



# GIGGLESWICK SCHOOL

## Praepostors and Senior Pupils

Lead Author(s)	Senior Deputy Head, Senior School
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# 1 PRINCIPLES

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Praepostors are school prefects, selected on merit by the Headmaster to promote Giggleswick School's ("the School") values of ambition, participation, respect and service. They are positive role models, good ambassadors for the School, and are expected to make strong contributions, often to a variety of aspects of school life. The School places great store by the positive relationship between senior and Prep pupils and regards it as a crucial element of strong pastoral care we provide. It is vital that the Upper Sixth lead by example in order to maintain this relationship.

## 1.1 PRAEPOSTOR QUALITIES

A Praepostor should embody many of the qualities found in the Giggleswick learner profile:

- Curious
- Skilled
- Aware
- Creative
- Pro-Active
- Passionate
- Resilient
- Assured

Praepostors must:

1. Be passionate in promoting the school's ethos and uphold the School's rules and routines. They should treat others with respect and be responsible, fair and uncompromised.
2. Be aware of the welfare of other pupils as an utmost priority: they should be tolerant, compassionate, caring and considerate of the needs of others.
3. Be self-aware and use their own skills and accomplishments to inspire other pupils to participate and aspire for excellence.
4. Be pro-active in supporting all members of teaching and non-teaching staff in any way that they can. They should liaise with the pupil body and help to ensure the smooth day-to-day running of the School in an assured manner.
5. Be a team player who will work constructively with the Head(s) and Deputy Head(s) of School and the whole Praepostor body. They must support each other, support collective decisions and be prepared to use their curiosity to raise questions and then contribute creatively to the decision-making process.
6. Be assured and resilient. They must have integrity, lead consistently by personal example and set high personal standards. They should manage their time well, honour all commitments and work closely with all members of staff to ensure that events and activities are successful.
7. Be good communicators: able to persuade and articulate ideas with clarity; listen effectively; and recognise and praise the achievements and contributions of others.
8. Take pride in their appearance; be honest and reliable; adept at taking initiative; and understand the concept of servant leadership.

As a starting point, all Praepostors are expected to have a positive attitude to learning and be working in line with, or exceeding, their expected academic targets.

Praepostors are not necessarily selected by virtue of what they have already done or achieved but also on the basis of their leadership potential.

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## 2 THE APPOINTMENT PROCESS

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Praepostors are appointed by the Headmaster in the summer term. The underpinning principles of the appointment process are fairness, honesty and transparency.

Individuals may be nominated in writing by members of Common Room, to Senior House Staff.

- At the start of the summer term, before the first Exeat, the Lower Sixth meet with the Head and the Deputy Head. The Head outlines his expectations of them as a year group. The process of application is then outlined in brief and emailed to all pupils after the meeting. Key deadlines for applications will be made clear.
- A list of Praepostor roles along with mini job descriptions/areas of responsibility for each area are found in Section 6 of this document.
- Letters of application, addressed to the Headmaster, should be handed by applicants to their Housemaster/mistress by the published deadline. Letters may be handwritten or typed but should aim to be around one side in length. Pupils should apply to be a Praepostor and their letter should outline their qualities, vision they have for their role and why they would make a suitable Praepostor; those pupils with a particular interest in one area of Praepostorship should outline this in their application.
- Senior House Staff and Resident Tutors will then interview all applicants<sup>1</sup> and nominate the best candidates from their House for the senior roles of Head and Deputy Head of School to the Headmaster, based on the strength of their letter, interview and knowledge/assessment of other qualities. Questions will probe pupils' strengths and ideas and will be drawn from a standard list across Houses to ensure consistency of opportunity.
- Candidates for Head and Deputy Head of School (there are two roles per position) will be interviewed by members of the SLT and incumbents, if possible, given the timing of A Level examinations and pupil availability.

There will then be a coordination meeting between the Headmaster, Deputy Head and Senior Master to allocate roles, in conjunction with SHS. Other key members of senior staff with responsibilities in particular areas – for example, drama, music, sport – will be consulted on appointments. At this point, all evidence is brought to the table, including recommendations from other staff.

Summer Term dates for application process:

- Week 1                      Lower Sixth briefed by Headmaster/Deputy Head  
                                    Email briefing note sent to all Lower Sixth pupils  
                                    Applications opened  
                                    Staff invited to submit recommendations
- Week 2                      Current Praepos speak to L6 about current roles
- End of Week 3            (Post Exeat weekend) Deadline for letters of application to SHS

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<sup>1</sup> If there is a conflict of interest between the SHS/Resident Tutor and pupil (e.g. they are related to that member of staff), the Deputy Head or Senior Master will interview that pupil in their place.

