



GIGGLESWICK  
SCHOOL

# Boarding and Wellbeing Principles and Practice

**Reviewed by:** CA San Jose, Deputy Head

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# Contents

1	PRINCIPLES AND VALUES .....	3
2	OUTCOMES FOR PUPILS.....	3
3	PROVISION AND PRACTICE.....	3
3.1	House Structure and Staff .....	4
3.2	Communication with parents.....	4
3.3	Pupil Leadership and Voice .....	4
3.4	Meeting the needs of all pupils and promoting wellbeing.....	5
3.5	Provision for pupils with particular needs .....	6
3.6	Spiritual Life of the School.....	6
3.7	Facilities and activities .....	6
3.8	Developing and sharing good practice.....	7

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## 1 PRINCIPLES AND VALUES

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At Giggleswick (“the School”), our core values are participation, ambition and respect.

We believe that our boarding and extended day is central to providing pupils with opportunities to put these values into practice. We encourage them to participate in all that is on offer, develop the ambition to succeed and form long-lasting friendships through shared experiences.

We believe a pupil’s wellbeing and happiness are founded upon positive physical, intellectual, emotional, social and behavioural development. The boarding house communities provide an ideal environment for pupils to gain the personal and inter-personal qualities they need to thrive.

Strong pastoral care prepares pupils for life beyond School by allowing them to develop: integrity, responsibility and respect for self and for others, resilience, self-awareness, empathy, a sense of fun, leadership and service.

We believe that positive relationships between staff and pupils and ongoing dialogue with parents are essential to building an open and trusting community. Pupils should feel able to approach any member of staff secure in the knowledge that everyone has the right to be treated as an individual and with respect by other pupils and staff.

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## 2 OUTCOMES FOR PUPILS

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We aim to develop pupils who are:

- **Curious:** They become confident in asking questions, engaged in developing intellectual talents and motivated to achieve through well-structured and organised study.
- **Skilled:** They build personal skills, intellectual interests and talents; respond to feedback from their teachers and coaches and encourage others to do the same.
- **Aware:** They have empathy and can take responsibility for self, for others and for their environment; understand the importance of acceptance, openness and trust, and challenge teasing, harassment and bullying when it arises.
- **Creative:** They express themselves imaginatively in a range of ways; recognise the value of individuality; and respect the right to equality of opportunity for all.
- **Pro-active:** They actively seek new opportunities and make a commitment to activities that help them to develop personally, socially and culturally.
- **Passionate:** They explore enthusiastically and engage with new ideas that enable them to develop spiritually, culturally, morally and socially.
- **Resilient:** They acquire the skills and confidence to deal with the challenges they face; feel able to share the good things in their lives; and know where to turn for advice, guidance and support during times of difficulty.
- **Assured:** They can work as part of a team, take initiative and show leadership; know how to identify risks and mitigate against them so they can rise to challenges.

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## 3 PROVISION AND PRACTICE

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To turn these principles into practice and to realise these aims, the School has put in place the following provision:

### **3.1 HOUSE STRUCTURE AND STAFF**

All members of teaching staff are involved in providing pastoral care at School.

The pastoral life of the School for all pupils is structured through our seven boarding houses, each led by a Housemaster or Housemistress and a team of House Tutors (resident and non-resident) and part-time House Matrons or resident matrons. All pupils are fully integrated into the house system and day pupils can access all the benefits and opportunities that an extended day brings.

The Senior School is divided into seven Houses, one for pupils in Years 7 & 8 (Catteral), two for girls in Year 9 and above (Carr and Style) and four for boys in Year 9 and above (Morrison, Nowell, Paley, and Shute). Junior boarders (in Years 4-6) are accommodated in Catteral House and attend the Junior School for lessons and activities during the school day. In the evenings and at weekends, if boarding, they are cared for by the Catteral House team, which includes a Junior Boarding Assistant on Saturdays. Each of the Houses has its own identity and character whilst sharing agreed rules, routines and values.

From Year 9 onwards, pupils stay in the same House for their remaining time in the School. Great care is taken in allocating pupils to Houses. In general, brothers or sisters do usually follow one another into a House but our main aim is to spread talents, interests and abilities evenly, and to ensure a positive blend of personalities, day, flexi and full boarders.

A Housemaster or Housemistress (Senior House Staff or SHS), appointed by the Headmaster, supervises each House. The SHS are responsible to the Deputy Head for the overall personal development, achievement and welfare of all the pupils in the House. They are responsible for sustaining a caring and disciplined environment in which all pupils can learn and grow.

### **3.2 COMMUNICATION WITH PARENTS**

Good, ongoing and frequent communication between home and school is central to providing excellent pastoral care.

Links with parents are an indispensable part of the support and development of all pupils in the School, especially boarders, who are often separated by a great distance from their families.

The Housemaster or Housemistress is the central point of contact for parents on all matters, but Tutors and Divisional Heads will also contact parents (and the Head of the Junior School for Junior boarders), particularly to discuss academic progress.

