



Farringtons School

Statement of

Boarding Principles

and Practices Policy

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Farringtons School Statement of Boarding Principles and Practice

1. Introduction to boarding structure

1.1 These principles and practices outline the unique contribution made by the boarding ethos of Farringtons School, to the achievement of the Mission Statement and the Aims of the School. Farringtons School is a day school with boarding which has three boarding houses structured to facilitate a high level of age and gender specific care to the students. The three boarding houses are split into a Year 13 boys' house (East House), a Year 7-12 boys' house (South House) and a Year 7-13 girls' house (West House).

2. Statement of Boarding Principles and Practice

2.1.1 To ensure the boarding life of all students is a rich and fulfilling experience, where the growth and development of the individual is fostered in a secure and happy environment.

2.1.2 To promote community living, where relationships are based on the values of trust and respect.

2.1.3 To ensure that students from different traditions are encouraged to fulfil their personal potential through a tangible experience of cosmopolitan community.

2.1.4 To promote growth in independence and maturity in preparation for meeting the challenges of the wider world.

2.1.5 To provide a context for young people to support and encourage each other in their journey towards personal fulfilment and independence. For example, by providing a structural framework for living together, by setting up structures for increasing responsibilities and freedoms, mentoring through one-to-one relationships and conflict resolutions.

2.1.6 To provide a high standard of boarding accommodation, where the students can be nurtured and encouraged to achieve their potential. In this environment the health and well-being of each individual student can be monitored and supported. For example, through ensuring students are eating a balanced and healthy diet.

2.1.7 To ensure a safe and secure environment, where students are offered care, support and challenges from Housemistress/masters trained and expert in pastoral care. For example, through the Safeguarding Policy, the Child Protection Policy, the Anti-Bullying Policy, the Missing Child Policy, the Health & Safety Policy and accompanying risk assessments and instigating necessary security measures.

2.1.8 To encourage recognition, appreciation and celebration of the richness of human diversity. For example, through cultural celebrations, cuisine, offering a diverse range of activities to cater for different tastes, and raising the awareness of others to festivals and occasions specific to groups of students.

2.1.9 To create a community where all are welcome and the uniqueness and self-esteem of each individual are nurtured. For example, through recognition of individual achievements commensurate with the personal potential of students, and through daily one-to-one contact with students.

3. Management and administration

3.1.1 The management structure at Farringtons School is set out to uphold the high level of pastoral care for the students. Housemasters/mistresses are ultimately responsible to the Head for the smooth and effective running of their boarding house. In practice, they report directly to the Assistant Head Pastoral and Boarding who has the responsibility for pastoral care in the School.

3.1.2 Weekly Housemaster/mistress meetings are chaired by the Assistant Head Pastoral and Boarding and are used for promulgation of information and discussions about topical issues. Minutes of each meeting are recorded and are distributed to house staff.

3.1.3 The Assistant Head (Pastoral and Barding) as Child Protection Officer, is available to the students and staff as a member of the residential team.

3.1.4 Farringtons School is proud to be a day school with boarding. It does however wish to provide the best boarding experience in this country and is constantly working to improve the level of care on offer to our pupils.

