
HANFORD

Boarding Policy & Practice



Revision Number	Review Date	Date of next review	Amendments	Amended By
1	March 2018	March 2019	None	Head, Pastoral & Welfare Committee
2	March 2019	March 2020	None	Head of Boarding
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Implemented by:	Signed:	Date:
Position: Head of Boarding		

Hanford's Boarding Policy & Practice

This policy is written in conjunction with National Minimum Standards for Boarding Schools (NMS) – April 2015

Introduction

- Hanford is a day and boarding School that provides full and flexible overnight accommodation for pupils in Year 3 to Year 8. Accommodation is available throughout the week (Monday to Sunday) during term time, including Coach Weekends. Every girl at Hanford has a bed (including day girls) and an area that they can make their own, but the School reserves the right to change, periodically, the dormitory that a child sleeps in.
- Being away from home is an important educational experience. We believe that boarding encourages independence, unselfishness, responsibility, tolerance of and respect for others and a spirit of camaraderie. Boarding also promotes self-reliance, resilience and resourcefulness. These attributes will stand boarders in good stead throughout their personal and professional lives.
- A 'boarder' is defined as any pupil that stays the night at School and they are looked after as a 'boarder' from the time they arrive to when they are collected if there is one or more nights in between.
- There are two boarding houses at Hanford: Main House and Fan's (situated just behind the chapel, some 100 metres from Main House). The younger girls (Years 3 to 4) begin boarding on the first floor of Main House in large dormitories located near the Matrons. This helps with the development of friendships and ensures that the Matrons can keep an eye on their well-being. As the girls become more senior, they move into the smaller dormitories on the top floor. UVIth girls will board in Fan's, which them greater independence, the opportunity to prepare for their exams away from the main school and even the chance to prepare for life in boarding houses at Senior Schools.
- We create a lively, caring, family atmosphere run by two senior Matrons (one in Main House and one in Fan's), supported by a number of part time and junior Matrons (who are typically gap year students). In addition, Mrs Johnston (Head of Pastoral Care) and Miss Morrey (Head of Boarding) take responsibility for leading the care of individual year groups. The wider team also includes the nursing staff and each girl's pastoral tutor, who will check up on her well-being as well as her academic performance.

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- Dormitory requests are avoided but the boarding staff discuss the allocation of dormitories very carefully and try to accommodate girls' wishes wherever possible and appropriate.

Categories of Boarders Full Boarder – a child who stays Monday to Sunday (although she may go home at weekends). Flexi Boarder – a child who stays a few nights a week. This might be between one and four nights. Day Girl – a child who stays on occasional nights due to parents being away.

Standard 1 - Boarding Principles and Practice

1.1. Boarding at Hanford is based on the following principles:

- **Aims and Objectives of the school:**
 1. **Fulfilling Potential** - To recognise the breadth of academic capabilities and requirements and enable each girl to do the very best that she can.
 2. **Nurturing Talent** - To provide the opportunity, encouragement and support for each girl to pursue and expand her interests both within and beyond the classroom.
 3. **Valuing Individuality** - To recognize that each girl develops at her own speed, with her own interests, abilities and needs; and to maintain the flexibility to respond accordingly.
 4. **Encouraging Respect** - To help the girls to look beyond themselves, to learn about living with others, being part of a wider group and taking care of each other's needs.
 5. **Cherishing Childhood** - To provide the time, the opportunity and the environment for free play.
 - The development of the whole person spiritually, emotionally, physically, culturally, morally and socially.
 - Being an open and trusting school whose values are based upon mutual respect and the communication of values. Boarders have the right to be able to work, play and relax free from abuse, intimidation, harassment, teasing and bullying. Staff and boarders acknowledge every individual's right to privacy. The boarding community aims to create an atmosphere of acceptance, openness, and trust in which bullying would find great difficulty in developing.
 - There is an equality of opportunity for the individual and respect for all boarders, regardless of ethnicity, culture, gender or disability.
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- Communication with parents is an indispensable part of the support and development of boarders at Hanford.
 - We aim to develop the whole person; we encourage the development of co-operation, honesty, resilience, compromise, self-discipline, responsibility and common sense.
 - We aim to produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or pupil) confident in the knowledge that they will be treated and respected as an individual.
 - Safeguarding and promoting the welfare of each boarder by providing an environment that is, as far as possible, free from physical hazards and dangers, that is comfortable and suited to the needs of boarders, and which provides adequate levels of privacy.

