



CALDICOTT

Application for
Outstanding Pastoral Care



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Project: The Caldicott Wellbeing Agenda

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Background

Testimonials posted on 'Everyone's Invited' have given schools a great deal to think about. In calling out gender stereotyping and sexual misconduct, subsequent investigation by OFSTED led to changes to Keeping Children Safe in Education statutory guidance (KCSIE), which led us to reflect on our role as, in particular, an all boys' boarding school. Research showed that schools with a prevalence of traditional parents and 'all boys' were more likely to see gender stereotyping and so we sought to be proactive to ensure this was not the case for us.

In the context of an unprecedented pandemic, which caused damage to our sense of community, a steep rise in mental health concerns amongst the pupils, questionable role models in film and social media, excessive time online, and parental stress, our priority has been to create the conditions and circumstances where boys learn to be resilient, respected, heard and supported.



Objectives

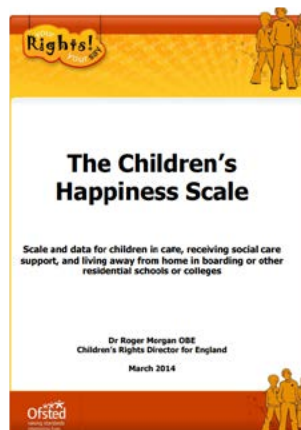
Combining a refreshed range of responsibilities for a tutor (a role better understood when described as 'coach' or 'mentor' for each boy), The Wellbeing Survey and The Rock Award, the objectives of our Wellbeing Agenda have been ambitious:

- To accept no less than a culture of kindness. A values-based approach is key, with the way youngsters think about themselves and one another prioritised.
- To embed positive behaviours such as doing the 'right thing', instilling an innate sense of what is right, building confidence to call out a transgressor, dealing with any so-called 'snitch' culture and providing refuge from peer and external pressure.
- To establish responsibility and culpability limits. Creating an understanding and a confidence that means that pupils will feel able to do the right thing at all times.
- To be extraordinarily quick in identifying potential wellbeing and safeguarding issues, so we can deal with them before they escalate.
- Recognise boys who make a significant, but sometimes unnoticed, contribution to their year group or the school as a whole.



The success was going to be easy to measure. In short, if the number of interventions that reached a threshold of concern were down, then the Wellbeing Agenda was succeeding.

Plan and Execution



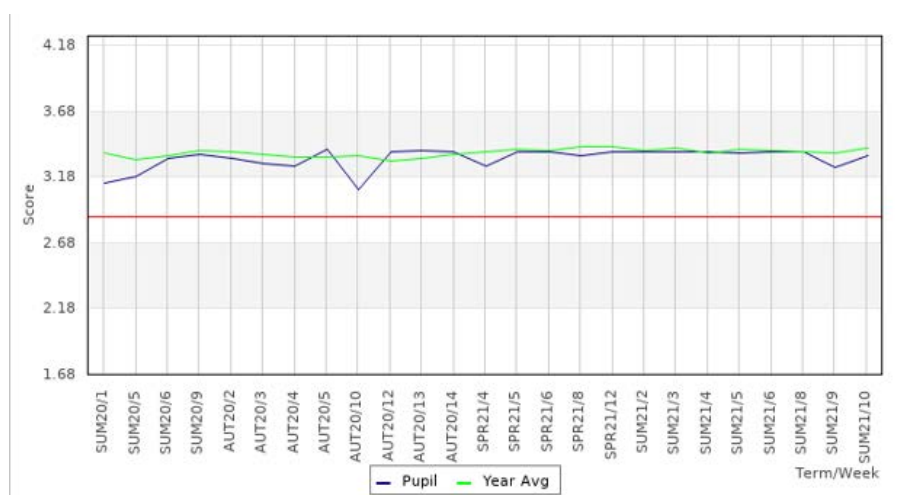
The Wellbeing Survey was based on work originally completed by Dr Roger Morgan. We adapted the questions to reflect the areas we hoped to address, we created an algorithm to establish a number that defined 'happy'; the boys complete it each week online, with the questions rotating to avoid over familiarity.

We proactively identify and address issues before they escalate. It enables us to leverage data to help identify key wellbeing trends which would help all the tutors triangulate their own views as experts in pastoral care.

The examples below show the variety of questions we ask and some, as you see in red, are what we call 'red flags'. This is not an exact science and what follows is an example of a whole term for one boy compared to his year group.

The question here is, what happened in the 'blip' week?

I feel ignored	<input type="checkbox"/>
I have learned from my mistakes	<input type="checkbox"/>
I have been shy to ask for help	<input checked="" type="checkbox"/>
I have been bullied this week	<input checked="" type="checkbox"/>
I have learned something new	<input checked="" type="checkbox"/>
I am getting all the help I need	<input type="checkbox"/>
I have had lots of fun	<input type="checkbox"/>
I have been really sad this week	<input checked="" type="checkbox"/>



It has been critical for us to analyse this data in the context of our interaction with the boys in a culture where they understand they have multiple 'go to' people. Furthermore, a range of other initiatives support our Wellbeing Agenda:

- Each year, boys are trained by the charity 'Bucks MIND' in peer-listening techniques.
- We have recruited a night matron to enhance our care overnight when a boys' mind might dwell on the day before.
- We have partnered with Dr Kathy Weston and secured the services of 'Tooled Up' to educate parents in important topics.
- The Rock Award is so called because a rock is solid and reliable; it is resilient and it can be built upon. Caldicott is trying to develop boys with these characteristics and so we feel it is a rather fitting name. There are three awards: one for the 1st and 2nd Formers (Years 3 and 4); one for the 3rd and 4th Formers; and one for the boarders in the 5th and 6th Form. Anyone can decide who wins the Rock and everyone has the opportunity to nominate someone. The Pastoral Committee will look at all nominations and make the final decision. The criteria for winning the Rock is very hard to specify: it may be a one-off act of kindness, thoughtfulness or generosity, but equally it could also be continued excellent work in a particular area of school life. It may be something that goes unnoticed by the vast majority of the school community or it might be someone who has continued to strive in the face of adversity and in the end achieved their goal.
- Finally, we've introduced a service initiative for 5th Form (Year 7) called the 'Citizenship Award', as follows...

Completed Tasks List

Boarding House	
Front Office	
Create 1st Form Game	
Housekeeping	
Tidying Communal Areas	
Tidying Academic Block	
Litter Picking	
Charitable Act	
Sustainability	
Write to a Child in Hospital	
Write to your MP	
Sleep 'Rough' For a Night	

8 tasks completed = Bronze 10 tasks completed = Silver 12 tasks completed = Gold

Why should I complete the award?

Caldicott is a community which we should all be very proud members of. All of us also belong to other communities outside of school as well as being a part of global society.

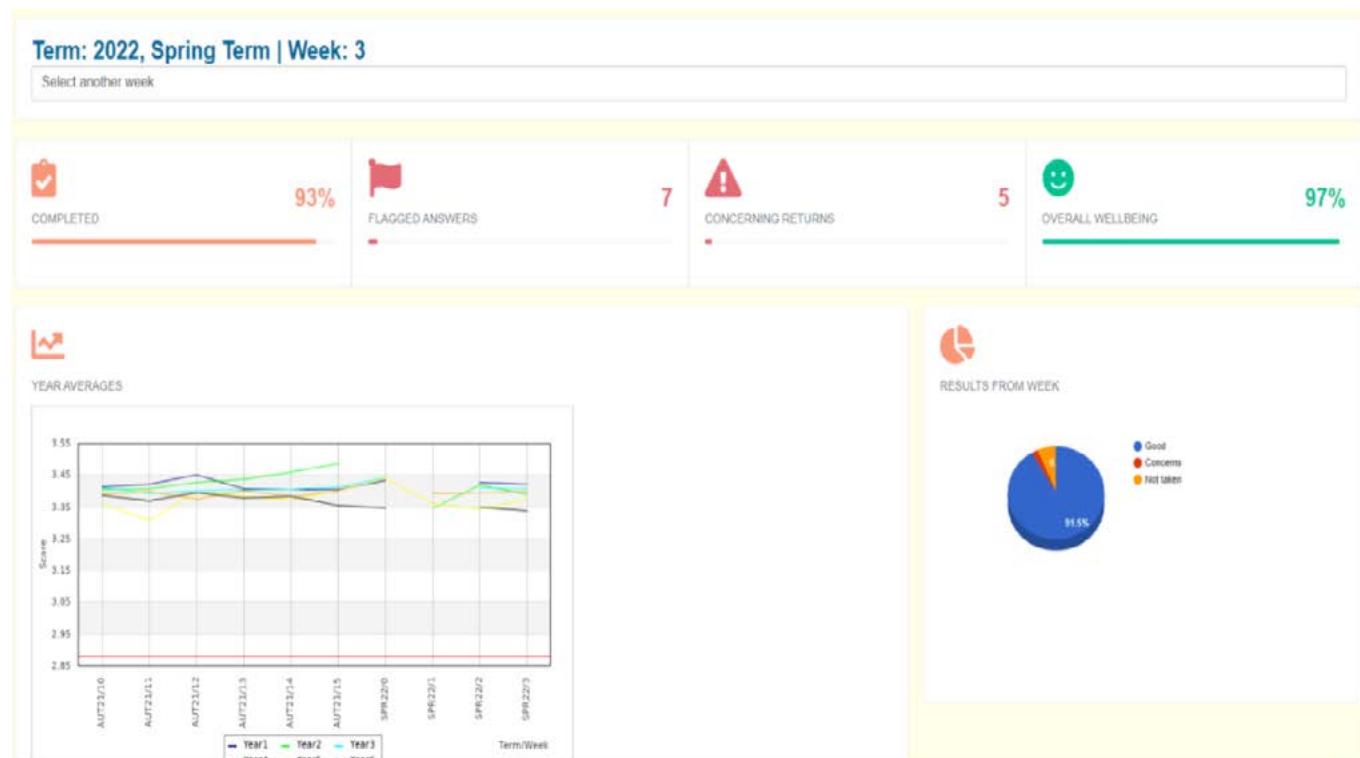
Selflessly doing good deeds for the benefit of others is a fundamental part of sustaining a positive community which in turn will benefit everyone within it.

"Every time you do a good deed you shine the light a little farther into the dark. And the thing is, when you're gone that light is going to keep shining on, pushing the shadows back."

- Charles de Lint

Results

So how are we doing? Here is my portal entry for today:



As way of example, this figure has at times been lower for the whole year group. Importantly, there have also been 'red flags', which have meant prompt intervention. A cynic might say that an adolescent teenager might not take the Wellbeing Survey seriously and they might be right, but, as Dr Roger Morgan originally said, the title is wrong as it should be called 'an unhappiness survey'. The point is that the boy may well not engage nine weeks out of ten... but what about when the result is different in the tenth week because it is a cry for help?

