



ST. EDWARD'S OXFORD

Boarding Principles and Practice

We aim to provide a high quality boarding environment which promotes the welfare of each individual, and encourages his or her all round development. We want each of our pupils to be fulfilled and happy and, at the minimum, this requires that they must feel secure, are properly looked after.

A boarding education provides opportunities for the full development of individuals and a fertile field for the transmission of values. It also brings the challenges of communal living. So, good boarding recognises the need for privacy, counters the possibilities of bullying and the abuse of all sorts of power and transcends the narrower values of an essentially teenage culture.

Turning principles successfully into practice requires, among other things:

- Clear communication of the principles to and by those with boarding responsibilities.
- Acceptance and adoption of these principles by those with boarding responsibilities.
- The design and implementation of appropriate policies and processes in the areas of pupil welfare.
- Monitoring of effectiveness of policies and processes and measurement and evaluation of boarding standards.
- The dissemination of good practice.
- The development of a sound and effective model of pastoral care, appropriately staffed.
- Appropriate physical conditions of at least minimum care standards.
- Training and induction of those responsible for boarding.

The Model

- St Edward's preferred model is single sex boarding houses of around 60 pupils – approximately 12 per year group. This gives individuals ample opportunity to mix with a range of people of different talents and background while not being overwhelmingly large. Currently we have 12 boarding houses.
- Each of the 12 houses is led by a Housemaster or Housemistress who is resident. Each house has an Assistant Housemaster or Housemistress plus a team of 5 tutors with academic and pastoral responsibility for a year group of pupils as well as a wider role in the house.

Some key elements in our practice

- Agreed and understood expectations and policies.
- HMs meet each week with the Warden and senior staff.
- Several ad-hoc meetings are held to discuss wide-ranging issues.
- HMs meet weekly with the Deputy Head Pastoral (DHP)
- HMs meet informally themselves twice a term

- Long House meetings are held with the Warden twice a term
- Matrons are seen as central to the pastoral care in the boarding houses and meet fortnightly with the HM and House Nurse and also fortnightly with the DHP
- The AHM role is seen as a middle management post and they are fully involved in the House
- Common Room meetings – twice a week – are usually addressed by individual HMs about matters of concern.
- The DHP's responsibilities include close liaison with HMs to ensure consistency and continuity of practice.
- Policies on problem areas and permanent issues (e.g. e-safety, bullying, PSHE) are constantly reviewed.
- Houses have prefects with pastoral responsibility for younger pupils. They are trained by the Sub-Warden and HMs.
- Parents are involved directly through pastoral meetings held in House. The Warden sees every Shell, 5th and LV1th Form year group for a lunch in the Warden's private dining room at which boarding issues are freely discussed.
- The Heads of School are free to bring as their guests any member of the School to a weekly lunch in the Warden's private dining room.
- There are a number of committees on which pupils sit – at School level and in House Councils. The Warden and Sub-Warden meet with the School Prefects weekly and the DHP meets with the Heads of Houses.