- Week 4 SHS begin interview and filtering process
- Week 5 SLT begin interview process for senior leadership positions
- Week 6 Candidates appointed and debriefed by Headmaster/SHS  
Appointments formally announced
- Post half-term House positions and mentoring appointments finalised by SHS

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### 3 LEADERSHIP STRUCTURE

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**No leadership structure should be allowed to detract from the fact that it is character and values, rather than status, that shape ethos and that we have high expectations and equal regard for the importance of each member of the Upper Sixth.**

<b>Heads of School (2)</b>							
<b>Deputy Heads of School (2)</b>							
Praepostors							
Academic	Sport	Int'l	Perf Arts	Catteral	Wellbeing	EDI	Music
Heads of Houses (6)							
House Seniors							

Positions in **bold** represent senior leadership positions and are appointed directly by the Headmaster after interviews with the SLT. The number of Praepostors appointed **may vary from year to year** according to the suitability of candidates and size of year group.

The expectation is that all members of the Upper Sixth will make a leadership contribution at some level, unless their disciplinary record shows them to be unsuitable.

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### 4 GENERAL RESPONSIBILITIES AND DUTIES

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Praepostors must:

- Set the example of correct behaviour at all times and maintain good order.
- Be fully conversant with the school rules, routines and bounds; they should challenge pupils who do not follow them.
- Report any concerns that they have about the welfare of another pupil immediately.
- Proactively support the House Seniors on duty, in House, the dining hall, Chapel or at any school event.
- Be punctual.
- Be a visible presence at key times of the day or week.
- Take a prominent role at school events, hosting visitors and assisting with organisation.
- Take responsibility for supervising the dining hall at afternoon break, ensuring that pupils act responsibly and respectfully towards the environment.
- Share responsibility with senior staff for maintaining a quiet working atmosphere in the library during prep.
- On a rota basis, supervise second prep in the Library.

- Contribute to the leadership and organisation of evening and weekend activities for Catteral pupils and members of the 345 club.
- Take initiative in anticipating and helping to prevent disciplinary matters from arising
- Adhere to the dress code at all times.

For a Praepostor, responsibility does not end when they are 'off duty'. They must show their integrity consistently, not allowing things to slip because they are not officially 'on duty'.

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## **5 GENERAL ADVICE FOR PRAEPOSTORS**

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If a pupil is unwell or unhappy, Praepostors should let an appropriate member of staff know. The staff may be able to help them deal with something in confidence, or they may be able to help them find a solution. Situations can develop rapidly, and Praepostors will need to use their initiative and exercise responsibility. They should be fully conversant with the School's Safeguarding and Anti-Bullying Policies and Procedures and know who to contact for help.

School Rules apply to everyone, including the Praepostors. They should not be tempted to make exceptions for friends, or feel obliged to make exceptions for other senior pupils. Other pupils will only develop respect for them if they carry out duties fairly and consistently.

Praepostors should be firm but fair; if they experience difficulties, they should ask the advice of staff on how to handle things. Whilst it is important that they are in control, they may experience some situations that it is best not to try to handle on their own. They should not be afraid to send a pupil away and ask to see them later when they have had the chance to consider their response and seek advice from others.

Praepostors should try to anticipate problems and difficulties. It is far better to prevent an incident from occurring rather than have to deal with the consequences.

They should be punctual; they should aim to arrive at Chapel and other events in advance of other pupils, so that they can help to organise them. If they know that someone is misbehaving it must be dealt with. A failure to assert authority may compromise their position and may make it difficult to re-assert their authority at a later stage.

They should make sure that their presence is felt, especially when they are on duty whether it be in Chapel, at a school occasion but also when they are simply moving around the School.

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## **6 SPECIFIC POSITIONS OF RESPONSIBILITY**

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### **6.1 HEAD(S) OF SCHOOL**

The Heads of School are appointed by the Headmaster to be the focus of leadership amongst the pupils and the Praepostor team. They are expected to provide a strong example of leadership, conduct and behaviour to the entire School, and to act as the primary representative of the pupils and School on all formal occasions.

