



**CASTERTON
SEDBERGH PREPARATORY
SCHOOL**

PARENTS' HANDBOOK

ACADEMIC YEAR 2021 - 2022

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INTRODUCTION

I hope that you are looking forwards to the next academic year and find this Handbook informative, whether you are a new or current parent, and provides a point of reference as the terms go by.

If you are uncertain about anything at all, do please get in touch with the relevant member of staff.

ETHOS AND AIMS

Casterton, Sedbergh Prep School develops happy, confident children with a 'can-do' attitude, independent yet always with a sense of team before self. Through careful and sensitive teaching, we aim to foster a spirit of adventure, both inside and outside the classroom.

Our curriculum is ambitious and equips pupils with the necessary skills for future success yet is delivered in a setting of timeless beauty where pupils have the space and time to enjoy their childhood. Characteristics such as resilience, collaboration, communication, creativity, and a love of learning are central to our academic approach.

Opportunities to board help to develop our keen sense of community, in which children learn the qualities of both leadership and service. Sedberghians are proud of their shared heritage and pupils leave us ready to continue their journey at the Senior School.

At the Prep School, we have distilled the Spirit of Sedbergh into six Ways of the Wolf. These are core values to which our children can relate and aspire:

- Ambition
- Creativity
- Community
- Courage
- Kindness
- Responsibility

STAFF LIST

The Prep School staff list can be found on the School's website [here](#).

Chairman of Governors: R J Gledhill MA (Cantab) ACA

C/o Clerk to Governors

Sedbergh School

Malim Lodge

Loftus Hill

Sedbergh

Cumbria LA10 5RY

T: 015396 20303

E: chairman@sedberghschool.org

Headmaster: Mr Will Newman MA
Sedbergh Preparatory School
Casterton
Nr Kirkby Lonsdale
Cumbria LA6 2SG
T: 015242 79200 Ext: 9204
E: hmpa@sedberghprep.org
www.sedberghschool.org

Safeguarding: RN Papworth
Education Sub-Committee Chairman: Dr E J L Waring
Chief Operating Officer: PS Marshall, TD

THE SCHOOL DAY

School Hours

Registration: for all pupils in the Prep School, registration is between 8.15 – 8.30am and lessons begin at 8.30am.

Day pupils are welcome to arrive from 8.15am onwards.

Late arrivals must sign in at the School Office.

Absence: If your child is unwell, please contact the Prep Office by 8.30am (prepoffice@sedberghprep.org) or 015242 79200.

Planned absence from School is granted at the discretion of the Headmaster. Please contact hmpa@sedberghprep.org.

Sickness: If a child has had a sickness bug, they should remain off School for a full 48 hours after their last bout of vomiting or diarrhoea. Even if you have given the School consent to medicate your child, it is imperative that you contact the School before 8.40am if you have given your child any medication that morning, in order to prevent overmedication.

End of School Day:

Years R – 2: 3.40pm (after Form Time) or 4.55pm (after activity)
Years 3 – 8: 5.00pm (4.30pm on Saturdays for Years 7 and 8 without fixture)

Signing Out: Pupils should sign out wearing their blazers.

Should a child go home at any other time of day, please sign them out in the School Office or with the member of Games staff if collecting directly from a fixture.

We expect children to be collected by a parent or carer. If the person collecting a child is someone other than a parent or carer, then this must be communicated in writing by the parents (via email is sufficient) to the Headmaster's PA: hmpa@sedberghprep.org.

Bus Routes: Children taking a bus home will go to the Sports Hall at the end of the day where they will immediately register on the bus.

‘Off-Ex’: Pupils that are injured or not well enough to take part in sport are said to be ‘off-ex’. Please ensure that this is communicated by you, as parents or carers, in the same way as for absence. Where possible, it is helpful to know the predicted length of time ‘off-ex’.

