



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

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# BOARDING STATEMENT OF PRINCIPLES

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Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Laura Brookes

Governor Committee Review: Pupil Welfare

Last Review Date: September 2024

Review Cycle: Annual

**PRINCIPAL:** Sylvia F. Brett BA (Dunelm), MA (London). **COLLEGE VISITOR:** Baroness Harris of Richmond.  
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**REGISTERED OFFICE:** Harrogate Ladies' College, Clarence Drive, Harrogate, North Yorkshire HG1 2QG.  
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Since 1893

## Boarding Statement of Principles

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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 pupil 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 pupil to gain friends for life.

There are four boarding houses [Clarence, Lancaster, Lincoln and Tower], which all run along similar lines with minor variations reflecting the individual style of each Housemistress. Every House is small enough for each pupil 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 they 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

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- 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, carers, 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 wellness centre staff. Pupils, parents, and guardians are also invited to a pre-departure session with the Head of Boarding during August, as part of the induction process.

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 days ahead.
- Each pupil is given a programme, so that she knows what to do and when: this will include opportunities for the pupils to get to know each other as well as to learn about College procedures.
- During the first 24 hours, pupils are made aware of fire evacuation exits and the assembly point.
- A House Meeting will take place during the first evening.



### 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*.

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*.