



Senior School Policy

Statement of Boarding Principles and Practice

Action	Policy to be reviewed annually		
	Committee	Date	Completed
Reviewed	Head of Boarding	09 September 2022	✓
Reported	Safeguarding Steering Committee	06 October 2022	✓
Approved	Board of Governors	12 December 2022	✓
Reviewed	Head of Boarding	June 2023	

Principles

The boarding experience at Gresham's aims to meet and develop the holistic needs of each individual within a community that places the highest possible value on mutual respect, tolerance and personal endeavour.

By joining us in boarding at Gresham's School we aim to:

- Help develop confidence, resilience, independence and teamwork.
- Develop a sense of community and belonging.
- Encourage respect for others and their property.
- Teach pupils how to be mentally and emotionally healthy.
- Provide pastoral and academic support to enrich lives and enhance learning, and to guide pupils through times of difficulty.
- Develop and deepen supportive relationships between pupils, parents and staff.
- Widen cultural experience and foster good relations and tolerance between pupils of all nationalities, backgrounds and beliefs.
- Provide access to and encourage participation in a wide range of activities.
- Provide opportunities to develop leadership skills and to contribute to the wider community.
- Foster an environment where bullying and harassment are not tolerated.
- Be attentive and responsive to the wishes of pupils, involving them in decisions made about the boarding environment and practices.
- Allow boarders to feel able to share the good things in their lives while also able to turn to others for advice, counselling and support.
- Provide levels of care and safeguarding that protect pupils from risk in line with the Department for Education's aim to help children achieve more, and with the National Minimum Standards for Boarding Schools.

Practice

There are seven Houses at Gresham's, four for boys and three for girls. Each has pupils in the full age range 13 – 18. Each House has its own identity within the unified School community, and placement of new pupils is carried out with due regard to the balance of each House and the personal preference of pupils and parents. The House, with its resident Housemaster or Housemistress, plays a very important part in the life of each member of the School. The progress, and happiness and welfare of each individual is the primary concern of the Housemaster or Housemistress, who is the most important pastoral figure for each pupil, however, every pupil is also allocated to a personal Tutor, who assists in monitoring progress and ensuring full integration in the School. Supervision is very close; everyone knows everyone else. Day pupils live alongside boarders in the Houses and play a full part in the life of the School. We believe it is important that pupils should get to know each other by sharing a common room and, if boarding, often a small dormitory when they first arrive in the School. Each House has its own Matron.

The wider House team includes members of staff who have one weekly evening duty in the House. All pupils are assigned a Tutor, who is a member of this House Team. The Tutor is usually the first person to notice when academic or other problems are occurring, and acts as a vital link between the pupil, the Housemaster or Housemistress, subject teachers and parents.

Tutor groups are small, and great emphasis is placed on spending time with the individual, to support and stretch them most effectively.

New pupils are offered a programme of induction that commences before entry to the School and are carefully directed and monitored over their first few weeks by Housemaster/mistress,

Matron, Tutor and House Prefects. In the first term of the new academic year, parents will receive an interim report before the Half-Term on the progress of their child; a subject report for each pupil is written by the Subject Teacher with further comment from the Tutor and the Housemaster or Housemistress.

There is a programme of weekend activities for boarders each term, with such activities taking place most weekends. We recognise that Sunday should be a day of rest and relaxation after a busy week, but wish to provide a structure for the day in which boarders may socialise, with spiritual needs met through Chapel or House-based services. These services can be formal, or very informal in nature.

We believe boarding encourages independence, consideration for others, responsibility and a spirit of camaraderie that will stand boarders in good stead throughout their lives. The friendships made will last a long time; often a lifetime. Resourcefulness, resilience, and self-reliance are gained through boarding and through the opportunities provided by the prefect system, CCF (including outward bound activities), the Duke of Edinburgh's Award Scheme, Shooting, Drama, Music and the myriad other activities at Gresham's. These will also stand all boarders in good stead in the future, as that sense of responsibility will be the key to success in almost all future employment.

We actively stress the equal rights of all individual pupils, whatever their age, gender, sexuality or race. Although the School is a Christian foundation, and although we expect all pupils to attend Chapel, no force at all is exercised to evangelise those of a non-Christian faith. We believe that there are many virtues inherent in boarding at Gresham's, and we strive to provide a full, stimulating, friendly but exciting atmosphere in which pupils flourish and which they miss deeply when they leave.