



BOARDING PRINCIPLES & PRACTICE

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| Version | 2 |
| Reviewed By: | Senior Housemistress |
| Reviewed: | September 2020 |
| Next Review: | September 2021 |

Dover College operates a full boarding system with day pupils that are assigned to a boarding house. Dover College aims to provide an environment in which each pupil in its care can flourish and grow in all spheres of their school life in a safe and secure environment. The relationship between pupil, parent and House, whether boarding or day, will be fundamental to this and communication is encouraged to be frequent and open.

Both the physical nature of our boarding and our intimate size promote a unique boarding experience. Every pupil is integral to this inclusive environment and all pupils across all age ranges mix very freely. New pupils find their feet quickly and within a matter of weeks strong friendships are established, not only within their own house but also throughout the entire school and varying age ranges.

We pride ourselves on an extremely high standard of pastoral care. A key strength is our excellent communications amongst staff regarding pupils and our 'whole team' approach to caring for our charges: beginning with Housemasters/Mistresses (HSMs) through to Tutors and Matrons, including domestic and administration staff, all of whom play a key role in caring for our pupils. Pupil's under our care develop responsibility for themselves and others, and have the opportunity to express their individuality, whilst learning respect and consideration towards the immediate and wider community in which they live.

All pupils eat centrally with the staff in our magnificent Twelfth Century Refectory. Pupils are provided with exceptionally high quality food by our in-house catering team. Our Medical Centre offers substantial cover from our team of registered in-house nurses. Other health appointments can be arranged individually by our team of health care professionals.

In the evenings prep takes place in Houses. Each pupil has their own desk space and wireless internet access. A varied programme of activities is on offer during the week with something to cater for all tastes. At the weekends a program of activities is available.

The houses pride themselves on healthy rivalry and pupils display a genuine sense of loyalty and passion towards their house. This is developed through a multitude of regular house competitions, which take place on the sports pitches through to debating and music. House affiliation is further enhanced by HSMs, all of whom work tirelessly with their team of Tutors to develop a genuine family atmosphere.

THE AIM OF THE HOUSE SYSTEM IS TO:

- Develop the whole person and instil both a desire for truth and respect for others;
- 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/she will be treated and respected as an individual;
- Create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty in developing;
- Provide the conditions for all pupils to develop their intellectual talents through access to staff and other pupils and to participate in activities and in an atmosphere which values effort;
- Provide a range of activities, hobbies and opportunities related to age and maturity that will assist in the personal, social and cultural development of each pupil;
- 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;
- Develop pupils' responsibility for self, for others and for his/her environment;
- Develop pupils' qualities of leadership and ability to work as part of a team;
- Provide suitable conditions for pupils to feel able to turn to members of staff to share the good things in their lives as well as being able to turn to them for advice, counselling and support during times of difficulty.

WELFARE

Pupils are provided with 3 hot meals a day when boarding. Welfare support is provided through the pastoral teams in the houses, the medical care offered by the Medical Centre and the School Counsellor. Dover College also has an independent listener who is very happy to listen to any personal worries. Boarding at Dover College is overseen by the Deputy Head.

BOARDING ETHOS

Boarding at Dover College seeks to develop the whole pupil, by addressing what we consider to be the important facets of a rounded education which prepares pupils for life

after school. In line with the whole school aims and ethos, we offer activities for pupils which stretch and challenge their academic life, and which enhance their extra-curricular experience. We provide an environment for pupils in which they can achieve at the highest level academically and otherwise, where the differences between pupils are celebrated and where the aim is to ensure that no pupil is disadvantaged. Personal pastoral care and positive staff and pupil relationships provide the support and care to nurture and enhance this, and the physical facilities provide access for pupils to explore their interests and enthusiasms. Boarders are an integral part of the way that the school works and, whilst they number just over a third of the total pupil population, they have a bigger impact on the school than their numbers suggest. Being close together at the centre of a compact campus, the school belongs to the boarders from 6pm and they contribute much to what is at the very heart and soul of the school.

THE AIMS OF BOARDING ARE TO:

- Develop the whole person while still promoting the idea of individual excellence and success and instilling both a desire for truth and respect for others;
- Produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or pupil), confident in the knowledge that he/she will be treated and respected as an individual;
- Create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty in developing;
- Provide the conditions for boarders to develop their intellectual talents through well-structured prep conditions, access to staff and other pupils, participation in activities and in an atmosphere which values effort;
- Provide a range of activities, hobbies and opportunities related to age and maturity that will assist in the personal, social and cultural development of each boarder;
- Safeguard and promote the welfare of each boarder by providing an environment that is, as far as possible, free from physical hazards and dangers of any sort;
- Provide accommodation that is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy;
- Develop boarders' responsibility for self, for others and for his/her environment;
- Develop boarders' qualities of leadership and ability to work as part of a team;
- Provide suitable conditions for boarders to feel able to turn to members of staff to share the good things in their lives as well as being able to turn to them for advice, counselling and support during times of difficulty.