



# PASTORAL PRINCIPLES AND WELFARE

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Reviewer(s)	Assistant Principal Pastoral and Assistant Principal Boarding and Welfare
Approved by	Principal September 2025
Review by Date	January 2027

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## AIM

We aim to place each student, whether boarding or day, in an environment where a balance has been struck between independence on the one hand and care, security and comfort on the other.

## RATIONALE

The selection of accommodation plays a major role in a student's sense of wellbeing, and this in turn can directly affect performance and achievement. Considerable flexibility has been built into the accommodation arrangements, which are designed to meet individual needs and preferences wherever practicable. Factors such as age and stage of development influence this important decision. Experiences in the boarding Residences and school day, be it lessons, pastoral sessions or activities all contribute to providing wrap around pastoral care and welfare focused on the student's wellbeing. The rationale has fed into the Boarding Big 5 – Boarding Principles (see appendix 1).

## ADMISSION CRITERIA

This is stated in the prospectus and registration forms, boarding students can select from a range of accommodation including single en-suite, single non en-suite, shared en-suite and shared non en-suite as well as self-catering for over 18s. All rooms are furnished and conform to national minimum boarding standards.

The Worthgate School does have a rooming strategy to ensure that rooming is effective and a student-centred approach. [Rooming Strategy 2024-25.dotx](#)

## WELFARE SUPPORT

Boarding students under 18 live in fully supervised Boarding Residences with House Parents. Some students, who must be 18 or over (if not, then at the Principal's discretion) are sometimes able to stay in independent accommodation, and the school checks the address they will reside to ensure it is close to the school. The students continue to access the same care and support as others in Boarding Residences. Supervision is discreet but firm, and encourages a blend of independence, responsibility and industry. Supervision also provides support in times of illness, need and emergency.

The school follows ISI advice in having single sex Boarding Residences or corridors (monitored and accessed by a key card control system). All communal spaces are mixed and there is no inappropriate segregation based on gender in communal spaces. Students are given the opportunity to choose the sex of the boarding house in which they wish to reside based on their gender preference. Student rooming is conducted as sensitively as possible.

A 24-hour emergency phone support system (the EDM) is available for Boarding staff and students. Full details of what to do when ill are available on the Worthgate Boarding website and on noticeboards in the Boarding Residences themselves. Key phone numbers are provided for

counselling and support services. Curfew checks are undertaken each night and investigated and documented as appropriate.

Students should not have guests (non-residents) in their rooms, only in communal areas (except for a parent or guardian who should be escorted, by staff, to and from rooms). Visitors from outside the school should sign in with the House staff member on duty. Any student residing in a shared room must have permission from the roommate before any visitors are permitted to enter.

All Boarding Residences have restricted access to prevent unauthorised entry. Under no circumstances must students admit anyone from outside the school to boarding accommodation without express permission from a member of boarding staff and that visitor signing in with a member of staff. Visitors without a DBS are to wear a red lanyard and be supervised at all times by a member of staff.

The school has clear policies for all students on Behaviour, Bullying, Use of Physical Restraint, Safeguarding and Attendance. A summary of key policies is available in the pre-arrival information handbook and the boarding website which are made available to both parents and agents. Students are provided with access to the [Boarding Website](#) on arrival and this website is an integral part of the student induction process.

Missing Students – There is a clear procedure for missing students which is available for all staff in the Missing Students policy.

The school has a clear policy on administration of medicines (see doctors/ill students' section below).

All students have access to a range of staff of both genders with whom they can discuss personal issues. These staff include Boarding Team Leads, House Parents, House Pastoral Directors, Personal Tutors, School Nurses, a counsellor and other welfare staff. This is in addition to their allocated Personal Tutor and teachers.

Telephone numbers and pictures of 'independent person(s)' are posted in School. All staff in contact with students have been subject to DBS checks.

[Student Support Website](#) provides local and online support for students for mental and physical help as well as social support. The school also promotes mental health and safety support from Kooth, initially introduced during induction, with updates throughout the year.

