



**BISHOPSTROW  
COLLEGE**

A pathway to excellence

## **STATEMENT OF BOARDING PRINCIPLES AND PRACTICE**

### **Introduction:**

Bishopstrow College was established in 2006 as a full boarding school for 40 boys and girls aged 7-17 years, who do not have English as their first language. The College aims to improve each student's level of English to prepare them for entry into the British education system and boarding school life. The College operates a 4 term year, with no exeat weekends or half term holidays. Each term is between 10 to 12 weeks with a minimum of one week's holiday between terms. 2, 5 week Academic Summer Programmes are also held during the 4<sup>th</sup> term. The students may join the College at the beginning of any of the 4 terms, or Academic Summer Programmes. The length of stay is for a minimum of one term and a maximum of four. We feel it is important that a student can move onto their next school when it is in their best interests and therefore we ask the chosen school to make that decision.

We aim to provide a boarding environment which represents the first safe step where young students can learn English and also experience first hand what it will be like to board in a UK independent boarding school.

### **Student numbers and accommodation:**

Since its foundation the College has grown significantly and concentrates on providing a smooth transition for solely international students (under 18 years) wishing to enter full time education within the UK Independent sector. Following the changes of ownership in August 2014, the College has had to relinquish its Tier 4 sponsor licence from the UK Visas and Immigration. In November 2014 the College was granted a new licence, and in 2015 was awarded Tier 4 Sponsor Status from UK Visas and Immigration. Our students have a 100% record of compliance with the terms of their entry into the UK.

In 2011 the College was fortunate in gaining planning permission for an increase in on-site accommodation from 40 to 64 students. In 2016 additional bedrooms were created in the main college building increasing the number of beds to 72. The objective in increasing student numbers is to facilitate the College's ability to provide separate accommodation for senior boys and girls and the establishment of a separate junior house. Presently, all but a small number of senior boys and girls are housed in the Main College building, with separate accommodation between males and females.

### **Admission of Day pupils:**

Occasionally we have had a number of requests from parents with younger children (under 10 years) for the parents to be able to stay close to the College and for their son/daughter to initially be a day pupil. This allows for a gentler introduction to boarding life and provides the parents with the assurances they need that boarding is the right decision. Day pupils have the same access to after school activities and sport as our boarders. The College is registered as having 104 students by the Department for Education and an average range of 7-17 years.

### **The College's Aims and Ethos:**

Our aims and Ethos provide the guiding vision for the education provided at Bishopstrow College. This statement of boarding principles highlights those areas of pastoral care that relate specifically to the College's boarding community and the ways in which the College seeks to safeguard and promote the welfare, health and safety of boarding students.

### **Principles:**

The College has drawn up a statement of boarding principles and practice which summarises our aims for the boarding community and the ways in which we try to implement these aims. Boarding offers the benefits of a fully rounded education –academically, socially, spiritually, emotionally and embracing fundamental British Values. These contribute to the development of important transferable skills such as personal responsibility, communication, teamwork, self-motivation and adaptability. Highly committed boarding staff encourage students to develop a good work ethic, a sense of self discipline in daily life, good manners, high standards of personal presentation and confidence in speaking with others so that they are well prepared for their move to their chosen school.

### **Aims of Boarding:**

- To provide a secure, caring environment where each boarder receives the attention and support he/she needs
- To create an open and trusting atmosphere where each boarder learns to value truth and respect for others
- To make boarders feel the same confidence and comfort, as far as possible, as they do at home
- To provide the opportunities for each boarder to develop his/her intellectual talents
- To provide opportunities for each boarder to develop physically, socially, culturally and morally
- To develop boarders' qualities of leadership, ability to work as part of a team and personal responsibility
- To encourage boarders to integrate fully within the life of the College
- To safeguard and promote the welfare of each boarder, by providing an environment that is, as far as possible, free from physical hazards and dangers
- To provide accommodation which is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy

## Implementation:

- The College adheres to the regulations set out in the National Minimum Standards for Boarding Schools, under the inspection framework of the Independent Schools Inspectorate (ISI).
- The College's Pastoral Care Policy details the provision of pastoral care given to all boarding and day students.
- Boarding staff are suitably experienced and qualified to carry out their duties and receive appropriate staff training. They are suitably deployed to provide unobtrusive but friendly supervision of boarding students.
- Expectations regarding standards of behaviour and co-operation with others are reinforced through the structure of boarding time, for example community meals and activities.
- There are well-structured and supervised homework (prep) conditions, access to learning resources such as the College library and the ICT facilities in the evenings and at weekends, and support from staff if required.
- Access is provided to a wide range of extra-curricular activities –sporting, intellectual, and cultural –through a well-balanced and extensive trips and activities programme at weekends.
- The participation of boarding students in some activities is obligatory and every effort is made to encourage students to take part in as wide a range of activities as possible.
- Boarders are given opportunities to show leadership in boarding as prefects and captains or as school councillors.
- Living away from home encourages teamwork and personal responsibility and, in a boarding community, students learn the need for compromise and co-operation.
- Boarders can put forward their views via regular questionnaires collated by the Director of Studies and Head of Boarding or through regular consultation meetings and the Student Council.
- Appropriate induction is given to new boarders. An information handbook is given to each boarder at the start of the College year. On arrival, new boarders are allocated a 'buddy' to help them to settle in to the boarding routines.
- The College's boarding arrangements allow boarders' opportunities to go out with visiting parents at weekends once College commitments have been completed and permission has been granted.
- The College's Health and Safety Policy and security procedures ensure that the boarding environment is safe and secure.
- Boarding accommodation is well maintained and appropriate for the needs of boarding students.
- Each student has an educational agent who provides close liaison and communication with parents and guardians.
- The Boarding Information Pack contains full contact details, together with other information relevant to boarding life.

**Staff:**

The directors and Principal are in overall charge of boarding and they co-ordinate a Resident Boarding House Team of 7 staff. The directors and Principal play an active role in the welfare of boarders.

Resident Boarding House Staff supervise the Boarding Houses overnight. Medical matters are the responsibility of the Head of Boarding and Matron. Students are registered with a local medical practice.

Currently 11 members of staff have First Aid qualifications.

The Medical File records all medical policies and procedures according to best practice. The boarding staff role is to support students' pastoral, academic, sports and activities needs.

They help to establish a pleasant and positive House ethos and develop sympathetic relationships that allow students to turn to them in times of need, as well as providing support for the smooth running of the House. Boarding staff also liaise regularly with, senior management, teaching and household staff. Academic Tutors also meet regularly with their tutor group to enable students to express any concerns.

**Supervision:**

There is adult supervision in each boarding house at all times by an identified member of staff. Duty rotas are clearly defined and involve staff being on site throughout the duration of their duty. House staff are fully aware of Boarding procedures and arrangements and have access to emergency telephone numbers if required. Job descriptions detail their duties and responsibilities. An incident record is maintained in each house to record any incidents (in the Boarding Diary and Communication Log). These are monitored regularly by the Director of Studies and the Head of Boarding. Amongst the boarding staff, informal and formal meetings take place to assist the delivery of a high level of pastoral care for all students. There is a formal boarders' welfare and future planning meeting each week attended by the Principal, Director of Studies, Head of Boarding and boarding team.

**Prefects and Captains:**

Prefects and Junior Captains are appointed to assist with a variety of duties around the school and in boarding. As well as the obvious benefits it helps to ensure that students have an opportunity to develop judgement and a sense of responsibility. Appointments are at the discretion of the Director of Studies, Head of Boarding, teaching and boarding staff. Duties and expectations are known, guidance is given on their role, induction and training is provided by the Head of Boarding and the Director of Studies. Their role is supportive and not disciplinary.

**Complaints Procedures:**

The Student Handbook gives details about complaints procedures for students and a flow chart of who to speak to if worried or concerned. In the unlikely event that a complaint by a parent or a student cannot be resolved through the College's published procedures, the regulatory body the Office for Standards in Education (Ofsted) can be contacted directly:

Ofsted, Piccadilly Gate, Store Street,

Manchester, M1 2WD

Tel: 0300 1234 234

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

The College is also inspected by Independent Schools Inspectorate (ISI) also inspects the College.

The address for ISI is:

CAP House, 9-12 Long Lane, London EC1A 9HA

Tel: 020 7600 0100

Email: [concerns@isi.net](mailto:concerns@isi.net)