



# St George's School

*Aim Higher*

## **CRITERIA FOR BOARDING ADMISSIONS**

**for the Academic Year from September 2027**

### **THE FOLLOWING CONDITIONS APPLY TO ALL APPLICATIONS FROM YEAR 7 TO 13 FOR BOARDING ADMISSION AT ANY TIME**

1. Boarders at St George's must demonstrate that they satisfy one of the following:
  - be a UK citizen, or
  - have or be eligible for a full UK passport, or
  - the right to a free education in the UK.
2. All children applying for a boarding place must attend for an interview to establish suitability for boarding according to the government's published guidelines (See note 1).
3. Children whose parent or parents do not normally live in the UK or who travel frequently away from home must have a suitable guardian over the age of twenty-one who resides within approximately an hour's journey of the school.
4. All applicants for boarding places will need to satisfy the School as to their ability to pay the boarding fees and expenses incurred at the School and to pay a deposit on receipt of an offer.
5. Boarders and their parents and guardians must also agree to the statement of Principles, Aims and Practice (please see attached sheet). Agreement to the terms and conditions of boarding is a condition of joining boarding and remaining a boarding student.
6. Children who would qualify for a day place according to their normal residence at the date of application will not be given priority to board. Applications may be made for EITHER a day OR a boarding place at the school, but not for both.
7. Siblings of boarders on the school roll at the time of application will not be given priority for day places.

### **THE CRITERIA FOR BOARDING ADMISSION ARE: (APPLIED AT THE TIME OF APPLICATION)**

1. Students who are A 'child looked after ' or a child who was looked after including those previously looked after outside England (see note 2)
2. Children of members of the UK armed forces who qualify for ministry of defence financial assistance with the cost of boarding school fees
3. Children with a need to be considered for a boarding place and where circumstances clearly point to a benefit from boarding (see note 1)

### **OVERSUBSCRIPTION**

If the School receives more applications than it has places available, the following criteria will be applied at the date of decision, in the order the following order to allocate the available places.

1. Children looked after and previously looked after children including those previously looked after outside England (see note 2)
2. Children who have a sibling in boarding at the school at the time of admission (see note 4)
3. Children who have previously at any time had a sibling in boarding at the school (see note 4)

4. Children of parents working outside the UK for a recognised Christian missionary society or children of ordained ministers and leaders of recognised Christian churches in the UK or serving in parishes and church areas outside the UK. A church or other organization will be deemed to be a recognised Christian Church if it is a member of Churches Together in Britain and Ireland (website: [www.ctbi.org.uk](http://www.ctbi.org.uk)) or is in association with the Evangelical Alliance (website: [www.eauk.org](http://www.eauk.org)) or is a member of a local ecumenical group of other Christian Churches as verified by their Church leaders.
5. Children who have satisfied the Governing Body that they have a significant degree of boarding need according to one of the following criteria:
  - ◆ Children of Crown Servants serving abroad;
  - ◆ Children at risk or with an unstable home environment;
  - ◆ Children of service personnel who have died while serving or who have been discharged as a result of attributable injury;

If there are more applications that fulfil the above criteria than spaces available, the Governors will apply a random allocation system to allocate the available places. This system will be supervised by someone independent of the school.

### **FURTHER GUIDANCE FOR APPLICANTS**

Applicants for boarding places must accept the government's timetable and arrangements for application. All children will however be invited to interview at the school to establish suitability for boarding. This will not be to assess academic aptitude, but to ensure that the child wishes to join St George's, that the child and parent or parents accepts the conditions of entry and that the child is suitable for boarding according to the government's guidelines and the ethos and practical limitations of St George's. The conditions relevant to this consideration are (a) whether a child presents a serious health and safety hazard to other boarders; or (b) whether a child is developmentally suited to cope with and benefit from a boarding place. A supplementary Information Form, together with an interview, will be used in accordance with government guidelines to determine the suitability of a child to board, and this may include information provided by the child's current school and/or information provided by the home local authority on safeguarding issues. A failure to disclose at the time of application and interview significant facts which would influence the judgement on suitability to board could lead to a place being withdrawn at a later date, including after a child has joined the school.

St George's will not apply any form of selection by aptitude or ability except where permitted by law and will not give priority to children on the grounds of comparative suitability. The over-subscription criteria will be applied as set out above, though the essence of suitability is fundamental to the process and the children themselves must be allowed to state separately from their parents or guardians whether they wish to board and the interview will seek to determine whether the child will be able to cope with and benefit from a boarding environment, without prejudice to others who have already been admitted. A child who states they do not wish to board is, by definition, not suitable to board.

#### **Note 1**

Children will be assessed to determine their suitability for boarding. This assessment may include the following:

- An interview
- A reference from the child's present school and/or a previous school where the child is not currently at school or has recently changed school
- Consideration of any other information that the parent/carer of the child may wish to provide to support the application or which may be provided at the request of the parent/carer by another person
- Information provided by a Local Authority (or equivalent authority outside England and Wales), where relevant.
- A suitability questionnaire In determining whether or not a child is suitable to board, the School has regard to the following questions:
  - Does the child wish to board? Does the child have experience of staying away from his or her parents/carers whether or not he or she is currently a boarder?
  - Does the child show evidence of self-reliance and independence?
  - Does the child show evidence of understanding and relishing the challenges of a communal life?
  - Does the child show understanding of the responsibilities of a member of a boarding community?

- Is there any medical or psychological reason why boarding would not be appropriate, or any need that could not be met by reasonable adjustment to the boarding accommodation, routine and practice?

### **Note 2**

A “child looked after” is a child who is: a) in the care of a local authority, or b) being provided with accommodation by a local authority in the exercise of their social services functions (section 22(1) of The Children Act 1989)

All children adopted from care who are of compulsory school age are eligible for admission under rule 1. Children in the process of being placed for adoption are classified by law as children looked after providing there is a Placement Order and the application would be prioritised under Rule 1.

Children who were not “looked after” immediately before being adopted or made the subject of a child arrangement order or special guardianship order, will not be prioritised under rule 1. Applications made for these children, with suitable supporting professional evidence, can be considered under rule 5.

Child arrangements order - Under the provisions of the Children and Families Act 2014, which amended section 8 of the Children Act 1989, residence orders have now been replaced by child arrangements orders which settle the arrangements to be made as to the person with whom the child is to live.

Special guardianship order - Under 14A of The Children Act 1989, an order appointing one or more individuals to be a child’s special guardian or guardians.

Children previously looked after abroad and subsequently adopted will be prioritised under Rule 1 if the child’s previously looked after status and adoption is confirmed by Hertfordshire’s “Virtual School”. The child’s previously looked after status will be decided in accordance with the definition outlined in The Children & Social Work Act 2017:

- i. to have been in state care in a place outside England and Wales because he or she would not otherwise have been cared for adequately, and
- ii. to have ceased to be in that state care as a result of being adopted.

A child is in “state care” if he or she is in the care of, or accommodated by –

- (a) a public authority
- (b) a religious organisation, or
- (c) any other organisation the sole or main purpose of which is to benefit society.

### **Note 3**

Parents and Carers are advised to consider the over-subscription criteria carefully when completing their application for a boarding place.

### **Note 4**

A “sibling” means the sister, brother, half brother or sister, adopted brother or sister, or child of the parent or partner. This definition does not include cousins. This definition also applies to over-subscription criterion three, but only with respect to boarders who stayed for at least one whole Key Stage and for whom the school has a record as held on the school’s management system. If a place is obtained for an older child following use of information assessed by the school as fraudulent or wilfully misleading, there will be no sibling connection priority given to subsequent children from that family.

### **Note on multiple births**

In the boarding admission process, each applicant applies in their own right. No priority is given to twins or siblings of multiple birth on the basis that one twin or sibling of multiple birth has been allocated a boarding place through this process.

## **PRINCIPLES, AIMS and PRACTICE**

St George’s was established by the Revd. Cecil Grant in 1907 as one of the first co-educational boarding schools in the country. There has been a continuous tradition of boarding since the beginning of the twentieth century although the number of day pupils at the school has overtaken the proportion of boarders. Originally the majority of pupils were in residence and during the early history of the school there were 150+ boarders. When the school ceased to be independent in 1967, boarding was maintained at this level although a condition of Voluntary Aided Status was that the number of day pupils would increase. In July 2012 St George’s became an Academy Trust.

The Governors, Headmaster and staff are committed to Boarding. There is currently accommodation for up to 10 boarders in years 7-8 and 20 boarders in each of years 9 – 13 though this number will vary according to the distribution of boarders in dormitories. Currently there are approximately 114 boarders in residence under the care of the two Houses, Keswick (girls) and Crosthwaite (boys). The total size of the school in 2022 is approximately 1,344 pupils, including 375 in the academic sixth form.

The principal aim of boarding at St George's is to provide a secure, friendly and stable environment within a Christian context for pupils who have chosen to board as a positive preference. Boarding at St George's provides a structured framework within which they will benefit from a first class secondary education and grow up to be the kind of young people of whom the school and their parents will be proud.

The school seeks to create a family atmosphere in both houses: they are run on similar lines. We allow for as much individuality and privacy as possible for different age groups in a secure, orderly and relaxed environment.

**The following state the principles upon which boarding at St George's is based:**

- the development of the whole person and the communication of Christian values are vital.
- being an open and trusting school, boarding is based upon mutual respect for all members.
- each boarder has the right to be able to work, play and relax free from abuse, intimidation, harassment, teasing and bullying;
- there is equality of opportunity and respect for all boarders.
- each boarder and member of staff is to be treated as an individual and with respect by other pupils and by staff.
- although living corporately, staff and boarders acknowledge the right of each other to privacy.
- each boarder has the right to extend his/her intellectual growth in an atmosphere of positive encouragement and in conditions that are conducive to work.
- all boarders should be able to develop spiritually, culturally, morally and socially during their time in boarding.
- despite the often great distance separating boarders from their families, links with parents are seen as an indispensable part of the support and development of boarders in this school

**In boarding we aim to:**

- a) develop the whole person, a desire for truth and a respect for others;
- b) produce an open and trusting Christian ethos in which each boarder feels able to approach any other member of the community, confident in the knowledge that he/she will be treated and respected as an individual;
- c) create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty in developing;
- d) provide the conditions for boarders to develop their intellectual talents through well structured prep conditions, access to staff and other pupils, participation in activities and in an atmosphere which values effort;
- e) provide a range of activities, hobbies and opportunities related to age and maturity that will assist in the personal, social and cultural development of each boarder;
- f) safeguard and promote the welfare of each boarder, by providing an environment that is, as far as possible, free from physical hazards and dangers of any sort;
- g) provide accommodation that is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy;
- h) develop boarders' responsibility for self, for others and for their environment;
- i) develop boarders' qualities of leadership and ability to work as part of a team;
- j) provide suitable conditions for boarders to feel able to turn to members of staff to share the good things in their lives as well as being able to turn to them for advice, counselling and support during times of difficulty.
- k) monitor the progress of each pupil
- l) maintain and develop channels of communication with parents

**Boarding should be a positive experience. Boarders at St George's enjoy many advantages. They have good opportunities to:**

- Make good and lifelong friends
- Learn tolerance of others
- Share interests and pursuits with others
- Learn how to live and work in a community and a group
- Gain experience from independent living in a supervised environment
- Spend time with girls and boys of their own age
- Take part in organised activities arranged by the House
- Be available to make full use of the day-school's extensive extra-curricular programme
- Become loyal and full members of the St George's community of pupils and adults
- Benefit from being part of a community with a Christian Foundation with opportunities to worship in chapel services.
- Benefit from a structured organisation to the day, and the importance of making sensible and constructive use of free and leisure time
- Learn to live away from home – this may be especially beneficial for later student life

Our expectation is that boarders will become good citizens, learning to behave in an acceptable manner and achieving success in their schoolwork and their careers. Boarding must be a partnership between adults and children based on mutual trust and respect.