



STONAR

## STATEMENT OF BOARDING PRINCIPLES AND PRACTICE

Stonar's mission is to prepare each student to live successfully in a globalised world by furnishing them with the skills and attitudes to flourish academically and personally. In our boarding environment every effort is made to provide a secure, caring, happy, stimulating experience which allows every boarder to achieve their full academic and personal potential.

Boarding is offered from Year 5 through to Year 13 and pupils reside in one of the three boarding houses situated within Stonar's rural campus. The boarding houses are run in a way that allows a nurturing family atmosphere to develop, enabling each pupil to feel that they belong to a smaller, more closely-knit community as well as to the wider School community. The boarders here enjoy the space, the facilities, the commitment and energy of the staff and perhaps above all the friendliness of adults and children alike. This familial environment is greatly cherished by staff and pupils alike.

The boarding houses provide a home from home for our pupils and an environment in which to develop a sense of responsibility and consideration for others. The pupils derive a great sense of companionship and loyalty from belonging to a house. New boarders are allocated to houses by the Director of Admissions and Marketing in conjunction with the Deputy Head (Pastoral), who seek to ensure an even distribution of pupils' talents, interests and nationalities.

The boarding houses are equipped with a range of facilities including kitchens, ICT facilities and communal areas. The common rooms are warm and inviting spaces, with plenty of soft seating, TVs, Karaoke machines and game consoles players and DVD players. All bedrooms have large pin boards and Stonar boarders are encouraged to personalise their dorms, they can bring their own bedside lamp, duvet and favourite bed linen if they wish. There is (filtered) internet access via Wi-Fi throughout the boarding houses and much of the school campus. It is one of the hallmarks of the house system at Stonar School that, while each house retains individual characteristics which spring from layout, location and the personality of those in charge of its organisation, all houses work together as a matter of principle to follow the same criteria and basic operating methods.

As Stonar has a fully flexible approach to boarding, day pupils also have the opportunity to stay the night\* and can invite the boarders home. Stonar's fee structure includes two free nights in boarding each term for day pupils in Year 5-13 inclusive (subject to availability in house). This complements and strengthens the vibrant family atmosphere and help creates a fully integrated community. (*\*suspended during COVID-19 pandemic*)

Houseparents endeavour to provide a warm welcoming environment, they hold firm the belief that every pupil has the right to be treated as an individual and boarders are supported accordingly. The resident Houseparent has overall responsibility for their pupils' work, welfare and development, and are assisted in this role by an Assistant Houseparent and a team of house tutors. The House staff lead by example and command the respect of the pupils. The approach within each House is good humoured, fair and consistent, with frequent praise, encouragement and rewards. The establishment of clear boundaries ensures that each house runs efficiently and the boarders know what is expected of them and receive fairly imposed sanctions and are supported to reflect on poor behaviour choices if they transgress.

Boarders of all ages are able to voice their ideas and concerns; staff make opportunities to discuss, and where possible, act upon suggestions and to resolve problems promptly. Pupils are encouraged to become representatives at the regular boarding committee meetings and to raise their concerns at the nightly house meetings.

As the boarders become older they are encouraged to take more responsibility for organising themselves, have the opportunity to hold a variety of age appropriate positions of responsibility within the house and they are encouraged to take up positions of responsibility across the School community.

Sports fixtures, sports coaching and a diverse programme of evening and weekend activities, catering for as wide a range of needs and desires as possible, ensures our boarders have plenty to occupy their time. Pupils and parents are able to plan ahead as all the activities are published in the online school calendar. In addition to the programme of weekend events the Equestrian Centre is open on Saturday and Sunday; our riders can choose to spend their free time there or competing at local or regional competitions.

The pastoral care structure is designed to encourage pupils to achieve their full potential whilst allowing their individuality to flourish. There is an emphasis on personal responsibility and giving freedom within sensible constraints, with the staff providing gentle, but firm guidance if and when necessary. We believe pupil performance and well-being go hand in hand. The Deputy Head (Pastoral) has an overview of the pastoral care in the school and manages the Pastoral Care Team (PCT). The PCT meets weekly to monitor individual pupil progress and review pupils in receipt of targeted intervention or support. In addition, the Prep School staff meet weekly to discuss all matters of pastoral care and academic progress for all pupils.

New boarders will routinely meet the School Nurses so that they are aware of support available in the Health & Wellbeing Centre. Parents of new boarders are also encouraged to make contact and meet with the School Nurses if they so wish. A professional Counsellor is available in school one day per week for pupils to see confidentially on request. Appointments may be made through the Health and Wellbeing Centre. Our Thrive & ELSA trained Pastoral Intervention Practitioner is also able to offer early intervention and support to pupils. The PCT may identify pupils who might find meeting with the PIP or Counsellor helpful, though it is entirely up to each pupil to decide whether they wish to take up any support on offer.

Our boarding pupils' Tutors are acutely aware of the role they play in ensuring the pupils' happiness and wellbeing and Tutors liaise closely with the Houseparent, dovetailing the support on offer across all areas of the School. With the aim of developing a high quality home, school and community partnership and to maintain good and effective communication, parents are encouraged in the first instance to contact their child's Tutor or Houseparent; however, they can also contact any member of the School Leadership Team directly to communicate important information or to voice concerns.

This statement should be read in conjunction with the information and policies which are available on the Stonar website: [www.stonarschool.com](http://www.stonarschool.com) or on request. Examples of which include:

Mission Statement / Boarding Handbook / Code of Conduct and pupil expectations / The Behaviour and Discipline Policy / Health and Safety policy / Child Protection and Safeguarding Policy / The whole school policy for dealing with conflict (& counter bullying strategy)

Last Reviewed: June 21, June 2022

Due for review: June 2023