## **THE (VERTICAL) HOUSE SYSTEM**

A vertical House system is central to the Worthgate ethos. All students and staff belong to one of four Houses, named after local castles, to represent our rich history, strength, resilience and community spirit. Griffin Points (aligned to Worthgate Characteristics) and House (House contribution / competition success) are awarded for students' success in those respective areas.

Older, returning students are also well positioned to provide support to newer, younger students. Responsible roles such as 'House Captain' or 'Activities Lead' add to well established Student Leadership opportunities, such as the Student Council. Each House has student Mental Health Champions, available to listen to students who may feel they struggle from time to time; able to refer any concerns to staff. Socialisation, belonging, sense of identity, work ethic and team working skills are all essential components of a successful House, through shared experience in 'House Matters' assemblies and competition. Weekly, termly and annual events will be used to centralise House ethos at the heart of Worthgate culture. Happier, well-adjusted and more successful students thrive, both supporting and being supported by each other. Just like families, Houses bring together students of all ages, nationalities and backgrounds, celebrating their different cultures, interests and contributions, through a common cause.

## **STUDENT INDUCTION**

A clear induction process is coordinated by the SLT and delivered by all teams. The purpose of the student induction is to ensure students have the right to study, help all students settle quickly into positive and healthy routine, to understand how to stay safe, to adjust to our high expectations, to take advantage of the wide range of opportunities and to embrace the Worthgate Characteristics. The Student Communications team send 6 themed, introductory emails to new students weekly throughout the preceding summer, so that students are organised and already feel a part of the community before arriving.

Academic, boarding, pastoral and welfare events are delivered by relevant staff teams, with key information reinforced and explored later in smaller groups and individually. Students starting part way through the academic year are inducted on a rolling basis. All students receive a Student Handbook.

## **First Aid**

First Aid kits are kept in every Boarding Residences and maintained by House Parents and the Medical Team. There are a range of First Aiders in school and House Parents are sent on a one-day First Aid course on a rolling basis. In emergencies, referral is made to qualified medical personnel. House Parents have a stock of over the counter (OTC) medicines and instructions on how to medicate and contra-indications of medication.

All medicine administered are logged on the students' Reach database with all contraindications created to mitigate risk. Medication given must be entered onto Reach. All student accidents must be logged on iSAMS, under the notes section. All medical notes are housed in Reach with headline information for whole staff in the context of medical is shared in iSAMS.

A qualified nurse from the Wellness Centre trains staff administering medication and all House Parents must complete an administration of medication course. The Nurses, assisted by the Assistant

Principal: Boarding and Welfare, regularly monitors non-NHS records relating to boarders and student health care, and the provision of that care.

## **Doctors**

As part of their induction at the school, students complete GP registration forms. When students come for less than 6 months, they must have private medical insurance or pay for visits to the Doctor. Emergency life threatening treatment is free. Students under 16 are accompanied to the local surgery and all appointments are co-ordinated by School Nurses. Arrangements are made with local dentists and opticians as required.

The Medical/Welfare team has access to the local surgery and named Doctors when needed. Both male and female doctors are available. Please be aware that the Doctor is not able to disclose any information given to the student without the students consent unless there is a safeguarding issue.

## **Ill students**

All ill students in school accommodation have an emergency number to call, if in supervised accommodation this will be checked by House Parents. They will either be sent to the Medical Sick Bay, or if too ill to be moved, special arrangements will be made as required.

Food is provided as required. The school Medical Sick Bay (Wellness Centre) is available throughout the school day and is staffed by the nurses or in their absence another member of staff. See Medical Care Policy.

Care Plans – Welfare staff work to an individual written care plan for students with identified special health/emotional needs. There is a school Additional Learning Support (ALS) Policy to help students with specific learning needs.

## **SPECIAL PROVISION FOR YOUNGER STUDENTS**

There is separate boarding provision for students who are under 16 where a higher level of supervision is maintained.

All students under 18 will live in fully supervised Boarding Residences and must adhere to Exeat rules and curfew.

All students must place an exeat request using Reach when planning to leave the school. There are different types of exeat with each type having set parameters based on ages and parental permissions. (see Exeat policy)

	Headings Permissions	15 and under Parental Permission	16-17 Parental Permission	18 Parental Permission	18+ and above Parental Permission	Management
Exeat Type	Day Exeat - Leaving the local area for more than 4 hours. Students must return by any set curfew.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	
	Permissions	School Permission Parental Permission	School Permission Parental Permission	School Permission Parental Permission	School Permission Parental Permission	
	Overnight Exeat - Leaving the school boarding residence overnight to an approved location / approved host on any night of the week. These are limited to 10 per student per academic year.	For weekend exeat, exeat must be submitted by Wednesday at 12 noon if the student wishes to leave the school on the Friday evening of that week. All midweek exeat need to be submitted a full 48 hours before the exeat. Students limited to 10 over night exeat per academic year.	For weekend exeat, exeat must be submitted by Wednesday at 12 noon if the student wishes to leave the school on the Friday evening of that week. All midweek exeat need to be submitted a full 48 hours before the exeat. Students limited to 10 over night exeat per academic year.	For weekend exeat, exeat must be submitted by Wednesday at 12 noon if the student wishes to leave the school on the Friday evening of that week. All midweek exeat need to be submitted a full 48 hours before the exeat. Students limited to 10 over night exeat per academic year.	For weekend exeat, exeat must be submitted by Wednesday at 12 noon if the student wishes to leave the school on the Friday evening of that week. All midweek exeat need to be submitted a full 48 hours before the exeat. Students limited to 10 over night exeat per academic year.	
	Permissions	School Permission Parental Permission	School Permission Parental Permission	School Permission Parental Permission for outside of the UK	School Permission Parental Permission	
	Medical Leave Exeat - This is for extended leave beyond one over night stay for medical purposes. There must be medical evidence to support the leave. The Assistant Principal Boarding and Welfare oversee this type of exeat.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval.	Student Communications/ Boarding Leadership/ Boarding Team Leads
	Permissions	School Permission Parental Permission Medical Evidence	School Permission Parental Permission Medical Evidence	School Permission Parental Permission Medical Evidence	School Permission Parental Permission Medical Evidence	
	School Holiday Exeat - This includes half terms, Christmas, Easter and Summer. Any extended holiday beyond the term dates must be approved by the school.	College Holiday exeat must be submitted at least two weeks before the end of a term. This includes any half term break, Easter, Christmas and Summer holidays.	College Holiday exeat must be submitted at least two weeks before the end of a term. This includes any half term break, Easter, Christmas and Summer holidays.	College Holiday exeat must be submitted at least two weeks before the end of a term. This includes any half term break, Easter, Christmas and Summer holidays.	College Holiday exeat must be submitted at least two weeks before the end of a term. This includes any half term break, Easter, Christmas and Summer holidays.	
	Permissions	School Permission Parental Permission	School Permission Parental Permission	School Permission Parental Permission	School Permission Parental Permission	
	Compassionate Exeat - This is requested at times of need and is overseen by the Assistant Principal Boarding and Welfare.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval where possible. This time frame is flexible dependent on need.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval where possible. This time frame is flexible dependent on need.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval where possible. This time frame is flexible dependent on need.	Students are required to submit an exeat request 48 hours BEFORE the departure for approval where possible. This time frame is flexible dependent on need.	
	Permissions	School Permission Parental Permission	School Permission Parental Permission	School Permission Parental Permission	School Permission Parental Permission	

The details on exeats are checked by the Exeat Team which consists of:

- Assistant Principal Boarding & Welfare
- Deputy Head of Boarding
- Boarding Team Leads
- Student Communications

Exeats are approved by the Exeat Team to ensure the Exeat Policy designed to keep students safe is always adhered to.

## PRIVACY AND ACCESS TO STUDENTS

There is a clear policy in place regarding knocking on doors and announcing one's name before entering student rooms.

