GRESHAM'S
ESTD 1555

Senior School Policy

Statement of Boarding Principles and Practice

Action	Policy to be reviewed annually		
	Committee	**Date**	**Completed**
Reviewed	Head of Boarding	August 2026	✓
Reported	Safeguarding Steering	November 2026	✓
Approved	Board of Governors	December 2026	
Next review	Head of Boarding	August 2027	

Principles

The boarding experience at Gresham's aims to meet and deliver upon the holistic needs of each individual within an inclusive community that places the highest possible emphasis on mutual respect, tolerance and personal endeavour. In creating such an environment, it is anticipated that all pupils can make sustained academic progress in line with their potential and quickly learn and develop the interpersonal skills required to thrive in the modern world.

By joining us as a boarder here at Gresham's School you can expect us to:

- Help develop confidence, resilience, independence and teamwork and to help embed the core principles of curiosity, critical thinking and character development.
- Develop a sense of community, inclusion and belonging.
- Encourage respect for others and their property.
- Teach pupils how to be physically, mentally and emotionally healthy.
- Provide pastoral and academic support specific to individual need to enrich lives and enhance learning, and to guide pupils through times of emotional and academic 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 and ensure an environment where bullying, harassment, derogatory and discriminative language is not tolerated.
- Be pro-active in promoting pupil voice for all boarders and to be 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 being 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 boarding 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. In September 2023 Arkell House opened. It is a Day House for Sixth Form pupils wherein the Housemistress serves, alongside two further experienced members of staff, as Tutor to the pupils affiliated with the House. It has alternative operating times to the boarding Houses and closes soon after the end of the daily academic timetable.

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. Tutors and House Staff are well acquainted with those with SEND profiles and ensure they have equal access to, and understanding of, information and representation. All Housemasters and Housemistresses give lots of thought to the placement of a pupil into a given tutor group to ensure that the subsequent relationship is an entirely positive and purposeful one.

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 full programme of weekend activities for boarders each term and though we appreciate that some may wish to have rest, we actively encourage pupils to sign-up and seek opportunity to embrace new experiences and meet new friends. Spiritual needs on a weekend are then 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, learning need, 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. We strive to ensure that the experience of a pupil at Gresham’s is one they look back upon with pride, that they cultivate lasting friendships, live by and promote the School’s core moral values and that they feel a strong and lasting sense of attachment and belonging to the OG community as they enter and thrive in the wider world.