



FARRINGTONS
SCHOOL

STATEMENT OF BOARDING PRINCIPLES AND PRACTICES POLICY

Updated – September 2025
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Farringtons School Statement of Boarding Principles and Practice

At Farringtons we aim to provide each pupil with a safe, secure and stimulating second home. The experience of working and living together within a close-knit community, of learning to understand other people, as well as appreciating diversity and compromise are hallmarks of Farringtons Boarding. We place a great emphasis on personal growth and self-knowledge and our purposeful, participatory community enables the pupils to enjoy all that life in a boarding school has to offer.

1. Introduction to boarding structure

1.1 These principles, practices and outcomes outline the unique contribution made by the boarding ethos of Farringtons School, to the achievement of the Mission Statement and the Aims of the School. Farringtons School is a day school with boarding which has one mixed boarding houses structured to facilitate a high level of age and gender specific care to the pupils. The boarders are split, by gender, into one Year 9-13 boarding house named Wyvern House.

2. Statement of Boarding Principles and Practice

2.1.1 To ensure the boarding life of all pupils is a rich and fulfilling experience, where the growth and development of the individual is fostered in a secure and happy environment.

2.1.2 To promote community living, where relationships are based on the values of trust and respect.

2.1.3 To ensure that pupils from different traditions are encouraged to fulfil their personal potential through a tangible experience of cosmopolitan community.

2.1.4 To promote growth in independence and maturity in preparation for meeting the challenges of the wider world.

2.1.5 To provide a context for young people to support and encourage each other in their journey towards personal fulfilment and independence. For example, by providing a structural framework for living together, by setting up structures for increasing responsibilities and freedoms, mentoring through one-to-one relationships and conflict resolutions.

2.1.6 To provide a high standard of boarding accommodation, where the pupils can be nurtured and encouraged to achieve their potential. In this environment the health and well-being of each individual student can be monitored and supported. For example, though exceeding the Boarding National Minimum Standards (2022) and following the BSA Covid-Safe Charter (as required) and ensuring pupils are eating a balanced and healthy diet.

2.1.7 To ensure a safe and secure environment, where pupils are offered care, support and challenges from Housemistress/masters trained and expert in pastoral care. For example, through the Safeguarding Policy, the Child Protection Policy, the Anti-Bullying Policy, the Missing Child Policy, the Health & Safety Policy and accompanying risk assessments and instigating necessary security measures.

2.1.8 To encourage recognition, appreciation and celebration of the richness of human diversity. For example, through cultural celebrations, cuisine, offering a diverse range of activities to cater for different

tastes, and raising the awareness of others to festivals and occasions specific to groups of pupils.

2.1.9 To create a community where all are welcome and the uniqueness and self-esteem of each individual are nurtured. For example, through recognition of individual achievements commensurate with the personal potential of pupils, and through daily one-to-one contact with pupils.

3. Management and administration

3.1.1 The management structure at Farringtons School is set out to uphold the high level of pastoral care for the pupils. Housemasters/mistresses are ultimately responsible to the Head for the smooth and effective running of their boarding house. In practice, they report directly to the Assistant Head (Pastoral) who is also the Head of Boarding; they have overall responsibility for pastoral care in the School.

3.1.2 The Housemaster/Housemistress is supported by a Residential Assistant and an experienced pastoral team of Tutors, a Matron, a Chaplain and Medical Team.

3.1.2 Weekly 1:1 Housemaster/mistress meetings are chaired by the Assistant Head (Pastoral) and are used for promulgation of information and discussions about topical issues. Action points of each meeting are recorded.

3.1.3 The Assistant Head (Pastoral), lives on-site and is available to the pupils and staff as a member of the residential team.

3.1.4 Farringtons School is proud to be a day school with boarding. It does however wish to provide the best boarding experience in this country and is constantly working to improve the level of care on offer to our pupils.

3.1.5 House staff are in regular contact with parents/guardians in order to support their child's boarding lives.

3.1.6 The pupils are encouraged to find the right balance between staying in, making the most of the Weekend Programme or staying with family/guardian/friends.

4. Farringtons' Boarding Principles in terms of outcomes:

1. Pupils learn to look after themselves successfully, confidently enjoying the experience of living away from home, organising their working week, their leisure time and their personal routines.

2. Independence: as they grow through the school, the pupils become self-disciplined, resilient, resourceful and self-reliant.

3. Pupils learn to understand one another better, to be tolerant, to compromise, to care for and support each other, to respect differences, and to show compassion and kindness.

4. Pupils grow to appreciate the value of community through living in a boarding house. They develop a strong sense of loyalty, promoting and sharing its ethos and spirit.

5. Pupils exercise responsibility within the community by contributing to the life of their Houses, through participation, service and leadership.
6. By having the opportunity to make many small decisions about their daily lives, pupils learn to get things wrong and to try again.
7. Pupils make the most of the fun you can have in boarding, living life to the full.