Wraparound Care:

Breakfast Rec – Y8	7.30 – 8.00am	Day pupils that would like to come in for breakfast may do so and enjoy a full breakfast with a range of cooked options. This works particularly well for those attending early sports clubs. Cost is minimal and found on fee schedule.
First Supper Rec – Y6	5.00 – 5.30pm	Equally, day pupils in Year 6 and below may also stay on for First Supper. Again, the cost is very modest and published on the fees schedule.
Day Prep Y3 – Y6	5.30 – 6.00pm	Day pupils in Years 3 – 6 staying for First Supper are welcome to remain and work on prep for 30 minutes

These places are subject to space and can be booked in advance through prepoffice@sedberghprep.org. The nominal charges for this can be found in our fees schedule on the website.

Saturday School: Years 7 and 8 have timetabled lessons on Saturday morning with Games in the afternoon. Younger pupils may have a fixture at any point in the day; please see the School Calendar for details [link here](#).

Exeat Weekends: An ‘exeat’ weekend is one where there are no School activities or timetabled lessons for Years 7 and 8. We offer ‘flexeat’ boarding and a full programme of activity for overseas pupils with an additional cost that can be found in the Fees Schedule.

Saturday Years 1 – 3 Sports Club (8.30 to 9.30am): An additional session for those pupils that would like to get some extra practice in multisport skills as well as specific experience in sports such as hockey, football and netball. Parents should register their interest with prepoffice@sedberghprep.org at the start of the term and inform the office if there are any changes to their plans.

Saturday Boarding Activities (10.15am to 12.30pm): Run for boarders in Year 6 and below in lieu of lessons. They are open to day pupils in Years 3 – 6 and should be booked in advance via the Prep Office prepoffice@sedberghprep.org.

Hot weather: During hot and sunny weather, you should ensure that your child comes to School equipped with their sun hat and sunscreen (minimum SPF 30, 4 star UVA) which is clearly named.

Dropping Off and Parking:

Mulberry Bush: Parents at the Mulberry Bush should park in the Nursery car park and staff will operate a ‘meet and greet’ system in the classroom. Please engage the teacher in order to hand responsibility over to them.

Prep School: Parents should use the Holly Bush car park at the bottom of the School and walk their child to their respective classrooms, via the pupil entrance on the red corridor. Children will be informed of the door code and it will be supervised on the first few days of term.

Pupils who are familiar and comfortable with the School are encouraged to be dropped off outside the Blue Door (front entrance) since parking is limited.

See below regarding flow of traffic.

Flow of Traffic: There are 4 important rules to consider if you are driving around the school site:

1. There is a one-way system in operation. Cars should enter at the lower end of the main entrance and exit back onto the same road up by The Lodge. At busy times, you should avoid turning back towards the main road at that point but instead turn right and follow a slightly longer route. Alternatively, proceed around the School past the boarding houses, Sports Hall and out past the netball courts.
2. Never enter the school via The Lodge entrance.
3. Be aware that the School is busy and that young children can appear from behind any building. There is a 5mph speed limit which must be adhered to for their safety.

Sports Kit, Coats, Bags etc.: On the first day of the year, your child will bring all kit to their form room, from where children will learn their respective storage areas, which vary from year to year, boy to girl and boarder to day pupil.

Extra Costs

Written permission will be sought from parents/guardians for any additional cost above £25 (individual amount) to be added to a School bill for an activity, trip etc. This includes both day and boarding excursions.

TEACHING AND LEARNING

Teaching Arrangements

The School is divided into two parts.

The Mulberry Bush Nursery caters for children from 6 months to 4 years. Children then join the main Prep School in Reception through to Year 8, preparing them for transfer to Sedbergh School or elsewhere.

Whilst the classroom teaching from Year 4 and below is largely in the hands of the main Class Teacher, the children encounter an increasing range of specialists as they progress towards Year 8.

The School has an Individual Needs Department, where staff are available to provide individual or small group support where needed. For more information, see 'Individual Needs', below.

