorous anti-bullying, behaviour and safeguarding policies, which are revised and updated yearly.

A small number of students attend alternative provision. This ranges from one day, to full-time education at an alternative provider, depending on which stage of the school's disciplinary procedures the student is on. The aim is to engage students who are 'at risk' and re-integrate them into education. Any placements are monitored rigorously and regular visits take place.

The safety of our students is paramount and we aim to create well-rounded individuals prepared for the challenges they will face in life. We want students to enjoy school and be happy. To this end, we have changed the rewards system in order to focus on those students who come to school every day, are punctual and follow the school rules.

Whatever issues a young person has, the school pastoral system offers support to all of our students.