- Knock, stating your name and wait 10 seconds for an answer, if there is no answer, repeat.
- If an answer is received, state once again who you are, ask the student to open the door and then explain the reason for coming into the room, leaving the door open.
- If there is no answer then enter, leaving the door open and conduct the work or room check.

School entry is by swipe card or through the reception area, all visitors must sign in. Boarding Residences are protected by key, combination lock, code or fob, and public access is not allowed. Public access is not allowed to the school, contractors or others needing to be on site who could have access to students must be signed in and supervised.

## **ENTERING STUDENTS' ROOMS WITHOUT PERMISSION**

Whilst the school recognises the need for privacy and respects students' personal space, there may be times when it is considered necessary to enter a student's room in the interests of the safety or health of the student or of all the students in the Boarding Residences.

In this case, the student will be given notice of the intention to enter his/her room and will be given the opportunity to be present. However, if a member of staff suspects that there are illegal substances, alcohol, any other banned substance in the room or anything that might cause harm, they may enter the student's room and search their possessions with the permission of the Principal or Vice Principal, usually accompanied by a second adult. A room search form will be completed, signed and submitted to the APB&W / BTLs for action and/or filing.

Should House Parents consider it imperative that a student's room is searched in the interests of the safety of the accommodation in an emergency or in the immediate interests of the safety and general welfare of other students and neighbours of the property, they may do so with the permission of the Emergency Duty Manager.

When a member of staff needs to enter a student room, there is a clear procedure in place concerning knocking on the door, waiting and ensuring students have clear notice of someone coming into the room. Please refer to the Searching and Confiscation Policy for further information.

## **BEHAVIOUR**

The school has a clear Living and Learning Behaviour policy with five Stage Warning levels. The policy is overseen by the Assistant Principal Pastoral with support of SLT, with a central copy of all records accessible to staff. Students can discuss aspects of this policy through their Student Council or with their Personal Tutor. In the case of poor behaviour or positive actions by students, disciplinary action will be initiated, or recognition via the Griffin and House Point systems will be issued, respectively. A weekly #1 Student competition recording instances of exceptional behaviour aligning to one or more of the Worthgate Characteristics, is also celebrated with a 'High Tea with the Principal' event, a congratulatory email home and through termly nominations during assemblies and graduation at the end of the year.

Staff are encouraged to 'notice' and 'celebrate' the positive choices of those around them. Each week the MVP (Most Valuable Pointer) prize is awarded publicly during Staff Briefing to the member of staff who has awarded the most Griffin Points in the previous week.

Appropriate consequences as per the disciplinary and student behaviour processes (Staging Ladder) will be applied when necessary.

Conduct records are kept and regularly monitored, as are complaints and accidents. Action is taken in relation to any trends identified.



## HEALTH RECORDS

Individual records are kept on all students containing relevant health and welfare information provided by parents or agents recording significant health and welfare needs and issues. The School registration form provides an opportunity to record significant drug reactions, major allergies and notable medical conditions. Relevant information is provided to all House Staff with key information entered onto iSAMS.

Medical information is copied onto iSAMS and Reach and is disseminated to House Parents on a need-to-know basis, by the Nurses or the Assistant Principal Boarding and Welfare.

Key contact information on all students is kept on the School Information system (iSAMS) which can be accessed by all staff. Remote access into the information system is available for House Parents, and holds all parental and agent contact numbers and is available with staff holding the emergency phone, and all House staff. All key medical Information is also stored in Reach. When a boarding event is in operation the lead staff member is provided with an automated roll call with the students' medical needs.

Information given by a student to the doctor is treated as strictly confidential and not accessible to school staff or parents.

Written parental permission is obtained in advance for the administration of first aid and appropriate non-prescription medication to boarders, and to seek medical, dental or optical treatment when required. This requirement is without prejudice to the right of a 'Gillick-competent' boarder to give or withhold consent to medical treatment or to seek medical advice or treatment in confidence.

Staff will bring or send ill students to the Wellness Centre to be seen by the School School Nurses/Welfare staff. Where a student has a contagious illness, the School Nurses will visit the student in the sick bay/their accommodation, the student will be isolated to avoid spreading illness. A team of doctors are available when required in emergency situations.

