



BOARDING PRINCIPLES AND PRACTICE POLICY

This policy is applicable to all Senior School Boarding Students and all Junior School Students from Years 3 to 6.

This Policy is available on the College website, or upon request from the School Administration Office.

Date of Policy Review	September 2025
Author/ Reviewer(s)	Senior Deputy Head/ Deputy Head Pastoral
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In boarding, we aim to:

- develop the whole person, to be inclusive and respectful of one another;
- produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or student), confident in the knowledge that he or she will be treated and respected as an individual;
- create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying are known through staff vigilance and action to be unacceptable;
- ensure the personal wellbeing of each boarder is monitored and cared for;
- provide the conditions for boarders to develop their intellectual talents through well-structured homework conditions, access to staff and other students, participation in activities and in an atmosphere which values effort;
- provide a range of activities, trips, hobbies and opportunities related to age and maturity that will assist in the personal, social and cultural development of each boarder;
- 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;
- provide accommodation that is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy;
- allow boarders to express a preference about whom they share a room with;

- develop boarders' responsibility for self, for others and for the environment;
- develop boarders' understanding and experience of managing personal finance;
- develop boarders' qualities of leadership and ability to work as part of a team, preparing each with life skills for their future;
- encourage boarders to contribute to the needs and welfare of others in the house and school, as well as those in the wider community;
- 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 seeking advice, counselling and support during times of difficulty.
- develop boarders' understanding of equality, diversity and inclusion, and to have regard for the protected characteristics listed in the Equality Act (2010).