

B14 Boarding Principles

Policy Lead: MFP	Creation Date: 26/02/2016	Revision due: September 2022
Date of Amendment:	Staff Initials:	
1/2/18	CET	
18.2.19	CEF	
18.4.20	CEF	
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Boarding Principles and Practice

School Tier: College

1. Statements of Principle

- (a) *Worksop College recognises the rights of the pupils but at the same time acknowledges and accepts the school's responsibility for its role in the development of each individual.*
- (b) *Worksop College aims to promote the spiritual, moral, cultural, mental and physical development of each pupil by providing opportunities, responsibilities, facilities and experiences in an atmosphere of support, guidance and partnership with parents and pupils thus preparing the individual for a fulfilling and responsible role in society as an adult.*
- (c) *Members of staff will always act in the best of interest of pupils, ensuring that their welfare is protected. To this end they have a professional duty to protect the interests of individuals for whom they have concerns (see our policies on Safe guarding and Child Protection) as well as the responsibility of **Duty of Care** to ensure that their actions do not compromise a pupil's welfare or their own professional standards.*

2. Policy Statements and Guidance to Staff

Many Policies pertaining to the Statements of Principle are subsumed by other policy documents and National Minimum Standards (NMS). In these cases the appropriate Policy is cited or the NMS noted in parentheses.

3. Organisation and Admission

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The houses are based on mixed (vertically) age group, single-sex accommodation in discrete units. The two Junior Houses (Shirley) Houses Year 8 and (Portland) Houses Year 7. The school believes this provides the best combination of social interactions whilst maintaining appropriate levels of guidance, control and support in a safe, welcoming and friendly environment.

- (a) Pupils are allocated to houses by the Head according to skills, personality and status.
- (b) The school is divided into seven houses. A senior member of staff runs each house and is responsible to the Head for the welfare of the pupils in their care.
- (c) There are three boys' boarding houses, two girls' boarding houses, and two junior houses – one for Year 7 and one for Year 8. The Year 7 House (Portland) also accommodates years 7 and 8 boarders.
- (d) The term 'boarder' refers to any pupil who pays the full boarding fee, the full weekly boarding fee or part thereof and is resident at the college for at least three nights per week throughout the school year. The term 'flexi-boarder' applies to a pupil who boards on a regular basis, not exceeding two nights per week.
- (e) Weekly boarders return home at weekends after they have fulfilled their school commitments on Saturday; full boarders are in residence seven nights per week.
- (f) Boarding houses contain boarding pupils and some day pupils.
- (g) All boarders are expected to enter the care of parents or guardians during holidays and Exeat weekends, however provision is also made for students wishing to stay in school for the Exeat weekends.
- (h) Pupils who are accepted by the school's academic admission policy will be allowed to become boarders subject to the payment of appropriate fees.
- (i) Day pupils can board on an occasional basis subject to availability of accommodation in a boarding house.

4. Facilities

The school recognises the need for pupils to identify with their own personalised space that acts as a refuge and also generates a sense of individuality. At the same time, there has to be a balance between a tidy and hygienic environment and the need to create a homely atmosphere.

- (a) Each pupil is provided with an appropriate bed space, storage units and study facilities.
- (b) Junior boarders share accommodation but as they achieve seniority they may expect to share with fewer pupils or have single-person study-bedrooms.
- (c) Within each house are a range of public and private areas where the full range of social interactions can occur, these include common rooms with associated leisure activities, dormitories, studies and study-bedrooms.
- (d) Suitable washing, laundry and toilet facilities are provided.
- (e) Access to telephones is simple and private external lines are available in the College. Boarders may use mobile phones to contact parents (following the guidelines laid down for their use) and all pupils have access to free e-mail facilities and Skype via the College's computer network.

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5. Welfare Support, Health and Guidance

A healthy lifestyle is encouraged through education, sport, exercise and diet. Pupils have access to medical advice through the Health Care Centre and are encouraged to seek such help by their Housemaster or Housemistress.

