



Statement of Boarding Principles & Practice

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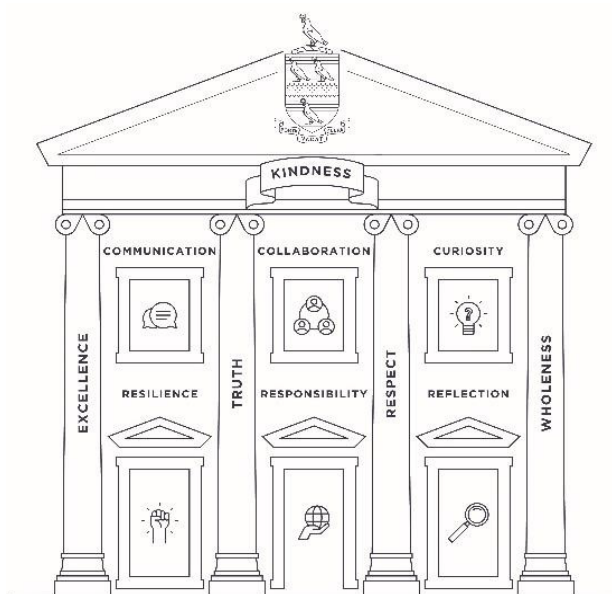
1.	Introduction	3
2.	Our Boarding Principles.....	5
3.	Boarding Practice at Repton Prep	6

1. Introduction

Boarding at Repton Prep is founded on the School's commitment to safeguarding, wellbeing, belonging and personal development, and exemplifies the wholeness that is at the heart of the School. At Repton Prep, boarding life is underpinned by our key boarding traits of Respect, Participation and Strive. We encourage every boarder to show respect for themselves and others, participate fully in the opportunities available to them, and strive to be the best version of themselves in all aspects of school life. Our aim is to create a strong sense of belonging to a house and to the wider school community for every boarder. Through this, we seek to foster self-worth, confidence, resilience and happiness, enabling pupils to pursue their personal and academic ambitions with self-assurance. The welfare, safeguarding and wellbeing of every boarder are paramount. Boarding provision is designed to be safe, supportive, inclusive and responsive to the individual needs of each pupil, ensuring that every boarder is valued, respected and enabled to flourish.

Repton Prep's simple philosophy of 'be kind' is highly regarded and referenced within the boarding community. This simple philosophy, alongside the school's Learning Skills lie at the heart of our behavioural expectations within all areas of boarding at Repton Prep and helps to ensure all can feel comfortable and valued within a friendly and welcoming community.

When the boarding pupils are within their boarding accommodation or evening prep/activities, it is their chance to unwind, relax and escape from the busy school day. The boarding houses offer a comforting 'home from home' environment and we help the pupils distinguish between 'school time' and 'home time'.



We aim to focus on positive behaviour, rewarding pupils who show positive traits with praise or points towards the Boarding Point competition (where weekly and termly prizes are available). In order to reap the benefits of being a boarder at Repton Prep, throughout the course of the year, all boarders are asked to focus on proactively developing and showcasing the positive behaviour traits outlined below:

- **Respect:** *showing regard for the feelings, wishes and rights of others, their property and our environment.*
- **Participation:** *enjoy and make the most of all the opportunities on offer at Repton Prep School.*
- **Strive:** *aim to be the best version of yourself- show determination, resilience and a commitment to personal growth.*

These are discussed regularly during mealtimes and house meetings and examples are given as to how the pupils can showcase these both within boarding and the wider community. Staff are encouraged to 'catch boarders being good', rewarding acts of kindness and impromptu displays of these positive traits.

2. Our Boarding Principles

These principles underpin all aspects of boarding life and guide the decisions, behaviours and practices of all staff involved in boarding. They are reviewed regularly through boarder feedback and leadership oversight to ensure that boarding provision continues to meet the needs of pupils and the values of the School. At Repton Prep, we believe that every boarder should:

Feel Safe and Supported

- Be safeguarded and protected from harm.
- Have access to trusted adults who listen and respond.
- Receive appropriate support for their physical, emotional and mental wellbeing.
- Know how to seek help, raise concerns and access independent support.

Feel Valued and Included

- Be known, valued and supported as an individual.
- Be treated with dignity, respect and kindness.
- Experience an environment free from discrimination, bullying, harassment and prejudice.
- Be celebrated for their individuality and contribution to the community.
- Enjoy equality of opportunity regardless of race, sex, gender identity, sexual orientation, religion or belief, disability, background, age, special educational needs, or academic and co-curricular ability.
- Demonstrate respect for themselves, others and the wider community.

Feel a Sense of Belonging

- Develop positive relationships with peers and staff.
- Experience the boarding house as a safe, happy and welcoming home.
- Contribute to a community founded on mutual respect, compassion and responsibility.
- Participate actively in House and School life.

