



Elstree School

*Including all of the Pre-Prep Department and Early Years
Foundation Stage*

Pastoral Care Policy

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Person responsible for Policy: SCA Governor responsible: Emma McGrath

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1. Introduction

Pastoral Care in the School is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos is based on Christian values with emphasis on the intellectual, moral, emotional and spiritual development of each pupil.

The Pastoral Care policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect where the pupils feel secure and are free from emotional and physical harm. Their opinions are valued and their concerns dealt with sympathetically and appropriately.

The school recognises that central to the success of this, is the involvement of parents and other outside agencies within the community. It strives to work in partnership with them to achieve our aims.

Pastoral care is seen as a network of "care givers". All adults who work at the school have a role to play in the care provided. Pupils will mirror the attitudes of all adults who work at the school and so they must set the highest standards possible.

To create such an environment it is necessary to ensure that each child, from the earliest age of schooling, learns to trust and each adult learns to respect. Trust can only be created by adults presenting themselves in a consistent manner, so that each child knows the parameters within which to live. The children can then appreciate the care and concern that is available for them, which is expressed in a variety of ways.

To maintain standards of courtesy, good manners, behaviour and honesty among pupils of the school is ultimately a matter of self-discipline. Pupils must be given every encouragement to develop this self-discipline; they must be told very clearly what is right and wrong and are continuously exposed to the values of a caring and Christian community. Sometimes discipline by Staff is needed to supplement this approach. Often all that is needed is a word of admonition. If that is not sufficient, after a clear warning, punishment may be administered. This may range from the award of a conduct mark against the offender to an imposition involving a relevant piece of written work or time used to help keep the school clean and tidy. Persistent offenders will be reported to the Deputy Head and ultimately to the Headmaster. Parents would be kept fully informed of persistent problems of poor discipline or anti-social behaviour. Corporal punishment is not permitted at the school.

2. Aims

- To ensure that each pupil feels valued, special and unique, and a member of the school community;
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development;
- To empower pupils in building and monitoring good relationships with friends, teachers and others;
- To assist individuals to develop their lifestyles, appreciate life and respect the world in which they live;
- To encourage a sense of personal accountability for their own learning and actions.

3. Boarding

See boarding handbook and boarding statement <http://intranet.elstreeschool.org.uk/policy-documents/all-school-policies>

4. Rationale

The School is a Christian foundation and all children attend two Religious Studies lessons each week. Religious teaching is based on a study of the Old and New Testaments and different forms of Christian worship. The small minority of those who are not of the Anglican faith can attend their own services where available; otherwise they will attend morning worship. ***They will also join others for Sunday evening prayers, daily assembly and Religious Studies lessons.***

Assemblies, often with a Christian message, take place at least two mornings a week. There is also a school service at St. Peter's Church, Woolhampton each Saturday or Sunday morning during term time. Assemblies are led by the Headmaster or his Staff, with the help of the children. They consist of hymns, readings, prayers and occasionally involve dramatic performances and other forms of visual aids.

It is accepted that not all pupils 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 pupils throughout their lives.

The Christian philosophy of the school underlies its approach to boarding. The school is, primarily, a boarding school and the staff are constantly aware of the enormous responsibility of providing for the needs of boarders and of the trust that has been placed in them by parents.

The school will provide a safe and stable environment wherein pupils can grow into adolescence free from so many of the pressures that beset modern life and surrounded by opportunities unavailable to city dwellers.

The school will provide first class and numerous facilities for learning, music, art, technology and sport which are constantly improved.

Excellence is encouraged and high standards set in all aspects of the curriculum. Those who have not yet developed particular strengths will be constantly encouraged to achieve distinction in at least one theatre of activity since such achievement will enhance all others. Responsibility for seeing that children develop a sense of success belongs to all Staff, but particularly the tutor, the child's form teacher.

Classes will be relatively small (10-18) to ensure pupils can receive individual attention in class. Regular time is allocated for pupils to complete supervised preps without interruption.

Good manners will be encouraged at all times. The emphasis will be on setting high expectations and standards so that pupils gradually develop their own self-discipline. Positive and praiseworthy attitudes and effective use of time are emphasised rather than negative criticism and punishment. All Staff are required to be firm, fair and friendly in that order and create an environment in which both adults and pupils may be fulfilled as individuals and exposed to what is best at all times and in all things.

All staff are required to look for the best in all pupils, and then to develop these qualities, rather than to dwell on the negative.

5. Contact with the family

Parents and guardians will be encouraged to have as much contact with their children/ward as possible while maintaining a commitment to a full boarding ethos. Pupils who are full boarders are encouraged to remain in school for open weekends for the first and final weekends of each term with an occasional additional weekend such as prior to Remembrance Sunday as well as Year group

focused 'Big Weekends'. This gives them a reasonable period in which to settle. After that there are a regular number of exeat weekends and half term holidays spent at home. Pupils may go out with friends and relations and this is particularly important when parents are resident abroad. The school is committed to providing and supervising Saturday night and Sunday activities for those pupils who cannot go home regularly.

Parents can telephone their children in the evenings between 7.35pm and 8.20pm on any day and children may call out whenever they need to. There are several telephones around the school for the boys to use. Overseas boarders may bring in mobile phones and other electronic devices, by arrangement with the Housemaster, which may only be used in the boarding areas at pre-arranged times to contact their families.

Parents will be encouraged to attend plays, matches, church, and all similar functions and to visit whenever convenient. Informal opportunities will be readily available for parents to see Staff; a formal opportunity arises every academic year at the meeting arranged for each class.

6. Responsibilities

Every member of Staff, both full and part time, has a role to play in providing for the pupils' pastoral needs.

The Headmaster has overall responsibility for pastoral care but the day to day oversight of children is devolved upon the Deputy Headmaster, the Housemaster, Assistant Housemasters, Academic House Tutor, Form Tutors, School Nurse and Matrons.

THE HEADMASTER AND HEADMASTER'S SPOUSE

The Headmaster sets the overall tone and policy in the school, in consultation with their Staff. They are immediately informed by Staff of any serious problems or misdemeanours relating to pupils and they may either take or advise the appropriate action to be taken. They are available for consultation by pupils who may wish to see them; they sit among pupils at lunch. They live in the school and are on duty one night a week and keep regular contact with boarders. They take the morning assembly on most occasions and set the tone in the school primarily with praise and encouragement.

The Headmaster frequently elicits comment from pupils on many aspects of the school and is perceived by the pupil to have a receptive ear. They spend time in the classroom, on the sports fields and in all other areas of school life and have a finger on the pulse of the school. The Headmaster would expect to know every pupil in the school well and would consult appropriate numbers of the pastoral staff whenever they need to give an opinion or make a decision on the progress of an individual pupil.

In all these areas he is supported by his spouse, who takes a particular interest in the welfare of the pupils. They are widely involved in many aspects of the life of the School.

THE DEPUTY HEADMASTER

The Deputy Head resides in a house close to the school. He stands in for the Headmaster when they are absent and may, therefore, be required to make decisions relating to pastoral care. The Headmaster expects the Deputy Headmaster to be directly responsible for the execution of pastoral care within the school in such ways as:-

- i) They are responsible for the day-to-day running of the school.
- ii) They handle matters of serious discipline that are reported to them by Staff (the Senior Master (Boys) deals with minor incidents).
- iii) He is responsible for ensuring that the school rules are regularly updated and are adhered to.

THE HEAD OF BOARDING

The Housemaster and his spouse, known together as the house parents, reside in the Main House with their family. He has overall responsibility for the smooth running and organisation of the dormitories. His primary responsibility as Housemaster is the welfare, safety, comfort, hygiene, health and discipline of the boarders. He is expected to visit all dormitories on evenings when he is on duty and would be expected to be aware of any unhappiness or unacceptable activity.

