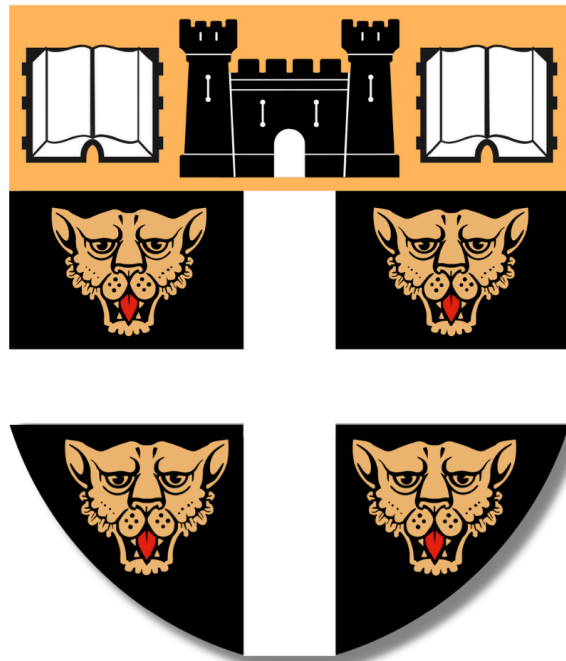


Statement of Boarding Principles & Practice

Dover College



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1. INTRODUCTION

Dover College operates a full boarding system, with day pupils 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/carer 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 freely. New pupils find their feet quickly, helped by a good programme of induction, 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. Pupils 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 12th 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. The academic progress of pupils is carefully monitored through the school mapping system which flags up any issue such as lack of or poor quality of prep. boarders for whom this is the case will be requested to carry out prep under the supervision and in some cases the guidance of house staff.

A varied programme of activities is on offer during the week with something to cater for all tastes. At weekends a programme of enriching activities is available and all boarders are encouraged to participate.

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

2. WELFARE

Boarding at Dover College is overseen by the Head of Boarding and the Deputy Head (Senior School).

Welfare support is provided by the pastoral team in the house as well as the Safeguarding Team and the Medical Team including the School Counsellor. Medical care is offered by the Medical Centre. Dover College also has an independent listener who is very happy to listen to any personal worries.

Pupils are provided with three hot meals a day when boarding.

3. 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 to prepare pupils for life after school. We provide an environment for pupils in which they can achieve at the highest level academically and otherwise. In line with the whole school aims and ethos, we offer activities which stretch and challenge them outside of the classroom.

We provide an environment where the differences between pupils are celebrated and where the aim is to ensure that no pupil is disadvantaged. Personalised pastoral care and positive staff and pupil relationships provide the support and care to nurture each individual into achieving their personal best.

Boarders are an integral part of the school and they, and they steer the House system, the aim of which is to create an atmosphere of tolerance, openness and trust in which pupils develop respect for self and others and a personal compass for equality, justice, self-discipline, responsibility and a desire to do what is right for the greater good.

4. THE AIMS OF BOARDING

- Develop the whole person and instil both a desire for truth, honesty, respect and responsibility for self, others, their environment and community;
- Develop boarders' qualities of leadership and ability to work as part of a team;
- Ensure 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 banter, teasing, harassment and bullying would find great difficulty in developing;
- Provide the conditions for all pupils to develop academically by creating an atmosphere where effort, progress and achievement are celebrated, a hard-working ethos is promoted and by ensuring the necessary conditions to allow pupils to complete independent work efficiently. Where possible, pupils can access staff and other pupils for support.

- 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, and ensure that all pupils understand the value of these and participate in them.
- 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.
- 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;
- Provide accommodation that is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy;