

RYE ST ANTONY, OXFORD

Statement of Boarding Principles and Practice

In the boarding environment of Rye St Antony, where some pupils are in our care day and night during term time, the pastoral care system is of the utmost importance. Every effort is made to provide a secure and supportive environment in which all members of the school community may grow as individuals, developing their talents and full potential.

Education is understood to be concerned not only with intellectual development, but with the development of the whole person. This is a fundamental principle within boarding, and Rye provides an exciting boarding experience for girls in Year 5 and above. Arrangements are made according to need and preference – full boarding, weekly boarding, flexi boarding and occasional boarding all being popular. The Boarding house offers facilities for both study and recreation. During and beyond the hours of the main School day, boarders have access to the full range of School facilities.

Our objective for looking after the welfare of pupils is to meet each individual child's reasonable physical, security, personal, emotional, and spiritual needs, providing support and guidance as needed and enabling the child's development for the future and fulfilment in the present, taking into account the child's age, characteristics and wishes.

The diversity of cultural backgrounds among our pupil body is a strength of the School and local community and is respected and celebrated accordingly in line with our Catholic traditions.

Pupils are helped to learn to understand and respect themselves and others, appreciate the richness of diversity and become aware of the wider values of modern democratic British society. Rye encourages pupils to accept responsibility for their behaviour within the wider community, accept challenges and learn initiative and independence.

The School endeavours to help pupils exercise freedom in a responsible way which develops with age and maturity. The intention is to help pupils grow in personal integrity as they learn courtesy, cooperation, care for one another and the ability to build and maintain relationships with people of all ages and backgrounds.

Pupil performance and well-being go hand in hand and we make a significant commitment to the nurturing and education of the whole child. At Rye being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving economic and social well-being are central to the aims and Christian Catholic ethos of the School. House Staff are aware of the vital role they play in ensuring the pupils' happiness and well-being and in providing guidance and support to complement the pupils' life and work in school. Liaison between all staff especially House Staff, Tutors, and Senior Leadership Team with Parents/Guardians is encouraged and is fundamental to looking after the welfare of the pupils in their care. The School Nurse, Teaching Chaplain and the School Counsellor also have important pastoral roles. Parents are encouraged to contact their child's Form Tutor and the Senior Housemistress to communicate important information and the Deputy Heads and Head to voice concerns.

The boarding mentor programme supports all aspects of each boarder's schooling and promotes her wellbeing. This programme is overseen by the Senior Housemistress in Charge of The Cottage. Communication is a key aspect of the pastoral care system: formal meetings are held regularly and a strong network of professional relationships within the staff community enables members to work effectively together.

A spirit of mutual trust and friendliness permeates the boarding houses, and boarding gives scope for pupils to develop their talents in a happy and purposeful environment in which they are able to play their part within the School community and thus learn how to contribute to future communities to which they will belong.

The School is committed to safeguarding and promoting the welfare of children and young people, and the health, safety and wellbeing of all pupils is of paramount importance. All members of the School community are asked to recognise each pupil's right to privacy, dignity and independence in a culture characterised by openness and trust. Boarders are encouraged to approach members of staff at any time in order to discuss concerns or share celebrations. A high staff/pupil ratio allows all members of the community to be known well as individuals.

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