The Housemaster should maintain high standards of manners, dress, tidiness and politeness among the boarders. He handles matters of discipline related to boarding time that are reported to him by staff. He regularly discusses matters directly with parents, and is present at the beginning and end of holidays (excess, Half Term etc.) to ensure the fullest and most appropriate handover and discussion of any issues relating to the pupils' welfare. In all this he is helped by a pastoral team made up of a Senior Day Matron, the School Nurse and a team of Matrons, Assistant Housemasters/mistresses and an Academic House tutor.

In each dormitory he is further assisted by a Dorm Captain whose role it is to support the Staff, care for the pupils, keep Staff informed of problems and help to maintain silence after lights out. The Housemaster frequently discusses the atmosphere in the dormitory with the boarders and any problems that may arise. Help, advice and encouragement are given to prefects and monitors concerning their role. He chairs regular house staff meetings to discuss the dormitories and especially the boys. He co-ordinates the weekend activity programmes that include providing fun activities for Saturday nights and Sunday afternoons (on and off-site) as well as the evening programme of clubs.

ASSISTANT HOUSEMASTERS/MISTRESSES

The Assistant Housemaster and Housemistress live in the Main House during term time. There is an Assistant Housemaster for both Coopers Lowers who lives on-site, and Copper's Uppers and Sanderson's who live in flats close to the appropriate dormitories. Their primary role as Assistant Housemaster/mistress is to support the Housemaster in the smooth running of the boarding house and to undertake a share of the evening supervision of the senior boarders.

THE ACADEMIC TUTOR

The Academic Tutor lives in a flat at the end of the corridor on Sanderson's and provides academic support to the boarders as well as pastoral care. She carries out regular boarding duties and assists the Housemaster and his team in boarding activities on the weekends and with the Boarders' Spellings and General Knowledge on a Sunday night.

THE SCHOOL NURSE

The School Nurse is directly responsible for all matters of health within the school. She is currently resident in the Main House and is on-call in conjunction with the Housemaster to provide medical care and support throughout the term. She is assisted by the Senior Day Matron and two further matrons in their work. She will communicate directly with parents and keep the Headmaster and Housemaster informed of the health of individual pupils and of the school in general.

MATRONS

There is one Senior Day Matron and two part time matrons that are non-resident. They all help in all pastoral and domestic matters. They often act as valuable lines of communication with pupils who, for one reason or another, cannot talk about problems to anyone else.

GAP STUDENTS

They live in a flat close to the school. They all help in pastoral and domestic matters. Due to their age, they often form an important link with the pupils. They can fulfil that 'big brother/sister' role that can be very important in a boarding situation.

BOARDING STAFF

There are a lot of teaching staff who help out in the dormitories with general supervisory duties. All resident staff may be required to do a night in order to ensure that there is sufficient staff presence.

All boarding staff have a duty to report promptly and directly to the Headmaster and Housemaster information received, whether in confidence or not, concerning the safety, unacceptable conduct or general welfare of the pupils which the Headmaster ought to know about. Staff are responsible to ensure that proper supervision of dormitories is carried out in the evenings. Bedtime is the time when pupils' worries or sorrows may rise to the surface and close pastoral care is provided at this critical time. Problems that might occur include:

- a) A death in the family or of a much loved pet.
- b) Separation or divorce of parents.
- c) Homesickness.
- d) Friendship groups.
- e) Relations with particular teachers.
- f) Academic work.
- g) Missing property.

Warmth, sympathy, clarity of insight, firmness and support all play an important part in this care. Pupils are generally excellent at offering comfort and support to each other in times of need.

DAY PUPILS' HOUSEMASTER

The Day Pupils' Housemaster is responsible for all matters directly relating to the care and welfare of day pupils, in as much as they may be different to the needs of boarders, and for liaising with Day Pupil parents about administrative arrangements.

FORM TUTORS

The tutors are at the heart of the pastoral care arrangements of the school. They are the first line of reference for pupils and parents who have any concerns whatsoever about any aspect of their time at the school. Day pupils are fully involved in this system. Pupils need someone to whom they can go with confidence in times of need, knowing that the tutor is a trusted teacher and counsellor. All pupils should be cared for by their tutor to their advantage; the tutor accepts considerable responsibility for their tutee's welfare and progress in the school.