### **3.3 PUPIL LEADERSHIP AND VOICE**

Pupils are encouraged to give their views and develop leadership skills.

A range of opportunities exist for pupils to develop a sense of responsibility and leadership skills. The Praepostors (School prefects) meet weekly for informal discussion with the Headmaster, Deputy Head and Senior Master.

There is a pupil leadership team in each house, usually comprising a Head of House, Deputy Head of House and other House Seniors. They receive appropriate training and take some pastoral responsibility for younger pupils in their house. Their role is to serve the house community by promoting house spirit, undertaking day to day duties and helping to sustain a positive atmosphere, as well as developing themselves as leaders. They make a significant contribution to developing their boarding community by providing important pupil voice and meet at least weekly with the Housemaster or Housemistress. House meetings are recorded and ensuing action noted.

Other opportunities exist within the house structure to take responsibility for specific aspects of school or house life. All pupils share in the care and organisation of their environment.

There are several School committees on which pupils can serve:

- A School Council meets frequently and members are invited to discuss issues that they have raised with the Senior Leadership Team.
- A Food Committee with representatives from each House, meets twice a term to discuss the quality of food and service, contribute to menu and event planning and develop provision. There is a termly forum called 'Food for Thought' where all of the school community can give their views and feedback to the catering team, and try new menu suggestions.
- A Charity Committee is run by the Chaplain to determine which charities to support and to coordinate events throughout the year.
- A Digital Committee meets once a half term to discuss the digital developments within the School and plan future initiatives.
- An International Committee meets to give a voice to the international pupils at Giggleswick, to support their development, plan events, and to receive feedback on their experiences.
- The Sharpe Library committee meets to discuss events and activities that the library hosts, and to seek feedback on the use of the library by the pupil body.
- The Chapel Council meets to talk through the content of chapel services and the pupils' contribution to each event.
- The Games Committee meets to look at the sports delivery throughout the year and to feedback on all matters relating to the sporting life of the School.
- The Equality and Diversity Committee meets to discuss all matters relating to equality, and to plan initiatives and events to raise awareness of equal opportunities within the School and the wider community.
- The Environment Committee meets to look at how we can raise awareness of global environmental issues, and how we can make a difference as a School through activities and initiatives.
- The Wellbeing Committee meets to look at ways of developing the mental health and wellbeing provision within the School, and to raise awareness of current issues.
- Headmaster's Time is available at any time when all pupils are welcome to speak with the Headmaster by appointment.
- The School also actively seeks pupils' feedback through vertical house discussion groups and online questionnaires, such as the bi-annual Pupil Wellbeing Survey.

Twice a year, the Senior School complete a Pupil Wellbeing Survey which seeks feedback on all aspects of a pupil's life at the School. Results are shared with SHS and the data analysed so that action may be taken to rectify any issues that are identified.

### **3.4 MEETING THE NEEDS OF ALL PUPILS AND PROMOTING WELLBEING**

The welfare of pupils is paramount.

The Pastoral Support Group meets weekly to discuss pupils with serious wellbeing concerns and to gather input from across the pastoral care spectrum in School so that we can best support pupils. Chaired by the Deputy Head, there is input from the Wellbeing Centre (via the Senior Sister or nursing team), and, if appropriate, the School GP, the School Counsellor, the Chaplain, the relevant Deputy DSL (if dealing with a case), Learning Support Coordinator (if a SEND issue is to the fore) and relevant SHS. There is a live pastoral watchlist made known to Common Room and flags are created for pupils in iSAMS, the School's Management Information System.

The Wellbeing Centre provides medical cover for all pupils and there is provision for the care of boarders overnight if necessary. The School provides access to a part-time Counsellor/Psychotherapist.

The School has a Designated Safeguarding Lead with responsibility for all child protection, safeguarding and welfare issues. There is an Independent Person whose contact details are made available to all pupils.

### **3.5 PROVISION FOR PUPILS WITH PARTICULAR NEEDS**

The School has a separate policy (Provision for Pupils with Particular Religious, Dietary, Language or Cultural Needs) which outlines how all pupils (including boarders) with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity. The School works closely with its Catering Department to ensure that pupils' needs are met; the Food Committee, overseen by the Ops and Wellbeing Lead, gathers pupil voice and feeds this back to the Catering Department regularly so that adjustments may be made to the provision of food for pupils.

All boarders eat main meals in the central school Dining Hall and facilities for preparing food outside of these times are outlined in section 3.7.

For pupils with specific health or welfare needs, individual welfare or healthcare plans are drawn up which identify issues and needs, and which record the strategies and agencies used to provide support. For purely medical issues, care plans are overseen by the Wellbeing Centre, whilst Individual Welfare Plans (IWPs) are overseen by SHS and discussed with the appropriate staff. The Deputy Head maintains a register of IWPs for all pupils. Any boarders with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice. This may mean, for example, making arrangements for meals to be eaten in alternative venues such as the Wellbeing Centre.

A member of staff acts as the International Student Co-ordinator, co-ordinating induction and activities to help international pupils settle into school life in the United Kingdom.

