

**AMDG**



**STONYHURST**

**Academic Year 2019 – 20**

## **College Statement of Boarding Principles**

Name of Policy:	<b>College Statement of Boarding Principles</b>
Date of Policy Revision:	May 2019
Revised by:	College Deputy Head Pastoral
Approval Body:	The Executive Team
Date Approved:	September 2019
Date of next revision and by whom	Summer 2020 <ul style="list-style-type: none"><li>• College Deputy Head Pastoral</li><li>• HOP team</li></ul>
Location(s) where Policy can be found	<input checked="" type="checkbox"/> ISI Portal <input checked="" type="checkbox"/> Stonyhurst Website <input checked="" type="checkbox"/> Intranet <input checked="" type="checkbox"/> Hard copies in the following rooms: <ul style="list-style-type: none"><li>❖ Compliance &amp; Legal Support</li><li>❖ Headmaster's PA</li><li>❖ SMH Headmaster's PA</li><li>❖ Bursar's PA</li></ul>

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## Statement of boarding principles

At the heart of the boarding community at Stonyhurst lie the values and ideals of the Jesuit educational mission. Boarders (and day pupils alike) are encouraged to grow in virtue and to develop the spiritual life necessary for them to become mature, caring and responsible Christian adults. Through life in our boarding community, we aim to instil in all pupils characteristics such as compassion, an ability to see God in all things, forgiveness, a desire to care for the less able and to treat each person equally.

Our unique Playroom system provides an outstanding quality of pastoral care, where the pupils bond as a year group (Playroom) and remain together as they move from Playroom to Playroom every year. The boys board in year groups. Year 9 (LG) and 10 (Grammar) girls board together; year 11 girls board as a year group, and year 12 (Poetry) and year 13 (Rhetoric) girls board together. The strength of their friendships is palpable as is their support for and understanding of one another. As a group, they learn to respect one another's differences, face challenges together and delight in one another's success. As individuals they give their very best in all that they do, to the greater glory of God. They have the support to grow in personal and academic confidence, to step beyond their comfort zone without fear, and to contribute to the community both within and beyond Stonyhurst itself. Stonyhurst pupils come to appreciate the creative tension between independence and interdependence and they do so with openness, generosity of spirit and enthusiasm. Boarding at Stonyhurst develops a firm sense of community amongst all the pupils and helps to develop friendships that will be sustained and be sustaining in life beyond the College. We believe that the Playroom system at Stonyhurst provides the bedrock upon which supported independence and youthful fellowship can be built. Pupils learn to treat each other and all members of the community with kindness, sensitivity and respect.

The opportunity to live and work alongside people from varied backgrounds and countries is a genuine privilege. Pupils work with teachers, other members of the adult community and with other pupils in ways that go beyond the formulaic relationship imposed by the classroom or laboratory. It is a caring, supportive and prayerful community with Jesus Christ at the centre.

Playrooms are staffed by teams of adults who work generously to sustain and uphold the health and happiness of the young people in their care. We seek partnership with parents, based upon our ethos, which enhances the well-being and prospects of Stonyhurst pupils. Pastoral Heads are supported by resident staff, duty staff and academic tutors. Each Playroom has its own character, dependent on the age, the mixture of nationalities and the interests of the students within it; in essence, it is the pupils themselves who define the character of their Playroom, encouraged and guided by their Pastoral Head. The working week at Stonyhurst is full and weekends offer a rich programme of structured activities, social occasions and other recreational opportunities.

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