

**Wellington College**  
**Academic Year 2024-25**



**Document Control**

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Policy/Procedure Owner	Deputy Head (Pastoral)
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# Boarding Statement of Principles and Practice

## Related Policies:

- **Child Protection and Safeguarding Policy**
- **Statement on the Promotion of British Values**

Our boarding programme is designed to align with the National Minimum Standards for Boarding Schools (NMS) set by the Department for Education. We are committed to upholding these standards across all aspects of our boarding environment, ensuring that our pupils feel safe, supported, and empowered to thrive. This document specifically addresses Standard 1 of the NMS: A suitable statement of the school's boarding principles and practice is available to parents, guardians and staff, and is understood by boarders, demonstrating efficacy in practice.

## Introduction

At Wellington College, boarding is more than just a residential option; it is a child-centred environment that nurtures personal growth and responsibility, guided by the College's foundational values of Kindness, Courage, Respect, Integrity, and Responsibility. With over 80% of pupils boarding in one of 16 residential Houses, and two day Houses also available, the College is committed to providing a supportive environment that enables each pupil to thrive academically, socially, and emotionally. Whether boarding or day, all pupils participate fully in the life of the College and their Houses, with the principles and practices outlined here applying to all. This document sets forth the principles and practices that structure our boarding philosophy and aligns with our vision to prepare pupils as compassionate, resilient individuals ready for the complexities of a global society.

## Core Values and Their Application in Boarding Life

Our approach to boarding is founded on five core values that shape the Wellington ethos and drive every aspect of the boarding experience:

### 1. **Kindness**

- *Principle:* We foster kindness, ensuring that each pupil is treated, and learns to treat each other, with empathy and understanding.
- *Practice:* Boarding staff—including Housemasters, Housemistresses, tutors, and matrons—create an environment where pupils are encouraged to show empathy toward each other and support their peers. Staff model kindness through attentive pastoral care and ensure that pupils feel emotionally secure. Alongside our academic and in-House Well-being Programme, there is a full range of professional support, including counsellors and a 24-hour Health Centre, helping pupils learn to care for themselves and others.

### 2. **Courage**

- *Principle:* Pupils are encouraged to develop courage to take on new challenges, confront adversity, and grow from experiences.
- *Practice:* Through a diverse range of activities—from co-curricular programmes to leadership roles within Houses—pupils are given opportunities to build confidence. Each House is a supportive community that encourages pupils to step beyond their comfort zones, whether that means taking on a leadership role, leading a project, or speaking openly about personal challenges. The Wellington Leadership Institute also provides training to empower pupils as leaders.

### 3. **Respect**

- *Principle:* Respect is foundational at Wellington, encompassing both self-respect and respect for the diverse perspectives of others.
- *Practice:* Wellington's boarding community is a microcosm of the wider world, with pupils from various cultures and backgrounds. Each House fosters a welcoming environment where every pupil's background is respected and celebrated, and where bullying, harassment, or intolerance is never tolerated. House routines and shared activities instil respect for one another, helping pupils to appreciate diversity, resolve conflicts amicably, and build a positive community spirit.

#### **4. Integrity**

- *Principle:* Integrity underpins all interactions within the boarding community. Pupils are encouraged to act with honesty, honour commitments, and develop a sense of accountability.
- *Practice:* House staff set clear expectations around integrity, including academic honesty and personal responsibility. Pupils are encouraged to act authentically and communicate openly with both staff and peers. This culture of openness and mutual trust is reinforced by regular House meetings and Tutorial coaching sessions, where pupils reflect on their development, share feedback, and learn to build a community based on trust.

