



**Merchant Taylors'**  
School

## Pastoral Care Policy MTGS

Policy owner:	MTGS Head and Assistant Head Pastoral
Type of policy:	Policy and procedure
Regulatory Body:	Department for Education / Independent Schools Inspectorate
Relevant Legislation / Guidance:	(Independent School Standards) Regulations 2019  Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019  SEND Code of Practice 2014  KCSIE 2023
Last reviewed by / date:	Head of MTGS October 2023
Last approved by / date:	Executive Head August 2023
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Circulation:	✓ Available to All Staff ✓ Available by request for pupils and parents'
Linked Policies:	<ul style="list-style-type: none"><li>• MTGS Parents' Handbook</li><li>• Code of Conduct for Pupils</li><li>• School Policy on Relationships and Sex Education</li><li>• School PSHE Policy and Curriculum documents</li></ul>



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	<ul style="list-style-type: none"><li>• Anti-Bullying Policy</li><li>• Rewards and Sanctions Procedures</li><li>• Terms and Conditions</li><li>• Behaviour Policy</li><li>• Rewards and Sanctions procedures</li><li>• Safeguarding Policy</li><li>• First Aid Policies</li><li>• Supervision of Pupils Policy</li></ul>
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### PASTORAL CARE POLICY

#### 1. CONTEXT

MTGS is an academic school, which seeks to provide an atmosphere in which every pupil is able to achieve their maximum potential. It is a school which seeks to support and to develop the whole person and which recognises that pupils will achieve their best academically if they are provided with the opportunity to take part in the widest possible range of extracurricular activities, which contribute to the development of confidence and self-esteem. The school also recognises that pupils will only achieve their best in an orderly and purposeful atmosphere, where they feel known, safe, valued and respected.

#### 2. THE SCHOOL'S PASTORAL STRUCTURE

We aim to embed a pastoral system so that it is seen to be a real strength of the school. MTGS is a warm, supportive and close-knit community, with a diverse social and cultural mix of students. It is in this environment that our girls learn to be respectful of themselves and others, to take responsibility for their actions and what they say to others, and to be resourceful when looking to find solutions to the challenges that they will inevitably encounter. Underpinning this will be a strong House System that will form the basis for social and emotional support as well as provide existing opportunities for pupils to involve themselves in the life of the School.

##### 2.1. House System

The School moved to vertical tutoring system in September 2021. Each pupil will be a member of a House and corresponding Form. The Forms themselves consist of pupils from every years 7-13, creating a caring and supportive micro-family within the wider community of the school. MTGS has three Houses: Minerva, Thalia and Gaia (MTG). The House System is overseen by the three Heads of House and the Assistant Head, Pastoral. Each Head of House will be supported by an elected House Captain in Year 13 and Deputy House Captains from Year 10. Each House has a group of House tutors who will oversee the day to day pastoral provision for the pupils. The **House Tutor** will be the **first point of contact** for parents if they have anything they wish to raise with them. If the issue cannot be resolved by the pupil's Form Tutor, it will be addressed by the Head of House.



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### 2.2 Pastoral Team

Each House tutoring team is made up of staff who have a wealth of pastoral teaching experience within the different educational key stages. Each Head of House has a specific and designated responsibility for one of the three stages.

#### 2.2.1 Head of House

Each Head of House also has a responsibility for academic events throughout the year and they are responsible for specific year groups. When we begin to explore academic options and decisions through the year and for the purpose of overseeing trips and activities, the following staff will oversee specific year groups rather than Form or House group:

House	Head of House	Contact details	Key Stage Responsibility
Minerva	Miss Keri Taws	<a href="mailto:k.taws@merchantatylors.com">k.taws@merchantatylors.com</a>	KS3 – Years 7-9
Thalia	Mrs Vicki Mee	<a href="mailto:v.mee@merchantatylors.com">v.mee@merchantatylors.com</a>	KS5 – Years 12+13
Gaia	Mrs Natalie Houghton	<a href="mailto:n.houghton@merchanttaylor.com">n.houghton@merchanttaylor.com</a>	KS4 – Years 10+11

