

Statement of Caterham's Boarding Principles and Practice

Caterham School is one of the leading co-educational schools in the country. We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and wellbeing underpin academic, co-curricular and sporting excellence and involvement. The majority of our pupils are day pupils but we are also a thriving Boarding community, which we believe enriches the educational opportunity and experience for all. We believe in providing an education for life for all Caterhamians and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of a Caterham education and is an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At Caterham School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the challenges of life at university and beyond and understanding their responsibilities towards others. We want our pupils to leave Caterham well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. In so doing we remain true to our founding principles and values.

Boarding education at Caterham therefore is not only about gaining knowledge but is also about the personal development of each boy and girl in its fullest sense. This will include spiritual, moral, social and cultural development, all of which are an intrinsic part of boarding life.

Boarding at Caterham aims to provide a safe and caring environment in which all pupils are treated and respected as individuals. It aims to allow all pupils to develop their full academic and personal potential and to enable pupils to have an input in the running and development of boarding at the School.

We recognise the responsibilities entrusted to us by parents and educational guardians and encourage every opportunity for communication between the boarding house and the family.

Integrity, commitment, and self-discipline are the positive attitudes required by adults and young people within the boarding environment. We aim to set, and are entitled to expect from others, good, caring standards of behaviour marked by trust, respect, responsibility, openness and honesty.

All boarding staff are expected to apply all whole school policies and standards in order to achieve these expectations.

Overview of Boarding

Organisation

The Deputy Head (Pastoral and Wellbeing) is a member of the Senior Leadership Team and is responsible for line-managing the Boarding Housemasters and Housemistress (HSMs). The Deputy Head (Pastoral & Wellbeing) works closely with the Principal Deputy Head and the Assistant Head (Boarding) in ensuring National Minimum Standards are met and surpassed. The Deputy Head (Pastoral and Wellbeing) and the HSMs meet on a weekly basis to discuss pastoral matters related to boarding, and meets frequently with the Assistant Head (Boarding) to evaluate elements of practice, staffing and other fundamental standards in boarding, and to plan for improvement. The Assistant Head (Boarding) meets with the HSMs on a weekly basis to make arrangements for the weeks' ahead, including planning activities, arranging boarding council meetings and prefect training and discuss general day-to-day matters. The HSMs are very valued members of the Pastoral Leadership Team, contributing to the strategic objectives of the school and influencing culture and practice.

There are three boarding houses:

- Beech Hanger (Girls' Boarding, Third Year to Sixth Form) is situated in its own grounds behind the Sports Centre, currently housing girls aged between 11 and 18. The Housemistress, Siobhan Isaacs, lives with her family in a house that is attached to the boarding house. She is assisted in the running of the House by an Assistant HSM, Libbie Gibbs, by resident and non-resident house tutors and matrons. There are approximately 64 places available for girl boarders.
- Townsend (Junior Boys Boarding, Third Year to Fourth Year) is situated on the first floor in the Main School Building. The Housemaster, Alistair Taylor, lives with his partner in an apartment attached to the boarding house. He is assisted in the running of the House by an Assistant HSM, Harrison Whitehouse, resident and non-resident house tutors and matrons. There are approximately 35 places available for junior boy boarders.
- Viney (Senior Boys Boarding, Fifth Year and Sixth Form) is situated on the first and second floors in the Main School Building. The Housemaster is Nick Mills, who lives with his family in an apartment that is attached to the boarding house. He is assisted in the running of the House by an Assistant HSM, Debbie Nye, by resident and non-resident House tutors and matrons. There are approximately 65 places available for senior boy Boarders.

The Health Centre is staff by qualified nurses and the School Medical Officer, Dr Richard Wright. Full details of our medical protocols and practices can be found in the Caterham School Medical Protocols and Practice Handbook. Relevant details from this handbook are sent to all parents.

Facilities

Within each boarding house there are a variety of different types of rooms. Typically, junior boarders share in rooms of four, senior pupils in the Fifth Year and Lower Sixth are in rooms of two and pupils in the Upper Sixth usually have single rooms with en-suite facilities. In each House there are common rooms for pupils of different ages and kitchen facilities for making

drinks and snacks. Boarding pupils have access to all of the school facilities including the Sports Centre and its swimming pool. Sixth Form boarders also have access to the Sixth Form Centre after school hours.

Wellbeing

The wellbeing of our pupils is our primary concern and it is promoted and enhanced by all members of the school community. Throughout the school day, the first point of call for wellbeing issues is a pupil's form tutor or Head of Year but out of school hours the HSM or duty staff member is always available. A whole school approach to promoting wellbeing is encouraged throughout our community including from boarding and teaching staff, Health Centre staff, the School Counsellors and support staff.

In all Houses a member of staff is on duty throughout the day and night, often supported by a matron. The matrons play a key pastoral role in looking after the pupils and the health of the pupils is supervised by members of our Health Centre staff. All rooms in the Houses are cleaned each weekday. The Health Centre is able to accommodate ill pupils both during the day and overnight. The Deputy Head (Pastoral and Wellbeing) and other Senior Staff live on site and are always available to deal with any concerns that the pupils or indeed boarding staff may have. In addition, the wider pastoral team and Safeguarding team are available for support during the school day. There is an independent School Counsellor who is available for consultation by all pupils, and the boarding pupils have the facility of an independent listener.

The Catering Manager is responsible for meeting any special dietary requirements. The Catering Manager meets regularly with the Lead Nurse, the HSMs and with the pupil catering committee.

Members of the Chaplaincy team will ensure arrangements are made for boarding pupils to worship as their conscience and culture dictate with all members of the boarding community expected to attend occasional services and assemblies designed to encourage understanding of others beliefs and cultures.

Academic Progress

The Housemasters work very closely with the Tutors and Heads of Year in monitoring the academic progress and achievement of all boarding pupils. Their efforts will be noticed and rewarded, including through being given greater freedom to work independently if pupils can show they are self-motivated with their work.

As necessary, additional support is given in order that all boarding pupils can achieve their true potential including through academic mentoring, the Learning Support department and the EAL department.

Boarding Standards

All of the regulations and policies are in line with the requirements of the NMS for Boarding Schools (2022), which provide a regulatory framework outlining minimum standards of care in boarding schools and which we are inspected on every three years.