

ST MARGARET'S PREP



ST MARY'S CALNE

Boarding Principles and Practice

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STATEMENT OF BOARDING PRINCIPLES AND PRACTICE

In the boarding environment of St Mary's (and St Margaret's for Year 6 boarders), where pupils are in our care day and night during term time, the pastoral care system is of the utmost importance. Every effort is made to provide a secure and supportive environment in which all members of the school community may grow as individuals, developing their talents and full potential. Our objective for looking after the welfare of the pupils is to: "Meet each individual child's reasonable physical, security, personal, emotional, and spiritual needs, providing support and guidance as needed and enabling the child's development for the future and fulfilment in the present, taking into account the child's age, characteristics and wishes."

There are seven Boarding Houses at St Mary's. All pupils in the same year are housed together, giving maximum opportunities for making friends and enjoying social activities within the year group. At the start of a new academic year the LIV, MIV and UIV move on to a different House. Year 6 St Margaret's boarding pupils will board in School House.

The Vth and VIth forms stay in the same House for both LV and UV, and LVI and UVI to provide continuity of House staff during exam years. The Boarding Houses are as follows:

School House	Year 6 (St Margaret's) & LIV Form	(10/12 years)
St Prisca's House	MIV Form	(12/13 years)
St Cecilia's House	UIV Form	(13/14 years)
Gibbins House	LV/UV Form	(14/16 years)
Joyce Walters House		
Florence Dyas House	LVI / UVI Form UVI Form	(16/18 years)
Helen Wright House		

New and younger pupils are introduced happily and confidently to boarding, within a carefully structured framework to provide the necessary warmth, security and guidance. As the pupils become older, they are encouraged to take more responsibility for organising themselves with House Staff giving clear boundaries, guidance and expectations where necessary. Pupils in the Sixth Form Houses have considerable independence in preparation for future student life.

Pupils are encouraged to get to know those in other Houses through their positions of responsibility, Companies and the Peer Support programme. St Mary's day pupils are integrated fully with the boarders: They are members of their year group's House(s) and are encouraged to join in with activities, including weekend activities, to stay the night and to invite the boarders' home.

The Housemistress/master (HsM), as the Head of Year for St Mary's pupils, has the overview of the progress and the development of all the pupils in their care. The St Mary's Tutor System contributes greatly to this as Tutors liaise closely with the HsMs on all matters concerning the welfare of their Tutees. The Housemistress or Master of School House works alongside Year 6 teachers at St Margaret's to oversee the progress and development of Year 6 boarders.

Every Child Matters: Change for Children in Schools (DfES 2004e) identified that pupil performance and well-being go hand in hand and it makes a significant commitment to the nurturing and education of the whole child. At St Mary's the Every Child Matters five outcomes for children and young people (being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic and social well-being) are central to the aims and Christian ethos of the school. House Staff are aware of the vital role they play in ensuring the pupils' happiness and wellbeing and in providing guidance and support to complement the pupils' life and work in school. Liaison between all staff especially House Staff, Tutors and Senior Staff with Parents/Guardians is encouraged and is fundamental to looking after the welfare of the pupils in their care. The Heads of Company, the Chaplain, Senior Staff, the Health Centre Staff and the Counsellor also have important pastoral roles. Parents of St Mary's pupils are encouraged to contact their daughter's Tutor, HsM, the Deputy Head Pastoral, the Senior Deputy Head or the Head via the School Office to communicate important information or to voice concerns. Parents of year 6 boarding pupils are asked to contact their child's HsM, St Margaret's Headmaster or Deputy Head Pastoral.

A professional counsellor is available in school two days per week for pupils to see confidentially on request. Appointments may be made by the self-referral form on Teams. Staff may also suggest to a pupil that they might find discussion with the Counsellor helpful, though it is entirely up to each pupil to make this choice and to decide whether she wishes to inform anyone else or discuss the matter with them. New pupils are made aware of the Counsellor's role during a House meeting and posters of contact details are displayed in each House. Pupils can also access the Wellbeing team via drop-ins, one-to-one sessions or through the emotional and social literacy programmes running in Houses. HsMs will update pupils as to how they can access the Wellbeing Practitioners.

We aim to make the Houses happy and caring communities with an atmosphere of trust and respect and with positive relationships between staff and pupils. The pupils are entrusted to our care and, in accordance with the aims and Christian ethos of the school, deserve a 'home from home' environment in which they are known and treated as individuals, feel secure and valued and enjoy the benefits of being in the care of the House Staff. Patience and understanding are the hallmarks of the House approach with staff working as a strong team, leading by example and commanding the respect of the pupils. The approach within each House is good humoured, fair and consistent, with frequent praise, encouragement and rewards and known and fairly imposed sanctions.

We aim to establish clear guidelines within each House and to set boundaries gently but firmly, in order that the Houses run efficiently, and the pupils know what is expected of them. Pupils are encouraged to behave well, showing good manners to all and having high expectations of themselves. We hope they will exercise responsibility, show self-discipline, be able to make decisions and feel loyalty to their House. House routines and privileges reflect the pupils' different needs and expectations as they grow

up and changes are introduced after careful discussion to ensure fairness with the Houses of adjacent year groups. Pupils are able to voice their ideas and concerns, and staff make opportunities to discuss, and where possible, act upon suggestions and to resolve problems promptly.

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