Standard 2 – Boarders’ Induction and Support

2.1. All new boarders receive induction and guidance from the Matrons when they first stay the night (including Fire Evacuation and emergency contact procedures). Furthermore, on arrival, new girls are assigned a couple of peer mentors who will help settle them in, show them around and answer any questions they might have about the school routine or daily life at Hanford.

Any parent can discuss boarding arrangements further by making an appointment to see the Head of Pastoral Care or the Head of Boarding in person, or by making contact by phone or email. All parents will be issued with a checklist of necessary items prior to the start of term.

2.2. Each boarder has a variety of staff to whom they can turn for personal guidance or for help with a personal problem. This centres around the Matrons, Pastoral Tutors, Form Tutors, Nurses and the Gap Students. Any child can approach any member of staff at any time. Finally, Hanford boarding staff (including nursing staff) have an ‘open door’ policy at all times; we chat to girls informally at mealtimes, in the evenings, between lessons and in the mornings. We are always happy to listen and chat! The boarding team have been specifically chosen to ensure that a range of personalities are available to the girls at all times. The boarding team are absolutely dedicated to the welfare of the girls in their care.

2.3. Hanford has an Independent Listener available in school on Tuesday afternoons. The School ensures that boarders know who this person is, and how to make contact with them. The Independent Listener has a mobile telephone provided by the school and the number is available to the girls. Boarders are also provided with appropriate helplines or outside contact numbers to ring in case of problems or distress. They include: The Designated Governor for Safeguarding and Boarding Welfare, Childline and the Children’s Commissioner for England.

Standard 3 – Boarders’ Health and Well-being

3.1 The School has a Surgery in Main House that is run by the School Nurse, assisted by a team of Matrons, who implement appropriate policies for the care of boarders who are unwell or injured. The care includes first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies. All treatments are recorded and the Matron on duty will hand over to the School Nurse at 08.00 informing them of any treatment to a boarder. Then, at 17.30, the School Nurse will hand over to the Matrons and pass on information about any boarders who have been treated during the day (ensuring that appropriate confidentiality is maintained). The Surgery is located next to the Matrons' Sit (office), thereby ensuring ample opportunity for communication.

Each matron carries a school mobile, in case of emergency, and there are phones located in both Surgery and Matrons' Sit.

Medical Treatment and First Aid - The School Nurse is responsible for the organisation of medical arrangements. Parents of boarders must hand any medication to the School Nurse upon their child's arrival at School. Each pupil in the School must have an up to date Medical Form. Full Boarders are registered with the GP. The Matrons have a copy of all individual medical records for boarders, containing relevant health and welfare information and consent forms. The school has an appropriate First Aid Policy for all children, including boarders.

Care of Boarders Who Are Ill - Boarders who are ill are regularly checked and looked after by the Matrons during boarding hours in Sick Bay (there is a door bell available to all girls should they need to summon assistance during the night). During the school day, they are looked after by the School Nurse or Matrons. If a boarder is very unwell, parents are contacted to inform them that their child is unwell and to discuss the option of going home where appropriate.

3.2 The School provides suitable accommodation, including toilet and washing facilities, to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel and is separated from other boarders. Initially, every effort would be made for children to go home if they are very unwell. Boarders who stay in school, however, are cared for as per the information in 3.1. There is one bathroom reserved for the use of children who are unwell, which is located directly opposite Sick Bay.

3.3 In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary. The School GP is based in Blandford Forum and the surgery is linked to nearby Child Okeford Surgery. She visits the school every Wednesday at 8am to see girls for routine appointments. The School GP sees each new boarder when she joins the school and further appointments are made as necessary. The School provides age appropriate advice and guidance in personal, social, health and economic education during Science and PSHE lessons to all children, including the boarders.

Boarders have access to dental, optometric and other specialist services in an emergency.

3.4. All medication is safely and securely stored and proper records are kept of its administration. The Surgery is kept shut unless boarding staff are present and all medication is stored in locked cupboards and the keys to these cupboards are kept in a safe and secure place. Prescribed medicines are only given to the boarder for whom they have been prescribed. (Epipen boxes are named and have a picture of the girl clearly visible on the outside to ensure that they cannot be administered to the wrong person). Boarders who are allowed to self-medicate are assessed for their level of competence to do so but they are always accompanied by a nurse or matron when they administer their medication. Boarders who are allowed to self-medicate are assessed for their level of competence to do so but they are always accompanied by a nurse or matron when they administer their medication.

3.5. The School respects the confidentiality and rights of boarders as patients. This includes the right of a boarder deemed to be ‘Gillick Competent’ to give or withhold consent for their own treatment.

Standard 4 – Contact with Parents/Carers

4.1. Boarders can maintain private contact with their parents and families. Hanford has banned mobile phones for all students in an effort to keep them safe online. To enable the girls to contact their families, we have a number of dedicated landlines and mobile phones available to the girls at all times. Each girl has a unique pin that enables her to make a call from any school phone located within a ‘public area’. The girls can call home whenever they have free time. They are also able to Skype from the school mobiles and can make a Skype appointment and borrow one of the school laptops for this purpose. Pupils can ask for the relevant contact number from the Parent Contact File kept by the Matrons. Contact numbers for outside agencies are displayed on posters around the Boarding House of outside agencies, including ChildLine and the Children’s Rights Director. The girls are actively encouraged to write letters to their parents/carers on Sundays and they can email when they have access to the ICT suite. There is provision for girls to make calls in private – either by using call boxes downstairs, transferring their calls to a mobile or asking to use the phones in the Office.

Standard 5 – Boarding Accommodation Organisation of the Boarding House - The upper floors of Hanford comprise the boarding facilities for all but the Upper VIth girls, who board in Fan’s House (located behind the Chapel). Both Main House and Fan’s are considered to be the boarders’ homes. The boarders’ accommodation consists of dormitories, divided into year ‘blocks’. Boarders are encouraged to personalise the area around their beds to create a homely atmosphere. There is a common room (South) upstairs in Main House as well as a Junior Common Room located on the ground floor of the building. The Senior girls have access to Senior Common Room, which is located between the House and the Stables.

5.1. Suitable sleeping accommodation is provided for boarders. There are 14 dormitories, all suitably furnished and of sufficient size for the number, needs and ages of the boarders. There

are sinks and lavatories on each floor and a shower block on the first floor. Male members of staff would be accompanied by a female member of staff in the event of their needing to access the dormitories, which would normally be in the event of an emergency or to complete essential maintenance work.

5.2. Suitable living accommodation is provided for boarders for the purposes of organised and private study outside School hours and for social purposes. Boarders can study in the Classroom Block or Library. Furthermore, boarders have a range of safe recreational areas. There are the Comms. (see 5.0) as well as the playroom in Fan's house. The Vth Form have a play area with swings and dens called Chestnut, all girls have access to the playground and seesaw and all girls can play on the Lawn whenever they wish. Tree climbing and the swimming pool are available during the Summer months under the supervision of qualified personnel.

5.3 Boarders have adequate private toilet and washing facilities. There are showers/bath, sinks and lavatories on each floor. All children go to their dormitories to change for Games/riding during the day. Showers are available to boarders at the end of each day. Boarders shower every day. Shower and hair washing is monitored using the Shower Book, which is kept by the matron on duty.

5.4. The accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments would be made to provide adequate accessible accommodation for any boarders with restricted mobility. The heating is adjusted when appropriate to provide the boarders with a comfortable temperature. Light fittings are inspected regularly by the Matrons and cleaning is done on a daily basis (except for Sundays when the Matrons will inspect bathroom areas and clean where appropriate/necessary).

5.5. Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between age groups. There is separate accommodation for adults. Bedding is clean, suitable and sufficiently warm. Boarders are encouraged to bring in their own duvet covers and pillow cases to personalise their beds. Boarders are requested to bring their own duvet and pillow if they wish. Boarders are placed with their peer/age groups according to the layout of the dormitories. Staff accommodation is found on either side of the Boarding House and is kept locked; unauthorised access is strictly prohibited.

