Principles of Boarding at Papplewick

* At Papplewick, we aim to create an atmosphere for our boarders in which their happiness comes first. We believe that, above all, boarding should be fun, and our aim is that boys should be able to develop friendships that are special in both depth and breadth during their years of boarding at Papplewick.
* We believe that boarding at Papplewick provides unparalleled opportunities to develop boys’ character and personality in the widest possible sense.
* We believe that the individual personality of each boy should be allowed to flourish and develop in its own unique way, unfettered by pre-conceived stereotyped notions.
* Lying at the heart of our boarding community is our aim to develop a relationship between boys and staff based on mutual friendship and respect. This, in turn, leads to an atmosphere of trust within which the communication of values, so critical in the development of the ‘whole person’, can thrive.
* We believe that boarding at Papplewick provides a unique environment within which boys can develop their ability to show kindness for others, and to demonstrate tolerance towards each other. We aim to foster these vital human qualities in our boarders in all areas of boarding life.
* We believe that every boy has enormous potential. This potential simply needs to be identified and unlocked. Our aim is therefore to provide the broadest possible range of activities, sports, hobbies and pastimes, and then to encourage our boys to participate in as many facets of Papplewick life as possible in order to discover for themselves their own strengths and talents.
* We believe that all boys have a right to grow up at Papplewick in an atmosphere free from teasing, bullying, intimidation and abuse. We therefore aim to create an open and trusting environment in which every boy knows that he may approach a member of staff confident in the knowledge that he will be listened to, and treated with respect.
* We seek to ensure that the physical and mental health; and emotional wellbeing of our boarders is promoted.
* We believe that the close involvement of parents is a critical part of our boarding community. To that end, parents are encouraged to visit their sons during the ‘open house’ periods of time each week, as well as attending as many school events as possible. In addition, boys are encouraged to make frequent use of mail, e-mail, and telephone to remain in close contact with home.
* We believe that boarding provides boys with special opportunities to develop their own sense of responsibility, independence, self-reliance, teamwork and leadership.
* At Papplewick, we embrace all cultures and religions, and believe in equality of opportunity and respect for everyone, regardless of ethnicity, culture or disability. We also believe that our Chapel is at the heart of our desire to give all boys an equal opportunity to develop spiritually, culturally, morally, and socially throughout their boarding experience at Papplewick.
* We aim to provide accommodation for our boarders that is both comfortable and suitable for their needs, and which also provides them with adequate levels of privacy appropriate to their age. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders.

# Boarding in Practice at Papplewick

* The Headmaster and his wife are responsible for the overall care and welfare of all our boarders. One member of the governing body has a responsibility to monitor the effectiveness of the leadership, management and delivery of boarding at Papplewick.
* Boys are cared for in their dormitories by three sets of Houseparents (Years 3-6, Year 7, and Year 8), the Deputy Head of Boarding, four assistant Houseparents, and three Assistant Matrons together with the School Nurse. At least one Houseparent or matron is on duty at all times and boys are made aware of whom they should approach should they need assistance during the night.
* The Houseparents, assistant Houseparents, and matrons are assisted in their care of the boys by House Tutors on duty on certain evenings, together with the Headmaster and his wife.
* Boarders in Years 3-6 are cared for their Houseparents and the Deputy Head of Boarding. This team aim to establish a ‘home from home’ atmosphere for these younger boarders. Boarders in Years 7 and Year 8 each have a set of Houseparents to look after them.
* Year 8 boarders are accommodated in their own separate boarding house, Willow House, in recognition of their maturity, and the need to prepare them as effectively as possible for life at senior school in Year 9.
* Should boys or parents have any concerns, whether pastoral or academic, in the first instance, they should discuss matters with a boy’s Tutor in Years 6, 7, and 8, and a boy’s Form Teacher in Years 3, 4, and 5. In addition, boys and parents are encouraged to discuss welfare issues with any member of staff including the Houseparents, assistant Houseparents, and the Headmaster and his wife.
* Boys share dormitories with other boys of their own age in Year 7 and in Year 8. All Junior boarders in Years 3-6 share dormitories together although again split by age where possible, especially when younger part-time boarders are in for a night. In so far as it is practical, we aim to place boys in dormitories with at least some of their established friends.
* All boys must commence boarding, if they have not already done so, in the Summer Term of Year 6.
* Prior to the Summer Term of Year 6, many boys board in any event. Dayboys are particularly encouraged to ‘taster board’ from time to time both for reasons of sheer enjoyment, and to overcome any insecurities or misconceptions prior to full boarding commencing.
* Part-time boarding on a regular basis from one to four nights a week is encouraged and is a popular option prior to the Summer Term of Year 6.
* Parents may visit their sons on Wednesday and Saturday afternoons, regardless of whether their son is playing in a school match or not, and also on Sundays.
* At weekends, boarders may go home before lunch or after their sporting commitments on Saturdays. A comprehensive schedule of outings and activities is provided for boys who remain in school for all or part of the weekend. Boys on Year 6, 7, and 8 may also have one additional night out per week on a regular basis.

 Tom Bunbury

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