For the more able, the School is committed to extending their provision, tracking progress and providing enrichment activities and challenge as required. These children are recorded on our Stretch and Challenge (S&C) Register.

Setting

In Years 1 and 2, children are grouped for phonics teaching by ability to ensure each child has the appropriate level of challenge to make optimal progress. These groups are reviewed continually.

Children in Years 7 and 8 are setted by ability for languages and humanities, with English as the primary subject. STEM subjects (maths, science, DTE and computer science) are setted according to maths as the primary subject.

Other subjects are taught in mixed ability groups.

In year groups with three forms or more – typically Years 7 and 8 – the sets will be grouped in a ‘triangular’ arrangement. That is, Set 1 followed by two sets of equal ability (i.e. 2A and 2B).

The very start of the new academic year in Year 7 will be spent in mixed ability classes until the first exeat weekend (three weeks into term). In addition to past reports and standardised testing, this provides staff with the ability to accurately assess relative ability levels and ensure the most accurate judgements are made.

Judgements on ability for new joiners at other points into Key Stage 3 will initially be made according to past reports and standardised testing.

Sets are reviewed regularly and will change as necessary.

Curriculum Summaries

Abridged copies of the Curriculum Summaries for each subject can be found on the School’s website in the password protected area of the website accessed via the ‘Parents’ tab of [Parent Information](#) page.

Username: Parent

Password: 5edberghCasterton

Individual Needs

Where a pupil is not making adequate progress, or where ability levels are lower or higher, extra support will be given in the following ways:

- Differentiation of tasks and support in class by the subject teacher and/or teaching assistant.
- Learning assessments carried out by Head of Individual Needs, Mr Matt Foxwell. Parents would be consulted beforehand, and it may be appropriate to engage an educational psychologist for an independent report or refer to your GP / paediatrician.
- Individual learning programmes devised and carried out in 1:1 or small groups with Mrs Willoughby. Information on their cost is available from the School.
- Where Educational Health and Care Plans are held, the School works jointly with relevant agencies and the Local Authority.

ASSESSMENT

Effort

Effort always comes before attainment and so effort grades always come first in our reports, followed by achievement grades.

Formative Assessment

Assessment will take many forms in the Prep School, with the majority being in the form of ongoing, formative assessment. This will be through unit tests, prep (homework), classwork and practical performance. Teachers will continually assess pupils in order to accurately gauge the level of challenge or support they require.

Standardised Assessment

Whilst the School does not subscribe to SATs, we do use a range of standardised assessment in order to benchmark against national norms and monitor individual progress.

Years 1&2

September: English (reading and spelling)
January: English (spelling)
June: Mathematics, English (reading and spelling)

Years 3-8

September: English (reading, spelling and comprehension)
January: English (reading and spelling)
June: Mathematics, science (from Y4), English (reading, spelling and comprehension)

New pupils without incoming standardised data will be assessed accordingly in their first few weeks of School.

Cognitive Assessment

An online aptitude test is used upon entry to Year 7 or for any new pupils that join into Years 7 or 8 in September. This result helps to gauge potential against performance and other aspects of our academic provision, but we realise that not all children are at their best in these tests; they are simply another piece in the puzzle. The School is now using the MidYIS Test from CEM for this purpose; an adaptive test that provides a more accurate portrait than many alternatives.

Summative Assessment and Exams

At Casterton, Sedbergh Prep School, we firmly believe that we are preparing pupils for the test of life and not a life of tests. However, exams will be a part of their future schooling; we prepare for this, include exams for Years 7 and 8, but they are relatively low-stake assessments in comparison to many alternatives.

At the end of the Michaelmas and Summer Term in Years 7 and 8, the children will sit exams spread over the course of around three days in their academic subjects. The relative weights of these four

exams towards their final attainment grade upon leaving Year 8 are 5%, 10%, 10% and 15% respectively.

