

STATEMENT OF FELSTED BOARDING PRINCIPLES AND PRACTICE

COVERING BOTH SCHOOLS

Date statement became effective :	January 2011
Last Reviewed	Spring Term 2024

Period of Review	2 Years
Next Review Date :	Spring Term 2026

Person responsible for implementation and monitoring :	Heads, Deputy Heads Assistant Head (Boarding)
Other relevant policies :	<ul style="list-style-type: none"> ● Safeguarding and Promoting the Welfare of Boarders ● Safeguarding and Promoting the Welfare of Pupils ● Anti-Bullying Policy ● Complaints Policy and Procedure ● Equal Opportunities Policy ● Parent and Guardian Relationship Policy ● Pastoral Care Policy ● Promoting Positive Behaviour for Learning and Code of Conduct Policy ● Supervision of Pupils Policy ● Tutoring Policy ● Spiritual, Moral, Social and Cultural Development Pupils at Felsted Policy



FELSTED SCHOOL

BOARDING PRINCIPLES AND PRACTICE

Felsted aims to provide an all-round education of the highest standard, supporting pupils in their passage to adulthood. Confidence and tolerance of others flourish in a close community. Our supportive family atmosphere and Christian ethos encourage pupils to develop a lasting sense of moral, social and spiritual responsibility, and our House system provides a caring pastoral environment in which pupils learn to consider the rights and needs of others. All teaching staff are attached to a House, and are expected to take responsibility as tutors for the educational, social and moral welfare of pupils in the context of Felsted's Day and Boarding communities.

If you wish to request a translation of this statement, please contact burspa@felsted.org.

STATEMENT OF FELSTED BOARDING PRINCIPLES AND PRACTICE

1. THE AIMS OF BOARDING AT FELSTED

Felsted aims to provide:

- An all-round education of the highest standard, supporting pupils in their passage to adulthood
- A close community in which confidence and tolerance of others flourish
- A supportive family atmosphere
- A Christian ethos which encourages pupils to develop a lasting sense of moral, social, and spiritual responsibility
- Through the House system, a caring pastoral environment in which pupils learn to consider the rights and needs of others

2. THE ORGANISATION OF BOARDING AT FELSTED

Felsted has nine Boarding Houses:

- One Year 13 girls' house (Garnetts)
- One Year 13 boys' house (Windsor's)
- One Year 12 girls' house (Thorne)
- Two girls' houses from Year 9 to Year 12 (Follyfield and Stocks's)
- Three boys' houses from Year 9 to Year 12 (Deacon's, Gepp's and Elwyn Houses)
- One Mixed Boarding House at the Prep School Years 4-8 (Hamilton House)

and two-Day Houses:

- One boys' house from Year 9 to Year 12 (Mont's)
- One girls' house from Year 9 to Year 12 (Manor)
- The organisation of Houses in the Senior part of the school allows the Lower Sixth to take positions of responsibility in House a year earlier than in many schools, and provides the Upper Sixth with the opportunity to live for their last year in a 'half-way' step to a University environment, with their immediate peers.
- All full-time teaching staff in the Senior and Prep (but not Stewart House) are attached to a House, or do Boarding Duties and are expected to take responsibility as Tutors for the educational, social and moral welfare of pupils in the context of Felsted's Day and Boarding communities.



3. ADMISSION CRITERIA

Please see the **Admissions Policy** for Admissions Criteria in full.

And the **Disability Policy and Accessibility Plan** states:

Felsted School welcomes all pupils who can make the most of the opportunities that we offer and who can flourish in the caring learning environment that we provide. Treating each child as an individual is key to us, and we welcome pupils with learning difficulties and physical disabilities provided that they can cope with our curriculum and site.

4. OUTLINE OF WELFARE SUPPORT FOR BOARDERS

Welfare Support for Boarders

This information is more fully set out in the **Safeguarding the Welfare of Boarders Policy**, and available to parents and pupils on the website:

Resident House Staff: HM, HP, AHM, AHP, HOP, Resident Tutor and Matron
Health and Wellbeing Assistants
Individual Tutor
Senior Leadership Team accessibility – Senior Deputy Head, Prep Deputy Head DSLs and Head of Wellbeing especially Senior Leadership Team duties and supervision
Medical Care – GP and 24 hour nursing service
Wellbeing and Counselling
Independent Listener
Peer mentoring
Monitoring and Recording – registration, academic progress
Clear rules and boundaries;
Information: Boarders are provided with good information about current events at regular House and other Assemblies. They have clear information on House Notice Boards about what to do if they have complaints or concerns; what to do in the event of Fire; what to do in a First Aid emergency; and how to deal with cyber-bullying and other forms of bullying.

5. OUTLINE OF FACILITIES AVAILABLE TO BOARDERS

*These facilities are also outlined in the **Safeguarding and Promoting the Welfare of Boarders Policy**:*

Each House has:

- Clear Safety procedures and rules
- Keypad or fob locks on all doors
- an alarm at night
- Safety restrictors on window opening
- visits by Security Guard patrols in the evening and at night
- Safe storage of medication
- Locking safes for personal valuables
- Shared small dormitories for Year 9, mainly single rooms for Year 10 and above, with some doubles. In the Prep there are a number of dormitories of different sizes.
- Personalised and safe spaces for each individual
- Cook holes, where appropriate
- Fridge space, where appropriate
- Appropriate shower and toilet facilities

HMs/HoPs will:

- Consider and make room allocations carefully and appropriately taking into account pupil wishes
- Monitor diet, exercise and sleep (removing mobile phones and laptops from younger years overnight in line with the school policy)

Provision in Houses includes:

- Games rooms
- Television rooms
- House events – e.g. pizza nights / film nights etc
- Snacks

7. A CHURCH OF ENGLAND SCHOOL

Felsted is a Christian (Church of England) ethos and foundation, and encourages and nurtures the development of individual personal faith, beliefs and values, but is supportive of those of any faith or none.