



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Encouraging Big Ideas’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

STATEMENT OF BOARDING PRINCIPLES AND PRACTICE (BOARDING POLICY)

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Rationale

Boarding offers Ratcliffe College students the benefits of a fully rounded education – academically, socially, emotionally, and spiritually – and contributes to the development of important transferable skills, such as personal responsibility and confidence, communication, teamwork, self-motivation and adaptability. All students are encouraged and given opportunity to participate in boarding during their years at school – as full, weekly, part-time or occasional boarders.

Boarding Principles

- To fulfil the College’s Mission to ensure that all of our students are “Learning and Growing in the Light of the Gospel”.
- To provide a secure, caring environment where – as a minimum – each boarder receives the attention and support they need.
- 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 might expect to experience at home.
- To provide opportunities for each boarder to develop their intellectual talents.
- To provide opportunities for each boarder to develop physically, socially, culturally, morally and spiritually.
- To develop boarders’ qualities of leadership, ability to work as part of a team and self-responsibility.
- To encourage boarders to integrate fully with day students in the life of the school, and with other members of the boarding community.
- 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.
- To encourage links with parents in the support and development of their son/daughter as a boarder.
- To promote Fundamental British Values and to provide opportunities for Boarders to understand their impact upon their lives at Ratcliffe College.

Boarding Practice

- The School 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 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 Inset training. They are suitably deployed to provide unobtrusive but friendly supervision of boarding students.

- Regular meetings of boarding staff review operational and strategic priorities. The boarding meeting structure can be seen in Appendix One.
- Expectations regarding standards of behaviour and co-operation with others are reinforced through the structure of boarding time; for example, at regular boarding house meetings, Night Prayers, community meals and activities.
- There are well-structured homework (Prep) conditions, access to learning resources such as the Rosmini Sixth Form Centre (Years 12-13), the school library and the ICT facilities in the evenings and at weekends, and support from staff if required. During evenings and at weekends, Sixth Form Boarders may work either in the Sixth Form Study Centre or in their rooms. In addition, and in common with Sixth Form Day students, during private study periods in the daily timetable Sixth Form Boarders may work in approved departmental areas.
- Access is provided to a wide range of co-curricular activities – sporting, intellectual, and cultural – through a well-balanced and extensive trips and activities programme at lunchtimes, in the evenings and at weekends. The participation of boarding students in activities is monitored and every effort is made to encourage students to take part.
- The spiritual development of boarders is fostered through the RS curriculum and daily acts of worship in which all students participate. Boarders also attend Mass at the weekend and Night/Evening Prayers, where student contributions are encouraged and welcomed. In addition, during evenings, the Resident Lay Chaplain spends time working with boy and girl boarders.
- Boarders are given opportunities to show leadership in the boarding houses as prefects, year reps and monitors. Living away from home encourages teamwork and self-responsibility and, in a boarding community, students learn the need for compromise and co-operation.
- The integration of boarders with day students is promoted by boarders being allocated with day students to a form tutor group, as set out in the Pastoral Care Policy. Boarders are taught alongside day students in lessons and they take full part in the school's extra-curricular programme. Boarders also share locker room facilities with day students. Day students are welcome to spend time in the boarding community by being occasional or part-time boarders.
- There are opportunities for the celebration of the diversity of cultures within both the whole School and more particularly the boarding community. This engenders a healthy respect and tolerance for all so that everyone understands and values both equality and diversity within the School community.
- Boarders can put forward their views at meetings of the School Council and Boarding Council, where representatives chosen by their peers are invited to submit items to the agendas. Each group meets twice per term. In addition, Boarders are encouraged to discuss their views with members of Boarding staff.
- Appropriate induction is given to new boarders. An information handbook is sent electronically to each boarder's parents before the start of the school year. On arrival, new boarders are allocated a 'buddy' to help them to settle into the boarding routines.
- The School's boarding arrangements are flexible, with an exeat system that offers boarders opportunities to go home at weekends once school commitments have been completed.
- The School encourages all students to participate as full, weekly, flexi or casual boarders during their time at School; Boarding Taster sessions are organised to enable day students to sample boarding.