Year 8: SPACE Profile

Pupils in Year 8 will complete their time at the Prep School with an holistic profile of their effort and ability in all walks of School life. The SPACE (Sedbergh Prep: Academic, Community, Extra-Curricular) Profile draws upon a range of sources through the final two years (or just Year 8 for late joiners) to recognise academic, sporting, musical, dramatic and artistic endeavour as well as their personal development.

REPORTING

Reporting to parents and pupils occurs on a termly basis and will be in the form of either a parent/teacher meeting, an interim report, a full report or the SPACE Profile described above.

We now offer parents the choice of online or in-person meetings, timed for parents of boarders to coincide with collection prior to exeat weekends or holidays.

Reception – Early Years Foundation Stage (EYFS)

The Reception class come under the umbrella of EYFS and, therefore, their assessment process is different. Upon entry to Reception, parents will meet with the class teacher who will explain our online assessment record – Tapestry.

Through Tapestry, the School can save evidence, including photographs and scanned work, that will showcase your child’s learning journey. In return, parents can post their own examples from home.

At termly parents’ meetings, your child’s progress will be discussed against age-expected norms, known as Progress Checks, in each of the prime areas of learning.

Years 1 – 8

<i>1st Half Michaelmas Term:</i>	Parent Evening
<i>2nd Half Michaelmas Term:</i>	Full report
<i>2nd Half Lent Term:</i>	Interim report and Parent Evening
<i>2nd Half Summer Term:</i>	Full report & SPACE Profile (Year 8 only)

Parents are always given the opportunity to respond to reports and to let us know what works best for their child. It is imperative that both school and home are working as one to individualise the learning process for our pupils.

The dates for parent meetings are published in the calendar and we always make provision for the parents of boarders to combine this event with the collection of their child for an exeat weekend or holiday. We now also offer parents the choice of online meetings if they prefer, given the convenience and efficiency of this format.

PREP (HOMEWORK)

The school day at Sedbergh Prep is long, pupils have a variety of distances to travel and outside commitments. Therefore, we must monitor carefully the amount of prep that is set for our pupils. Nevertheless, children will need to become more used to independent study as they get older and have greater capacity to do so.

To allow for greater flexibility in our prep system, we have introduced the concept of a 'Pick and Mix' style homework task. Pupils have more control of their learning and choose what to complete in the management of their prep time. We work with pupils' interests in the younger years as well as individual areas of development. 'Pick and Mix' tasks will cover all subject areas and teachers will create these at the start of each half term.

The amount of time dedicated to prep each night will vary, therefore, but as a guideline we ringfence 45 minutes on Monday, Tuesday, Thursday and Friday nights for our boarders.

One mandatory prep task will be issued each week in each of the core subjects (numeracy and literacy, or English, mathematics and science) alongside reading and spelling. The table below provides a summary:

	Weekly Prep
Reception	Reading and word tasks.
Years 1 & 2	Reading, Spelling and Number work.
Years 3 & 4	Reading, Spelling, 1 x English, 1 x Maths, 1 x Science task per week. Optional 'Pick and Mix' task.
Year 5 & 6	Reading, Spelling, 1 x English, 1 x Maths, 1 x Science task per week. Minimum of 3 x 'Pick and Mix' tasks per half term.
Year 7 & 8	Reading, Spelling, 1 x English, 1 x Maths, 1 x Science task per week. Minimum of 8 x 'Pick and Mix' tasks per half term.

EXTRA-CURRICULAR

Fixtures

The School participates in inter-school fixtures and tournaments, most often on Wednesday and Saturday afternoons. If a child is selected to represent the School, then there is an expectation that they will do so. Absence from fixtures may only be granted by the Headmaster.

Team sheets for Wednesday fixtures will be released on a Monday and Saturday fixture team sheets will be released on a Thursday. The team sheets will include details of departure and return times as appropriate. These can be accessed at <https://sport.sedberghprep.org/> and please use the password SedberghSport to view the team sheets. Team sheets are also placed on the sports' boards in the Red Corridor.

Please read the School's Code of Conduct for Supporting Sport, held on the School's website in the password protected area of the website accessed via the 'Parents' tab of [Parent Information](#) page.

Username: Parent

Password: SedberghCasterton

Match Teas

At the end of inter-school fixtures, the pupils and staff will host the visiting school and the children will enjoy a match tea. All pupils who have participated in the fixture must stay for this and will be available for collection on its conclusion.

Match teas will take place in the School Dining Room. Parents' post-match refreshments will be available on the top floor of the Pavilion or in the Library and all are welcome.

Our pupils may not depart until we have seen the opposition on their homeward journey.

As noted previously, if not returning to School, pupils **must** 'sign out' with the member of staff who has been taking their team.

Extra-Curricular Activities

Information relating to the activities listed below can be found through the following link:

[Activities Information](#)

Friday Afternoon Clubs: A comprehensive set of activities are run every Friday afternoon from 3.30 – 4.55pm for pupils in Years 3-8. A full list and invitation to select will be sent to parents prior to the start of each term. Some of these activities incur an extra charge. (Activities Co-ordinator, Mrs Julia Rollings)

Music lessons: Many children receive additional paid music tuition on instruments of their choice, given on a 1:1 basis by experts. A wide range of instruments is taught. Lessons are given during the school day but rotate so that children do not miss the same academic lesson week on week (Director of Music, Mr Chris Allinson cfja@sedberghschool.org)

LAMDA lessons: Drama lessons prepare our pupils for LAMDA examinations and are taught by our Head of Drama, Mrs Janet Hurst ensuring continuity between curricular and extra-curricular participation (jmh@sedberghprep.org).

Riding lessons: Pupils enrolled in riding undertake one lesson per week. Charges are payable in arrears on pupil accounts and are based on a 30-minute lesson. These pupils are also invited to join pony club activities on Saturday mornings. School riding staff are British Horse Society accredited coaches and have a wealth of experience teaching children of all ages to ride and care for ponies (Stable Manager, Mrs Diane Hull diane.hull@sedberghprep.org).

Tennis lessons: Both private and group tennis lessons are available all year round under the direction of Jon Griffin (LTA Level 4 Coach) and his team of coaches (all LTA Level 3). Lessons are 30min long and organised to cause minimum disruption to the school day, mainly taking place during lunchtimes, evenings or during PE/Games lessons (jon.griffin@sedberghschool.org).

Early Morning Sports: A range of sporting activities take place through the week and change from term to term. Please see the standing items in the School Calendar for information and contact prepoffice@sedberghprep.org for more information or to book day pupils in. Boarders are welcome any morning they wake up and feel ready!

COMMUNICATION AND PASTORAL CARE

Important Policies

The following policies can be found on the website [here](#) .

Wellbeing and Behaviour Policy
Counter-Bullying Policy
Safeguarding Policy

Pastoral Care and the Home

We aim to know, to understand and to support each child as an individual and communication is therefore an essential part of our work within School and with parents.

The simple principle is to let us know of any concerns and to share with us any joys, in the certainty that we shall wish to celebrate the latter and address the former. It is this principle which underpins both our informal contact with you and the more formal reporting already set out.

Form Tutors should be the first point of contact for parents regarding your child's welfare and happiness through the school day. Persistent or more worrying issues can then be referred by them to the Houseparents, Assistant Housemistress or Heads of Day House, but the Form Tutor remains your point of contact and should not be 'leap-frogged'. The Deputy Head (Pastoral) is Mr Nick Goligher.

Academic concerns should go directly to the subject teachers concerned who will be happy to address any issues raised. Similarly, they are then able to refer anything that is of greater concern to the Deputy Head, Mrs Rebekah Dallas.

For any concerns specific to boarding, please contact the relevant Houseparent directly.

The Headmaster is always available to discuss a child's welfare and happiness.