Develop Independence and Character

- Take increasing responsibility for themselves and others.
- Develop confidence, resilience, integrity and self-discipline.
- Participate fully in the life of the house and school.
- Be well prepared for the next step in their educational journey.
- Strive to achieve their personal best in all areas of boarding and school life.

Have Their Voice Heard

- Be encouraged to express their views, opinions and concerns.
- Be listened to respectfully.
- Play an active role in shaping and improving boarding provision.

All staff involved in boarding are expected to uphold these principles in their daily practice and interactions with pupils. These boarding principles are shared with all boarders during induction, reinforced through house life, and regularly reviewed through boarder voice opportunities and house meetings.

3. Boarding Practice at Repton Prep

A Vibrant Boarding Community

Repton Prep is a busy seven-day-a-week boarding school for those that board full-time. However, there are also boarders who board on a weekly and home and away basis in both Francis and Nightingale. Through a wide range of academic, sporting, cultural and social opportunities, boarders are encouraged to engage fully in school life and develop their talents and interests. Boarding promotes learning as a way of life through the acquisition of knowledge, skills, experiences and values that prepare pupils for Senior School.

House Communities

Each boarding house is a distinctive and supportive community where pupils are encouraged to express themselves as individuals whilst developing a strong sense of belonging. Relationships between pupils across year groups are a defining feature of boarding life. Through these relationships, boarders develop confidence, empathy, responsibility and resilience. Pupils are recognised for their achievements and supported during periods of challenge or difficulty.

Leadership and Responsibility

Boarders are encouraged to contribute positively to their House, the School and the wider community through service, leadership and responsibility. These opportunities are available throughout a pupil's time at the Prep. Francis and Nightingale have their own Head, Deputy Head and Junior Head of House. Our Flexi houses, Burdett and Knowle Hill, have Head and Junior Head of House roles. Positions of responsibility are viewed as opportunities for service and leadership rather than status. The views of boarders are actively sought through both formal and informal channels, and their feedback contributes to the continual development of boarding provision.

Pastoral Care and Wellbeing

Each house is led by a Houseparent, who oversees the academic progress, pastoral care and wellbeing of the pupils within their care. The pastoral team includes the Head of Boarding, Deputy Head Pastoral & Boarding, Boarding duty staff, Resident Healthcare Assistant, Resident Graduate Assistants and support staff who work collaboratively to promote the boarders' welfare. Together they provide consistent, accessible and reliable support throughout a pupil's time at the school. Boarders have access to the through school Health and Wellbeing team and the school Mental Health nurse. The boarding experience at Repton Prep is dedicated to promoting positive mental health, emotional wellbeing and personal growth.

Safeguarding

Repton Prep is committed to safeguarding and promoting the welfare of all pupils and expects all members of the school community to share this commitment. The School promotes a culture of vigilance, respect and accountability, where pupils are encouraged to take an active role in keeping themselves and others safe. Bullying, harassment, discrimination and harmful behaviour are not tolerated. Safe and responsible behaviour is promoted both in person and online, and concerns are addressed promptly, effectively and fairly.

Partnership with Parents and Guardians

The School regards parents and guardians as valued partners in supporting pupil development, wellbeing and success. Regular communication is maintained through meetings, telephone calls, email and online question and answer sessions, ensuring that families remain informed and involved in their child's progress and wellbeing.

Inclusion, Equality and Diversity

Repton Prep welcomes pupils from across the world and values the diversity of experiences, cultures and perspectives within its community. All pupils are entitled to fair and equal treatment. Differences are respected and celebrated, and discrimination on any grounds is unacceptable. Pupils of all faiths are respected and supported as they develop their own spiritual, moral and personal understanding.

Leadership and Management of Boarding

Boarding is led by the Head of Boarding and the Deputy Head Pastoral and Boarding who report directly to the Head of Repton Prep. Together they ensure that boarding provision remains aligned with the School's values and that the highest standards of safeguarding, welfare and pastoral care are maintained. Boarders have access to a wide range of staff, independent people and external organisations that provide advice, advocacy and support.

Our Commitment

At Repton Prep, boarding is more than accommodation. It is a shared experience through which young people develop character, confidence, compassion, independence and lifelong friendships.

Our aim is that every boarder leaves Repton Prep having felt safe, valued, respected and supported, equipped with the skills, relationships and resilience needed to thrive in life at Senior School.

This Statement of Boarding Principles and Practice is available to pupils, parents, guardians and staff and is published on the School website. The Statement is reviewed regularly, and at least annually, by senior leaders and boarding staff to ensure that it continues to reflect the needs of boarders, the values of the School and current boarding practice.