It is incumbent on the tutor to know their pupils well through conversation with them and by discussion about them with their parents and other staff involved in their education and pastoral care. It is of vital importance that the tutor has as close an understanding as possible of the tutee and his personality; they must always have the tutee's best interests at heart. They must be a good listener and prepared to give the pupil the benefit of the doubt when appropriate. They should in all ways be an advocate for their tutees.

The tutor's main vehicle of communication with parents will be the termly tutor report which will cover all aspects of a child's life at school and will provide parents with a regular update on his academic, athletic and social development. There are also "interim reports" every three weeks or so. These give grades for attainment and effort in the main subjects. Parents can communicate with tutors whenever they need to by telephone and/or arrange an interview when it is mutually convenient. Once a year, there is an opportunity for a more formal parent/tutor interview. At other times, tutors will keep parents informed of any serious problems that arise, usually by telephoning or writing to them.

Tutors meet with their form twice a week. This time is useful for keeping records for each tutee up to date and for pursuing aspects of the Personal, Social, Health and Economic Education PSHE programme relevant to the age group of the form. The School Database is designed to provide an up-to-date record of the progress of each child up the school and their multifarious achievements. Many informal opportunities occur during breaks and free time for tutors to see their tutees on a one to one basis.

Tutors help the Headmaster to write reports on their tutees to their future schools. At Staff meetings a tutor will be given the opportunity to talk about his tutees and seek information from other members of staff. A common policy of help for the tutee can be adopted. A tutor will ensure, when a pupil changes tutor, that the new tutor is fully briefed about the nature of the tutee. In these respects, and in many other ways, good communication between staff is essential. The success of the pastoral care is founded on the trust which exists between staff and the knowledge that each is working primarily in the interests of the children. Keeping each other well informed, by word of mouth or written statement, is essential to maintaining this trust.

A tutor will offer guidance on all extra-curricular activities so that each pupil experiences variety as well as increasing his skills in activities where there is natural talent. A tutor will, in consultation with the English Department, guide their tutee's reading and encourage them to take responsibility for their actions and carry out their responsibilities successfully. A tutor will have a general oversight of their pupil's conduct, friendships and behaviour and will take any action that is felt necessary to see that the pupil's time at school is spent with pleasure, purpose and profit.

PREFECTS

At the school the pupils themselves form an important part of the Pastoral Care Network. They help to look after each other as friends and as members of the school community. New pupils have a companion to help start this process.

In their last year all pupils are given the opportunity to develop leadership skills, either as a prefect or as a Form Rep on the School Council/Food Committee/Eco-Committee. They form a vital part of the Pastoral Care showing care and kindness in their dealings with the pupils. They will help keep an eye on other pupils helping to ensure their wellbeing. They will inform House Staff of any concerns.

Senior pupils given positions requiring responsibility over other pupils should be briefed by the Deputy Head as to what safeguards should be in place in their own conduct with regard to other pupils, but also what to do if they receive any allegations of abuse and maltreatment from others.

7. Health

School Doctor

The school Medical Officer is Dr J Lennox of the Chapel Row practice, who is non-resident. He visits the School twice a week for surgeries from 0800 – 0900 on Mondays 13.45 - 14.45 and Fridays. He or a partner is always on call from the Chapel Row practice.

The School Doctor is also designated as an 'independent listener' to any pupil with problems (see 'If you need to talk'). There is also a resident School Nurse, The Senior Matron deputises in her absence as the medical matron.

Duties of the Medical Matrons.