#### **5. Responsibility**

- *Principle:* The College fosters a sense of responsibility, guiding pupils to be accountable for their actions and to contribute positively to both the boarding community and the wider world.
  - *Practice:* Responsibility is cultivated through living with—and for—others and the expectation that pupils actively participate in maintaining a respectful, safe, and welcoming boarding environment. Service opportunities allow pupils to contribute to their community, fostering empathy and social responsibility. House systems enable pupils to take on responsibilities within their Houses, helping them develop organisational skills and understand the impact of their actions on others.
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## **Boarding Structure and Support Systems**

### **House System**

Each of Wellington's 18 Houses forms a small, supportive community of around 60 pupils across different year groups. Sixteen of these are boarding Houses, while two cater to day pupils. This structure encourages friendships that often last beyond school, fostering both camaraderie and a sense of identity within each House. Each House is managed by a Housemaster or Housemistress, assisted by a team including a Deputy Housemaster/Housemistress, tutors, and a matron, who work collaboratively to support pupils' well-being and development.

- **Individualised Pastoral Support:** House staff maintain close communication with each pupil, offering personalised guidance and support. Housemasters and Housemistresses serve as key figures in each pupil's life, monitoring progress, well-being, and any emerging concerns. This structure enables pupils to receive care tailored to their needs, promoting a positive and proactive approach to pastoral care.
- **Health and Well-being Services:** A fully staffed, 24-hour Health Centre is available, along with College counsellors and mental health support professionals who provide a range of services to address pupils' physical and emotional needs. The Well-being Programme emphasises physical health, mental wellness, and emotional resilience.

### **Pupil Voice and Leadership Opportunities**

Wellington values pupils' input and involvement, offering multiple forums where pupils can share their perspectives and influence decisions. House councils, pupil committees, regular surveys, and other forms of pupil voice provide platforms for pupils to express their views, helping to build a strong sense of community and ownership. Leadership roles within Houses and broader pupil governance also allow pupils to develop key skills, such as organisation, communication, and responsibility.

### **Safeguarding and Safety in Boarding Life**

Safeguarding is embedded in every aspect of boarding life at Wellington. The College's Safeguarding and Child Protection Policy aligns with national guidelines, ensuring that every pupil feels safe and supported. House staff are trained in safeguarding procedures and work closely with Wellington's Director of Safeguarding and the Head of Pupil Emotional Health and Well-being to maintain a secure environment. Each House is designed to offer both community spaces and private areas, ensuring that pupils can balance social interaction with personal space, tailored to their age and maturity.

### **Academic and Co-Curricular Enrichment**

The boarding experience is structured to support academic growth alongside personal development. Pupils have access to academic resources, regular formative feedback, and support from their tutors. Boarding life encourages a balanced lifestyle where academic work is complemented by a wide array of co-curricular activities, including sports, the arts, and intellectual societies. Through these experiences, pupils develop skills and interests that contribute to lifelong learning and personal fulfilment.

### **Community Service and Global Citizenship**

In alignment with Wellington's mission to foster a sense of global responsibility, pupils are encouraged to engage in community service, fostering a commitment to community engagement. The College offers a structured programme that integrates service projects, charity events, and environmental initiatives, fostering a commitment to community engagement. This aspect of boarding life helps pupils understand their role in contributing to the well-being of others and the wider world.

### **Parent and Guardian Engagement**

Wellington recognises the importance of a collaborative relationship between the College and parents or guardians. Regular communication—including newsletters, parent-teacher conferences, and family events—ensures that families remain involved in their child’s journey at Wellington. Parents are considered essential partners in supporting each pupil’s academic, social, and emotional growth, and Wellington encourages their active engagement in boarding life.

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### **Conclusion**

Wellington College’s boarding principles and practices create a holistic and supportive environment where pupils can thrive, guided by the core values of Kindness, Courage, Respect, Integrity, and Responsibility. These principles are woven into the daily structure and community interactions within the boarding Houses, fostering an inclusive, respectful, and enriching experience for all pupils. By integrating the principles of Wellington’s vision into each aspect of boarding life, we aim to develop compassionate, resilient, and responsible individuals equipped for meaningful contributions to society.

Deputy Head (Pastoral), January 2025