

PRINCIPLES OF BOARDING PRACTICE AT TUDOR HALL

1. INTRODUCTION

- 1.1 At Tudor Hall we aim to provide each pupil with a safe, secure and stimulating home. The experience of working and living together within a close-knit community, of learning to understand and appreciate other people, and embracing diversity and compromise are hallmarks of Tudor Hall 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. Our School motto '*Habeo ut Dem – I have that I may give*' is embodied through Tudor Hall Boarding.

2. TUDOR HALL'S BOARDING PRACTICE:

- 2.1 Boarding is at the heart of the Tudor Hall experience. Established in 1850, Tudor Hall's founders aimed to provide young women with the best possible education. An inclusive and progressive community, we embrace the diverse identities of all our boarders and the unique value each person adds to our school.
- 2.2 Our horizontal boarding model enables Tudor Hall pupils to form strong, loyal, supportive relationships with peers and staff. There are 7 boarding houses, each with their own unique features, set up specially for the year group which they house.
- 2.3 Each House is run by an experienced House team formed of a Housemistress/Houseparents (Hm), Deputy Hms (DHms) and an experienced pastoral team of Matrons and Tutors. They are supported by our Boarding Assistants, Graduate Interns and Housekeeping teams.
- 2.4 House teams work collaboratively with them to ensure that our boarders thrive during their time with us, and we can give them truly individualised care.
- 2.5 Balance is key to our boarders' happiness: we encourage a holistic approach to their wellbeing, making the most of the myriad opportunities we offer during the school week and through our Weekend Programme, whilst also having rich home lives and relaxation time.
- 2.6 Learning to live together cohesively is developed through communal living: boarders share dormitories with their peers up until the end of the LVI.
- 2.7 In the UVI, independence is encouraged through single room dorms, shared social spaces and increased personal responsibilities and leadership opportunities.
- 2.8 Tudor Hall's boarding provision is managed centrally to ensure consistency in our safeguarding systems, protocols, and procedures. The Boarding Team consists of the Deputy Head (Pastoral), Assistant Head (Pastoral) and the Senior Housemistress who work together as a team alongside the House team to ensure the highest standard of boarding practice across the school.

3. AT TUDOR HALL BOARDERS DEVELOP TO BE:

- 3.1 **Confident** - Tudor Hall boarders grow through the new life challenges and experience of living away from home. To learn to thrive in a safe environment, manage their daily lives and push their own boundaries.
- 3.2 **Independent** - Through boarding, our pupils learn self-discipline, resourcefulness and self-reliance. They learn to make decisions for themselves and be responsible for their actions.

- 3.3 **Tolerant** - To be grateful for living and working in a global community.
- 3.4 **Sense of Belonging** - Each boarder's diverse identity is recognised and celebrated and made to feel part of the Tudor community.
- 3.5 **Community** - Boarders value the Tudor community through living with their year group in a boarding house, where they develop a strong sense of loyalty and inclusivity.
- 3.6 **Responsible** - Through participation, service and leadership, our boarders learn responsibility towards others and for their own actions and behaviour.
- 3.7 **Resilient** - Through having the opportunity to make decisions in their daily lives, pupils learn to cope with setbacks and be prepared to meet the challenges ahead.
- 3.8 **Leaders** - With opportunities for all to develop leadership skills and take responsibility.
- 3.9 **Reflective** - Thinking about their actions, analysing those and changing them where needed as well as being supportive of others.
- 3.10 **To be compassionate** - through living in a diverse community, boarders develop empathy. They learn social diplomacy and compromise, and how to care for and support each other with kindness.
- 3.11 **Fun** - Tudor Hall boarders make the most of their time here. They have rich experiences, build strong friendships, and live life to the full.

4. TUDOR HALL'S BOARDING AIMS:

- To ensure all boarders are valued members of the community;
 - To provide an environment which develops confidence, independence and resilience;
 - To provide an environment which nurtures and develops self-esteem; and
 - To create a safe environment where boarders are happy and able to realise their potential.
- 4.1 Tudor Hall aims to give each pupil the opportunity to realise their academic potential, grow as an individual and is well prepared for life beyond school combining the focus on academic achievement, personal development and engendering a firm understanding of the world in which we live. We aim for pupils to relish all that life in a boarding school has to offer, to enjoy their learning, develop intellectual curiosity and be ambitious, whilst learning to achieve balance in their life.
- 4.2 In all that we do at Tudor Hall, we foster the need to value oneself and others. In so doing, we expect each pupil to be a responsible and considerate citizen and we support them to grow into confident, positive young person. By emphasising the importance of spiritual and personal growth, we help them to develop self-knowledge, to become outward looking, courageous and compassionate, so that they will be inspired to make a difference both to our school community and throughout their life for the benefit of others.
- 4.3 The constant reinforcement of our school motto *'I have that I may give'*.

Reviewed by Deputy Head (Pastoral): August 2024

Approved by Education & Welfare Committee: October 2022

Reviewed by Deputy Head (Pastoral): September 2022

INFORMATION GIVEN TO PUPILS AT START OF EACH TERM

		Date	Initials
Autumn Term	House rules		
	House routine		
	AUP / Rewards & sanctions		
	Fire alarm procedure / Fire exits etc		
	Fire practice – where to line up		
	Fire alarm practice in the 1 st week (by Friday 11 th September)		
	Time:		
	Use of the kitchen area / common room		
	Suitcases put away		
	When house meetings are		
	Use of outside space / where they can go		
	Who are the School counsellors / where to find help		
	Medicines to Sister / self-medication form filled in		
	Forms handed in		
	Passports handed in and recorded		
	Money handed in for safe keeping recorded and signed for		
	School number and house mobile programmed into the pupil's mobile phones for trips		
	Where to find the house staff		
	Know who the DSL is and the Safeguarding Procedures/Anti-Bullying		
Spring Term	Reminder on rules / routine		
	Reminder of rewards and sanctions		
	Fire alarm procedure / Fire exits etc		
	Fire alarm practice in the 1 st week		
	Time:		
	Use of outside space / where they can go		
	Who are the School counsellors / where to find help		
	Medicines to Sister / self-medication form filled in		
	Forms handed in		
	Passports handed in and recorded		
	Money handed in for safe keeping recorded and signed for		
	Check still have School number and house mobile programmed into the pupil's mobile phones for trips		
	Where to find the house staff		
	Reminder of DSL		
Summer Term	Reminder on rules / routine		
	Reminder of rewards and sanctions		
	Fire alarm procedure / Fire exits etc		
	Fire alarm practice in the 1 st week		
	Time		
	Use of outside space / where they can go		
	Who are the School counsellors / where to find help		
	Medicines to Sister / self-medication form filled in		
	Forms handed in		
	Passports handed in and recorded		
	Money handed in for safe keeping recorded and signed for		
	Check still have School number and house mobile programmed into the pupil's mobile phones for trips		
	Where to find the house staff		
	Reminder of DSL/Anti-bullying		