The roles of the School Nurse and the Senior Matron and Matrons are very important in respect of the boys' health, and particularly the boarders. Their job is to:

- a) Have the responsibility for the general care, health and well-being of all the pupils in the school, liaising with staff and parents.
- b) Liaise with the Housemaster in the event of any illnesses relating to boarders.
- c) Provide and promote Health Education advice to staff, pupils and parents and to provide counselling when appropriate.
- d) Care for sick and infectious children in the Sick Bay (Egypt)
- e) Treat children at regular surgery times and throughout the day when required. Sister takes evening surgeries, apart from on her day off when the Senior Matron and/ or matron deputises.
- f) Organise the Medical Officer's regular surgeries at school and arrange for children to be visited by a doctor or to be seen at the local Health Centre as deemed necessary.
- g) Administer medicines as prescribed by school or home doctor.
- h) Be responsible for the maintenance of stocks of medicines and their safe storage.
- i) Maintain a record of all treatments given.
- j) Record the heights and weights of all new children on entry to the school and annually thereafter. Sister will also inform the Medical Officer and parents of any concerns.
- k) Maintain the immunisation status of all children and advise and arrange for necessary vaccinations for those children travelling abroad at the parents' request.

The Role of all House Staff.

The role of all staff involved in the life of the dormitories is vital to the smooth running of the dormitories.

- a) Children delight in the company of adults and the House Staff often act as a confidante or merely a friendly ear, somebody to talk to in a relaxed manner around the school.
- b) This role is crucial as adults have a large impact on children in their care. Thus careful guidance and encouragement are given to the assistant matrons by more experienced staff around them.
- c) Meal times are spent with the boys helping to promote good manners, in all aspects of eating. Keeping an eye on what is eaten, ensuring that a good quantity of food is eaten by those in your care.
- d) Washing must be carefully supervised as accidents can easily happen with uncontrolled numbers. Thorough washing habits need to be taught; personal hygiene is vital and is monitored carefully. It is also an occasion to observe and notice ailments, etc. The environment created at wash times is almost as important as the job to be done.
- e) The dormitories are special places, the boys individual space is very important. A child spends more time in his dormitory than any other place in the school. They must be welcoming, friendly and warm. The people, who work upstairs, caring for the boys, help to create this environment that is so important to a boarding school. It must be remembered that a child will make a mistake, be forgetful, be a nuisance, but shouting or sarcasm is not appropriate. If a child remains a problem then the Housemaster or Form Tutor should be informed.
- f) "Children mirror adults" and so high standards are needed around the boys.

Medical Checks.

New entries to the school have a medical examination, where eyes, height, weight and urine are tested. Further full tests are arranged, if necessary.

Influenza vaccinations are made annually with permission of parents.

Parents are kept informed of any medical or emotional conditions. Any decision about further treatment is made by Dr Lennox or the school sister in consultation with the parents.

Elstree Medical Forms are filled in by the parents and brought to school and kept on the boys medical files. Staff are informed of any special medical conditions. Parents are asked if they wish staff to know. Key medical information is recorded on iSAMS.

A special note of any allergies is put on a list. Copies of this are given to the kitchen and the Common Room are informed.

Each child has a medical file containing all information relating to the health of that child. This includes any special requests from parents, such as medication not permitted.

Special Medical Care.

The medical staff monitors children with specific ailments such as diabetes, asthma or epilepsy. Those with contagious diseases or other serious illnesses may be sent home.

Egypt (Sick Bay)

Sick Bay is known as 'Egypt' to all at Elstree.

- Egypt consists of one bathroom, one surgery and one sick bay with four beds. There is also a quiet room that has one bed.
- It is designed for children who are deemed not well enough to carry on the normal routine of school. If necessary or suitable, children may go home.
- There is always a sister or a matron on duty. She will be in possession of a mobile phone in case of emergency.
- The sick bay is equipped with a bell with which to summon a matron if required.

Surgery.

There are four locked medical cabinets and a locked fridge in surgery accessible only to the sister and the matrons (one of which contains toothbrushes, toothpaste etc.). Either Sister or one of the matrons may dispense children's individual prescriptions and mild medicines. There is another locked cupboard containing vitamins in the Sanderson's Wing.

Children are expected to hand in all medicines and vitamins on arrival at school.

A record is kept of all treatments given in Egypt. A separate record is kept of all accidents.

Reference should be made to the Policy on Administering Medicines.

8. Hygiene

Children are expected to wash and brush their teeth every morning and evening. This is supervised amongst the junior boys.

Showers are always taken after games every day which is supervised by a member of staff who is on duty.

The boarders bath or shower a further twice a week in the Autumn and Lent terms and daily in the Summer term. Hair washing occurs twice weekly or more frequently if requested. These are supervised by a matron.

The Year 8 boarders shower every morning, supervised but at a distance, so that they may have some privacy.

Clothes:

- The school has its own laundry on the premises.
- Children can ask for a change of clothing at any time.
- Underpants and socks are washed daily.
- Bed linen is changed and washed weekly.
- Shoe cleaning materials are provided by the school and regular shoe cleaning takes place.
- Matrons repair minor damage to clothes as and when needed. They will also arrange for new clothes to be purchased if parents are unable to do so.
- Parents are provided with a clothes list.
- Towels are hung up and a space is provided for flannels and toothbrushes in wash areas.
- The boarders are allowed to wear 'home clothes' at the weekends, which they wear after school on Saturday until Sunday night.

9. Food

The school employs its own catering and pantry team. The chefs are experienced and qualified and with the rest of the team are trained in Basic Food Hygiene.

Main meals:

Breakfast **7.30 - 8.00am**
Lunch from **12.00 - 1.45pm** to cover all year groups incl. Home Farm
Supper **6.10 – 6.45pm**

In 2014 the school further reviewed its health eating programme which provides a more nutritional and balanced selection of food at buns and mealtimes.

Breaks morning buns **10.45am** (tea cakes, vegetable sticks, sausage rolls, drink etc.)
Afternoon tea **3.20 - 3.50pm** (substantial biscuit type/fruit and drink)
Nightcap for boarders **7.45 - 8.15pm** (Cereal, toast and drink)

Fruit is available for every boy at every meal, if desired.

Catering Points:

- a) Special diets and requirements are fully catered for.
- b) Boys are allowed only 3 sweets per day, after lunch. There is no tuck shop.
- c) A cooked breakfast and cereal are provided 7 days a week. There is also toast at breakfast for all boys.
- d) On a boy's birthday, the school provides a Birthday cake for him to share with his friends.
- e) Fruit is also available for the boarders at any time over the weekend.

10. Cleaning

A team of cleaners looks after the cleanliness of the school buildings.

Most of our cleaning products are manufactured by Lever Industrial who provided the initial training to staff in the use of these. This is backed up by "Product Safe Handling Sheets" on all the products that we use. Staff can refer to these at any time.

Toilets, wash hand basins and baths are cleaned 7 days a week. Paper towels or hand dryers are available in all wash room areas.

II. Comfort

Homeliness

The School encourages the development of a homely atmosphere within the setting of a boarding school. Both pupils and their parents are made to feel welcome and at ease at all times by the staff and children. They are encouraged to treat the School as a second home.

Special efforts are made to make the children feel at home. For instance:-

- They are welcome to bring suitable posters to decorate the dormitory walls as well as family and other photos.
- There are children of all ages who return to school with teddies and soft toys.
- Home toys may be brought to school and children are allowed personal stereos which they can listen to in their free time with headphones in certain places.
- Bicycles, skateboards and so on may be brought back to school by children.
- Children are allowed to order acceptable magazines.
- Parents are encouraged to write regularly to their children. Pupils have regular email contact with their parents.
- Children can bring back small plants to put on their window sills.
- Children bring their own duvet covers to school.
- Birthdays are special. Children can have a birthday table with their friends at supper. A birthday cake is divided among these friends.
- Children can receive parcels but they must be opened in front of one of the Matrons to check that the contents are acceptable.

Rooms

Most of the pupils' day is spent in the classrooms. These are interesting, varied and well decorated so as to provide a stimulating and comfortable environment in which to work.

There are four common rooms for the boys to spend recreational time. These are divided into age groups so that boys have their own space in which they can spend time playing with friends of a similar age.

