



WELLINGTON COLLEGE

Document Control

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Title of Policy:	Statement of Boarding Principles and Practice
Policy/Procedure Owner	David Walker
Date Last Reviewed:	9/8/21
Policy Ratified by Governors:	No



WELLINGTON COLLEGE

Boarding Statement of Principles and Practice

To be read in conjunction with:

- Child Protection and Safeguarding Policy
- Statement on the Promotion of British Values
- List of Boarding Houses with basic information

Introduction

In the boarding environment at Wellington, where pupils are in our care day and night during term time, the strong pastoral care system provides the framework and structure by which we ensure that every individual is given the opportunity to fulfil their potential, develop their strengths and therefore thrive in every aspect of their lives. Through our well-being programme we also aim to equip our young people with the skills required to be successful beyond Wellington and empower them to make a positive contribution to the lives of others.

Information about the pastoral care system at Wellington is available in the many publications available from the Admissions office the website but more specifically in the annual prospectus and in communications from the Housemaster / Housemistress about their individual houses. Boarding at Wellington College is overseen by the Deputy Head (Pastoral & Wellbeing) who liaises closely with other members of the ELT and key members of College staff to ensure that the principles and practices highlighted below are lived out by all members of its community.

Pastoral care at Wellington is based upon a House system. The strength of this system is through establishing a very clear identity, a physical place in which every individual feels a sense of belonging and is valued as an individual. Beyond Wellington, the friendships made in each house endure for many years, if not life. There are 17 houses (15 boarding and 2 day; 10 boys' and 7 girls' (with one in transition from boys' to girls')), each of approximately 60 pupils, with approximately 10-12 pupils per year group. (One girls' Boarding House, The Hardinge, is Sixth Form.) Each house is led by a Housemaster or Housemistress (HM) who is supported by a team of house staff: an assistant HM, several tutors, a Matron and Housekeeper. This well-established system enables pupils to receive the best possible pastoral care which is also supported by an excellent Health Centre which is staffed 24 hours a day, our College counsellors, College Chaplain and Head of Wellbeing. From 2021 there will also be a Head of Student Emotional Health and Wellbeing.

Our aim at Wellington is to ensure that the environment is one which is good-humoured, fair and consistent, with frequent praise and encouragement. By setting boundaries gently, but firmly, we hope that all pupils know what is expected of them and have high expectations of themselves. Ultimately, we hope that all individuals will leave Wellington as open-hearted and open-minded young adults who respect the beliefs and views of all.

The imperative of safeguarding, as outlined in KCSIE September 2021, and applied through Wellington College's Safeguarding and Child Protection Policy, underpins our entire approach to boarding. We are also mindful of the need for life at Wellington to uphold the Fundamental British Values of Democracy, the Rule of Law, the promotion of individual liberty, and respect and tolerance for those with different faiths and beliefs and. In addition, we also foster a culture of respect for service in the Armed Forces, through our CCF and commemoration of the fallen of wars past and present.

The Principles upon which life at Wellington is based:

- The development of the whole person thereby recognising individual talents and nurturing them to their full potential
- Every pupil is encouraged and given the opportunity to become the person they uniquely are rather than being unduly influenced by others.
- Collectively upholding the five College values: courage, respect, integrity, kindness and responsibility in order to make the experience of living, working and studying at Wellington College one that enhances and enriches life.
- Allowing the concept of well-being to permeate throughout every aspect of an individual's life at Wellington, so that a dynamic state in which pupils can develop their potential, work productively and creatively, build strong relationships with others and contribute to their community is fostered.
- Encouraging all pupils within the College to take on leadership responsibilities and to practise leadership within a supportive and safe environment.
- Engendering a long-lasting responsibility to serve others and to encourage pupils to seek the welfare of others without the expectation of reward.
- Facilitating a strong sense of respect and understanding for individuals from different countries and cultures and celebrating diversity within the community.
- Being an open and trusting school: College life is based upon mutual respect for all its members as well as the local community.
- Ensuring that each pupil can work, play, and relax in an environment free from abuse, intimidation, harassment, teasing and bullying.
- Promoting equality of opportunity and respect for all pupils, regardless of ethnicity, culture, faith, race, sexuality, gender, or disability.
- Recognising that although living together in a close community, staff and pupils acknowledge the right of each other to privacy.
- Giving each pupil the right to extend their intellectual growth in an atmosphere of positive encouragement and in conditions that are conducive to learning. Opportunities are given for all to question, to think and to develop into independent learners.
- Pupils to have a say in the running of the College and ensuring that their opinions are valued and taken seriously.
- Actively encouraging the involvement of parents and guardians in all aspects of College life; despite the distance separating some pupils from their families, links with parents are seen as an indispensable part of the support and development of all pupils at Wellington.

