



The
Yehudi
Menuhin
School

PASTORAL CARE STATEMENT AND PRINCIPLES AND PRACTICES OF BOARDING

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Contents

Revision History.....	2
Abbreviations, Acronyms and Definitions.....	3
Part 1: Pastoral Care Statement.....	4
Part 2: Principles and Practices of Boarding	4
Principles	6
Philosophy	6
The Boarding Family.....	6

Revision History

Revision	Revision
Autumn 2014	New policy to express in one document longstanding principles of boarding previously contained in multiple documents.
Autumn 2017	Minor alterations to reflect changes in school routine.
Autumn 2020	Updated format to reflect new in-house style. . Policy updated to reflect latest work practices.
Spring 2023	Policy rewritten to encompass principles of pastoral care generally as well as boarding.

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
Boarders	'Boarders' includes those pupils who live at the School throughout the term, except half-term holidays (Full Boarders) as well as those pupils who go home at weekends (Weekly Boarders).
DSL	Designated Safeguarding Lead
ISI	Independent Schools Inspectorate
LT (Leadership Team)	Consists of: Head, Director of Academic Studies, Director of Music, Bursar, Director of Development and External Affairs, Director of Pastoral Care, Director of Staff and Boarding, and Director of Strategy
NMS	National Minimum Standards for Boarding
Parents	Adults with parental authority for a child

Part 1: Pastoral Care Statement

1. Pastoral care involves promoting and safeguarding the emotional and developmental welfare of each pupil. Our aim is to provide an environment in which the mental, physical, emotional, spiritual and social needs of every pupil are met. We believe that our boarding environment and, in particular, our distinctive house system and staffing structure, is especially suited to meet these objectives in the School's context and maximise the happiness and fulfilment of every young person in our care.
2. The pastoral care of pupils at The Yehudi Menuhin School is of paramount importance and it is the responsibility of *every* member of staff. We strive to prepare our students for life in modern society and therefore provide an education that extends far beyond the classroom, allowing our pupils to grow in all aspects of their lives.
3. All pupils have a tutor who meets them regularly and monitors their progress. We have a dedicated school nurse, who is available to see students each day and who will arrange any medical care with the local doctors or other therapists, as well as a School Counsellor.
4. Houseparents give a comprehensive briefing to all new students on their arrival about general expectations of conduct, general procedures, rooming arrangements, School and House rules and the general shape of the School week. Where possible these briefings happen with their own parents/guardians.
5. It is recognised that new pupils may well feel overwhelmed in their first few weeks in a completely new environment, and so all new boarders are assigned a mentor who plays the same instrument and usually shares the same principal teacher. They also have a Buddy who helps them orientate to school and boarding life. Buddies are trained by Houseparents and given advice and guidance on how to support boarders, including guidance on helping new boarders follow procedure, familiarise themselves with the layout of the school, manage their timetable and identify whom to approach for help. A Mentor is also allocated to them by the Director of Music and specifically helps new pupils with the musical side of school life: locating practice and teaching rooms, getting to know Music Department staff, and organising their schedule. Buddies and Mentors are intended to be temporary, and in practice pupils quickly find their own way and integrate themselves into the life of the school .
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Part 2: Principles and Practices of Boarding