- The Long Room is for Years 5 & 6. The Long Room is available to all year groups after the end of the day boys' school day
- The Thomas Room is for Year 7
- The Cooper Rooms is currently for Year 8

Weekends

There are always duty staff around on Saturdays and Sundays, assisted by other staff. They provide a high level of supervision to ensure the boys' safety and well-being. They also ensure that there is plenty of activity organised. Whilst the majority of boys are able to go home after commitments on a Saturday, the evening activities are special and a varied programme is laid on that ensures all boys can be involved.

Games, outings, facilities for art, pottery, and computing, as well as the swimming pool, gym and golf course are generally available for use and activities are arranged appropriate to the season and to the

prevailing weather conditions. This is a time when children are encouraged to relax and enjoy themselves but they can also catch up on work or revise for exams if they wish.

The church service takes place on a Saturday morning at 8.45 am on all weekends in school, with the exception of closed weekends when a lecture will take place at 8.30-9.30am for all pupils with the church service taking place on Sunday morning at 9.45am.

Privacy and Property

Genuine privacy is inevitably at a premium in a boarding school but, in practice, there are always a number of places to which a child can escape for solitude if so desired. There are many rooms in the School and there are always quiet places to go and sit (such as the Ward library) though there is nowhere to go where one could not be visited by staff or pupils.

Children are encouraged to bring back a certain amount of private property and there is essential clothing and equipment that they must bring to school. Tutors and matrons check that property is named and kept in the correct place. Private possessions are kept in lockers, or in the bag/brief case in which children's stationery and books are kept. Overseas boarders may bring in electronic equipment such as mobile phones and tablets which are to be used at pre-determined times to communicate with their families around the world. Large items such as bicycles, skate boards and golf clubs are kept in designated areas.

Lost Property

Children are responsible for their own property. The School accepts no liability for belongings that are lost. Children and parents are strongly advised to mark all personal items but not all do so. However many boys are not naturally tidy and need plenty of help to keep track of their possessions.

Lost clothing is reported to the Matrons, Form Tutor or Duty Master who will institute a search or instruct the child where to look.

12. The Physical needs of pupils

The school aims to satisfy the physical needs of all children.

- a) Previous medical history is studied; any action that needs to be taken is done so on the advice of our school medical officer.
- b) Subject or sports teachers, who suspect a problem, can refer it to the school sister.
- c) All medical information is regarded as confidential. Any problems which parents, the school Sister, or the school Doctor feel teachers should know about will be told to other Common Room Staff, i.e., colour blindness, asthma, illnesses and disabilities.
- d) Emergency dental treatment can be organised as can such things as physiotherapy or occupational therapy. Eye tests should be carried out in the school holidays.
- e) At present there are no physically disabled children at Elstree and Home Farm, however provision for their inclusion can be seen in the 'Disability Accessibility Policy'. This includes temporary disability from injury or health issues.

13. Religious needs

The religious affiliation of children is identified by parents on the entry form. Special arrangements can be made where requested to provide children of other faiths than the Church of England with any religious instruction their parents may wish them to have.

14. Emotional needs

- Usually, reports from previous schools, psychologists' reports or contact with parents may alert us to children with special emotional needs.
- All Staff are on the lookout for any changes in behaviour. If a radical change in behaviour is noticed, the tutor and/or the Headmaster is informed and tactful enquiries made of parents and/or child.
- Information about divorce or other traumas in the family either emerges from the child or else we are informed by parents. We encourage our parents to communicate to us **any** information which may affect the emotional state of their child at Elstree. The death of a family pet is an example of something which can upset a boy at school.
- The form tutors will generally co-ordinate policy on a particular child. Information will be passed on to all Staff by note or at staff meetings. This is vital so that Staff do not say the wrong thing and upset a child unintentionally. Case meetings between relevant staff and parents are held in school when necessary.
- The Pastoral Care team at Elstree is able to pick up signs of emotional stress in the child and, in consultation with the pupil and his/her parents, is able to help find a solution.

15. Supporting documents

School's Prefects Policy

Boarding Handbook

<http://intranet.elstreeschool.org.uk/policy-documents/all-school-policies>