- The school'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. There is an on-going programme of refurbishment and improvement.
- Students would usually expect to have a single study bedroom in the Sixth Form, although they are often able to have a single study bedroom in Year 11. In younger years, students would be expected to share bedrooms of 2 or 3 beds. If a student in Year 10 or below requires a single study bedroom, for whatever reason, the Housemaster or Housemistress would be expected to discuss this with the Deputy Head Pastoral.
- There is close liaison with parents and guardians. The Boarding Information Handbooks for girls and boys contain full contact details, together with other information relevant to boarding life.

Responsibilities

Job Descriptions outline the roles of key post holders:

The Deputy Head Pastoral has overall responsibility for boarding, including preparation for inspection.

The Director of Safeguarding is the designated member of staff with responsibility for safeguarding and child protection.

The Resident Senior Housemaster and Housemistress have day-to-day responsibility for the care and welfare of the students in the boys' and girls' boarding houses.

The Resident Assistant Housemasters and the Assistant Housemistresses deputise for the Resident Senior Housemaster and Housemistress.

Non-resident Boarding Assistants are staff who carry out boarding duties.

Non-resident Matrons have key responsibility towards the wellbeing of students in the boys' and girls' boarding houses, as well as to the fabric of the boarding houses.

Language Assistants carry out boarding duties in both Boys' and Girls' Boarding.

Sport Graduate Assistants carry out boarding duties in both Boys' and Girls' Boarding.

The Lay Chaplain supplements the work of other boarding staff, encouraging boarders (irrespective of their religious affiliations, if any) to maintain and develop a spiritual dimension to their lives here at school

Medical Staff have responsibility for the health care of boarders.

Heads of Year oversee the pastoral care of boarders in their Year Groups, in close liaison with the Housemaster/Housemistress and Form Tutors.

Form Tutors oversee the pastoral care of boarders in their Tutor Groups, in close liaison with the Heads of Year and Housemaster/Housemistress.

The Estates Manager is the school's Health and Safety Officer.

NB The responsibilities of teaching staff with respect to boarders are set out in Section B of the staff handbook.

Monitoring

The Statement of Boarding Principles and Practice is monitored by the Deputy Head Pastoral through discussions with key post holders (particularly, the Housemistress and Housemaster) and with students, in addition to visits to the boarding houses and feedback from parents.

Links to Other Policies

Anti-Bullying Policy

Safeguarding and Child Protection Policy

Child-on-Child Abuse Policy

English as an Additional Language Policy

Equal Opportunities Policy

Health and Safety Policy

Pastoral Care Policy

Personal, Social, Health and Citizenship Policy

Positive Behaviour and Relationships Policy

Registration Policy

School Development Plan

Staff Development Plan

Students visiting staff accommodation Policy

Review

The Statement of Boarding Principles and Practice is reviewed annually by the Deputy Head Pastoral.

Boarding Meeting Structure at Ratcliffe College

Governing Body

- Full Governing Board and Sub-Committee Meetings
- Regular meetings – Sub-committee chair with Deputy Head Pastoral, Housemaster/Housemistress.
- Purpose: Governing Body overview and accountability of executive leadership of boarding.

Senior Leadership Team

- Weekly meetings between Headmaster and Deputy Head Pastoral
- Purpose: executive overview and accountability with a focus on progress against the Ratcliffe College Strategic Plan.

Boarding Strategy Meeting (BSM)

- Fortnightly meetings between Deputy Head Pastoral, Housemaster and Housemistress.
- Others present by invitation
- Purpose: interface of strategic and operational leadership of boarding.

Boarding Team Meeting (BTM)

- Meetings of whole boarding staff at monthly intervals chaired by Housemaster and Housemistress.
- Purpose: to provide operational direction, review and accountability of the boarding community under the direction of the HSMs.

House Team Meetings (HTM)

- Weekly operational meetings between HSMs and their teams
- Purpose: to implement and evaluate operational implementation of the decisions of BSM and BTM meetings.