



REED'S
S c h o o l

Statement of Boarding Aims and Principles

1. Reed's School continues the work of its founder in a community based upon the Christian principles of care and concern for others. Built upon this base is the pursuit of academic excellence in a stable and secure environment in which individuals see their personal development – academic, athletic, social and cultural – in terms of their community.
2. The School gives each pupil a sense of identity through involvement in the many and varied activities of School and House life. This sense of belonging and participating is seen as the essential ingredient from which self-confidence and self-fulfilment will spring. Senior pupils learn through this process to become responsible for the development of those below them.
3. A great deal of effort at Reed's is devoted to this involvement of pupils in their community and in their own personal development. We believe that well-rounded pupils, who have developed self-discipline to tackle academic and social challenge, will leave Reed's better equipped to take their place in the wider community. If they can identify with the aims and aspirations of the whole they will be better able to develop their own potential.
4. Reed's is a Church of England Foundation, but all faiths and denominations are welcome. There are services during the week for all pupils, but boarders also have special services occasionally at weekends. Pupils may be prepared for Confirmation by the resident Chaplain.
5. We see the boarding environment as a key way to foster a secure and supportive framework in which pupils may live together happily, grow in confidence and achieve success and enjoyment in all aspects of school life. Boarding is important in fostering values of social tolerance and mutual respect.
6. We aim to promote a friendly and cohesive society achieving the maximum impact with the minimum fuss. Our class sizes are small and our campus compact and intimate. Yet in our Admissions Policy we aim to reach out to pupils from a wide range of backgrounds as well as diverse intellectual and physical talents. We aim to develop the boarders' sense of responsibility and respect for self, for community and for society at large.
7. The boarders at Reed's School are divided into three Houses according to the age of the pupils. Each House has a Housemaster who is ably assisted by a large House team of tutors. The Close is for the youngest boys, First and Second Forms (Years 7 and 8), and is set on its own within the School's site. It is particularly homely and run so that young pupils settle quickly and feel they are 'at home'. Boys in the Third, Fourth and Fifth Forms (Years 9, 10 and 11), live in School House and they are encouraged to develop more independence and responsibility. The Sixth Form House allows the senior boys and girls (Years 12 and 13) a measure of independence in preparation for life beyond school. It gives them the ability to develop their intellectual talents in a spacious, homely and relaxed setting appropriate to their age. Considerable efforts have been made, however, to continue to include the members of this House in the day to day involvement in the

School and of the School House to which they are assigned. Although the School has three boarding houses, we very much adopt an approach that we have one “boarding family”, which includes all pupils and staff involved in boarding.

8. Approximately 10-15% of Reed’s pupils are boarders. All boarders may exercise the option of going home at week- ends or staying on at school. On ordinary weekends boarders may go home after school on Fridays and may return either on Sunday evening or Monday morning. If, however, pupils are selected for a school match on a Saturday, they must honour that commitment. Younger pupils who remain at school over the weekend have an arranged programme for Saturday evenings and Sundays.
9. Exactly the same admissions criteria exist for boarders as for day pupils. However, the majority of Foundation pupils are likely to be boarders.

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