



ST GEORGE'S SCHOOL

Boarding

CHILD PROTECTION, WELFARE & PASTORAL CARE

(Relevant to National Minimum Standards 5, 6, 7 & 14)

The Child Protection, Welfare and Pastoral Care Protocol for boarding at St George's fits around the whole school **Child Protection Policy**, the whole school **Discipline Policy**, the **Boarding Discipline, Rewards and Sanctions Protocol**, guidelines for **Guests of Resident Boarding Staff during term time** and most importantly, the **Boarding Principles, Aims and Practice**.

SAFEGUARDING AND CHILD PROTECTION

St George's School recognises its responsibility in promoting the welfare and wellbeing of its students especially its boarders for whom this is their home. It is the responsibility of all staff involved in boarding at St George's to fully recognise their responsibility to safeguard against any form of neglect or abuse. They should have read and be fully aware of the whole school **Child Protection Policy**. Staff should know who the Designated Senior Person (Kirsten Robertson) and Deputy Designated Senior Persons (Jon Timmins and Lyn McCarny-Redford) are and should know the procedures to follow if they have concerns or wish to make an allegation of risk to harm to boarders. Boarding staff should recognise and be alert to the symptoms of neglect or abuse and should know how to deal with a disclosure by a child.

All boarding staff, and indeed all other staff employed by the school, are subject to the relevant DBS checks on appointment. All boarding staff have copies of and are familiar with the documents *Keeping Children Safe in Education (DfE, 2020)* and *Working Together to Safeguard Children (DfE, 2018)*. Boarding staff frequently revisit DfE guidance on safeguarding and child protection in addition to being aware of school policy and requirements. Regular checks are made on those individuals and organisations involved in providing activities for boarders but not employed by the school and the relevant documentation is requested (DBS, Safeguarding Policy & Public liability insurance policy) regardless of whether or not the activity has been set up by the parents.

PASTORAL CARE

Pastoral care of boarders at St George's is centred around a clear set of principles, aims and values as set out in the **Boarding Principles, Aims and Practice** document and around high expectations of behaviour, clearly defined house rules in each boarding house and firm-yet-fair discipline and sanctions. Extensive knowledge of each boarder, recognition of their talents and personalities and sharing of their successes is also at the heart of the pastoral care that each individual receives.

The principal aim of boarding at St George's is to provide a secure, friendly and stable environment within a Christian context. Boarding at St George's provides a structured framework within which they will benefit from a first class secondary education and grow up to be the kind of young people of whom the school and their parents will be proud. The school seeks to create a family atmosphere in both houses. We allow for as much individuality and privacy as possible for different age groups in a secure, orderly and relaxed environment. As clearly stated in the Boarding Staff Handbook that it is the entitlement of each boarder to live in the knowledge that their total wellbeing is catered for by all departments and agencies involved in the efficient functioning of the school.

AIMS OF PASTORAL CARE

- To treat all boarders fairly and with respect
- Offer support and guidance for boarders in a caring and secure environment characterised by good relationships, respect, tolerance and acceptance.
- Create an environment where boarders feel that they are safe, where their belongings are safe and where they feel that they can safely discuss their feelings and concerns.
- For staff to recognise, be interested in and have knowledge of the numerous attributes and qualities of the boarders under their care and also to have knowledge of issues surrounding each boarder as they relate to academic work, extra-curricular activities, relationships and welfare.
- To record pastoral information about each boarder in order to build an ever more detailed picture of them.
- To recognise, celebrate and share achievement and success within houses, with the boarding community and with parents.
- To ensure that there is excellent communication between school, boarding houses, parents, guardians and external agencies.
- To enhance self-esteem, self-confidence and resilience
- To encourage a sense of belonging amongst all members of the community
- To ensure that there are sufficient evening and weekend activities in which all boarders can participate.
- To encourage healthy lifestyles both from a physical and mental point-of-view including safe and healthy digital usage.

PASTORAL CARE STRUCTURE WITHIN BOARDING

All boarding house staff have a responsibility to offer social and emotional support to boarders outside of the school day. Through daily contact, both formal and informal and planned and unplanned, house staff build up a relationship with each boarder providing help and encouragement and acknowledging achievements whenever necessary. Boarding house staff will also provide academic support as far as is possible and will implement the necessary arrangements to ensure that the right environment is created to allow each student to complete work and assignments and to ensure that issues are communicated to the relevant academic staff.

PASTORAL TRAILS

A 'trail' of non-trivial conversations, observations, notes, discussion with colleagues and email exchanges with parents/colleagues/agencies of boarders with significant behavioural and/or emotional needs is made using BoardingWare Pastoral Notes.

ONE-TO-ONES

The staff in each house have a scheduled one-to-one meeting with each boarder at least once every half term. This is more frequent for those boarders for whom it is felt necessary. As well as ensuring that we are catching up with every student individually and acknowledging their achievements, this is an opportunity to address or follow up any issues arising from pastoral needs, behaviour records and strategies, academic progress (especially after school reports or prep concerns), survey responses, activities and personal development. Students are encouraged to play a full part in boarding life and to fulfil their potential, and can be challenged to broaden their horizons and take advantage of all the possibilities that boarding offers.

Notes of each conversation are recorded on BoardingWare and, if necessary, can be followed up with additional action or meetings. Subsequently, an email or phone conversation with parents or guardians to update, share concerns or provide positive feedback may be appropriate.

BOARDING PASTORAL WELFARE COMMITTEE (BPWC)

Every fortnight the Director of Boarding meets with the Designated Senior Person, the Heads of Boarding Houses and the Pastoral Support Manager to discuss boarders with the most serious and significant pastoral, behavioural, social and emotional problems and needs. Every week, the Director of Boarding, Heads of Boarding Houses and the Pastoral Support Manager meet to discuss other students with less serious yet still significant concerns.

The core purpose of the meetings is to discuss boarders with the most serious needs using a traffic light system (see below), ensure regular communication, coordination and cohesiveness of approach meaning that relevant parties are equipped with necessary knowledge when communicating with parents, to aid planning of intervention (e.g. pastoral care plans, CAMHS, LINKS, combinations, target/support cards, named persons in either day school who will typically be one of the House Pastoral Assistants, boarding or both), track the progress made by individuals as a result of interventions and monitor the effectiveness of such interventions.

New boarders will be placed in at least the 'green' category for their first term at school.

Red: Significant and complex pastoral needs and will almost certainly be accessing support beyond that provided in school, at risk of losing place at school because of significant and serious poor conduct, concern over suitability-to-board.

Amber: Significant pastoral needs which are likely to be managed through support systems within school.

Green: In need of flagging and some monitoring.

BOARDING PASTORAL CARE PLANS

It may be necessary for boarders with significant behavioural and/or emotional needs, including those who do not return home to their parents at least three times a year, to require a Pastoral Care Plan. It would be exceptional should any boarder not see their parents on at least three occasions per year. All those present at the Boarders' Pastoral Welfare Committee have a responsibility in the drawing up of these plans. Plans will include start date, recognised emotional needs, the reason for the implementation of the plan, special arrangements to be made, support to be given, and interventions from external agencies, targets, indicators of progress and review dates.

PROTECTIVE BEHAVIOURS

Protective Behaviours is a practical, down to earth, approach to personal safety which leads to self-empowerment, builds resilience and self-esteem. It is an approach that can be used both pro-actively and reactively which works practically well in the boarding and school environment but can be used with all people of any age or stage of development as it is based on physical feeling. Protective Behaviours is underpinned by 2 Themes:

Theme 1. 'We all have the right to feel safe all the time.' and

Theme 2: 'We can talk with someone about anything, even if it feels awful or small.'

Our main programme is for 6 weeks, giving students the opportunity to explore the Protective Behaviours process via a range of resources from worksheets, arts and crafts sessions, group work and individual reflection.

All Year 7 students receive this main programme during their first term but the broad aim is to allow as many boarders to benefit from learning these skills. We also hold one off sessions on particular themes such as feeling safe in boarding and school during the covid pandemic and managing exam stress.

<i>First drafted by</i>	<i>Jon Timmins, Director of Boarding</i>	<i>March 2016</i>
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<i>Approved by</i>	<i>Helen Barton, Headmistress</i>	
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