5.6. Boarders can personalise their accommodation with suitable posters and personal items if they wish.

5.7 Boarders have their own accommodation secure from public intrusion. The school is located within private grounds, over a mile from the nearest village. Main entry doors are coded.

5.8. Surveillance equipment (CCTV camera) covers the main entrances to the Main House but does not intrude unreasonably on boarders' privacy. The School's buildings and grounds are not specifically patrolled for security purposes but a number of staff live on site and the school gates are locked every evening.

Standard 6 – Safety of Boarders

6.1 The School has a written Health and Safety Policy in compliance with the relevant legislation that is effectively implemented. Boarders are protected from safety hazards by relevant, on-going risk assessments. The Bursar regularly monitors the School's records of risk assessments and accidents to identify any issues requiring action.

6.2. The School premises, accommodation and facilities provided are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. The Boarders' safety and welfare are protected during high risk activities (see Health and Safety Policy).

6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of written risk assessments and appropriate action is taken to reduce risks that are identified. There are risk assessments for Main House, Fan's, the grounds, Laundry Room, Surgery and Sick Bay, all classrooms and any trips and events. A risk assessment may be requested for each specific venue.

Standard 7 – Fire Precautions and Drills

7.1. The School complies with the Regulatory Reform (Fire Safety) Order 2005. There is a Fire Prevention Policy that includes the procedures for those in the boarding houses. Boarders know the procedures and fire drills that are regularly carried out in boarding time (instructions are available in the dorms).

7.2. Fire drills are carried out in the boarding houses at least once per term. A log of when these take place is kept by the Fire Officer and the Matrons.

Standard 8 – Provision and Preparation of Food and Drinks

8.1. All boarders, including those with special dietary, medical or religious needs, are provided with meals that are adequate in nutrition, quantity, quality, choice and variety. Boarders receive good quality catering provision in accordance with the policy for all children, not just boarders.

8.2. Suitable premises are provided for the hygienic preparation, serving and consumption of boarders' main meals. The School Kitchen and Dining Room are situated in the Main House. Meals are taken in the Dining Room where a member of staff or matron 'takes a table' and ~~serves lunch and supper. Breakfast is canteen style. A certain number of girls will 'help' each~~

week and are expected to clear and wipe the tables. The ‘helpers’ are arranged fairly by rota. The girls are arranged using a seating plan, which is changed every week. Girls are encouraged to sit with students in other years and dormitories.

8.3 Boarders have access to drinking water at all times and snacks at appropriate times. Tuck is available to boarders on a Sunday afternoon. The girls are not allowed to bring chocolates, sweets or chewing gum from home.

8.4. Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice. Currently, there are no boarders with a disability.

Standard 9 – Boarders’ Possessions

9.1. Adequate laundry provision is made for boarders’ clothing and bedding. Boarders’ clothing is satisfactorily stored and returned following laundering. Boarders’ clothing and bedding are laundered on site. All boarders have their laundry done at school, unless infrequent boarders choose to take it home with them.

9.2. Boarders are able to obtain necessary personal and stationery items, while accommodated at School. A stock of toothbrushes, toothpaste, sanitary towels and batteries are kept in Surgery. Stationery can be bought from school. Should a boarder require anything else then, within reason, the Matrons or Head of Pastoral Care will purchase it on their behalf and the cost will be added to their bill.

9.3. Reasonable protection is provided for boarders’ personal possessions and for any boarders’ money or valuables looked after by the school. Any mobile phones handed in after travel to the school are kept by the Head of Pastoral Care in the Bursar’s office, which is locked every evening. A safe is available if necessary.

9.4. Any search of a boarder’s personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

Standard 10 – Activities and Free Time

10.1. There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitable free time each day, something which is particularly important at Hanford. Hanford encourages girls to stay in at weekends as weekends provide an important opportunity for extended play and the consolidation of friendships. As well as sports matches, there will often be the opportunity for girls to ride, look after the hens, swim (weather permitting), climb trees, walk in the hills, play music or organise various forms of entertainment, which are entirely voluntary and are for their own diversion and amusement. These include Art Club, Gym Club, acting and other games. On Saturday evenings, there will typically be some form of activity: pizza-making; the Hanford Hullabaloo; camping;

barbecues (weather permitting); ‘Ready, Steady, Cook’. On Sundays, after Chapel and letter-writing, there may be occasional trips, e.g. ice-skating, geocaching, Splashdown, visits to the beach or the theatre. Key events can be found in the Calendar for each term.