In addition to the responsibilities of all those accepting the office of Praepostor in the School, the following areas are distinctive to the specific role that the Head of School is asked to undertake:

1. They lead the Praepostor team by example and encouragement, and co-ordinate praepostorial responsibilities with clarity and a common purpose.
2. They are responsible, under the Deputy Head and the Senior Master, for ensuring the efficient administration of Praepostors' duties, and the provision of general assistance and cover as may be necessary.

3. They are responsible for taking the initiative in dealing with matters of discipline, or organisation, in the absence of a member of staff until such time as one may be contacted.
4. They are particularly responsible for effective liaison and communication between staff and pupils. The Heads of School chair meetings of the School Council.
5. They confer at a personal level with the Headmaster on all matters relating to their role and to the wellbeing of all pupils in the School. They develop a close working relationship with him with regard to the discharge of this and all other responsibilities. They meet with the Headmaster and Deputy Heads at least twice each week.

Beyond this, it is of vital importance that the Heads of School formulates their own particular approach to this office. In inviting pupils to undertake this role, the Headmaster is expressing the greatest confidence in their particular strengths and abilities, and in their capacity to exercise judgement. It will be for the individual appointed to work out for themselves the distinctive contribution that will characterise their year of office, but they can be assured of the full support of the Headmaster in developing their own particular style of leadership.

## **6.2 DEPUTY HEAD(S) OF SCHOOL**

The Deputy Head of School supports the Head of School and will at times deputise for them, especially if they are absent. They may also undertake specific responsibilities as delegated by the Head of School or the Headmaster and Deputy Heads.

In addition to the responsibilities held by all those accepting the office of Praepostor in the School, the following areas are distinctive to the specific role of Deputy Head of School:

1. They assist the Head of School to guide the Praepostor team by example and encouragement, and co-ordinate praepostorial responsibilities with clarity & a common purpose.
2. With the Head of School they are responsible under the Deputy Heads for ensuring the efficient administration of Praepostors' duties and the provision of general assistance and cover as may be necessary.
3. With the Head of School they are responsible for taking the initiative in dealing with matters of discipline or organisation in the absence of a member of staff until such time as one may be contacted.
4. They are particularly responsible for effective liaison and communication between staff and pupils. The Deputy Head of School acts as Secretary to the School Council.
5. They confer at a personal level with the Headmaster on all matters relating to their role and to the wellbeing of all pupils in the School. They develop a close working relationship with him with regard to the discharge of this and all other responsibilities. They meet with the Headmaster and Deputy Heads at least twice each week.

## **6.3 HEADS OF HOUSES**

The Heads of Houses work with the Housemaster/mistress to help run the boarding house. In addition to the requirements of all Praepostors, they are also responsible for the duty rotas within the House and for ensuring the House Seniors are working effectively. They are the link between the Housemaster/mistress and the pupils in the House and should pass on any information which will help to safeguard or support anyone in the House.

## **6.4 SPECIFIC PRAEPOSTOR ROLES**

In any given year, applicants for Praepostor roles may be appointed into specific roles of responsibility. All Praepostors are responsible for upholding the School's values and should conduct their duties as described in Section 3 of this document. Praepostorship is a whole school role and there should be times when Praepostors are involved in the Prep School. This may be assisting in delivering assemblies, clubs or other activities in their specific area of responsibility. It should be noted that these are not exhaustive and appointments may vary year on year.

#### **6.41 ACADEMIC**

The Academic Praepostor(s) promote and encourage academic engagement and enrichment across the School. They work closely with the Deputy Head (Learning) and Heads of Sections to organise, promote and run initiatives to encourage all pupils to think and question. This may be through more formal structures such as the Paley Society, LibEd or debating or it may be through other initiatives to encourage reading or engagement in a particular subject area. Academic mentoring is an area where they might explore options to support other pupils. There is an opportunity for the Academic Praepos to seek to invite guest speakers into school to engage different year groups in different subject areas. National initiatives such as Science Week should also be supported by the Academic Praepos.

#### **6.42 CATERAL HOUSE / PREP SCHOOL**

It is vital that Prep School and Year 7 and 8 pupils have positive older role models and the Catteral House / Prep School Praepostor(s)'s role is to be a recognisable and friendly presence for those year groups. Their role is flexible but involves frequent, weekly visits to the house / Prep School during certain times of the day, to talk with pupils, hear their concerns, and understand key issues. They act as a pupil point of contact for Catteral pupils and will work most closely with the Catteral SHS and Heads of Year 7 and Year 8. They may be tasked with helping to deliver assemblies or key messages; they may help to promote and encourage a reading culture in house in line with the Senior House Staff's aims.

#### **6.43 INTERNATIONAL**

The International Praepostor's main role is to make sure that all international pupils feel at home and included at School. They are the first point of pupil contact for new international joiners to the School. They lead the international student council and organise whole school events – this might be organising a celebration of key religious festivals, for example. Key liaison is with the Head of EAL, the International Student Coordinator, catering staff and music and drama departments as required.

#### **6.44 SPORT**

The Sport Praepostors are responsible for listening to the pupil body's views on the sport programme at Giggleswick. They lead the Sports Committee which has representatives from each House. The Sport Praepostors work closely with the sports department staff and the Director of Sport as well as the Senior Master.

#### **6.45 PERFORMING ARTS**

The Performing Arts Praepo is responsible for introducing ideas for new clubs, activities and events to the performing arts department, as well as helping organise and encourage attendance for the current activities taking place such as technical theatre club on Mondays. They are the lead pupil contact for any activities/initiatives being launched. They work closely with the Head of Creative Arts.

#### **6.46 WELLBEING**

The Wellbeing Praepostor is the key pupil lead on aspects of wellbeing – mental, physical, emotional and social. They will be a key conduit between the Wellbeing Centre staff and pupils. The Wellbeing Praepo works with the Deputy Head, Operations and Wellbeing Lead, Assistant Pastoral Lead and Subject Lead for PSHE.

#### **6.47 EQUALITY, DIVERSITY AND INCLUSION ("EDI")**

The EDI Praepostor's main goal is to make the school welcoming and safe for the pupil body. They should be open to support anybody, and must be prepared to help people through



challenges; this should be to signpost them to others for help as required. They should not be hesitant to speak to others, as starting conversations and educating others is vital for this role. They should be compassionate, willing to listen and speak to others, patient and trusting.

They will lead an EDI Committee, which is dedicated to not only discussing projects but also providing people from all years a safe space where they can be themselves. They will be supported by members of staff.

## **6.48 MUSIC**

The Music Praepostor works with the music department staff, and particularly the Director of Music, to help plan, organise and execute musical events throughout the year. There are a range of events that are held which they will be involved with: the Rock Concert, Spring Concert, Chapel services which involve the Choir (so, for example, the main Christmas Carol Concerts), and others. There is also a promotional aspect to the role. The Music Praepo is responsible for encouraging and enthusing pupils to be involved in as many musical events/activities/groups as possible ranging from the Choir, Schola Cantorum, band, orchestra, and rock groups. There is scope to be inventive and host events such as open mic nights as part of the DC programme and 'Listen Up!' events on weekday evenings.

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## **7 EXPECTATIONS OF ALL SENIOR PUPILS**

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All senior pupils will work closely with the Head of School, Deputy Head of School and Praepostors to ensure the smooth running of Giggleswick. On a regular basis, they will form part of a weekly House-based duty team with direct responsibility for a range of School Duties. From time to time they may be required by the Headmaster, the Deputy Heads or the Head of School to carry out a particular duty in accordance with their interests, skills and experience.

The Headmaster and Senior Staff will look to senior pupils to provide them with an honest reaction to the progress of all areas of school life, and to engage with them in a constructive dialogue regarding the future development of disciplinary and communal matters and policy.

Senior pupils have a duty to help and encourage others, especially the younger pupils; they should be aware of pupils with problems, worries or weaknesses and that they may need special care.

They should be conversant with the School's Safeguarding and Anti-Bullying Policies and Procedures and will undergo training in preparation for leadership before they enter their final year.

Senior pupils may also be formally appointed as a House Senior (house prefect) within their boarding house. This appointment could bring with it specific responsibilities: for example, mentoring particular pupils, representing the house on a particular committee or organising house teams or events. Opportunities are available for senior pupils to hold specific school wide areas of responsibility e.g. Library, School Chapel representative, Head of the Dutton Centre, etc. that are not Praepostor roles but which are, nevertheless, critical to the efficient running of the school.

### **7.1 HOUSE DUTIES**

All Upper Sixth pupils are expected to do duty in House. There is a handover/takeover period in the summer term where Lower Sixth Form pupils shadow the Upper Sixth during a tour of duty. Full details of what is expected during a house tour of duty along with any house-specific variations will be briefed by SHS.