## ACTIVITIES FOR BOARDERS AND DAY STUDENTS AND DEVELOPING YOUNG PEOPLE:

The school employs an Activities Manager and an Activities Co-ordinator, and a full range of activities is available for all students to participate in. The Activities Manager monitors and targets students who have not participated in activities, in order to encourage participation and involvement. Internet access is available in all school residences and is appropriately filtered. Risk assessments are completed for all high-risk activities. Activities and events are communicated through Reach giving students access and choice to easily register to attend.

*(See appendix 2 for the Trips and Activities Rationale)*

Current affairs reading materials are provided in student areas to encourage knowledge of the outside world and the News is regularly played in the cafeteria area. Care is taken that where students encounter political views while engaged in activities, there is exposure to opposing views to give a balanced perspective.

We actively encourage students to develop their self-knowledge, self-esteem and self-confidence through Personal Development Sessions, Activities, performance work, contributing to the local environment through recycling projects, beach and forest clean ups, with regular encouragement and recognition at assemblies as well as through the curriculum and life of the school.

Students are given positions of responsibility through the Student Council and Heads of House, there are opportunities to take part in conferences and symposiums, publish work online, enter competitions and mentor their peers. There is also an active Diversity Committee and Eco-Club which allow students to engage in discussion and research on topical contemporary issues and work towards positive change in these areas for the school.

Students plan activities for their Boarding Residences and have their own Development Action Plans for each Boarding Residences. Heads of House are appointed as student leaders in the residences and are responsible for gathering student views and feeding this back to staff.

Students have input into issues relating to accommodation through the Student Council and Heads of House. The school also has an active Pastoral team/Personal Tutors who work to support the student voice and to encourage participation in student surveys and committees. Students also have access to the 'Tell Us' button where they can directly report issues to the person in charge and get a reply within 24 hours in the working week or they can take urgent issues to the Principal or other relevant member of the Senior team.

## **PASTORAL CURRICULUM**

The school provides a broad and balanced curriculum (see curriculum policy for more detail) with all students receiving Personal Social Health and Economic (PSHE) sessions with their Personal Tutor to explore key developmental themes of Health and Wellbeing, Relationships, Living in the Wider World and Academic Care. The curriculum includes recently statutory RSE topics and are delivered to highlight the fundamental British Values of 'Democracy', 'The rule of law', 'Individual liberty', 'Mutual respect' and 'Tolerance' of those with different faiths and beliefs.

A student's individual development focuses on the creation of opportunities to become caring, open-minded, resilient, critical thinkers who communicate effectively (Worthgate Characteristics). The Personal Development curriculum is supported via assemblies, extra and co-curricular activities, Form Time, subject lessons and the residential curriculum. The student induction is an important introduction to UK and Worthgate culture, role-modelled by staff and clarified through guided

experience. Every student reads and must sign to say they understand helpful information in The Student Charter, which contains comprehensive details about expectations, safety and opportunity.

### **Extremism and Prevent**

The School works closely with the local police to alert them of any concerns about the views of students where appropriate, as required by UK Law. We collaborate with a named PCSO who visits the school and runs sessions on the law in the UK for the students.

The School will not allow extremist speakers to address students and staff are under a duty to promote tolerance and fairness in presenting opposing views. This aim is encapsulated in the Worthgate Characteristic of Open-Mindedness. School Facebook and social media are regularly monitored to ensure no inappropriate content is uploaded, and YouTube videos from students are vetted before going 'live'.

### **Health Education**

The School has a clear policy on Personal Development and health education is promoted in the Boarding Residences, through assemblies and as a theme in the Personal Development curriculum delivered by personal tutors. This provides support and guidance on alcohol and illegal substance misuse and solvent abuse, smoking and sex education, consent, HIV infection, hepatitis and sexually transmitted diseases, and protecting oneself from abuse.

