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Boarders' Induction and Support with Personal Problems

2024-2025

Background

Boarders are housed in the main house, Acreman. The School offers full, weekly and flexi-boarding.

The School is affiliated to the Church of England. All children receive at least one lesson of Religious Education per week. There is a full school assembly two mornings each week and another morning each week there is a whole Prep school congregational practice. Each term there is a special service for the whole school to which parents are invited e.g. Easter service in the Chapel and Christmas Carol service in the Abbey, Year Eight Leavers' Assembly in the Main hall and End of Year Commemoration service in the Abbey.

It is accepted that not all children are practising Christians, but the policy of the School is to provide a foundation of instruction in the Christian way of life which will provide a basis and inspiration for the children throughout their lives.

The School endeavours to provide a safe and stable environment in a beautiful setting which is an inspiration in itself. There are first class facilities for academic work, the arts and sport. There are many opportunities for children to develop personal interests and every encouragement is given to achieve a high level of excellence in as many fields as possible.

Classes are relatively small making regular individual attention possible. There are four study sessions in Forms each week. The after-school Enrichment Programme allows further opportunity to learn/work independently, and boarders are given time during the evenings should they wish to do further study.

Pastoral Care is the highest priority. Importance is placed on providing guidance and support and also allows the children to develop independent attitudes and to 'stand on their own feet'.

E-Safety is something that is discussed as a school community, however it is understood that the boarding staff will play a more significant role for many of the full boarders and there may be differences of opinion on use of technology at home and at school. The school's guidelines and expectations are made clear to both students and parents and the acceptable use policy must be signed before any child can use their device in school- This includes the boarding bouse. Good online behaviour is expected and modelled by staff. There are restrictions on the Wi-Fi, which all children are expected to use when on devices in school and the filtering software also highlights any inappropriate internet searches.

Form tutor and pastoral tutor system

The School operates an effective Form Tutor system. All pupils have time with their tutor on a daily basis so that children feel that they can confide in the tutor when necessary. Children in years 3-8 also choose a personal pastoral tutor (independent tutor) from amongst the school staff. This is someone who they feel able to talk to. Each child is allocated to one of the four 'houses': Romans, Normans, Greeks and Trojans. The House system encourages a sense of shared community and collegiality, and also allows for healthy competition in various areas across the curriculum and through the School's reward system.

There is a healthy and positive atmosphere about the School. Good manners are encouraged at all times. High standards are demanded so that the children develop their own self-discipline. All staff are expected to be firm, fair and friendly.

Good communication and access between children, staff and parents is seen as being part of our success as a boarding school. Parents are welcome at the School at any time and in particular at School matches, concerts, plays and lectures. There are regular parent/staff meetings and parents often make appointments to discuss their children's progress with the Head or other members of staff.

We allow boarders to accept invitations to visit their day-children friends, with parental permission, at weekends and evenings. Children are encouraged to write letters home or email on Sundays and they enjoy receiving letters and parcels.

Staffing of Pastoral Care

Every member of the teaching staff, both full and part time, has a role to play in providing for the children's pastoral needs. The Head has overall responsibility for pastoral care, but the day to day oversight of the children is with the Deputy Head Pastoral, form tutors and indeed is a responsibility of all staff. Pupils are encouraged to communicate concerns with whom they feel most comfortable.

Deputy Head Pastoral

Deputy Head Pastoral is the designated member of staff for Safeguarding and Child Protection. It is the responsibility of the Deputy Head Pastoral to oversee all care issues within the school, including the welfare of pupils and staff and health and safety issues as they pertain to child safety and well-being. The DSL role can be found in the Child Protection Policy. Sherborne Prep has a boarding tradition and the staff are constantly aware of the enormous responsibility of providing for the needs of boarders and of the trust placed in them by parents.

The Head

The Head is kept informed by the Deputy Head Pastoral of any serious issues or problems and they may either take or advise the appropriate action to be taken on any issue that is deemed necessary.

The Boarding Staff

The Housemaster and family reside in Acreman House. Aside from administrative and pastoral duties they play a very important role in the lives of the boarders. There are also Matrons and Graduate Resident Assistants who are responsible for the safety, comfort, hygiene, laundry and welfare of the children. They would be aware of any unhappiness or unacceptable activity. They maintain high standards of manners, dress, tidiness, cleanliness and politeness in all students; supported by all the staff. The Deputy Head Pastoral acts as line-manager of the boarding life of the School. There is a separate boarding meeting to discuss all matters pertinent to boarding. This includes the Housemaster, Matrons, Deputy Housemaster, Graduate Assistants and occurs every half term.

The Form Teachers

The Form teachers have an important role from early years up to Year 8, in providing for the pupils in their care and identifying those in need of pastoral care.

Independent Person

Sarah Edwards

There is a separate policy outlining the appointment procedures and role of independent listeners.