



# **PRINCIPLES OF BOARDING POLICY**

**For St. James' School**

**Date: July 2011**  
**Annual Review**  
**Next Review: July 2012**

1. Boarding Perspective: The opening statement of Standards in the Children Act Guidance and Regulations (Department of Health, The Children Act 1989; Guidance and Regulations, Vol. 5 -Independent Schools), The Stationery Office - para 3.14) states,

"there should be a statement of principles on which the life of the (boarding) School is based".

2. The following are the **Principles of Boarding** on which we, at St. James' School, base our boarding provision:
  - The development of the whole person and the communication of values are vital
  - Being an open and trusting School, boarding is based upon mutual respect for all members of the School boarding community
  - Each boarder has the right to be able to work, play and relax free from abuse, intimidation, harassment, teasing and bullying
  - There is equality of opportunity and respect for all boarders, regardless of ethnicity, culture, gender and disability
  - Each boarder and each member of staff is to be treated as an individual, and with respect by other pupils and by staff.
  - Although living together, staff and boarders acknowledge the right of each other to privacy.
  - Each boarder has the right to extend his or her intellectual growth in an atmosphere of positive encouragement and in conditions that are conducive to learning.
  - All boarders should be able to develop physically, spiritually, intellectually, morally and socially
  - Despite the distance separating boarders from their families (immediate and extended), links with parents are seen as an indispensable part of the support and development of boarders
3. These principles run parallel with the aims and objectives of St. James' School.

The School aims to:

- Offer the best of independent education to children from the Midlands and from further afield
- Encourage the development of the spiritual and moral dimension in children's lives
- promote positively the virtues of self-discipline, diligence, mutual respect, decency, service and good citizenship
- support children in the transition from childhood toward adulthood, encouraging them to develop a sense of responsibility and self-respect

The School aims to achieve this by:

- offering a broad and balanced curriculum in which intellectual curiosity, sound learning and pursuit of academic excellence are fostered
- upholding the Christian faith and encouraging an understanding of and respect for other traditions
- giving opportunities for leadership, independence, initiative, enterprise and responsibility
- maintaining a friendly School community based on mutual respect in which all members of our community have equal opportunities and in which the worthy achievements of all are encouraged and valued, and in which discrimination, harassment or bullying of any kind are unacceptable
- working in partnership with parents and keeping them informed about their child's progress and achievement

- providing a wide range of extra-curricular activities through which pupils can develop their social, sporting and cultural abilities and interests
- promoting an awareness of the world outside the School and a desire to serve the local and wider community.

Boarding Houses aim to do this by:

- developing the whole person, a desire for truth and a respect for others
- producing an open and trusting ethos in which each boarder feels able to approach any other members of the community, confident in the knowledge that he or she will be treated and respected as an individual
- creating an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying find great difficulty developing and thriving
- providing the conditions for boarders to develop their intellectual talents through well-structured homework conditions, access to staff and other pupils, participation in extracurricular activities and in an atmosphere which values effort and success
- providing a range of activities and opportunities appropriate to age and maturity that will assist in personal, social and cultural development of each boarder
- safeguarding and promoting the welfare of each boarder by providing an environment that is, as far as possible, free from physical hazards and dangers~
- providing accommodation that is comfortable and suited to the needs of boarders according to their ages and maturity, and which provides adequate levels of privacy
- developing boarders' responsibility for themselves and for others, and for the environment
- developing boarders' qualities of leadership and ability to work in groups and as part of the "team"
- encouraging boarders to contribute to the needs and welfare of others in the House and the School, as well as in the wider community
- providing suitable conditions for boarders to feel able to turn to members of staff and share the good things in their lives, as well as seeking advice, counselling and support during times of difficulty.

#### 4. Children's needs:

The boarding community and the Houses should contribute to their pupils' development in a number of areas. These needs can be identified as follows:

- physical needs: sustenance and shelter (our pupils need access to food and drink to sustain not only their physical growth and development, but also their intellectual growth and development: they need accommodation which reaches an acceptable or better standard in its overall provision)
- sense of security and safety: protection against danger and deprivation (our pupils need to be safe and to feel safe; they need to be confident of the welfare and security provisions within the boarding and School community)
- sense of belonging: of being actively involved, supported and encouraged; a sense of belonging to a community or House (our pupils need to know there are many people in the boarding Houses and in the School community who are there to offer them emotional and personal support throughout their time with us)
- self-esteem and self-respect: need for recognition and appreciation (our boarders need to know they are respected and valued irrespective of the perceived contribution they make to the House or School)
- self-realisation: self-fulfilment, self-development, creativity (our boarders need to live within an environment which encourages, supports and empowers them to develop their personalities and interests in a positive way)

5. The boarding community and the Houses therefore need to provide opportunities for the development and growth of pupils in their care, in the following areas:
  - social
  - moral
  - spiritual
  - emotional
  - physical
  - intellectual and cultural

These opportunities will vary according to the character of the boys and girls within Houses and according to their ages and abilities. The School embraces such diversity.

6. Planning for the development of young people will involve many of the following, depending on their age and sex:
  - developing spiritual and moral awareness; promoting clear expectations of positive behaviour, and a sense of right and wrong
  - cultural development, involving an appreciation of one's own culture, as well as those of other ethnic groups and nationalities
  - making decisions, perhaps through House or School Councils, taking initiative, learning from mistakes
  - developing responsibility for themselves, others, and the environment; understanding the benefits and demands of increasing independence
  - development of leadership opportunities
  - developing a sense of service, and of making a positive contribution to the House, School and wider communities
  - preparation for the next stage of education
  - developing and examining relationships, the effect of exclusion or loneliness
  - developing positive attitudes towards others of different gender, ethnicity, culture, religion, disability and sexual orientation
  - learning to lead a healthy lifestyle, the importance of exercise, diet and sleep, and the effects of substance abuse
  - discussing social development and sexuality
  - learning to respect privacy
7. House staff will wish to respond to these challenges in different ways; these should include:
  - reactive pastoral care which provides the response and support for personal problems in terms of guidance and support. This can be seen as 'emotional first aid'
  - preventive pastoral care which results from anticipating pupils' needs and critical incidents, and will provide coping strategies. This might include handling bullying, for example.
  - developmental pastoral care which contributes to the personal, social and health of pupils, enhancing the quality of their lives.