10.2. Boarders have access to a range of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish. The girls are free to use the Library, ICT Room (with a member of staff to supervise), the Lawn, Chestnut, Tumbledown, the Art Room and the Classroom Block for safe recreational play. There are art and craft items, board games and jigsaws available in South Common Room and Junior Com.. All common rooms are equipped with a TV and DVD player, and there are table tennis tables in Fan’s Playroom. Furthermore, the girls have access to various parts of the school gardens. The girls can go to the Library if they wish to spend some time alone or to work somewhere quiet. The dormitories are also available at certain times of the day.

10.3. Boarders’ welfare is never compromised by unusual or onerous demands. Certain members of staff meet as part of the Pastoral Committee to discuss the welfare of particular children. The other girls are discussed at the weekly Boarding Meeting and on an ongoing basis throughout the week or whenever necessary. Pastoral tutors oversee specific girls’ academic development, as well as offering support with any pastoral concerns; they ensure that the girls are not finding their workload unreasonable or too onerous. Time for free play is protected by all staff at Hanford.

10.4. Boarders have access to information about events in the world outside the school, through TV, Internet, newspapers, magazines, class discussions and educational visits. The Library takes out a subscription to First News, as well as various daily newspapers. The school as a whole subscribes to The Day. The children also have Current Affairs lessons as part of their normal timetable.

Boarders are not allowed to leave the school site whilst boarding, unless supervised by a member of staff.

Standard 11 – Child Protection

11.1. The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and the arrangements have regard to any guidance issued by the Secretary of State. This is a whole school issue and has its own policy, which incorporates the boarders as well as all children in the School. (See Safeguarding Policy that includes the Safer Recruitment Policy)

11.1 If a member of staff were to be suspended pending an investigation of a child protection nature then arrangements would need to be made for alternative accommodation away from children. Senior matrons would move offsite and their positions would be filled temporarily by the HoB or HoPC. Gap matrons would be moved into the rooms above the Stables.

Standard 12 – Promoting Positive Behaviour and Relationships

12.1. The school has, and consistently implements, a written policy to promote good behaviour amongst pupils (see ‘Behaviour, Discipline and Exclusions Policy’). The school has an effective Anti-Bullying Policy that relates to all children, not just boarders.

Guidelines for restraint and reasonable force are outlined in the Code of Conduct and Behaviour Policy.

The Matrons may search a boarder’s possessions if the pupil is present. Staff should respect the privacy of boarders, but if they suspect a boarder is in possession of an item which they should not have, then they must inform the Matrons or Head of Boarding, who will ask the boarder to show them their possessions (e.g. drawer contents, tuck box). If anything is found during the day when tidying the dorms or checking laundry, then the item should be removed and handed to the Matrons who will then keep it safe and speak to the boarder about it. The item will be returned to them, or their parents, at an appropriate time.

12.2. This policy complies with relevant legislation and guidance and is understood by staff and pupils.

Behaviour, discipline, rewards, sanctions, restraint and search

This section should be read in conjunction with the ‘Behaviour, Discipline and Exclusions Policy’. As with any other organisation, a school requires all pupils to adhere to a generally accepted Code of Conduct. It is important to bolster this Code of Conduct by attempting to set boundaries of acceptable behaviour, to develop patterns of rewards, as well as sanctions, and to establish constructive relationships within the school community.

It must also be understood that certain behaviour will be considered unacceptable, for example:

- Physical, emotional bullying
- Cyber bullying
- Swearing at pupils or staff
- Physical violence aimed at another pupil
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property
- Leaving the school site without permission.

