BEDFORD SCHOOL

Statement of Boarding Principles and Practice

Policy number	BH011 / ISI BB01a
Applies to	Boarders
Endorsed by	Head Master
Responsibility	Head Master
Date reviewed	August 2026
Next review	August 2027

Statement of Boarding Principles and Practice – Bedford School

The general structure of boarding pastoral care

Bedford School has a long history of boarding and believes that the community atmosphere of the school is greatly enhanced by the presence of boarders; being modelled on a traditional boarding school is central to the way the school operates. Boarding is offered to those pupils (from the UK or overseas) who wish to board either weekly (five or six nights per week), flexi (two or three or four nights per week) or as full boarders. Occasional boarding is also available for day pupils. The ethos of the school is one of inclusion and support for boarders, with high quality pastoral care being provided by specialist boarding staff who themselves are an integral part of the school community. The boarders are housed in five boarding houses – Pemberley, Phillpotts, Redburn, and Talbot's in the Upper School and Eagle House in the Prep School. Each house has a dedicated, resident Housemaster, a resident Assistant Housemaster, matrons throughout every day and a team of tutors. The pastoral work of these teams is essential to maintain the smooth running of the boarding community and to enhance the quality of life for all boarders whilst they are in school so they always have trusted adults who know them caring for them. The ethos of the houses is built in the school values and the boarders' code of conduct which was developed by the boarding pupils themselves for safe and happy living in the houses.

Admissions into boarding

Pupils may apply for boarding places from age 7 in the Prep School. Normal entry points to Upper School boarding are at 13+ (Y9) and 16+ (for 6th form), though on occasion we have spaces available for pupils to enter in other year groups. The pupils are assessed for admission along the same lines as all other pupils in the school. All types of scholarships (sports, academic and those under other categories) are also available for boarders. The admissions office, under the direction of the Director of Admissions, handles all registrations and admissions to the school (whether boarding or day pupils).

Facilities

The boarding houses are all continually enhanced by refurbishments based on assessment of the facilities for wellbeing, using a lens of both comfort and safety. This includes the provision of more (and better) accommodation for the boys on a rolling cycle. All houses have their own separate recreation spaces, kitchen facilities for boarders to use, and computing facilities. They are also well supported by the school wi-fi network which has excellent levels of filtering and monitoring. The boarders have access to a programme of activities for evenings and weekends using the sports and recreation facilities within the main school campus and also allowing them to visit cultural and other facilities off site (the cinema or shopping for example).

Welfare

Pupils are provided with three substantial meals a day when boarding (or packed meals/other meals, when away from school) and also have access to the House kitchen areas. Welfare support is provided through the pastoral teams in the houses, the medical care offered by the Medical Centre and spiritual guidance by the Chaplain. Boarders have full access to the school's counselling service and mental health provisions in the school. Whilst the school endeavours to support all pupils with physical and mental health, behavioural and special educational needs and disabilities (SEND) we require all boarders to have a minimum level of capability and ability to participate as part of the boarding community for the well-being, safety and productivity of the whole School community. The school has a Fit to Board policy available on request to guide decision-making under these circumstances. Boarding provision and the operation of the houses at Bedford School is the responsibility of the Senior Boarding Housemaster with the Deputy Head Pastoral overseeing this as the voice of boarding on the school's CMT.

Boarding ethos

The life of a boarder at Bedford School seeks to develop the whole pupil, by addressing what we consider to be the important facets of a rounded education which prepare pupils for life after school. Our ethos complements the whole school aims and ethos.

- We offer activities for pupils which complement and develop their academic life, and which enhance and add quality to the extra-curricular side of school.
- We encourage at all times the fundamental aims of the school – ***responsibility, integrity, kindness, curiosity and endeavour***.
- The voice of boarders is central to the running of their houses and wider provision for them.
- We provide an environment for pupils in which they can achieve at the highest level academically and otherwise, where the differences between pupils are celebrated and where the aim is to ensure that no pupil is disadvantaged by being a boarder.
- High quality individual pastoral care is developed through positive relationships between staff, pupils and parents. This network of support and the access to facilities supports all boarding pupils to be able to explore their interests and develop passions of their own.
- Boarders are an integral part of the way that the school works and, as they make up a large section of the total pupil population, they have a significant impact on the school.