The overarching Wellbeing Curriculum aims to educate the pupils on how to stay safe and take responsibility for their own wellbeing. It incorporates the PSHE programme, as well as the lecture series, Chapel services, assemblies, and the academic curriculum.

### **3.6 SPIRITUAL LIFE OF THE SCHOOL**

The School is designated as one with a Church of England ethos but welcomes pupils of all faiths and beliefs.

The full-time School Chaplain takes an active role in seeking to serve the welfare of all pupils and staff. He regularly visits each boarding house. He takes a weekly assembly in the Junior School that assists in fulfilling the School's aims in this area.

All Senior School pupils attend Chapel; there are staff, visiting speakers or pupil-led services and Houses organise talks to the Senior School on a rota. Additional optional opportunities for formal and informal worship are offered regularly.

All boarders normally attend Sunday Chapel and day pupils and their families are also welcome to attend. If it is an evening service at 1900, boarders are expected to return from a weekend in time to attend. Day pupils staying at School on Saturday night are expected to attend morning Chapel at 1000 the following morning and should only go home after the service.

Special permission from the Deputy Head may be granted to pupils of other faiths who would prefer to attend suitable alternative worship on Sundays if it can be found. This must be a formal activity in a recognised place of worship, arranged through the Chaplain and with the consent of parents and Senior House Staff.

### **3.7 FACILITIES AND ACTIVITIES**

The School offers a range of accommodation and activities that are suited to the needs of pupils at different stages of their education.

Pupils have extended access to facilities for study in teaching areas, the Sharpe Library and in study bedrooms. Prep sessions for pupils are supervised by staff who are there to provide support as well as create a conducive working atmosphere. Senior pupils perform academic mentoring roles in House and the Library and often support staff in leading subject-specific co-curricular activities.

Accommodation is provided that is comfortable and suited to the needs of boarders and day pupils according to age and maturity, and which provides good levels of privacy and room to grow. In most, but not all cases, Sixth Form boarding pupils have single study bedrooms, whilst day pupils and younger pupils share study bedrooms of two, three or four or reside in day studies.

Each house has communal spaces where pupils can meet, socialise and relax, centred around house kitchens where snacks are regularly provided (called 'stidge') and pupils have the opportunity to make drinks, cook and bake. All main meals are eaten in the main School dining room and Houses eat together at specially organised house lunches and annual House Dinners.

House-based evening activities are offered regularly and every week a designated House Night takes place where pupils choose, plan and organise a collective activity. At the weekends, activities are organised for younger pupils by the 345 Club and sixth formers socialise in the Dutton Centre. A varied programme of trips and activities for boarders on Sunday is offered every weekend.

Access to the School's extensive sports facilities is generous with supervised clubs and activities organised each evening.

### **3.8 DEVELOPING AND SHARING GOOD PRACTICE**

Clear communication of these wellbeing principles to, and by, those with pastoral and boarding responsibilities is essential.

The School has agreed rules and well understood expectations and pastoral policies, which are available via the website, and through the parent handbook. These policies are frequently reviewed (e.g. Anti-Bullying, School Rules, Behaviour, Rewards & Sanctions, Safeguarding, Equal Opportunities) and their effectiveness monitored to ensure that they have been adopted and are being consistently implemented.

The start of week Common Room Meeting (Monday break) gives SHS the opportunity to raise matters of concern and information relating to individual pupils. Every Monday, a Pastoral Bulletin, compiled by the Deputy Head, is sent to staff, highlighting particular pastoral issues and concerns. The Pastoral Bulletin also contains links to any Learning Support records and behavioural advice. SHS meet each week with the Headmaster, Deputy Head, Chaplain and Bursar. In addition, there are SHS discussion evenings held to discuss policy, planning and sharing and reviewing good practice twice a term. SHS also meet as a body to discuss wider issues of implementation of good practice and strategy – the group is led, in turn, by one of the SHS who brings feedback on discussions to the wider SHS meetings.

The House Matrons meet twice per term with the Ops and Wellbeing Lead to discuss common issues and share and develop good practice.

SHS regularly undertake a House Review and a self-assessment of the provision within their House against the National Minimum Standards. This is done in conjunction with the Deputy Head, Ops and Wellbeing Lead and Assistant Pastoral Lead. They are encouraged to visit at least one other boarding school a year to explore and share best practice. There is an NMS inspection at the start of the academic year to ensure that all of the statutory requirements are in place.

The Deputy Head's responsibilities include induction of those with boarding responsibilities and close liaison with SHS to ensure consistency and continuity of practice. This is reinforced

by the appraisal system for SHS and House Matrons. Appraisal identifies individual future training needs and there is a pastoral training plan that includes a pattern of regular attendance at national pastoral conferences and participation in BSA certificated courses.

Governors take an active interest in the wellbeing of all pupils and of boarders as a group in the School. There is a nominated Governor for Safeguarding. The Governors Boarding, Wellbeing and Safeguarding Committee meets twice each year to review and evaluate the pastoral provision and policies of the School.





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