Boarding Behaviour Expectations - Boarding staff meet weekly to discuss the children and boarding issues, including behaviour. It is the responsibility of the matrons to maintain appropriate discipline within the boarding environment; incidences of poor behavior within the boarding house (eg loud, thoughtless or silly behavior; talking after lights out; untidiness etc.) will be addressed by the matrons and a note will be recorded on iSAMS. If a boarder does not behave in an acceptable manner, then boarding staff may:

- Request behaviour is changed
- Give a verbal warning
- Give the child time out to consider and/or cool down
- Administer an appropriate sanction (e.g. removal of free time/‘early lights out’ or ‘Balcony’) accompanied by a verbal admonishment and a warning. If a whole dormitory is talking, then they are given a warning, if they continue to talk then they will be sent to the Balcony. Should poor behavior persist then the girls will be given an SYR, to be supervised by a member of staff, wherever possible, the following day. ‘Early lights out’ means that a dorm will have its lights turned out at the discretion of the matrons on duty. Any sanctions should be recorded on iSAMS. For persistent offenders, where further action may be required, boarders may be reported to the Head of Boarding, Head of Pastoral Care and a formal meeting with parents and child may be arranged. For more serious offences involving theft, bullying, graffiti, smoking, alcohol, substance abuse or vandalism or persistent failure to meet the expectations of the school and only when all other avenues of punishment have been tried and rejected by the child, suspension and ultimately exclusion may be considered (please note that no member of staff may allude to the invoking of this punishment as a threat against further transgressions by a child. The only person who may discuss this sanction with the child or parents is the Headmaster or, in his absence, the Deputy Head, unless express permission has been given to a specific member of staff to do so on a case by case basis). The guidance above is not prescriptive. Common sense should be applied at all times to individual misdemeanors or inappropriate behaviour. Where the offence is grave, then the sanction applied must be commensurate with that offence.

Rewards available to Boarding Staff - Rewards lead to improved motivation and better behaviour.

- Beads, which can be ‘converted’ into treats at the end of term.
- Good Conduct marks

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- DVD and film evenings
 - Prizes for behaviour are awarded at the end of each school term.
 - **Standard 13 – Management and Development of Boarding**

13.1. The School's Governing Body monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action if/when necessary. The Governors have appointed a designated Governor with responsibility for Boarding Welfare and Safeguarding.

13.2. There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and boarding staff. All staff attend a weekly staff meeting. The boarding staff share information with colleagues, when appropriate, regarding the needs of individual boarders and conduct a weekly boarding meeting. Furthermore, the HoB is a member of the academic staff.

13.3. The school's leadership and management team demonstrates good skills and knowledge appropriate to their role. Evidence of training received available from the Bursar.

13.4. The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. The matrons have a weekly meeting with the Head of Pastoral Care and the Head of Boarding, where girls' welfare and behavior, their activities and the staffing of the boarding house are discussed and reviewed. The Matrons are situated next to the Nurses' Surgery, which enables effective communication at all times. The Head of Pastoral Care and Head of Boarding go upstairs in the evenings to check on the girls and catch up with the matrons as frequently as possible (at least twice a week).

13.5. The school's leadership, management and governance actively promote the wellbeing of pupils. The Senior Leadership Team (SLT) meet weekly and pupil welfare and safeguarding are standard items on their agenda. There is a weekly staff meeting during which individual pupils, including boarders, are discussed. Every child has a Form Tutor, Pastoral Tutor and there is an Independent Listener available as well, all of whom share responsibility for overseeing the wellbeing of the girls. There is a Safeguarding Policy.

13.6. All matrons are experienced and have received relevant training, as have the Head of Pastoral Care and Head of Boarding. All staff are made aware of opportunities for CPD and are actively encouraged to attend relevant courses.

13.7. The school follows and maintains the policies and documents described in Appendix 1.

13.8. The records specified in Appendix 2 are maintained and monitored by the school and

action taken as appropriate.

13.9. The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate.

Standard 14 – Staff Recruitment and Checks on Other Adults

14.1. The school operates safe recruitment procedures and vets staff in line with the regulatory requirements and has regard to relevant guidance issued by the Secretary of State (see ‘Safer Recruitment Policy’).

14.2. For all persons not on the role of the school who are over 16 and live on the school site but are not employed by the school, there is an appropriate Disclosure and Barring Service check (the Bursar files holds all relevant evidence on file).

14.3. There is a written agreement between the school and all persons over 16 not employed by the school but living on the school premises. This specifies the terms of their accommodation, guidance on contact with pupils, their responsibility to supervise their visitors, and notice that accommodation may cease to be provided should there be evidence that they are unsuitable to have regular contact with children. Furthermore, they must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

14.4. All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. There is vigorous selection and vetting of all staff and volunteers working with boarders. While they are at school, boarders are protected from unsupervised contact with adults who have not been subject to the school’s complete recruitment checking procedures (see ‘Safer Recruitment Policy’). All entry doors to Main House and Fan’s are coded or locked.

14.5. The school does not appoint guardians.

14.6. The school does not appoint guardians.

Standard 15 – Staffing and Supervision

15.1. Any person employed or volunteering in a position working with boarders receives induction training in boarding when newly appointed, and receives regular reviews and appraisals of their boarding practice, with opportunities for training and CPD in boarding.

The Role of the Headmaster - The Headmaster has overall responsibility to the Governors for all matters pertaining to boarding. He chairs the Welfare Committee and attends Pastoral Committee meetings when necessary. All minutes from the boarding meetings are sent to the

Headmaster and Deputy Head within 4 hours of the meeting.

The Role of the Head of Pastoral Care - The Head of Boarding reports to the Head of Pastoral Care on all matters relating to boarding.

The Role of the Head of Boarding – The Head of Boarding chairs meetings, acts as a bridge between academic and pastoral staff and is responsible for the promotion, running and development of boarding within the school. The role also involves: ensuring that all boarding staff are adequately trained, briefed and supported to carry out their duties; chairing weekly meetings with the boarding staff and matrons to discuss boarders and boarding issues (minutes for this are held on file); supporting the pastoral care for all girls.

The Role of the Matrons -The Matrons are responsible for the day-to-day running of the boarding houses. They live in/adjacent to the boarding houses in self-contained flats which are separate from the girls boarding areas but are easily accessible in the event of an emergency. The role specifically involves:

- Producing and overseeing evening activity lists
 - Organising the daily duty rotas for Gap matrons
 - Ensuring that the boarding is adequately staffed (7pm through to 9.30am)
 - Collating the termly, flexi and occasional boarding numbers and providing the Bursar with accounts for billing (through iSAMS registration)
 - Weekly meeting with the Head of Boarding and Head of Pastoral Care
 - Informing the Bursar/Maintenance Department of any routine maintenance requirements in the boarding accommodation
 - Discussing boarding matters with the pupils to develop and improve the experience
 - Completing necessary boarding duties
 - Overseeing laundry done in the boarding house
 - Making sure the surgery records are up-to-date
 - Administering medicines and first aid in line with Medical Policy
 - Leading any Fire Evacuation Drills and passing paperwork to Fire Officer
 - Maintaining the register on iSAMS (and in hard copy, in the event of a power failure or fire)
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- Ensuring that the girls are settled at night
 - Ensuring the boarding house is secure (locking up is completed by either Headmaster or Fire Officer)
 - Responsible for Tuck on a Sunday

The Role of the Gap Matrons

GAP matrons have an important role to play in the boarding environment. The specific role includes:

- Assisting with activities as directed by duty staff
- Supporting on academic trips when required
- Acting as pastoral support for pupils.

15.2. Spouses, partners or siblings (over 16 years old) of members of boarding staff are not involved in the running of the boarding houses in any way but are subject to appropriate legal checks regardless.

15.3. The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.

Supervision of Boarders - there is a weekly duty rota (overseen by the Senior Teacher) of teaching staff supervising boarders outside teaching time that is sufficient in number and deployment for the age, number and needs of the boarders. The duty rota is produced every 3 weeks and copies are given to relevant members of staff. A hard copy is available on the board in the Staff Room.

Staffing - the staff supervising boarders outside teaching time are sufficient in number and deployment for the age, number and needs of the boarders. Staff exercise appropriate supervision on boarding trips and relevant RAs are produced.

Night Supervision of Boarding Houses - the boarders in Main House know that if they need a member of staff during the night they need to ring the doorbell located on the upstairs door outside Matrons' Sit. Boarders in Fan's know to knock on the matron's door.