## 7.2 DINING HALL DUTY

This is an important duty and demands the highest of personal standards. A member of staff is assigned for each meal duty and the role of senior pupils is to fully support them in supervising behaviour and conduct of pupils. When on duty in the Dining Hall senior pupils should follow these guidelines:

- There are usually two pupils on duty at a time; they should move about to keep control. They should try to anticipate any poor behaviour and take action if anyone misbehaves – this might be asking them to wait until the end of the queue.
- No Sixth Form or Y10-11 pupils should be admitted between 1255-1305. Only Catteral and Y9 pupils may enter the dining hall at this time. After 1255, all pupils in Y10 and above are on the rota of admittance from 1305.
- Help staff identify troublesome pupils; identify those pupils in particular year groups so they are not skipping the queue.
- Establish the correct order in the queue and monitor behaviour. Ask pupils to wait in the courtyard area and to queue away from the door towards the Sports Hall.
- Instruct pupils to go back to House to deposit books and bags. If they are first into lunch and therefore do bring bags and books, please get them to use the outside lockers first. Any bags brought into the dining hall should be stacked neatly on the shelves provided, not on the floor or window ledges. Coats should be hung on the pegs provided and umbrellas in the stand.
- The meal order is displayed on the inside of the front door. Do not allow pupils from other year groups to disrupt the published meal order; however, do keep the queue flowing smoothly.
- Pupils may only go into early lunch or out of sequence from the rota for their year group if they have specific permission from a member of staff because they are attending an organised activity. They will usually have an early meal card.
- Monitor access to the servery, allowing 3 pupils maximum to go to any counter at any one time.
- Ensure good behaviour in the Dining Hall, including polite manners at all times. Only one glass or drink should be taken otherwise glasses run out. No food should be taken from the Dining Hall.
- Make sure that everyone removes everything from the tables, that they take back condiments and water bottles to the correct places and that at the end of their meal they replace their chairs underneath the table as they leave.
- When on duty at lunchtime at least one pupil must be free Period 4. They will need to have their own meal either before their duty begins, or they will need to eat at the end of the meal. Pupils will not be able to manage to do an effective duty if they are sitting eating. Other commitments permitting, they could go in to early Tea to ensure they are ready to do duty at 1800.

## 7.3 CHAPEL

Checking. It is important to be completely straight about this even with contemporaries. If people know from the start that you are straight on it, the system works better and you will have fewer problems handling it yourself.

You will be assist in maintaining an atmosphere of quiet reflection during weekday Chapels. Anyone who misbehaves or is a nuisance should be dealt with quietly but firmly and reported to the Head of House or SHS immediately after the service.

See that you set a good example yourself in Chapel. This tends to happen early in the school year, but standards can sometimes drop. Most difficulties in Chapel have occurred when seniors aren't setting an appropriate example. In particular, please adhere to the rule about not talking when the organ starts playing and until you are out of Chapel as this is an important example to set for Prep pupils who will be watching you depart.

#### **7.4 DUTTON CENTRE**

You should always be using your influence to stop members of the Sixth Form from being rowdy or from breaking the drinking limits. It is very helpful if you lead in fulfilling members' commitments: putting rubbish in bins etc. Keep an eye on and give sensible advice to new members of the DC from your House.

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### **8 TRAINING AND DEVELOPMENT**

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All pupils in the Lower Sixth Form will receive training in safeguarding, anti-bullying and responsibilities before they enter the Upper Sixth. This will include some scenario-based discussion. This will normally take place towards the end of the Summer Term and be delivered by members of the SLT. The Deputy Head will be responsible for any safeguarding and anti-bullying training.

Pupils will also be given training in the mentoring system and the expectations that come with being appointed to the position of pupil mentor in their house. Most mentors will have Year 9 or Year 12 mentees; occasionally, new starters in Years 10, 11 or 13 will also need to be mentored. Further details on the mentoring system can be found in the School's mentoring policy.

Praepostors will take part in additional training to help them build their leaderships skills. At the start of the Autumn term, they will meet with the Headmaster, the Deputy Head, and the Senior Master for a session that includes goal-setting, problem-solving and communication skills. They will also have a series of twilight training sessions throughout the Autumn term.

Praepostors meet as a body each week with the Headmaster, the Deputy Head, and the Senior Master. They will also be expected to meet regularly with members of staff who lead the particular areas of their delegated responsibility.

As well as devising shared goals for the year, each Praepostor will be expected to agree strategic targets for their particular area of responsibility which will be regularly reviewed by members of the SLT and staff with specific responsibilities for their areas of work.