



Myddelton College

Boarding Principles and Practice

Policy produced by	Head of Boarding	
Date policy reviewed and approved	Sept 2023	
Reviewed and approved by	Headteacher LDA and HoB TED Nov 2024	
Next review due	Nov 2025	
Published on website	Yes	No

CONTENTS

1. INTRODUCTION
2. ORGANISATION
3. AIMS
4. BOARDING STRUCTURE
5. KEY FEATURES
6. PASTORAL SUPPORT
7. HOUSE AIMS
8. PRACTICALITIES
9. USE OF FREE TIME

RELATED POLICIES

1. INTRODUCTION

Myddelton College aims to provide a caring and stimulating boarding environment, where boarding contributes to pupils' overall development. Learning to live and grow up in a boarding community offers opportunities for pupils to develop as individuals in a number of important ways:

- Developing values – from experience and sharing qualities of mutual respect, tolerance, courtesy and a growing responsibility for others (practised particularly as mentors and prefects), as well as understanding, valuing and practising equal opportunities for all.
- Developing self-awareness and resilience – becoming aware of one's own strengths and weaknesses, and those of others.
- Developing increasing physical and emotional independence, and independence of thought, particularly valuable in preparing for life post-college.

2. ORGANISATION

There are two Houses for different aged boarders, both containing a mix of boys and girls. Evenings and weekends see a range of activities both in college and off-site for pupils to involve themselves in and to develop their talents and interests. Opportunities for leadership, present in many extra-curricular activities, are also promoted through the prefect system which is an important part of the pastoral structure in our boarding Houses.

3. AIMS

Our boarding practices aim to:

- Provide a safe and healthy boarding environment where every pupil is safe and encouraged to discover and reach their full potential.
- Promote the welfare, safety and health of every individual. This requires all residents to remain vigilant to protect both themselves and others should unauthorised visitors without lanyards or known credibility enter any part of the campus.
- Enable every individual to fulfil their potential and to access economic well-being.
- Encourage physical, spiritual, social and moral development.
- Endorse and develop a sense of individual identity within a community through common practice and activity.
- Work as a partnership with parents/guardians through effective and clear communication.

- Continue to raise awareness and embed equality, diversity and inclusion amongst our community.

The key aim is for our pupils to be fulfilled and happy and this has, at its heart, the need for them to feel secure and cared for by well-qualified and experienced staff who are well disposed to children and who are supported in their caring tasks by regular and appropriate INSET.

A boarding education provides opportunities to encourage the development of both the individual and the community and is also a means to instil and develop personal values.

Our aims are realised by:

- Clear communication of the principles by those with boarding responsibilities. Most important is the implementation of safeguarding principles which include promoting site safety.
- Full acceptance and adoption of these principles by all those with boarding responsibilities.
- Implementation of appropriate policies and processes in the areas of pupil welfare.
- Monitoring and reviewing policies and practices, and evaluating standards of boarding.
- Dissemination of good practice through effective teamwork and transparent communication.
- Development of a good model of pastoral care which must be appropriately staffed.
- Physical conditions which satisfy (and preferably exceed) National Minimum Care Standards.
- Appropriate training and induction of those responsible for boarding, updated regularly as

appropriate.

- Providing an organised and varied programme of sporting, artistic, musical and outdoors' educational activities outside the curriculum. These will include those organised by both Houses and by the College, as well as those off campus.

4. OUR BOARDING STRUCTURE

- The Head of Boarding is a member of the Senior Leadership Team. The role of the Designated Safeguarding Person is of the greatest importance to boarding staff in terms of embedding and testing that a safeguarding ethos exists and is practised within all aspects of boarding life.

- There are two mixed-sex boarding Houses.
- Boarding Houses are vertically organised with pupils; younger and older pupils are housed in separate buildings.
- The composition of the boarding Houses gives pupils the opportunity to mix with a wide range of people of different backgrounds, cultures and talents.
- Boarding Houses are led by Heads of House who provide key avenues of support in a pastoral, academic and disciplinary sense which help in the nurturing of values and attitudes. They are qualified staff who have been identified for their appropriateness for this pivotal role.
- Boarding staff receive appropriate induction and training, both through external courses and through internal training and mentoring.
- Each boarding House is staffed by a resident House-parent and a wider team of non-resident tutors and assistants.
- Each House has a team of tutors with academic and pastoral responsibility for pupils in one-year group (Years 7 -13)
- Senior pupils are selected as pupil Heads of House and monitors; they provide support, advice and practical help to the House staff and the other members of their House.

5. KEY FEATURES

Key features of our pastoral care and boarding provision:

- Expectations are agreed and understood, and are reflected both in policy and practice.
- The Deputy Head Pastoral, supported by the Head of Boarding, co-ordinates boarding-life and practice through regular communication with boarding House staff and pupils.
- The Designated Safeguarding Person delegates to deputies when not on site; the Headteacher, the Deputy Head Pastoral and the Head of Boarding are Deputy Designated Safeguarding Persons.
- House-parents meet formally every two-three weeks, with meetings attended by key members of the Senior Management Team (SMT). These meetings are minuted, with minutes available for all staff to read. These meetings promote consistency of practice and discuss a wide range of pastoral issues. The House-parents meet with the Head of Boarding on a two-three week basis; the central theme is shared 'best practice'.

6. PASTORAL SUPPORT

Tutors and senior pupils support younger pupils by:

- helping them to feel safe, ensuring bullying is not tolerated, and ensuring they know where and how they can access support for physical and mental well-being,
- ensuring there is a well-publicised procedure for the reporting any instances of abuse or possible abuse,
- ensuring there is a well-publicised complaints' procedure known to all members of the House,
- giving pupils a sense of belonging to the entity of House and College,
- fostering links with the wider community and encouraging pupils to take an interest in the world around them.

7. EACH HOUSE AIMS TO:

- Develop the whole person academically, socially, spiritually and physically.
- Produce an open and trusting ethos in which every pupil is treated and respected as an individual and feels secure. This aim is also promoted in class by both PSHE and Relationships and Sex Education teaching and learning.
- Create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would not be able to develop, and truth and respect for all others are valued.
- Provide the conditions for the pupil to develop intellectually.
- Provide a range of interesting activities to promote the personal, physical, social and cultural development of each boarder.
- Safeguard and promote the welfare of each pupil by providing an environment that is, as far as possible, free from physical hazards and dangers.
- Provide accommodation which is comfortable and suitable, and which provides enough privacy.
- Develop pupils' responsibilities for themselves, for others and for the environment, including their own personal health and hygiene.
- Develop pupils' qualities of leadership and abilities to work as team players.
- Allow pupils to share the good things in their lives while also being able to turn to others for advice, counselling and support.
- Develop each pupil's ability to make decisions to empower them to implement these and to praise such initiatives. This includes the responsible and safe use of the internet which is covered as part of the College's PSHE programme.
- Support pupils as they prepare for the next stage in their education.

8. PRACTICALITIES

House staff meet informally to discuss issues and to share good practice.

- All staff are regularly informed about key pastoral issues and House-parents meet their own teams regularly to discuss issues. Should there be any concerns relating to safeguarding, health and safety, equal opportunities or behaviour; these will then be discussed at the first opportunity prior to referral or action being taken.
- Policies are reviewed regularly.
- Boarding staff and key members of the SLT are readily accessible to pupils;
- Many resident staff have First Aid qualifications. There are rehearsed procedures for administering first aid and, whenever appropriate, for taking pupils who require medical treatment to hospital.
- An Independent Listener is available for boarders to contact or talk to if preferred; external advice lines/websites are publicised in College and in boarding Houses.
- Year group forums exist for pupils to air their views. Minutes are taken and a copy is passed to SMT for discussion, response or action, as appropriate. Houses meet regularly through organised forums and are also a means for pupils to air their views. Senior prefects meet key SMT members regularly to discuss issues and feedback views from the wider pupil body.
- Tutors meet with their tutees regularly.
- Parents are encouraged to be fully involved in the life of the college through House and College events and also through whole college communications and PA events. The Headteacher is available to parents by appointment.

Parents are welcomed to the College, and to Houses to see their children; this is best done through arrangements with the Head of Boarding either by email or 'phone. All visitors will be required to support fully the college's Safeguarding Policy and Procedures by identifying themselves, signing in appropriately and wearing a Visitors' lanyard, and discussing details and agreeing procedures with duty House staff before meeting children on site or taking them off-site.

9. USE OF FREE TIME

The College takes a flexible approach to weekends and boarders may remain in college or go home after discharging their college commitments. Parents and House staff will agree these arrangements before they are implemented.

Flexibility is the key to a happy community and ultimately the success of boarding. The provision of a boarding place offers a varied programme of activities. Not only do we wish to create a relaxed family atmosphere, but we also want boarding to be fun.

The Boarding Houses adopt similar approaches to activities, in that boarders are encouraged to take advantage of all the opportunities on offer to them, both within the College's buildings and on the playing fields, whilst also recognising and respecting individual preferences.

Should boarders wish to join local bona fide clubs, or similar, which operate outside college, then arrangements will need to be made first; a safeguarding check will be undertaken, and a written agreement between the pupil and college will be drawn up and signed (which will then be agreed by the parents or guardians before the activity commences). Such arrangements are primarily designed to ensure the safety of the pupil rather than impede such activity; they are thus based upon mutual respect and trust.

Related policies:

Safeguarding and Child Protection

Keeping Learners Safe in Wales

Behaviour Policy

First Aid Policy

Child on Child Abuse policy

Whistleblowing Policy

Staff Code of Conduct Policy

PSHE Policy

Relationships and SexualityPolicy