15.4 Boarders are looked after by staff with specific boarding duties, who have had adequate induction and receive continued training. Staff must be aware of what is required of them before embarking on duties. Staff should be punctual for their duties.

15.5 Staff are responsible for the whereabouts of boarders at all times. The isams register is completed three times a day: during lesson 1; at 1.30pm; and in the evening when they come up for showers. Matrons also complete a paper registration first thing in the morning before the girls get up and last thing at night once they are all in bed. This paper register is taken to Chapel if there is a night time fire alarm (in case the WiFi is compromised). If the girls are involved in different activities after Supper, then the member of staff on duty will know where the children are at all times (e.g. some will go to do music practice, others might wish to finish off prep in the Library, some may attend Special Art or gardening, while others might be outside playing).

15.6. Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate. Boarding Staff are familiar with the 'Missing Child Policy'.

15.7. There are at least two adults sleeping in Main House at night (and one in Fan's), who are responsible for the boarders in the houses. The matrons live within the boarding house. If one of them should be away overnight, then a part time matron, with whom the girls are familiar, will come and sleep in. The Headmaster, Head of Pastoral Care and Head of Boarding all live on site and could act as supervising members of staff if necessary.

15.8. Boarders have a satisfactory means of contacting a member of staff in the houses at night. There is a doorbell situated on the upstairs door of the matron's flat in Main House, which girls can ring in the night. They can knock on the door in Fan's. If they need assistance before the matrons go to bed, then they can visit Matrons' Sit.

15.9. The resident staff have their own clearly designated and lockable accommodation; their living and sleeping quarters (including toilet and washing facilities) are separate from the boarders'. The Matrons' flats are all self-contained and include toilet and washing facilities.

15.10. Staff accommodation is private and unauthorised access is forbidden at all times (all flat doors are fitted with locks). Access to the matrons' accommodation is forbidden. There are sound, appropriate relationships between staff and boarders. There is no inappropriate favouritism or antipathy of staff towards individuals and groups (see 'Code of Conduct' and 'Guidance for Safer Working Practice for Adults who Work with Children and Young People – 2009'). The only exception to this is that a group of girls may occasionally be invited to the Head's House for a supervised weekend or evening activity, which is properly and very carefully supervised and does not involve inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.

Standard 16 – Equal Opportunities

16.1. Every effort is made to ensure that boarders do not experience inappropriate discrimination because of differences arising out of age, gender, disability, race, religion or belief, cultural background, linguistic background, special educational need or academic or sporting ability. Confidentiality permitting, staff are made aware of any factors which may need to be taken into account when providing for the individual needs of each child.

Standard 17 – Securing Boarders’ Views

17.1. Boarders are actively encouraged to contribute their views on the boarding provision. They are able to raise concerns and make complaints or suggestions and their views are given appropriate weight in decisions about the running of the boarding houses. Boarders are not penalised for raising concerns or making a complaint in good faith. There are formal and informal opportunities for boarders to contribute their views on the boarding provision through House Meetings, a Suggestions Box and a general atmosphere of openness and honesty.

Standard 18 – Complaints

18.1. The school has and follows an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards (see ‘Complaints Policy’).

18.2. The school’s written record of complaints identifies those relating to boarding provision and details of the action taken by the school as a result of those complaints. These are stored on isams and the Headmaster keeps a record of them. The HoB check isams on a half termly basis. HoB also keeps own log of all boarding concerns and complaints so that trends can be identified and acted upon. Findings discussed with Deputy Head/HoPC/Headmaster as appropriate.

Standard 19 – Prefects

19.1. The school does not operate a prefect system within the boarding house, however, there is a House Committee which comprises of a few Upper VIth girls who come up to the boarding house and support the Juniors and Vth Form in the evenings. Whilst the younger girls are expected to respect the decisions and authority of members of the House Committee, this is not a role that carries any disciplinary influence. There is always adequate staff supervision to counter possible abuses. The House Committee members are selected by the boarding staff because of their exceptional manners, kindness and good sense.

Standard 20 – Lodgings (Long-stay)

20.1. The School does not have any children in lodgings.