

Boarding Principles and Practice

STANDARD: 1,5

Standard 1 – statement of boarding principles and practice		Evidence
1	A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice.	<ul style="list-style-type: none"> • Document: Boarding principles and practice • Mission Statement • Document: Boarding Handbook 2020-2021 • Boarders' Charter
Standard 5 – Boarders' Accommodation		Evidence
5.7	Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils	<ul style="list-style-type: none"> • Document: Boarding Principles and Practice • RWBAT - Residential Staff Policy • Spouse/partner residential agreement - Will require children of staff members when aged 16.

BOARDING PRINCIPLES AND PRACTICE POLICY

PRINCIPLES AND AIMS OF BOARDING AT THE WELLINGTON ACADEMY

1. Boarding should be seen by everyone involved as a positive experience. The thought that any pupil is entering into a boarding environment reluctantly—nervously, perhaps—should always be discouraged. We do not want our young people to feel that they have been “sent away to board.”
2. The principles of boarding at the academy must be in line with the broader aims of the academy and the boarding opportunity must further enable, when and wherever possible, the students to develop their unique gifts.
3. It is expected that all boarding house staff are devoted to offering excellence in the pastoral care of those in their charge and to instilling this in the other staff working in the boarding house.
4. Boarding should, as far as possible, reflect family life. We strive, therefore, to be an open and trusting community, both as an academy and as a house. We aim for there to be a high sense of mutual respect for all members of the house with respect to such things as...
 - physical and mental abuse and other forms of bullying;
 - regard for the happiness of others, setting these above personal needs;
 - regard for the possessions of others
 - being truthful and honest;
5. Within the boarding house there should be equality of opportunity and respect for all members of the house regardless of age, ethnicity, or disability.
6. Although living together, staff and boarders should acknowledge the right of each other to privacy.
7. Learning is the principal function within the academy. A boarding house should reflect this, and the atmosphere must be one which is conducive to intellectual growth and which positively encourages academic endeavour. Students should, therefore, be able to work in comfort, store their books and equipment efficiently and safely, work undisturbed if they wish.
8. Boarding should still promote healthy family life albeit for many pupils a happy boarding life is the best family life they know. The house should be ready to advise new students and parents on how best to maintain links, how to communicate bad news in a timely way, and how to deal with inevitable problems that will from time to time arise.
9. House Staff should be prepared to run activities in the house which promote a good sense of house spirit and community, and which help pupils develop inter-personal skills and friendships both between themselves and with adults. House staff should see themselves as possible lifelong sources of advice, trust, friendship, and solace.
10. Boarders must be safe within their house and be safe and protected as far as possible from dangers and hazards of any sort.
11. Boarding should provide opportunities for students to develop leadership skills and a sense of responsibility to other members of the community.

12. The whole house must be seen as a community—staff as well as students. The relationship between students and staff must be one which engenders respect both ways and enables easy dialogue and sharing of feelings.

Completed by: Shelly Willis

Job Role: Senior House Parent

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Authorised by: Matt Price

Job Role: Director of Boarding

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