

Statement of Boarding Principles and Practice

At Gresham's Prep School we hope that boarders will lead happy and purposeful lives in a homely, relaxed and secure environment.

Boarders, like day pupils, are required to sit assessments before entry. The school accepts a wide range of pupils of differing abilities, backgrounds and interests and we are happy to accept any boarder who we feel will thrive in our friendly and caring environment.

There are two boarding houses (**Kenwyn** for boys and **Crossways** for girls.) Both houses have a resident Housemaster or Housemistress, resident Matrons and a number of members of staff who assist with pastoral care. There is an Independent Listener and a Counsellor who are available for all the children. It is hoped that children will be happy to approach any member of staff with whom they feel comfortable if they have a matter that they wish to discuss.

All boarders are free to go out over the weekend from after games on Saturday (normally 4.00 pm) having made House staff aware of their plans. Visits to friends' houses must be agreed by both parties and House Parents made aware. They should return either on Sunday evening before 8.00pm or Monday morning before 8.15am. We arrange a great variety of Sunday activities and trips and it is hoped that boarders will choose to stay at school and take part in these activities on at least some weekends. Flexi-boarding is available and many children take the opportunity to stay at school for one, two, or three nights during the week.

Both houses have common rooms and recreational facilities available to all the children.

All pupils are expected to attend Chapel on Saturday morning. We aim to make this service relevant and appropriate to children of any faith, but arrangements can be made for those of different faiths who wish to observe their own religious programme.

Our aim for each boarder is that he or she:

- Learns to be sensitive to the needs and feelings of others
- Learns to be adaptable and flexible
- Learns the importance of playing his or her part in the functioning of a community
- Learns the value of service and duty
- Learns to develop a sense of responsibility for himself or herself
- Enjoys the company of his or her peers
- Develops self-discipline
- Learns the value of friendship
- Learns to be responsible for his or her own health and hygiene.