#### 2.2.2 Tutoring Team

The following information outlines staff designated as Form Tutor for the academic year 2023/4:

House	Form	Form Tutor	Email
Minerva	M1	Mrs M Gervasoni/Mrs E Neophytou	<a href="mailto:m.gervasoni@merchanttaylor.com">m.gervasoni@merchanttaylor.com</a> <a href="mailto:e.neophytou@merchanttaylor.com">e.neophytou@merchanttaylor.com</a>
	M2	Mr P Davenport/Miss D Blundell	<a href="mailto:p.davenport@merchanttaylor.com">p.davenport@merchanttaylor.com</a> <a href="mailto:d.blundell@merchanttaylor.com">d.blundell@merchanttaylor.com</a>
	M3	Miss E Wilkinson	<a href="mailto:e.wilkinson@merchanttaylor.com">e.wilkinson@merchanttaylor.com</a>
	M4	Mrs H Heaton	<a href="mailto:h.heaton@merchanttaylor.com">h.heaton@merchanttaylor.com</a>
	M5	Mrs J McKenna	<a href="mailto:j.mckenne@merchanttaylor.com">j.mckenne@merchanttaylor.com</a>
	M6	Mrs C Ventre/Miss A Hjort	<a href="mailto:c.ventre@merchanttaylor.com">c.ventre@merchanttaylor.com</a> <a href="mailto:a.hjort@merchanttaylor.com">a.hjort@merchanttaylor.com</a>
	M7	Mr A Jones/Mrs J Gierl	<a href="mailto:a.jones@merchanttaylor.com">a.jones@merchanttaylor.com</a>



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			<a href="mailto:j.gierl@merchanttaylor.com">j.gierl@merchanttaylor.com</a>
Gaia	G1	Mrs S Heywood/Mrs J Borrows	<a href="mailto:s.heywood@merchanttaylor.com">s.heywood@merchanttaylor.com</a> <a href="mailto:j.burrow@merchanttaylor.com">j.burrow@merchanttaylor.com</a>
	G2	Miss L McWatt	<a href="mailto:l.mcwatt@merchanttaylor.com">l.mcwatt@merchanttaylor.com</a>
	G3	Miss S Ladbrook	<a href="mailto:s.ladbrook@merchanttaylor.com">s.ladbrook@merchanttaylor.com</a>
	G4	Mrs J Mayne	<a href="mailto:j.mayne@merchanttaylor.com">j.mayne@merchanttaylor.com</a>
	G5	Mrs J Hollyoak	<a href="mailto:j.hollyoak@merchanttaylor.com">j.hollyoak@merchanttaylor.com</a>
	G6	Mrs Y Blagborough	<a href="mailto:y.blagborough@merchanttaylor.com">y.blagborough@merchanttaylor.com</a>
	G7	Mrs A Hawthorn	<a href="mailto:a.hawthorn@merchanttaylor.com">a.hawthorn@merchanttaylor.com</a>
Thalia	T1	Mr R Bell	<a href="mailto:r.bell@merchanttaylor.com">r.bell@merchanttaylor.com</a>
	T2	Mrs Y Bell	<a href="mailto:y.bell@merchanttaylor.com">y.bell@merchanttaylor.com</a>
	T3	Miss G Beckett	<a href="mailto:g.beckett@merchanttaylor.com">g.beckett@merchanttaylor.com</a>
	T4	Mrs J Blunt	<a href="mailto:j.blunt@merchanttaylor.com">j.blunt@merchanttaylor.com</a>
	T5	Mr G Evans	<a href="mailto:g.evans@merchanttaylor.com">g.evans@merchanttaylor.com</a>
	T6	Dr S Hardy/Mrs E Tupou	<a href="mailto:s.hardy@merchanttaylor.com">s.hardy@merchanttaylor.com</a> <a href="mailto:e.toupou@merchanttaylor.com">e.toupou@merchanttaylor.com</a>
	T7	Mrs C Calvert	<a href="mailto:c.calvert@merchanttaylor.com">c.calvert@merchanttaylor.com</a>

For all pupils in their immediate pastoral care, all staff who are part of the pastoral structure are expected to:

### **Promote school ethos and Core Values**

- Ensure schools policies and procedures are upheld and adhered
- Promote the concept of family and community within both the School and House
- Raise aspiration and expectation
- Help to organise and oversee assemblies

### **Celebrate success within their Year Group**

- Look for every opportunity available to acknowledge and praise achievement,
- both in and out of school.

### **Monitor & Support Academic Progress**

- Where necessary and applicable, liaise closely with class teachers and the Head of House to monitor progress.
- Liaise with the SEND co-ordinator
- Liaise with Learning Support Assistants to support students with special or additional needs



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### Offer pupils Personal, Social & Emotional Support

- Serve as the initial point of contact with issues for pupils in their form class, including parental liaison.
- Communicate effectively with parents; follow up with pupils and parents in relation to pastoral and behavioural concerns
- Monitor issues of wellbeing and liaise with other internal and external parties where necessary (for example the School Nurse or Social Services)
- Monitor behaviour and ATL data available and where applicable, work closely with pupils to aid improvement
- Mediate where necessary to restore relationships.

### Set high standards for and safeguard all pupils

- Implement Positive Behaviour Management
- Promote positive behaviour and follow procedures set out in the school's
- Behaviour Policy
- Record and monitoring attendance accurately.
- Establish high standards of work, dress and behaviour
- Effectively investigate incidents and report accordingly, logging on CPOMS
- Report issues concerning Child Protection to the DSL and log on CPOMS
- Keep clear and accurate records of meetings and phone conversations where
- Required using CPOMS

In addition to the pastoral team, the School also have a counselling team and medical team who work across the school.

#### 2.2.3 Counselling Team

Parents and staff are able to refer any pupil to the counselling team. Additionally, Pupils, with or without parental consent can self refer. Below are the details of the School's counselling team

Counsellor	Availability	Email
Krystal Scott	Tue and Wed 8:15 – 4:15pm	<a href="mailto:k.scott@merchantatylors.com">k.scott@merchantatylors.com</a>
Emma Eddisbury	Mon-Tue and Thur-Fri 8:15 – 4:15	<a href="mailto:e.edisbury@merchanttaylor.com">e.edisbury@merchanttaylor.com</a>

#### 2.2.4 Medical Team

Lead practitioner Nurse Bickley: [j.bickley@merchantatylors.com](mailto:j.bickley@merchantatylors.com)

Mr Ion is our Assistant Head (Pastoral) and oversees all of our pastoral and safeguarding provision, he is also our Designated Safeguarding Lead (DSL). He can be contacted on: [g.ion@merchanttaylor.com](mailto:g.ion@merchanttaylor.com)



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**3 PHYSICAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE) AD RELATIONSHIPS AND SEX EDUCATION (RSE)**

Pupils will receive one lesson of PSHE per week. Additionally, pupils will have designated time within their PSHE lesson throughout the academic year to focus specifically on RSE.

Owing to the often age-appropriate nature of the topics discussed, it is necessary for pupils to be taught in year groups.

The information below sets out how pupils will be taught both PSHE and RSE and the designated teacher, together with an outline of the content taught in each year group.

<b>PSHE</b>	<b>Minerva</b>	<b>Thalia</b>	<b>Gaia</b>
<b>Year Group</b>	<b>Teacher</b>	<b>Teacher</b>	<b>Teacher</b>
<b>7</b>	Kate White	Jane Hollyoak	Rebecca Murray
<b>8</b>	D. Blundell	Aurore Pasquier	H.Rogers
<b>9</b>	Cath Ventre	Gabby Beckett	Fiona Wilson
<b>10</b>	J. McKeown	Richard Bell	Jenny Borrows
<b>11</b>	Joanne Avison	Glyn Evans	Lucy McWatt
<b>12</b>	Esther Neophytou	Yvonne Bell	Jo Mayne
<b>13</b>	Heather Heaton	Jenny Blunt	Sarah Ladbrook
<b>Additional Teachers:</b>	Cath Calvert Jo Gierl Emma Wilkinson Rebecca Gregory		

<b>Year Group</b>	<b>PSHE Content</b>	
<b>7</b>	What is PSHE? Getting to Know People What is a Community Careers and Your Future Sleep and Relaxation Financial Education Transition Points in Your Life Consent and Boundaries Respect and Relationships	Staying Safe Online Online Gaming, Grooming & Addiction Alcohol & Risk Nicotine and Smoking E-Cigs, Vaping and Shisha Energy Drinks and Caffeine Knife Crime and Safety Why is Politics Important



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	<p>Friendships &amp; Online Relationships          Pressure, Influence and Friends          Introduction to Puberty          Girls Puberty &amp; Periods (Double Lesson)          Personal Hygiene          Growing Up          Self-Esteem          Tooth Decay and Dental Health          What Makes a Good Friend          Being Positive          Pressure, Influence and Friends          Avoiding Gangs &amp; Criminal Behaviour</p>	<p>How is our Country Run          The Role of the Prime Minister          The Monarchy and King Charles III          Political Debates and Parliament          Elections and Campaigning          Creating a Political Party          What is your Identity          Multicultural Britain          Importance of Being Kind          Breaking Down Stereotypes          Learning Disabilities          Prejudice and Discrimination</p>
<p><b>8</b></p>	<p>Relationships and Sex Education          Being Yourself &amp; Self-Love          Healthy Respectful Relationships          What is Love          Dealing with Conflict          Periods and Menstrual Cycle          Introduction to Contraception          Sexual Orientation          Health and Wellbeing          What is Mental Health?          Positive Body Image          Child Abuse          Types of Bullying          Healthy Eating and Cholesterol          Stress Management          Employability &amp; Enterprise Skills          Proud to be me          Careers and Aspirations          Self Esteem and the Media          The Importance of Happiness          What Makes Me Angry          Exploring Careers          County Lines - What is it          County Lines - Who is at Risk          Substance Misuse</p>	<p>Cyberbullying          Online Grooming          Alcohol Safety          Child Exploitation &amp; Online Protection          Desert Island - Living          Desert Island - Building a Community          Desert Island - Making Decisions          Desert Island - Criminals, Law &amp; Society          How are Laws Made          Prison, Reform and Punishment          Equality Act 2010          LGBTQ+ What is it          LGBTQ+ Rights Across the World          Gender Equality          Ableism and Disability          Discrimination          Removing the Barriers Equality for all          Racism &amp; Discrimination in Society</p>



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<b>9</b>	<p>Conspiracy Theories and Extremist Narratives</p> <p>Forms of Extremism</p> <p>What is Terrorism</p> <p>War and Conflict</p> <p>The Radicalisation Process</p> <p>How Does Counter Terrorism Work</p> <p>Antisemitism</p> <p>What is a Drug</p> <p>Different Types of Addictions</p> <p>Cannabis Products</p> <p>Drugs Classification</p> <p>Party Drugs &amp; Illegal Drugs</p> <p>The War on Drugs</p> <p>Volatile Substance Abuse</p> <p>How Self-Esteem Changes</p> <p>Bullying in all its forms</p> <p>Dealing with Grief and Loss</p> <p>Media and Airbrushing</p> <p>Cancer Prevention and Healthy Lifestyles</p> <p>From Failure to Success</p> <p>Assertiveness</p> <p>First Aid</p>	<p>Saving and Managing Your Money</p> <p>Labour Market Information</p> <p>Finance, Budgeting and Employment</p> <p>Social Media and Online Stress</p> <p>Sexual Consent and the Law</p> <p>FGM and the Law</p> <p>Relationships and Partners</p> <p>Domestic Abuse and Domestic Violence</p> <p>Why have Sex</p> <p>Delaying Sexual Activity</p> <p>Sexual Harassment and Stalking</p> <p>What are STIs</p> <p>Treating STIs and the Clinic</p> <p>Contraception Explored</p> <p>Contraception - Condoms</p> <p>Contraception Explored Further</p> <p>HIV and AIDS</p> <p>HIV and AIDS Prejudice and Discrimination</p> <p>What is a vulva</p>
<b>10</b>	<p>Critical Thinking &amp; Fake News</p> <p>Hate Crime in the UK</p> <p>British Values and Identity</p> <p>Mutual Respect &amp; Tolerance</p> <p>Individual Liberty</p> <p>What are Human Rights</p> <p>Democracy Explored</p> <p>Honour Based Violence</p> <p>Forced Marriage and Breast Ironing</p> <p>Online Gaming &amp; Gambling</p> <p>Social Media Validation</p> <p>Modern-Day Slavery</p> <p>Keeping Your Data Safe</p>	<p>Unhealthy Relationships, Sexual Assault and Rape</p> <p>Sexualisation of the Media</p> <p>Child Sexual Abuse</p> <p>Screen Time</p> <p>Mental Health Illnesses</p> <p>Self-Harm</p> <p>Suicide (Thoughts and Feelings)</p> <p>Promoting Emotional Wellbeing</p> <p>International Organisations</p> <p>Peace, War &amp; Conflict</p> <p>Human Rights During War</p> <p>Aid &amp; Supporting Other Countries</p> <p>Striking and Trade Unionism</p>





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	<p>Causes of Knife Crime Pleasure and Delaying Sexual Activity Campaigning Against FGM Sexting, Nudes and Dick Pics Online Pornography (Myths vs Reality) Porn and its Impact on Society</p>	<p>Women's Rights and Equality Fair Trade and Free Trade Insta and TikTok Generation Targeted Advertising and Your Data What is Marriage Rights and Responsibilities Consumer Rights Employment Rights Exploring a Pay Check</p>
<b>11</b>	<p>Screen Addiction and Studying Post 16 Options Exam Stress and Anxiety (2 Hours) Social Media Vs Real Life CV Writing Writing a Personal Statement Virtual Reality and Live Streaming Online Reputation and Digital Footprints Group Chats &amp; Anti-Bullying Cosmetic and Aesthetic Procedures New Psychoactive Substances Festivals and Nitrous Oxide Substance Addiction</p>	<p>Organ and Blood Donation Abortion Laws, Morals and Ethics Alcohol, Parties and Bad Choices Breast Cancer, Cervical Cancer &amp; Screening Respect, Love and Relationships Love and Abuse Peer on Peer Abuse Fertility and What Impacts it Importance of Sexual Health Revisiting STIs Revisiting Contraception Teenage Pregnancy Choices Parenthood for Teenagers Study skills/ Exam Preparation</p>
<b>12</b>	<p>Starting Salaries &amp; Deductions Considering Your Living Arrangements Weekly Food Budget Luxury Items &amp; Their Costs Learning to Drive The Cost of Learning to Drive LGBTQ+ Issues Credit Cards Responsible Borrowing Responsible Sexual Activity</p>	<p>Pregnancy Getting Married Crime &amp; Your Behaviour Employment Rights and Responsibilities Understanding and Respecting Others Fake News and Control of the Media Media Distortion of Body Image Pet Ownership</p>



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	Managing Mental Health Politics Drug Use Travelling Safely Wellness Sustainable Living	Importance of a Will Legal Registrations
<b>13</b>	Study Skills UCAS Emergencies Health & Wellbeing Online Behaviour & Its Ramifications Recognising Destructive Behaviour Sleep Campaign for Change Credit Scores Whistle-Blowing	Identity & Its Importance in Modern Day Dealing with Disability Globalisation The Distribution of Wealth & Power Theories of Religion Life After Retirement

Year Group	Allocation	RSE Content	Teacher
<b>7</b>	<b>Autumn Term 2</b>	<b>Friends, Respect &amp; Relationships</b> Consent and Boundaries Respect and Relationships What Makes a Good Friend Friendships & Online Relationships Being Positive Pressure, Influence and Friends Introduction to Puberty Puberty & Periods	EWI (M)  JGI (T)  RG (G)
<b>8</b>	<b>Autumn Term 1</b>	<b>Identity, Relationships &amp; Sex Education</b> Relationships and Sex Education Being Yourself & Self-Love Healthy Respectful Relationships What is Love Dealing with Conflict Periods and Menstrual Cycle Introduction to Contraception	EWI (M)  JGI (T)  CCA (G)