Chapel

The Prep School benefits from close links with the Holy Trinity Church, Casterton, where the pupils enjoy weekly Christian services led by the chaplaincy team. These acts of worship provide a quiet, reflective time for children at the end of a busy week. Housemasters and Housemistresses from Sedbergh Senior School are invited to speak, and Year 8 pupils are asked to read.

Chaplaincy Team

The Chaplaincy Team at Sedbergh School is led by The Chaplain, The Revd. Paul Sweeting. The Assistant Chaplains are Mrs Philippa Prall (Senior School) and Mr Dick Gorst (Prep School). All of the Chaplains are very willing to talk about a pastoral matter or to provide guidance and encouragement in Christian faith.

BOARDING

Principles and Practice

Boarding at Sedbergh Preparatory School is based on the principle that the House should act as an extension of the child's family. The Houses have a warm and welcoming atmosphere which provides a happy and structured environment for boarders. The behaviour of both children and staff is based upon kindness, tolerance and respect.

Boarding gives children a chance to make even greater use of the School's extensive facilities and beautiful location. A busy and fun-filled activity programme throughout the whole week gives boarders time to enjoy each other's company and build relationships that will stand the test of time.

Every possible boarding option is provided. Parents can book their children in for a single night as a one-off, regular nights throughout the week, tri-boarding (a selection of three nights through the week), weekly boarding (where children go home for the weekend) or full boarding.

Boarding Options

Although the majority of boarders at Casterton Sedbergh Preparatory School are full or weekly boarders, the school is able to offer boarding options that can be tailored to meet the needs of families and pupils.

With all boarding options, priority is given to children wishing to board as weekly or full boarders.

Boarding is open to all pupils from Years 3 to 8.

Full Boarding Full boarding is for children who are with us all week. As well as holidays, the Prep School has an 'exeat weekend' each side of half term where full boarders will go home. Overseas boarders may stay over for a 'flexeat' weekend.

Weekly Boarding Weekly boarding is for children who are with us from at least Monday to Friday night or Saturday afternoon each week and either return on Sunday night or Monday morning.

Tri-Boarding Tri-boarders are a step between weekly and flexi-boarding. Children may select any three nights during the week that they would like to board.

Flexi-boarding Flexi-boarding enables pupils to board for any period of time from occasional one-offs to a regular one or two nights per week. The more flexi-boarding nights that are booked each term, the less the cost per night.

The Staff

The Housemaster or Housemistress are responsible to the Headmaster for the day to day running of the Houses and the welfare of the boarders. The Houseparents live within the Boarding Houses and are assisted by Assistant Housemistresses, residential and visiting tutors. The Headmaster and Deputy Head live on the school site.

Houseparents and tutors undertake duties within the Houses on weekday evenings and at weekends. The balance of male and female staff is carefully planned, and the children always have access to a

wide range of staff. The Boarding Houses are staffed by a warm, caring, committed and friendly group of people from a wide range of backgrounds and with different interests, who are united in providing the most appropriate and supportive atmosphere within which the boarders will grow and develop.

Communication

With Parents

Parents will always be informed of any problems and should feel free to let us know of any concerns either they or their child may have. You are always welcome to visit and the level of informal communication between staff and parents is therefore naturally high. The Houseparent will contact the parents of new boarders regularly over the first few weeks to reassure them that all is well and to resolve any queries or concerns. They are always willing to meet with parents informally or by appointment for a private discussion.

For those parents who are unable to visit frequently, special arrangements for communication can be made as appropriate, using email, Skype or regular phone calls to ensure that parents are kept fully informed of their child's progress and welfare. Parents' meetings are arranged around exeat weekends or holidays to be convenient for boarding parents.

Members of the Boarding Staff can be contacted through their published School email addresses and mobile phone numbers.

With children

Children can telephone home after the evening activity, using either the House telephone or their personal mobile phones which are collected in and locked away by House staff when the bedtime routine ends. The House offices are available on request should a child prefer total privacy.

Overseas boarders from countries with significantly different time zones can arrange points during the school day at which to phone home.

