

STATEMENT OF PRINCIPLES OF BOARDING
(Developed from BSA Document 12.99, FitzGerald and Holgate)

The following are the principles upon which boarding at the School is based:

- 1) Believing that the educational objectives of the School can best be achieved through a boarding environment the School is committed to being a 100% boarding community. (School main aim).
- 2) The Boarding experience at Sherborne International is an important training period for students prior to their taking up places at traditional British boarding schools. Despite the distinctive educational objectives of the School it aims to emulate as closely as possible boarding life in a traditional British boarding school (School objectives 2, 5, 6 and 10).
- 3) The good practice of traditional British boarding schools which is incorporated into boarding life at Sherborne International as far as is possible during the typical boarder's short career at the School include:
 - a) The development of the whole person and the communication of values.
 - b) Being an open and trusting community where boarding can be based upon mutual respect for all members.
 - c) Each boarder having the right to be able to work, play and relax free from abuse, intimidation, harassment, teasing and bullying.
 - d) Equality of opportunity and respect for all boarders, regardless of ethnicity, culture, gender or disability.
 - e) Each boarder and each member of staff being treated as an individual and with respect for other students and staff.
 - f) Although living corporately, staff and boarders acknowledging the right of each other to privacy.
 - g) Each boarder having the right to extend his/her intellectual growth in an atmosphere of positive encouragement and in conditions that are conducive to work
 - h) All boarders being given the opportunity to develop spiritually, culturally, morally and socially during their time in boarding.
 - i) Despite the great distances separating boarders from their families, links with parents being seen as an indispensable part of the support and development of boarders.
(School Objectives 3, 5, 6 and 10)
 - j) Each boarder has the right and the appropriate channels to express his or her views, and have these views listened to by the School management. (School Objectives 3, 5, 6 and 10)

AIMS OF BOARDING AT SHERBORNE INTERNATIONAL

Sherborne International aims to provide a thorough preparation for boys and girls from non-British educational backgrounds who wish to join the British educational system. As a central part of this aim, Sherborne International provides an environment in which each student should be capable of developing his or her academic potential. The School believes that this is made more likely within an environment which caters for other aspects of development and security. With this in mind boarding at Sherborne International aims to:

- a) Develop the whole person incorporating a desire for truth and respect for others
- b) Produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or student), confident in the knowledge that he/she will be treated as, and respected as, an individual
- c) Create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find no home

- d) Provide the conditions for boarders to develop their intellectual talents through well-structured prep conditions, access to staff and other students, participation in activities, and an atmosphere which values effort
- e) Provide a range of activities, hobbies and opportunities related to age and maturity that will assist in the personal, social and culture development of each boarder
- f) Safeguard and promote the welfare of each boarder, by providing an environment that is, as far as possible, free from physical hazards and dangers of any sort and where staff have been carefully vetted
- g) Provide accommodation which is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy
- h) Develop boarders' responsibility for selves, others and for their environment
- i) Develop boarder qualities of leadership and the ability to work as part of a team
- j) Provide suitable conditions for boarders to feel able to turn to members of staff to share the good things in their lives, as well as being able to turn to them for advice, counselling and support during times of difficulty.

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Reviewed annually

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