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		Sexual Orientation	
<b>9</b>	<b>Summer Term 1+2</b>	<b>Sex, the Law &amp; Consent</b> Sexual Consent and the Law FGM and the Law Relationships and Partners Domestic Abuse and Domestic Violence Why have Sex Delaying Sexual Activity Sexual Harassment and Stalking What are STIs Treating STIs and the Clinic Contraception Explored Contraception - Condoms Contraception Explored Further HIV and AIDS HIV and AIDS Prejudice and Discrimination	<b>Summer Term 1:</b> EWI (M)  JGI (T)  RG (G)  <b>Summer Term 2:</b> EWI (M)  CCA (T)  RG (G)
<b>10</b>	<b>Spring Term 1</b>	<b>Risk, Relationships &amp; Sex Education</b> Pleasure and Delaying Sexual Activity Campaigning Against FGM Sexting, Nudes and Dick Pics Online Pornography (Myths vs Reality) Porn and its Impact on Society Unhealthy Relationships, Sexual Assault and Rape Sexualisation of the Media	EWI (M)  CCA (T)  RG (G)
<b>11</b>	<b>Spring Term 2</b>	<b>Sexual Health:</b> Peer on Peer Abuse Fertility and What Impacts it Alcohol, Parties and Bad Choices Importance of Sexual Health Revisiting STIs Revisiting Contraception Respect, Love and Relationships	JGI (M)  RG (T)  CCA (G)
<b>12</b>	N/A		
<b>13</b>			



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### **4. SCHOOL COUNCIL/Pupil Voice**

The School Council meets regularly. Pupils have the opportunity to raise issues of concern and to discuss matters affecting the quality of their lives and learning and equality, diversity and inclusion (EDI). This process allows pupils to bring to the forefront general concerns along with those relating directly to racism, homophobia and any group that feels marginalised within the MTGS community

Each Tutor group will have its own Form Representative/Captain. It will be their responsibility to collate feedback from pupils within their form to bring to the School Council meetings.

Meetings will held once per half term. It is the responsibility of the Pupil Voice prefect along with the EDI prefect and Community prefect. The House Captain of each of the three Houses will chair the meeting for their own House and the meeting will be entirely pupil lead.

The Three House Captains together with the Pupil Voice Prefect, EDI Prefect and Community prefect and either Assistant Head, Pastoral, Head of House or Head of EDI will meet to discuss feedback from the pupil lead meeting.

Pupil feedback and subsequent actions taken and resolutions reached will be discussed at assemblies and placed on House noticeboards.

### **5. FOCUS GROUPS**

Focus groups and pupil voice groups are run throughout the year. Data is collected primarily through the use of Microsoft Forms-based surveys. All pupils are encouraged to complete these and submission is done anonymously. As with School Council, feedback is analysed and action taken where necessary and applicable.

This is a forum for pupils to bring concerns with direct concerns regarding racism, homophobia and any group that feels marginalised within the MTGS community. The group leads on developing awareness through assemblies, activities and the development of such groups as Prism.

### **6. ASSEMBLIES**

Assemblies take place once per week and attendance is compulsory and provide an opportunity to recognise and celebrate pupils' achievements. Additionally, it enables the embedding, at a whole school level, of the School's Spritual, Moral, Social and Cultural (SMSC) strategy. Music will be played during every assembly and all pupils will be expected to join in collective singing of a hymn, carol or school song.

The Headteacher will always lead assembly, although, in her absence, this can be delegated to another member of senior staff. The main body of the assembly will be predominantly pupil lead. Each House will take their turn on a rota basis to deliver assembly according to



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the designated theme overseen by a Form Tutor(s). Time, care and effort should be applied to the preparation and practice of each assembly, with time factored in for rehearsal

The presentation of awards and certificates will take place at every weekly assembly, together with important announcements as staff see fit. These need to be placed in the box outside of the Heads of House offices by the end of break time on the Monday before assembly. The Head Girl and her Prefect team will be responsible for the collating of these.

Assemblies will also provide an opportunity for the School to recognise nationwide issues and strategies, such as Anti-bullying week. It is also an opportunity for guest speakers to address pupils on matters pertinent to them.