The school conducts drug testing on students either as part of random periodic testing or where substance affiliation is suspected. If a student fails a drugs test, they may be permanently excluded from the school. This message is regularly disseminated to the student body. The school may require students found affiliated with drugs to undergo counselling, education session(s), and further tests at their own expense, if they are not permanently excluded. (See Substance Misuse Policy)

Students involved in illegal and unhealthy practices including drugs misuse (all students), alcohol abuse (see behaviour policy for differences between students aged under 18 and over 18) and smoking / vaping (see behaviour policy for differences between students aged under 16, between 16-17 and over 18) will have their health prioritised through relevant education and support, balanced against a relevant sanction.

### **STAFF TRAINING**

Boarding and pastoral staff are inducted and receive regular training sessions over the year with clear job descriptions and access to relevant Policies and Procedure Manuals. The school has an extensive programme of INSET and professional development available to all staff. Through the appraisal process staff can request specific professional development and training.

### **Induction:**

House Parents are inducted and receive regular training sessions over the year, as well as clear job descriptions and a Boarding Residences Manual. House Parents are overseen by a team of Middle

Leaders, the Boarding Team Leads who support and monitor standards and report to the Deputy Head of Boarding.

Teachers complete an induction programme in their first term which includes pastoral responsibilities, policies and processes. Personal tutor duties are overseen by a team of Middle Leaders, the House Pastoral Directors, who monitor standards, offer support and ensure the delivery of the Personal Development curriculum.

## **COMPLAINTS**

The school has a clear Complaints and Tell Us Policy available on the school website and in all relevant school documentation. We encourage the use of the 'Tell Us' button through which students can let us know what they think. They are guaranteed a reply within 24 hours in the working week or they can see the Principal at any time by requesting an appointment. A record of serious complaints is maintained at the school for regular review by Senior Staff.

## **EMERGENCY SITUATIONS**

The school has an Emergency Management Plan. There is 24-hour emergency cover by experienced and trained senior staff. In a wide-ranging emergency, an Emergency Management Team is set up as per Emergency Management planning. The Principal or Vice Principal would normally take charge. Fire drills are regularly carried out in all school Boarding Residences and all have up to date HMO certificates where required. Risk assessments are carried out on all Residences on an annual basis, using Fire Services and local council as appropriate.

## **EQUALITY ACT 2010**

For more information see student and house parent handbooks, Equality and Diversity Policy and the ALS Policy. As an International School all staff and students are expected to adhere to our Equality and Diversity Policy, this is integral to our values, ethos and culture within the School.

## **PARENTAL CONTACT**

Students have access to email and internet in school and Boarding Residences. Parents have access to Boarding staff's mobile phone numbers.

## **POCKET MONEY**

Students are provided with a safe in their room for storing money/personal possessions and are encouraged to use this facility. Students are encouraged to open a UK bank account when arriving with cash sums.

## **BEDDING**

Clean bedding is provided for students every fortnight in school accommodation.

## **CATERING**

Guidelines are followed for healthy eating, and menus are regularly reviewed with staff and the student council. School catering makes particular provision for special dietary needs and to support students needing to fast as appropriate. Allergies are identified through data collection during the arrivals weekend or within 5 working days of a student's arrival.

## **QUIET AREA**

A 'Prayer room' is available during the day for those of any faith or none. There is a Contemplation Room in the Wellness Centre as an alternative space for students.

## **RELATED POLICIES**

- Attendance
- Anti-bullying
- Curriculum
- PHSE
- Behaviour
- Visiting Speakers
- Missing Student Policy
- Screening, Searching and Confiscation Policy
- Prevent Strategy and RA
- Misuse of non-prescribed drugs
- Medical Care Policy
- Exeat
- Independent Person
- Admissions Policy