There is also the facility for boarders to email on request and/or Skype from the House office and pupils are also encouraged to write letters to parents and/or other relatives.

Getting Started

Getting used to boarding can take a little time and new boarders are given special consideration and care and this continues for as long as is necessary. When a new boarder arrives, everyone within the House will be helping him or her to settle. An established boarder will be asked to guide the new boarder through the daily routines.

There is a 'Buddy System' in the House whereby the youngest or newest children are 'buddied' with more experienced boarders in order to form friendships, learn routines and to give the younger boarders another person to turn to with questions. Our established boarders actively look forward to the chance to lead the way and show someone else the ropes.

Room allocations are rotated on a termly or half-termly basis to encourage new friendships and prevent the formation of any cliques.

Routines

7.00am	Wake-up
7.30am	Breakfast
7.55am	Teeth and Tidy
8.00am	Music Practice
8.25am	Into School

The School Day

5.00pm – 6.30pm	Boarders' supper and prep. Downtime for pupils in Year 6 and below
6.30pm	Roll call and notices
6.45pm – 7.30pm	Activities
7.30pm onwards	Showers, snacks and teeth
8.30pm	Years 4 & 5 lights out and Year 6 Reading
8.50pm	Year 6 lights out and Year 7 reading
9.10pm	Year 7 lights out and Year 8 reading
9.30pm	Year 8 lights out

Food

Three main meals are carefully planned by the Catering Manager and menus are published a week in advance. Morning, afternoon and evening snacks are available to all and boarders will be tucking into cereal, fruit, tea and toast throughout the evening in each House.

A School Council, as well as boarders' forums give pupils a voice with which to express their views. Tuck brought in from home is handed in to a member of staff. It is kept in the store cupboard and children can ask for it after supper time on Wednesday and Friday nights and at reasonable times over the weekend.

The School nurse informs staff of any food allergies and both boarders and their parents are asked to bear food allergies in mind when bringing food into School.

Health

All weekly or full boarders are registered with the School Doctor. We can always arrange appointments at the surgery in Sedbergh. For emergencies, Lancaster Hospital is only 40 minutes away.

All medicines brought to School are signed in by resident staff and the Matron is notified. It is vital that each boarder has an up-to-date medical file and parents are asked to advise the Houseparent if any circumstances change. Only trained staff administer controlled medication.

We would not generally contact the parents if a boarder has a mild cold or suchlike, but we will always contact parents if their child is running a high temperature, is sick or has any time off school. We have single rooms in the Boarding Houses where staff are able to keep a regular check on any unwell boarder, should the child need to be isolated during the day or night. These are close to on-call staff and bathrooms which can be dedicated to their use alone.

It will sometimes be considered necessary for a child to go home for a period of recovery. This is at the discretion of the Matron who will follow NHS guidelines and consult the School's Doctor or Nurse if required.

Music Practice

Boarders' music practice takes place each day in allocated time slots as arranged by the Head of Music. Each child has a practice room and a scheduled time to ensure regular, high quality practice. We want our musical boarders to thrive, encouraging them to practise just as they would be at home!

Boarders' Homework (Prep)

Prep is done in one session after supper under the supervision of staff. Pupils have access to IT facilities as necessary so that they can complete all assignments and all rooms have work spaces so that pupils wanting to spend time catching up or in extra study may do so in peace.

Activities

Sunday adventures are incredibly varied and range from tubing on a local lake, fly fishing or ghyll scrambling. The Boarding Houses endeavour to make as much use of our unique setting as possible.

During the week, the boys and girls join together and make use of the School facilities, in activities such as cookery, shooting, touch rugby or swimming.

Early morning sessions are optional – but popular – and include running, swimming and sport-specific skills practice.

Weekends

Full boarders should remain in School at weekends, except for exeats, and will benefit from the wonderful activities mentioned above. Indeed, Houseparents will arrange these outings based on a full roll so parents of full boarders should please contact them at least **three weeks** in advance if you know that your child will be coming home.