7. The welfare, safety, and happiness of all pupils is paramount.

8. All staff are committed to safeguarding and promoting the welfare of boarders while they are accommodated at the School. The School has many pupils from overseas, who spend extensive periods of time away from their families and home, and who may be experiencing an entirely new country and culture at the same time as learning a new language. We, as adults, are privileged to be entrusted with the care and education of these young people. Safeguarding is a standing item in the weekly Leadership Team meetings.
9. We believe that everyone in the community has a responsibility to care for and encourage each other, and we expect all staff, because of their concern for the pupils, to be involved in pastoral care. All staff, whether music, academic, pastoral or support, have an important contribution to make and an opinion worthy of consideration. Each member of staff is part of a team. Their personal fulfilment, the fulfilment of the pupils, and ultimately the success of the School, depend on the whole team working towards our common vision.
10. Most pupils at The Yehudi Menuhin School are boarders. As such, the school is set up to run as a full-boarding school, meaning that everything we do is based on the provision for those who make YMS their home during term time. This allows all pupils, whether full boarders, weekly boarders or day pupils to benefit from the opportunities on offer. We strive to integrate day pupils into boarding house life.
11. Our aim is to provide for every child that care and understanding and that sense of security which is the essence of a supportive family whilst always remembering that no member of staff can ever replace a parent. We aim to provide comfortable, homely surroundings which the pupils can identify as a place of their own. Accordingly, we encourage pupils to personalise their own bedroom space.
12. Our boarding community thrives seven days a week, and we see it as our duty to ensure that school (in particular the boarding facilities) feels like a genuine home from home. Considerable effort is also made to maintain the community spirit at the weekends.
13. Weekly boarders finish school at lunchtime on Saturdays and must return to school by 7.45 on Mondays, although many return on Sunday evening for supper. Full boarders can remain continually on site from the start to end of each half of the term but may also choose to have agreed time away from school at weekends if they are with a responsible adult and their parents have given specific written permission.
14. Day pupils attend school every day except Sunday from 07.45. Once the school day is finished they may stay to do PS (Private Study) in school or leave and do PS at home. Day pupils also attend Saturday morning lessons from 08.00-12.45. Day pupils can attend all meals during the week and Saturday breakfast and lunch at the weekends.

The school has no formal religious affiliation and accepts students of all faiths or none. There is no school chapel and Morning Meetings (assemblies) are secular in content. Pupils who wish to can attend local places of worship as appropriate.

15. There is a weekly house meeting in each house which every boarding pupil attends along with boarding staff on duty. Items raised at these meetings include safeguarding, academic, logistical, and maintenance matters. They are an excellent way to bring the boarding community together and an opportunity for staff to hear the pupil voice.

16. To enhance the homely feel of the boarding houses, each house has a common room and a kitchen which is accessible throughout the day. These spaces provide a comfortable and relaxed environment where the pupils can enjoy social interaction or quiet time, depending on their need.

17. There are laundry facilities in both boarding houses, allowing pupils to do their own washing. Bedding is changed every week and washed centrally by the School.

18. Boarding Policy and Practice are standing agenda items at both Full Council (Leadership Team Report) and Education and Welfare Committee (Head of Pastoral Care's report) meetings. Safeguarding is a standing agenda item at LT meetings and Full Council.

Boarding Staff

19. The boarding houses (Music House for the girls and Harris House for the boys) are the heart of the School. Pupils are cared for by a team of experienced and qualified staff. We are dedicated to the needs of the boarders, not only as a group but as individuals. We bear in mind the home circumstances, interests and personal needs of every child, and aim to help them gain as much as they can from boarding with us.

20. The family ethos, so important to the School's founder, Yehudi Menuhin, is central to the boarding experience. We want our boarders to feel cared for and respected, to have fun, and to think of boarding as a home from home. Our boarders learn a sense of independence as well as understanding of others and their needs. They discover how to

value and reciprocate the goodwill and kindness of others and appreciate how to live together as a diverse community.

21. Each House is run by a resident Houseparent and Assistant Houseparent together with a small team of resident supporting staff. Houseparents are responsible for the induction of new boarding staff and for recommending staff training where appropriate.
22. The resident Houseparent of Music House is assisted by a resident Assistant Houseparent and other resident staff who undertake evening boarding duties. Music House accommodates the girls in single, double and triple rooms. Most of the older girls are accommodated in single en-suite rooms.
23. The resident Houseparent of Harris House is assisted by a resident Assistant Houseparent and other resident staff who undertake evening boarding duties. Harris House accommodates the boys in single, double and triple rooms. Older boys are accommodated in single en-suite rooms.