## Appendix 1

### Boarding Big 5 - Boarding Principles

#### Boarding Big 5 (Boarding Principles)

##### Me

Our Promise	Your Ownership
<p>We will get to know you to enable us to effectively:</p> <ul style="list-style-type: none"><li>• Support you</li><li>• Guide you</li><li>• Inspire you</li></ul> <p>We will invest in you to help you build self-esteem and confidence, so you are fit to play the game of life.</p>	<p>Be in the right place, at the right time making the right choice.</p> <p>Be yourself and embrace others.</p> <p>Be kind to yourself and to others.</p> <p>Invest in yourself to help you develop self-esteem and confidence.</p>

##### My Team

Our Promise	Your Ownership
<p>Your dedicated team around you will work together to support, guide, and inspire you to be the best you can be.</p> <p>The team around you is:</p> <ul style="list-style-type: none"><li>• Your Houseparent</li><li>• Your Family</li><li>• Your Personal Tutor</li><li>• Your Teacher</li><li>• Student Communications</li></ul> <p>We will provide guidance and support in the context of day to day life at Worthgate including; social, emotional, and physical health through the:</p> <ul style="list-style-type: none"><li>• Student Communications Team</li><li>• Medical Team</li><li>• Wellness Centre</li><li>• School Counsellor</li><li>• Independent Listener</li><li>• Student Support Website</li></ul>	<p>Know your team and what they can do for and with you.</p> <p>Work with your team and listen to their advice and act on it.</p> <p>Communicate proactively with your team to help them work with you.</p>

### My Space

Our Promise	Your Ownership
<p>Worthgate will provide a comfortable and safe environment where you can:</p> <ul style="list-style-type: none"> <li>• Be yourself</li> <li>• Embrace diversity</li> <li>• Have a voice that is heard</li> </ul> <p>We will provide good quality accommodation with flexible communal areas fit for all. These include spaces for socializing and connecting, contemplation, study, rest and for engaging activities.</p>	<p>You are expected to:</p> <p>Contribute to the safe culture by being in the right place, right time making the right choice.</p> <p>Embrace diversity in the community.</p> <p>Take ownership of your space (your room and boarding residents) by keeping it clean and tidy.</p> <p>Contribute to your boarding residents through engaging student voice, participating in activities and by showing kindness to others.</p>

### My Routine

Our Promise	Your Ownership
<p>We will provide fair and age-appropriate routines that promote wellbeing and safety whilst offering flexibility to enable you to maximize your time at Worthgate. We want to help you build healthy routines that promote balance and help you be fit to learn.</p>	<p>You are expected to know, understand, and engage with the routines at Worthgate.</p> <p>You are encouraged to create healthy routines that center on wellbeing to help you be the best that you can be.</p>

### My Opportunities

Our Promise	Your Ownership
<p>Boarding at Worthgate aims to expand on your experiences and help you make core memories to last a lifetime through:</p> <p><b>Student Leadership</b> – you can participate in leadership opportunities across the community in a range of specialist areas.</p> <p><b>Community-</b> contribute to your boarding community and beyond the walls of Worthgate in the local community with voluntary work and creative projects.</p>	<p>We encourage you to contribute to life at Worthgate by:</p> <p><b>Engaging</b> in new experiences that grow your comfort zone. You are invited to adopt the motto: 'Try it. You might like!'</p> <p><b>Feedback</b> your thoughts on life at Worthgate to develop experiences to be the best that they can be.</p> <p><b>Suggest</b> new opportunities, activities and experiences for the community to participate in.</p>

<p><b>Charity</b> – there are opportunities to engage in a range of charity events to help contribute to a student nominated charity that with local, national, or international.</p> <p><b>Trips</b> - Worthgate provides weekly local trips, termly trips that are further a field and yearly opportunities for international al trips to expand your experiences of culture, arts, community, diversity, and the wider world.</p> <p><b>Activities</b> - the activities are diverse and provide opportunities for communication, socializing, teambuilding and expanding the experiences of the student community</p>	<p><b>Teach and learn</b> – share your interests and skills by teaching others or embrace new hobbies through the boarding community.</p>
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## Appendix 2

### Trips and Activities – A Rationale

#### Trips and Activities – A rationale

##### Vision

Life outside of the classroom walls at Worthgate is just as diverse, colourful and exciting as life within. The range of opportunities on offer is designed so that every member of our community can find something for them to help them make the most of life at Worthgate, no matter where their interests may lie.