We operate a boarding system designed to meet the needs of families wherever possible. Parents may, of course, visit during the week and children may, by arrangement with the Houseparent, be taken out during the week.

Overseas pupils often spend exeat weekends (once every half term, the Prep School has a weekend without lessons or sport) at the homes of new friends they have made. Where they would prefer not to - perhaps when they are new to the School - then we can make arrangements for them to have a 'flexeat' weekend in House with one of the Houseparents. The charge for this is to be found on the fee schedule.

Pocket Money

Pupils may bring £35 pocket money for each half term. This should be handed to the Housemaster/mistress for safe keeping. Pocket money will be given out by the Housemaster/mistress at suitable times.

Possessions and Technology

Boarders are welcome to bring personal items from home which can be kept in a lockable drawer in their dorms. Phones and devices are locked away by the Housemaster/mistress outside of a brief period in the evening, as noted previously.

However, boarders and their families are asked to bear in mind that many social media apps have a 13+ age limit. No boarder should have these apps loaded onto their devices – including older Year 8 boarders, who may share content with younger children.

Where families rely on WhatsApp for communication amongst themselves, they may apply to the Houseparent for an exemption to this rule.

The House matron keeps a stock of stationery and toiletries to keep boarders topped up with necessary supplies.

All boarders are encouraged to personalise their dorms as much as possible, with posters, photos and their own bedding if they so wish.

There is some storage for overseas pupils at the end of each term, but otherwise boarders should take their belongings home at these times.

Clothing and Laundry

As part of developing a sense of personal worth and self-esteem, boarders are asked to take pride in the way they dress and in the care of their uniform and home clothes.

Clothes are washed regularly, and bed linen is washed every week. Boarders are encouraged, under supervision, to take responsibility for changing their own beds. Beds shared on different nights by flexi-boarders are laundered between each new occupant.

All clothing should be clearly named. Parents are asked to look carefully at the clothing list supplied and to follow its requirements. If boarders bring in too many home clothes or shoes, then we have a problem with storage.

The House staff help the boarders to maintain a respectable standard of dress and tidiness. Staff are available to help with personal organisation.

Please note that the School is not responsible for any losses or damage to clothing or personal property, through theft, laundry, damage or any other reason. It is strongly recommended that insurance is taken out.

Positions of Responsibility

In line with the Day School's Positions of Responsibility policy which focuses upon 'service', the Houseparents select a Head and Deputy Head of House. These children lead by example and are proactive in ensuring that the boarding routines all run smoothly and that all boarders are happy. Pupils with this additional challenge develop their leadership skills and grow with the added . Each appointed pupil and Housemaster/mistress must sign the job description.

Rewards

The girls' and boys' boarding Houses operate a different system of rewards to the day element of School. their own, tried and tested system of rewards.

Boarders of the Week are announced in the Newsletter and House Colours are awarded to those pupils that have made outstanding contributions to the Boarding House. They are predominantly, but not exclusively, presented to Year 8s.

Pupils collecting the requisite number of Boarding Merits are treated and celebrated alongside other deserving boarders.

Help and Support

In the Boarding House, children's views are sought and respected with regard to any matters relating to their lives within the School, both informally through the day to day contact with individual staff or more formally through discussion forums which are chaired by a member of the resident house staff. There may be times when a boarder feels unhappy about being away from home or about something which has happened to her or him. If this arises then the most important thing to stress is that they should seek out an adult to whom they feel they can talk. The House staff are always available to talk to children and their families if there are any concerns about general routines or about managing life as a boarder, most of which can be quickly resolved.

Equally, the contact details of a range of agencies and an independent listener outside of the School staff or governance is displayed in all Houses and are brought to the attention of the children.

COVID-19

Parents will appreciate the rapidly shifting guidance relating to the COVID-19 pandemic. This document is written in July 2021 in expectation that School life will return to normality in September. However, and changes or amendments will be made to the online version.

Many thanks!

Reviewed WRN 2021-07-02