



Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

BOARDING STATEMENT OF PRINCIPLES

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Laura Brookes

Governor Committee Review: Pupil Welfare

Next Review Date: August 2022

PRINCIPAL: Sylvia F. Brett BA (Dunelm), MA (London). **COLLEGE VISITOR:** Baroness Harris of Richmond.
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Since 1893



Boarding Statement of Principles

Boarding at Harrogate Ladies' College aims to provide a safe and nurturing environment which promotes the welfare of each individual, and encourages their all-round development. It is a place where every pupil feels comfortable and accepted, and where each individual is encouraged to discover and reach their full potential. The Houses are central to this ethos and are places where pupils feel secure and are properly looked after by well qualified and experienced staff.

Through boarding, pupils receive an enhanced education which offers greater access to school facilities and a wide variety of activities. Boarders form a co-operative, tolerant and purposeful community where valuable skills such as leadership and teamwork are developed. Our aim is for every girl to develop the confidence, independence and self-awareness to enable them to play an active and positive part in an ever-changing world. Through a great sense of community spirit they develop a deeper cultural awareness and greater respect for others. Their social skills develop and improve quickly, allowing each girl to gain friends for life.

There are four boarding houses [Clarence, Lancaster, Lincoln and Tower], all run along similar lines with minor variations reflecting the individual style of each Housemistress. Every House is small enough for each girl to be well known but large enough to allow a variety of personalities to flourish. Great care is taken by everyone on the Pastoral Team to provide pleasant and comfortable accommodation and surroundings.

Aims

- To encourage, challenge and value each individual; promoting honesty, openness, tolerance and understanding.
- To maintain a happy, disciplined and structured environment and to promote dignity, equality and respect.
- To cultivate self-confidence, independence and responsibility, with pupils being encouraged to always think about others.
- To support the growth, development and needs of the whole person.

In Boarding we promote these aims by:

- Producing an open and trusting ethos in which each Boarder feels able to approach any other member of the community, staff or pupil, confident in the knowledge that she will be treated and respected as an individual.
- Safeguarding and promoting the welfare of each Boarder, by providing an environment that is safe and secure.
- Providing accommodation that is suited to the needs of Boarders, according to age and maturity, and which provides adequate levels of comfort and privacy.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



Boarding Statement of Principles

- Providing a stimulating, enriching and forward-thinking environment for all pupils, where achievement, enterprise, creativity and leadership are nurtured and developed.
- Providing pupils with the opportunities and structure to develop their own moral, spiritual and social values.
- Providing a range of activities, hobbies and opportunities related to age and maturity that will assist in the personal, social and cultural development of each Boarder.
- Providing opportunities for leadership and responsibility within the Boarding House.

In order to achieve our aims, we provide:

- Appropriate staffing levels in all boarding houses, comprising a Housemistress, an Assistant Housemistress and Boarding Tutors, with regular pastoral INSET and meetings of House teams to promote and ensure an understanding of topics relevant to the pupils under their care.
- An extensive range of extra-curricular, weekend House trips and activities.
- Clear and effective policies and procedures for Academic and Pastoral matters, Health and Safety concerns and Safeguarding and Child Welfare issues.
- A wide range of opportunities for pupils to adopt leadership roles, at all levels, within the College and to contribute to the development of policy and change at House and College level.
- Age-appropriate, well-equipped living and sleeping accommodation.
- Effective communication systems, including wireless internet, to enable pupils to maintain regular contact with parents, guardians and extended families.
- High quality medical, welfare and administrative support systems.
- Efficient methods for reporting and addressing maintenance matters.
- High quality catering services and access to drinking water at all times, with an opportunity for boarders to input directly with Harrison's Catering Services over food issues, implementing changes where feasible/desirable.
- A carefully planned and managed Induction procedure, with close monitoring of systems to ensure continuity of care as appropriate.
- A broad and balanced academic curriculum to meet the needs of all pupils, with particularly close monitoring of EAL.

At HLC, boarders develop to be

- **Independent**, able to make their own decisions and to be responsible for themselves.

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- **Confident** to engage with new life challenges, and learn to thrive in a safe environment, pushing their own boundaries.
- **Compassionate** about those around them and their environment.
- **Resilient**, secure in their abilities and prepared to meet the challenges ahead.
- **Tolerant**, glad to live and work in a global community.
- **Respectful** of others socially, culturally and spiritually.
- **Dignified** in their attitude towards others, confident in their own beliefs and welcoming of those whose cultural values may be different from their own
- **Reflective**, thinking carefully about their actions and supportive of others.
- **Intellectually curious**, interested in the world and desiring to achieve academic excellence.
- **Leaders** with opportunities for all to develop leadership skills and take responsibility.
- **Determined** and driven, passionate about learning and confident in their future.

Induction of new boarders

New boarders are invited to join College on New Boarders' Travel Day at the end of the summer holiday, usually 4 days prior to the start of teaching, and undertake a programme of induction both within the boarding houses and alongside day pupils in college. During this period of induction they will, amongst other things, meet and talk with the staff in their boarding house, key members of the boarding team and health centre staff.

Specifically, during New Boarders' Travel Day:

- In the Boarding House, staff make sure new Boarders are taken to their rooms, that they are comfortable and know the programme for the day.
- Each girl is given a programme, so that she knows what to do and when: this will include opportunities for the girls to get to know each other as well as to learn about College procedures.
- During the first 24 hours, girls are made aware of fire evacuation exits and the assembly point.
- A House Meeting will take place during the first evening.

For a pupil induction checklist see Appendix A.

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Induction, training and development of boarding staff

New boarding staff receive induction in line with the College's policy for new staff, as well as specific induction for their boarding role. Further information can be found within the *New Staff Induction Policy*. For a checklist for induction of new boarding staff, see Appendix B.

Boarding staff are encouraged to undergo regular professional development and have opportunities to undertake specific training both within the school and outside from providers such as the Boarding Schools' Association.

Complaints

Pupils have an opportunity to raise concerns within the boarding houses at House meetings or directly with boarding staff. The Head of Boarding meets with representatives of the boarding houses on a regular basis to discuss any issues that might have arisen. Similarly, pupils are encouraged to raise any concerns directly with the Head of Boarding, or indeed any member of staff.

Complaints regarding boarding should follow the procedure for all complaints as outlined in the *Complaints Policy*.



Appendix A

Induction checklist

Welcome to HLC.

This checklist has been designed to help you make sure you quickly get to know your way around and that you've been given the answers to most of the questions you'll probably have wanted to ask during your first few days at school. Please tick off the items when you are happy that you know the answers.

Boarding

- I know who my Housemistress is and where to find her
- I have met the School Nurses and know where to find them
- I know the other Boarding Staff and what their roles are
- I know where my room is and how to get there
- I know which girl/girls are going to look after me
- I have met other girls in my year group
- I know where to put my personal possessions and have unpacked my belongings
- I know where to store my case and have put it away
- I know where the toilets and bathrooms are
- I have been told about the laundry arrangements
- I understand the fire procedure and know where the fire exit and assembly points are
- I know what to do and who to speak to in case of emergency
- I know what time and where meals are served
- I have all the required uniform
- I have a lockable space in my room
- I know what the daily routine is
- I have let the Boarding Staff have my mobile phone number
- I have been given a copy of the Boarders' Handbook

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- I know what to do in the event of an accident/injury
- I know what to do about lost property
- I have put the term dates in my diary
- I am registered with the School Doctor
- I have handed in my passport and ticket (if appropriate)
- I have registered with the Police (if I have an instruction to do so on my student visa / entry stamp)

School/Academic

- I have my timetable
- I have met my form tutor and know how/where to contact him/her
- I know what I will be studying this year
- I have a map showing me where to find key buildings
- I know where the buildings/rooms are for my classes
- I know whether there are any special requirements for any practical classes
- If I am having academic or personal difficulties, I know who to see
- I know how school communicates messages to me
- I know how to report illness
- I know what facilities are available and when I can use them
- I know where the notice boards are
- I know who my subject staff are

Resources

- I know where I can get access to computers and printing facilities
- I have used my username and password
- I know my school email address
- I know where to check e-mails
- I have been on a tour of the library

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- I know how to access and use the library catalogue
- I know where subject related books are located in the library
- I know how to take out books from the library

When you've completed the checklist, please sign and date it and hand it your Housemistress.

Boarder's Signature.....

Date.....

Housemistress's Signature.....

Date.....



Appendix B

Boarding Staff Induction Checklist

Name:

Date of Arrival:

House/Department:

Role:

| | Date of completion/comment |
|--|----------------------------|
| Introductions to Boarding Team | |
| Discussions regarding duties and rotas | |
| Meeting with Senior Deputy | |
| Introductions in House | |
| Tour of site | |
| Introduction to Principal | |
| Introduction to relevant HoDs | |
| Meeting with Bursary staff | |
| Meeting with the Health Centre | |
| Health and Safety briefing from Housemistress / Estate Manager | |
| Fire briefing from Housemistress/Estate Manager | |
| ICT policies signed and returned | |
| Computer log on received and working | |
| Guidance on use of telephones | |



Boarding Statement of Principles

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|---------------------------|--|
| Orientation of local area | |
| Registered with Doctor | |

Signed :

Date: