



Welfare Policy

'Pangbourne College is a community where the individual matters'. This is the overriding principle of the Code of Conduct and summarizes our approach to the welfare of our pupils. The welfare of pupils is our highest priority and involves the following:

- Physical safety
- Health
- Emotional well-being
- Spiritual well-being

The College is proud of its integrated and effective pastoral system that looks after the welfare of the individual. All staff share responsibility for this and aim to work, not only individually but together, in order that the highest level of pupil care and support is delivered.

As a keystone document, the Welfare Policy sets out its overall aims and philosophy, as well as sitting above other more detailed policies:

- Safeguarding (Child Protection) Policy
- Anti-Bullying Policy
- Personal Relationships Policy
- Missing Child Procedure
- Spiritual Policy

It is critical that policies and procedures are regularly reviewed and monitored so that good practice is maintained and improved.

As set out in the [Safeguarding \(CP\) Policy](#), the College takes very seriously its duty to safeguard and promote the welfare of all children in the College and expects all staff and volunteers to share this commitment.

A school with a Christian ethos, the College encourages not only personal development, but teamwork and mutual respect for others. This is expressed not only through the Code of Conduct, but the Flag Values of kindness, selflessness, moral courage, industry, initiative resilience and integrity. The highest individual standards are expected and any behaviour that threatens the welfare of others, for example unkindness or bullying, will not be tolerated.

The College is an inclusive community that promotes equal opportunities for all pupils regardless of gender, race, religion, sexual orientation or disability.

Every pupil, boarder and day, belongs to a House where they are looked after by a Housemaster/Housemistress together with an Assistant, House tutor and matron. In addition, Academic tutors oversee not only the academic progress of each pupil, but also their well-being, liaising closely with House staff.

In short, in promoting the welfare of the individual, the College's pastoral system aims to provide:

- A clear **Statement of Aims and Ethos**
- **A Code of Conduct** and **Flag Values**
- **A Safeguarding (CP) Policy** with training for all staff and senior pupils
- **A Safer Recruitment Policy** in line with DCSF guidance to ensure the suitability of all staff to work with children
- Close adherence to the **Health and Safety Policy**
- Other welfare policies and procedures contained in the Staff Handbook, for example **Anti-Bullying policy** (*see list above*)
- **A Boarding Development Plan** with close adherence to the 52 Boarding Standards
- A clear pastoral management structure overseen by the Deputy Head (Pastoral)
- Positive role-models from the Headmaster downwards
- Detailed job descriptions for all pastoral staff
- Regular **Appraisal and Review** of Pastoral Staff
- Whole staff **INSET** on pastoral care
- Taking Responsibility' Training for Sixth Form which includes Pastoral Care case studies and Safeguarding training
- Peer Mentoring training and supervision to facilitate peer support
- Regular forums where staff can discuss individual pupils of concern (Friday meetings and regular House team meetings) as well as informal consultation systems
- Regular forums where pupils can discuss welfare concerns (Pastoral Welfare Committee, Food Committee, House meetings, Chiefs' meetings, Cadet Officers' meetings etc)
- Regular monitoring of welfare issues through pupil and parent questionnaires
- Pastoral notice boards in Houses, Health Centre and in Study Block
- A Health Centre with a clear **Medical Policy**, protocols and practice
- Staff members to whom pupils can turn to for advice and support are clearly identified at the back of the College calendar and student planner,
- Access to a College Counsellor for all pupils
- Individual Welfare Plans for those pupils with special medical needs
- Effective record keeping by staff which includes use of *Daybook* on Schoolbase
- Good communication with parents and guardians
- A PSHCE programme within the curriculum
- A wide range of opportunities which contribute to the personal development of pupils
- A fair system of rewards and sanctions, as described in the **Behaviour Policy**
- **A Pupils' Complaints Procedure**
- **A Parents and Guardians' Complaints Procedure**

It should be emphasised that this list is by no means exhaustive, nor is there any sense of hierarchy.

CSB

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