The trips and activities are designed to expand the skills, knowledge and understanding of themselves and the wider world.

Positive experiences are the building blocks of self-esteem. The opportunities on offer provide these experiences to help the members of our community grow in confidence and build their self-esteem through positive and meaningful experiences.

Boarding at Worthgate takes a holistic approach and encompasses the following:

- People
- Pioneering
- Perseverance

It also promotes the **Worthgate Student Characteristics** through living and learning with us students have the opportunity to develop these characteristics and contribute actively and positively to their communities, locally, nationally and globally to become agents of change now and in the future.

- Caring
- Communicators
- Open-Minded
- Resilient
- Critical Thinkers

##### People

**We treat each other with kindness, warmth, and care with the unwavering belief that everybody matters and that we are stronger together.**

There are activities, experiences and trips that promote and encompass:

- Community
- Team Building

- Kindness to self and others
- Culture
- Differentiated trips for ages groups linking to a differentiated boarding experience

### Pioneering

**Inspired by our people, history, and creativity, we are ambitious in our pursuit of new ideas, greater understanding and discovery of academic excellent.**

There are activities, experiences and trips that promote and encompass:

- STEM trips and activities boxes (Raspberry Pis in the boarding houses for example)
- Qualifications (Mental Health / First Aid / D of E)
- National Innovation type competitions (departmental)
- 'World Challenge' for A1 / IB1 students beginning two-year program

### Perseverance

**If it is to be, it is up to me. We are not afraid to challenge the status quo and keep going in our pursuit of better, even when it's both unusual and difficult to do so.**

There are activities, experiences and trips that promote and encompass:

Challenge

Resilience

Comfort Zone

**Student characteristics and how trips and activities can support these in ways to enrich the student experience**

### Caring

We act with care, empathy and respect to make a positive difference to the lives of others, our community and the world around us. We understand the importance of taking care of ourselves, and living balanced lives, intellectually, physically and emotionally.

- Community Learning Experiences
- Leadership Opportunities – including Study Buddy
- Skills Trade
- 'Study Environments' that promote a variety of experiences to suit students' various needs / preferences (Quiet zones, study groups, supervised areas)
- Volunteering both on and off campus (litter picking, beach combing, animal rescue centers)
- Charity fundraising events throughout the year

### Communicators

We express ourselves confidently and creatively in many ways and many languages. We listen carefully to different perspectives and collaborate positively with others. We celebrate the shared language of English which enables us to communicate with people from across the globe.

- Skills Trade - a place where students can share their skills and teach others
- Open Mic – academic / creative - platform where students can recite poetry, perform an acoustic set, organised a comedy night.
- Boarding Ted Talk Events - educational talks followed by group discussion to expand on classroom experiences.
- Leadership Opportunities
- Team Building Trips / Activities
- Ice breaker activities
- Comedy Club nights out
- Theatre Trips
- School Magazine / Blog

### **Open-Minded**

We critically appreciate our own cultures and personal stories, as well as the traditions and values of others. We are willing to learn and grow from our experiences and be inclusive. We engage positively with views that differ from our own and work actively to question and challenge inequality and discrimination.

- Cultural Nights
- Open Mic nights
- Guest Speakers
- Music Festivals
- Film Festivals
- Themed Movie Nights

### **Resilient**

We can cope with challenges and barriers and recover quickly when we fail. We approach uncertainty with determination and use innovative strategies to keep moving forward and adapt positively to change.

### **Critical Thinkers**

We are curious and develop skills for inquiry and research, demonstrating a love for learning. We use critical and creative thinking skills to solve complex problems, taking initiative to develop knowledge and understanding across a variety of disciplines. We think beyond the curriculum to engage in issues of local and global significance

- Community Learning

- MUN – linking with House Pastoral Directors
- Boarding Senate
- Guest Speakers Programme
- Trips to Houses of Parliament
- Escape Rooms
- Boarding Ted Talk Events