In practice, we therefore aim to:

- Encourage all pupils to look within themselves and explore every aspect of their personal development. Through regular self-reflection all pupils recognise where their individual strengths lie and what they can do to nurture these talents to fulfil their potential. Everyone is also encouraged to look beyond their natural strengths and - in a supportive environment – challenge themselves to reach beyond their limits.
- Produce an open and trusting ethos in which each pupil feels able to approach any other member of the community (staff or pupil), confident in the knowledge that he or she will be treated and respected as an individual.

- Provide opportunities (via the academic curriculum and co-curricular opportunities) for all members of the community to understand and be given the opportunity to look after themselves – physically and emotionally – using the concepts and principles underpinned by the College well-being programme.
- Provide opportunities for leadership in all aspects of College life and ensure that positive support for pupil leaders is readily available through training and regular communication. Ensuring that all Wellington College pupils can benefit from the programmes put in place by the Wellington College leadership Institute.
- Knowing that there is a long and strong tradition of Community Service at Wellington, stemming from our belief in education in the broadest sense, that all pupils are provided with the opportunity to make a difference to the lives of others. The Service programme at Wellington aims to integrate a strong sense of community awareness with goodwill towards others as well as placing an emphasis on the development of the pupils' responsibility for self and for the environment.
- Create an atmosphere of tolerance, openness, and trust in which teasing, harassment and bullying in any form would find great difficulty in developing.
- Provide optimum conditions for pupils to develop their academic and intellectual talents through well-structured and inspirational lessons, regular formative feedback and unlimited access to academic staff for help and support within an environment which places high importance on effort.
- Provide a wide range of co-curricular activities, trips and lectures related to age and maturity which will assist in the personal, social, and cultural development of each individual.
- Provide opportunities (via College and House councils and forums, committees and pupil run societies) for the pupil community to have a voice which is listened to and taken seriously.
- Safeguard and promote the welfare of each pupil, by providing an environment that is, as far as possible, free from physical hazards and dangers of any sort so that all pupils at Wellington are allowed to thrive within a safe and happy environment.
- Provide accommodation that is comfortable and suited to the needs of pupils, according to age and maturity, and which always provides adequate levels of privacy.
- Encourage pupils to contribute to the needs and welfare of others in the House and College, as well as those in the wider community.
- Provide suitable conditions for pupils to feel able to turn to members of staff and to other members of the wider school community to share the good things in their lives, as well as seeking advice, counselling and support during times of difficulty.
- Provide opportunities for the celebration of the diversity of cultures within the College, thereby engendering a healthy respect and tolerance for all so that everyone understands and values both equality and diversity within the College community.
- Invite all parents to become involved fully in the educational life of their child at Wellington through outstanding levels of communication as well as providing opportunities to socialise with other parents and staff via a wide variety of different events throughout the academic year.

EAW 26/03/08

Reviewed 06/09/09

Reviewed DAD 8/11/11

Reviewed DAD 22/8/13 (no changes made)

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Reviewed DAL 09/07/15 (amended house information, job title)

Reviewed 13.3.17 (amended references to KCSIE and FBVs)

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