

# BRYANSTON

## A STATEMENT OF BOARDING PRINCIPLES AND PRACTICE

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### FROM THE HEADMASTER

At Bryanston, the development of the individual and community are complementary. Life in the boarding community encourages pupils to become mature, caring and responsible adults who develop the key skills of tolerance, compassion, understanding and respect for others. Kindness is at the heart of everything we do and is a core aim of the School. Boarders face challenges confidently and work together well, acknowledging differences and respecting each other's contributions to life in the House. Their academic needs are met and they are provided with facilities for private study. Boarding helps pupils develop friendships that will be sustained and be sustaining in life beyond school.

Although there are some day pupils at Bryanston, the School is essentially and primarily a boarding school. There are 12 boarding houses; all day pupils are members of boarding houses. They are fully integrated and involved in those houses and allocated a bed within their house. The length of the school day also ensures that day pupils are able to enjoy the same levels of support, development opportunities and facilities as boarders. Bryanston offers full boarding with some flexibility built in, with a mixture of whole-school weekends and open weekends. Whole-school weekends will have a focus for all pupils, for example charity events or inter-house competitions, and are an opportunity for pupils to interact and to work together, developing a sense of community in the school. The opportunity to live and work alongside pupils from varied backgrounds and countries is a genuine privilege. On open weekends pupils are able to go home once they have fulfilled their commitments, although many pupils remain in school and take advantage of the School's facilities. On open weekends, activities are still put on for pupils to take part in, including cinema trips and cookery evenings.

At Bryanston, we provide a warm, secure and beautiful environment in which to live and to learn, for all our pupils. We aim to ensure our pastoral system delivers real care and that pupils know to whom they can turn for support of a varied type. Each house is headed by a housemaster or housemistress (but known at Bryanston as a 'hsm') who takes a close interest in every pupil's general progress and welfare. Together with the tutor (with whom pupils will have a one-to-one tutorial at least once a week), the Hsm is at the heart of the pastoral care and they nurture the interests of each pupil. All hsms are supported in the House by a matron, live-in residents and a house team (made up of teaching staff) who help to supervise prep and bedtimes, as well as pupil heads of house and other house prefects. The pupils also have access to the school chaplain, who is resident on the site, the staff in the medical centre and school counsellors.

There are separate boarding houses for boys and girls. All first year boys go into one of two junior houses where they find their feet among their peer group and settle into the School before moving to one of the five senior boys' houses for their remaining four years. Girls are in the same house throughout their time in the School, the two systems being designed in the light of experience.

While each house has a social area and small kitchens for making hot drinks and snacks, there are central areas for pupils to socialise and main meals are taken in the central dining hall, enabling pupils to develop relationships outside their house. Boarding houses at Bryanston do not encourage the cliquiness and intense tribal loyalties that sometimes exist in schools whose social arrangements are based on a strong, inward-looking house tradition. Bryanston is essentially a living community working together rather than a federation of separate houses. The allocation of pupils to houses is done by the Headmaster, who seeks, amongst other things, to ensure an appropriate distribution of talents, attributes and interests.

Parental involvement and contact with the School is encouraged and the School strongly believes in a sense of partnership with parents. Hsms and tutors are available to deal with issues as they arise and to provide support as appropriate. In addition, parents have access to the eChart, which provides an individual record of a pupil's academic progress, including any comments from teachers, tutor, hsm and the pupil.

Bryanston School values individuals and recognises the importance of having a broad range of pupils and rejoices in this diversity. The breadth of interests, talents and backgrounds of our pupils is a part of what makes Bryanston what it is. The School is committed to ensuring that all of its activities are governed by principles of equality of opportunity and that all the pupils are encouraged to achieve their full potential and that no pupil faces discrimination.

A good boarding school offers a support structure which gives great strength to the individuals who live in its community, in good times and bad. We strive to develop a sense of the duty of service to others and to encourage the individual to play his or her part in the community, while remaining very much an individual. Our aim is that Bryanstonians will leave us as well-rounded individuals, ready to go out into the wider world, to lead happy and fulfilling lives and to contribute, creatively, positively and generously. Much of this is done through being a loving community. The school has always described the pupils, past and present, staff, past and present, governors, past and present, and parents, past and present, as the Bryanston family. The School is home to its family; the model is intended to be a real one.

Mark Mortimer  
Headmaster  
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