- (a) Houses maintain records of each pupil which assess and note academic and social development, targets, family matters, achievements and discipline.
- (b) Pupils' records are kept in accordance with requirements of the Local Social Services Department, Data Protection legislation, and in chronological order.
- (c) Records are kept to ensure continuity of action, support and evaluation. Regular meetings are held to ensure continuity of information and practice.
- (d) In the school's document, 'Role of Housemaster and Housemistress', there are objectives and responsibilities which clearly define the ways in which a pupil may expect their welfare to be monitored and assisted.
- (e) Pupils are briefed on the use of kitchen appliances and food hygiene.
- (f) Health records are maintained and information communicated where appropriate.
- (g) It is the responsibility of parents to inform the school of family circumstances, not only when they change and impinge on school life but also with respect to legal matters.
- (h) Staff Policies on substance misuse, smoking, bullying, relationships and other health-related matters are available and provide guidance, support and discipline.

6. House Structure

The fabric of houses is maintained in accordance with the NMS as far as it is possible within the physical nature of the building.

- (a) Health and Safety legislation is paramount and this includes periodic checks of electrical items and furnishings.
- (b) Each house is run by a housemaster or housemistress and a team of tutors whose role is set out in the school Pastoral handbook.
- (c) Domestic staff are assigned to each house.
- (d) Laundry is collected and returned to each house.
- (e) There are adults resident in house overnight and appropriate levels of supervision throughout the day.
- (f) Pupils are properly briefed in emergency procedures and are kept informed of how to access staff when in need. Regular Fire Drills are held and pupils are walked through the procedure.
- (g) Prefects and senior pupils are appointed to assist in the organisation of the house. Their roles are clearly defined and understood, as are the limits of their authority.

7. Religion and Culture

Christian faith and worship are central to the ethos. Regular services, lessons and school life emphasise this culture as a code for life.

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- (a) The school's policy is clearly stated: all houses support and encourage open-minded participation in the religious observance central to the school.
- (b) Pupils of all faiths and cultures are warmly welcomed, their beliefs accepted although the expectation is that all pupils fulfil their school commitments and this includes attendance at religious services.
- (c) Diverse cultural experiences which complement spiritual development are encouraged through school and house-based activities which may include music, drama, visits, outside speakers, opportunities for reading as well as exposure to theological breadth.

8. Induction

- (a) In addition to receiving the 'Welcome Pack', all new pupils are inducted into their new house. While many induction procedures are common to all houses, some additional aspects may vary from house to house. These procedures are all designed to reassure, provide basic information and set out the tone of the community the pupil is about to join.
- (b) An information pack is provided for new pupils.
- (c) Health, Fire and Safety issues are discussed, both with individuals and in groups.

9. Rewards and Sanctions

School Policies support the development of pupils through caring discipline based on support, guidance and positive reinforcement.

- (a) The Welcome Pack, Pupil Charter, House handbooks and prefects' training set out the College's approach.
- (b) In particular the school's policies and disciplinary responses to substance misuse and bullying, amongst other issues, are available on the school's website and the school's expectations are laid out in the Pupil Charter.

10. Supervision of Pupils

- (a) A resident member of house staff provides overnight supervision.
- (b) Pupils know how to contact a member of staff during an emergency or at other times.
- (c) Senior pupils, tutors and the housemaster or housemistress maintain a high profile during leisure time.
- (d) Pupils are instructed on how to register, take leave of absence and keep staff informed as to their whereabouts.
- (e) Nominal rolls are maintained throughout the working day and at night by Registrations and roll-calls, particularly at weekends.
- (f) A final tally is taken at night and an adult secures the house.
- (g) Parents are expected to request in writing any leave of absence that involves a change to routine or supervision.

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References:

Legal Framework:

General Guidance:

Technological:

Boarding Schools:

Appendix: