



Cundall Manor School

## Boarding Policy 2023

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Headmaster  
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## Part A: Governance, leadership and management

### NMS FOR BOARDING SCHOOLS: PART A

**Aim:** The leadership, management and governance of the school enables a culture to thrive which is child-centred, safeguards children's wellbeing and is ambitious for the progress of every child. Monitoring and accountability is strong and adds value.

To achieve this aim, the school should meet the following standards:



# Standard 1 – Statement of Boarding Principles and Practice

## 1.1a Principles

Our boarding principles, on display in the boarding house and in the Boarding Handbook, are:

- To provide accommodation, sustenance and care for weekly, flexi- and occasional boarders at Cundall Manor School.
- To work in partnership with parents and guardians to provide a boarding experience that will be complementary to the home experience, and to nurture a warm, happy and caring family environment.
- To safeguard and promote the welfare of each boarder by trying to meet his/her intellectual, emotional, social and physical needs.
- To provide an environment in which all students feel valued, where there is an atmosphere of tolerance, trust and mutual respect, and where equality of opportunity exists.

## 1.1b Principles in practice

Accommodation: We provide a standard of accommodation that is comfortable and suited to the needs of boarders, according to age and maturity. This is further described in the *Boarding Accommodation* section.

Sustenance: Meals are provided which can sustain pupils through their busy school lives, catering for individual dietary requirements as necessary. This is further described in *Standard 6 – Provision and Preparation of Food and Drinks*.

Care and meeting needs: Every aspect of the organisation of the boarding house is devised with the care of boarders in mind. More specifically, each boarder has an individual care plan, where records of incidents (positive and negative) and concerns are recorded in order to build up as full a picture as possible of the boarder's needs, and the action taken to meet those needs.

Partnership with parents and guardians: Parents receive a Boarding Handbook when their children start boarding, and news is published in the school newsletter. There is a specific boarding email address, [boarding@cundallmanor.org.uk](mailto:boarding@cundallmanor.org.uk), and communication between Houseparents and parents/guardians is frequent. In addition, parents can ring the boarding house during evening hours. The phone number is (01423) 360914.

A family environment: The Houseparents live in the Boarding House with their own children. Mealtimes and supper are enjoyed together, and activities include as wide an age range as possible. Boarders are encouraged to socialise in the Common Room during free time, or outside when the weather allows.

An environment where all feel valued: Cundall is all about celebrating the individual. Through informal conversations with boarders, and information received from other staff, the Houseparents will find out about the interests and talents of individual boarders and make the effort to support them in these, for example by finding time for music practice, or spectating at sports matches.

An atmosphere of tolerance, trust and mutual respect: We actively promote the development of co-operative, mutually respectful and supportive relationships between boarders and between boarders and staff, encouraging them to find their own solutions to problems and to have consideration for others.

Equality of opportunity: The House Parents strive as far as possible to ensure that boarders, regardless of race, colour, nationality, ethnic origin, gender, sexual orientation, disability, political views or religious beliefs, have equal access to high-quality accommodation and care, and are treated as individuals with individual needs, in line with Cundall Manor's Equal Opportunities Policy.

### NMS FOR BOARDING SCHOOLS

#### Standard 1 – Statement of Boarding Principles and Practice

- 1.1 A suitable statement of the school's boarding principles and practice is available to parents, understood by boarders, and is seen to work well in practice.

## Standard 2 – Management and Development of Boarding

### 2.1 Monitoring of boarding leadership

The House Parents have regular meetings with the Head, to discuss the management of boarding provision.

### 2.2 Leadership and management roles

Martin Hunt is the Governor with responsibility for boarding. Since 2018 he has been a boarding Housemaster at Repton School in Derbyshire.

### 2.3 Links between academic and residential staff

House Parents attend weekly academic staff meetings to discuss pupils and be aware of issues, including how best to support pupils in their academic endeavours.

### 2.4 Fulfilment of responsibilities and meeting of standards

The house staff undertake regular professional development to ensure that knowledge of Child Protection, Safeguarding, First Aid, Managing Medication and other issues are up to date.

The House Parents attend conferences of the Boarding Schools' Association, and regularly consult with colleagues from other boarding schools when considering the development of the house.

A record of training completed by the boarding staff is at the end of this section.

### 2.5 Wellbeing of pupils

All academic staff members of the SMT also do a boarding duty (with the exception of the Head) and see the house in action on a regular basis. The Head also frequently joins the boarders for breakfast or supper. They monitor the wellbeing of the boarders through this first-hand experience.

In addition, results of evidence-gathering for boarders' views are shared with the SMT, and discussed for action where appropriate.

### 2.6 Knowledge and experience of senior boarding staff

Cundall Manor is committed to the continuing professional development of all staff, including boarding staff, and encourages applications for appropriate training grants and subsidies. The attention of boarding staff is drawn in particular to the various courses and qualifications offered by the Boarding Schools' Association, which extend from short day courses to university-accredited professional practice and development certificates. Every effort will be made to accommodate interest shown by staff in any relevant training. Application should be made in the first instance to the Head who will arrange for the necessary submissions to be made to the SMT and the Business Manager, and who will ensure appropriate arrangements are made for cover within the house.

### 2.7 Policies

The boarding house follows all policies and documents held by the school.

#### NMS FOR BOARDING SCHOOLS

#### Standard 2 – Management and Development of Boarding

- 2.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
- 2.2 The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
- 2.3 There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.
- 2.4 The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
- 2.5 The school's leadership and management and governance actively promote the wellbeing of pupils.
- 2.6 Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.
- 2.7 The school follows and maintains the policies and documents described in Appendix A.
- 2.8 The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.

## 2.8 Records

The records specified in Appendix B are kept by the school.

### RECORD OF TRAINING

Date	Inset/CPD Attended
<b>Tony Reece</b>	
April 2017	Managing Medication in Childcare
June 2017	An Induction to Boarding Level 2
August 2017	Level 3 Safeguarding
September 2017	Channel General Awareness
May 2018	Essential Health & Safety for DT Technicians (S1 2HS)
March 2019	Counselling for non-counsellors
July 2019	Basic Awareness in Child Protection (North Yorkshire Safeguarding Children Board)
August 2019	Prevent Online Training Course (HM Gov)
September 2019	STA Level 2 Award for Pool Emergency Responder
October 2019	Basic Awareness in Safeguarding Children
November 2019	Prevent Online Training
September 2020	IIRSM Safeguarding Children
September 2020	Health & Safety Basics and Essentials
September 2020	Emergency First Aid at Work
September 2020	KCSIE updates
April 2021	Safeguarding training on Everyone's Invited
June 2021	National Professional Qualification for Senior Leadership
August 2021	ZAS Suicide Awareness Training
September 2021	NSPCC Safer Recruitment Training
December 2021	Educational Visits Coordinator Revalidation Training
January 2022	Metacognition: The Benefits of Taking a Self-Regulated Approach to Teaching and Learning
April 2022	Certificate in Data Protection & GDPR for Staff (Data Influencers)
May 2022	Certificate in Administering Medication for Education Providers
July 2022	Early Help & Child Protection Referrals
July 2022	Signs of Safety Conferencing Pathway
September 2023	Safeguarding Refresher and KCSiE Knowledge Check

### **Sarah Reece**

Sept 2011	The Teenage Brain
Apr 2012	Gifted and Talented
Jan 2013	Basic Awareness in Child Protection
Sept 2013	N/C Levelling
Sept 2013	Gifted and Talented
Sept 2014	Preparing for inspection
Oct 2015	Preparing for inspection
Sept 2015	Safeguarding Children – changes to policies
March 2017	NYSCB Safeguarding Children: Level 3
June 2017	An Induction to Boarding Level 2
Sept 2017	Managing Medication in Childcare Settings: Level 1 Accredited Course
Nov 2017	Anti-Bullying Staff Training (Diana Award)

Apr 2018	Introduction to Restorative Justice (GoMediate)
July 2019	Basic Awareness in Child Protection (North Yorkshire Safeguarding Children Board)
August 2019	Level 1 Prevention and Promotion of Mental Health and Wellbeing (Compass Buzz)
August 2019	Prevent Online Training Course (HM Gov)
September 2020	Emergency First Aid at Work
September 2020	KCSIE updates
April 2021	Safeguarding training on Everyone's Invited
August 2021	ZAS Suicide Awareness Training
April 2022	Certificate in Data Protection & GDPR for Staff (Data Influencers)
September 2023	Safeguarding Refresher and KCSiE Knowledge Check

#### **Vincent Conyngham**

May 2018	An Induction to Boarding (EduCare/BSA)
July 2019	Basic Awareness in Child Protection (North Yorkshire Safeguarding Children Board)
September 2020	KCSIE updates
April 2021	Safeguarding training on Everyone's Invited
August 2021	ZAS Suicide Awareness Training
April 2022	Certificate in Data Protection & GDPR for Staff (Data Influencers)
September 2023	Safeguarding Refresher and KCSiE Knowledge Check

## Boarding Development Plan 2023-2024

Development target	Action: What is going to happen	Who is responsible for making it happen?	Time scale	Resources needed and cost	Staff professional development required	How will you check it has a positive impact?
Continuing Professional Development	SR to investigate further CPD for all boarding staff, including possibly house tutors who may want to go into boarding	SR	ASAP	Dependent on CPD available	-	Staff feel better supported in their boarding roles
Keep all areas of the house in a good state of decoration and repair	Regular inspections of the house and rectification where necessary to be organised by the Estate Manager	SR/TR	Ongoing	Dependent on need	-	Comfort for boarders and better use of available facilities
Develop number of weekly/flexi boarders	Marketing– continue to produce articles for social media and local press. Advertise the activities available – get staff to commit to what activity they are going to run. Tie-in with trips and FOCM events. Special offers – five nights for the price of four Advertise revision sessions for senior boarders with members of staff on duty that night.	SR/MY	Ongoing	-	-	Increased number of boarders.
Maintain a range of activities for boarders to enjoy	Ensure that duty staff are clear on their duties and responsibilities, and receive plenty of notice of their duty nights so that they can plan accordingly. Have a range of activities “in hand” for quiet nights, e.g. craft activities. Ensure all members of staff have a copy of the Boarding Handbook for Staff	SR	Ongoing	TBC by duty staff	-	Photographs taken of the range of activities. Boarders report enjoyment.
Develop Friday night boarding programme, in conjunction with Saturday activities	Put all trips in calendar so that parents are aware and can book in advance. Continue to seek out new activities to vary the programme. Continue to ask for and show appreciation for the goodwill of Friday night duty staff in supporting these activities, as they often go beyond the end of usual duty time.	SR  SR	Ongoing	Covered or nearly covered by £11 surcharge	-	More boarders booking in for Friday nights.



## Standard 3 – Inclusion, equality and diversity

### 3.1 Avoiding discrimination

The House Parents strive as far as possible to ensure that boarders, regardless of race, colour, nationality, ethnic origin, gender, sexual orientation, disability, political views or religious beliefs, have equal access to high-quality accommodation and care, and are treated as individuals with individual needs, in line with Cundall Manor's Equal Opportunities Policy.

They will also make academic staff aware of any issues that may affect access to the curriculum, and endeavour to help where possible with necessary mitigations.

It is noted that, according to the Equality Act 2010, protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

However, this will not be regarded as an exclusive list in regard to preventing or dealing with discrimination.

#### NMS FOR BOARDING SCHOOLS

##### Standard 3 – Inclusion, equality and diversity

3.1 Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all-encompassing, the key factor is protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school. is sensitive to different needs.

## Part B: Boarding Provision

### NMS FOR BOARDING SCHOOLS

**Aim:** The school provides a homely and welcoming environment in which boarders feel safe, secure and comfortable, and where their privacy is respected. Boarders enjoy their accommodation and meal times and feel that their belongings and personal possessions are protected.

To achieve this aim, the school should meet the following standards:



## Standard 4 – Boarding accommodation

Floor plans of the boarding accommodation are included at the end of this section.

The accommodation is arranged on two floors. On the first floor there are three girls' rooms, one younger boys' room and the large Common Room, as well as the Boarders' Infirmary, boys' and girls' bathrooms. On the second floor there are four boys' rooms and a smaller communal area, along with a boys' bathroom. The areas are risk assessed annually by the school's Health & Safety consultant, and regular walk-round checks are made to check for hazards.

### 4.1 Sleeping accommodation

All boarders are provided with a bed and dedicated storage facilities in a room with others of similar age. Boys and girls are accommodated separately. Rooms and beds are assigned depending on the number of requests that are received at the beginning of and during each term.

Clean fitted undersheets are provided by the school. Boarders staying for one night at a time bring their own duvet slip cover and pillowcase which they put on the school's duvets. Those staying more regularly usually keep their own duvet and pillowcase at school. Bedding is laundered as necessary.

When pupils arrive they will be allocated a room, in the vast majority of cases sharing with others. It is accepted that not everyone can get on and every effort is made to put together those pupils who are friends, where they are known to the staff. If the initial groupings are unhappy and do not settle, pupils will be given the opportunity to change rooms if an agreement can be reached between themselves and in some cases guided by a member of staff.

Making a particular pupil feel unwelcome in a room is behaviour that will not be tolerated. In practice where there are more pupils in a friendship group than will fit in one room, an amicable rotation arrangement is usually made. The House Parents will have the final say in any proposed room changes, and when pupils cannot sort out difficulties themselves, a solution will be imposed upon them by the House Parents on duty.

Pupils may not sleep overnight in any other room without:

- the permission on the duty staff and
- the permission of the person whose room it is.

With regard to privacy, staff should knock and delay entering a pupil's bedroom if the door is not immediately opened to him/her; similarly when entering a toilet or shower area.

## NMS FOR BOARDING SCHOOLS

### Standard 4 – Boarding accommodation

- 4.1 Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with.
- 4.2 Good quality living accommodation and equipment, including appropriate internet access, is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.
- 4.3 Sufficient toilet and washing facilities with good quality fixtures and fittings and access to hot water are provided for boarders, are readily accessible from the sleeping accommodation and take into account sex, age and any special requirements.
- 4.4 Boarding houses and other accommodation provided for boarders are well lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide accessible accommodation for any boarders with disabilities.
- 4.5 Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between boarder accommodation and staff accommodation. Bedding is warm, clean and comfortable.
- 4.6 Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.
- 4.7 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) unsupervised access to boarders, or to boarding accommodation while occupied by boarders.
- 4.8 Any use of biometric data/technology<sup>12</sup> or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes<sup>13</sup> does not intrude unreasonably on boarders' privacy. Any schools<sup>14</sup> which use biometric technology and/or CCTV should set out the rationale for its use in the school's security policy. In addition, schools using CCTV must be registered with the Information Commissioner's Office (ICO)<sup>15</sup> and comply with relevant data protection legislation including the UK General Data Protection Regulations<sup>17</sup>, the Data Protection Act 2018<sup>18</sup> and the Protection of Freedoms Act 2012<sup>19</sup>.

Staff should enter bedrooms only if there is a reason, e.g. to speak to a pupil or group of pupils, to investigate antisocial behaviour, to hurry them on, to get them up, etc.

Staff should check regularly for any damage to toilet cubicle locks, windows etc. and report any damage immediately to the Estate Manager.

## **4.2 Living accommodation**

Where possible, older pupils have their own work space (such as a cabin bed with a desk). The Boarders' Common Room and the downstairs kitchenette are available to all. There are additional work/social spaces on the landings. Staff are aware that it is a social area for both sexes and ensure therefore that it is adequately supervised.

Boarders are also welcome to use the library and the music practice rooms in the evening. Senior School boarders may go to the gym or out on the lawn in the evening. When light allows, boarders may go and play on the school playing fields. In all cases, if leaving the Boarding House without the direct supervision of a member of staff, pupils must sign out with their location.

## **4.3 Toilet and washing facilities**

Two of the girls' rooms on the first floor have integral wash room facilities including showers, bath, toilets and hand basin facilities. The other girls' rooms are served by separate wash rooms with showers, hand basins and toilets.

On the second floor there are toilets and a shower room serving the boys rooms, as well as another similar boys' facility at the bottom of the stairs up to the first floor.

## **4.4 Comfort and accessibility**

All accommodation is well-lit (including emergency lighting) heated, ventilated, cleaned daily and maintained by the Housekeeper and Estates Manager. Reasonable adjustments would be made to accommodate those with disabilities.

## **4.5 Furnishings**

No furniture may be moved between rooms without the consent of the House Parent but furniture may be rearranged to suit the room occupants' wishes, except where health & safety issues arise.

The boarding accommodation is cleaned daily, and any maintenance issues noticed by boarders, the housekeeper or the house parents will be reported to the maintenance team.

Pupils are asked to notify a member of staff IMMEDIATELY if they have damaged something. This is vitally important as to how it will be treated. If a pupil owns up to it the staff member will look at the damage and assess whether it is:

- a genuine accident (the pupil may be charged something towards the cost of replacement);
- an accident caused by carelessness (the pupil will probably be charged);
- a deliberate act (the pupil will certainly be charged and admonished - and the parents necessarily notified - but credit will be given for owning up).

## **4.6 Personalisation of boarders' areas**

Notice boards are securely fastened to the wall beside many beds and we encourage boarders to personalise their spaces with posters, photos and battery-powered fairy lights if desired.

## **4.7 Privacy of accommodation**

Usually, any boarder is entitled to invite anyone from the same floor into his or her room at any time for private discussions. However, girls may never invite boys into their rooms, nor boys invite girls into theirs, and should private space be needed then they should be encouraged to speak to a member of staff.

Should any of the staff wish a private chat with any boarder then the best space to use is the library.

When needing to enter a room, unless in an emergency, a member of staff should knock, give time for a reply, then open the door a little (without looking in) and ask for permission to come in, then wait for confirmation before entering the room.

The boarding corridors, bedrooms and common areas are out of bounds during the school day unless permission is sought. Pupils may return to the Boarding House after 5.00pm on games afternoons, or on other days 5:30pm for Forms 3-6 and 6:00pm for Aram upwards.

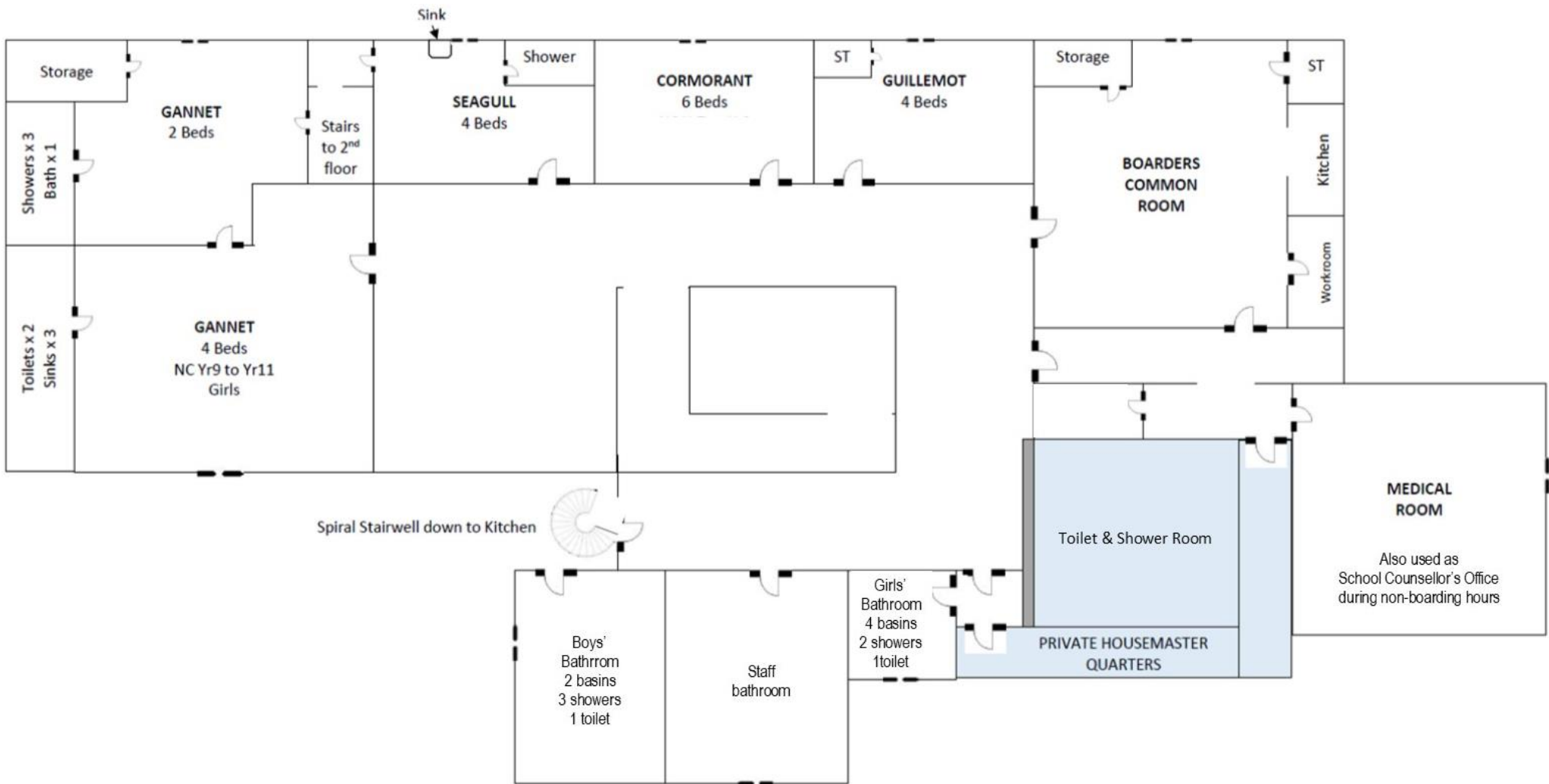
While we understand that parents like to see the rooms in which their children will be sleeping, they should not be in bedrooms without the permission and supervision of a House Parent.

#### **4.8 Biometric data/CCTV**

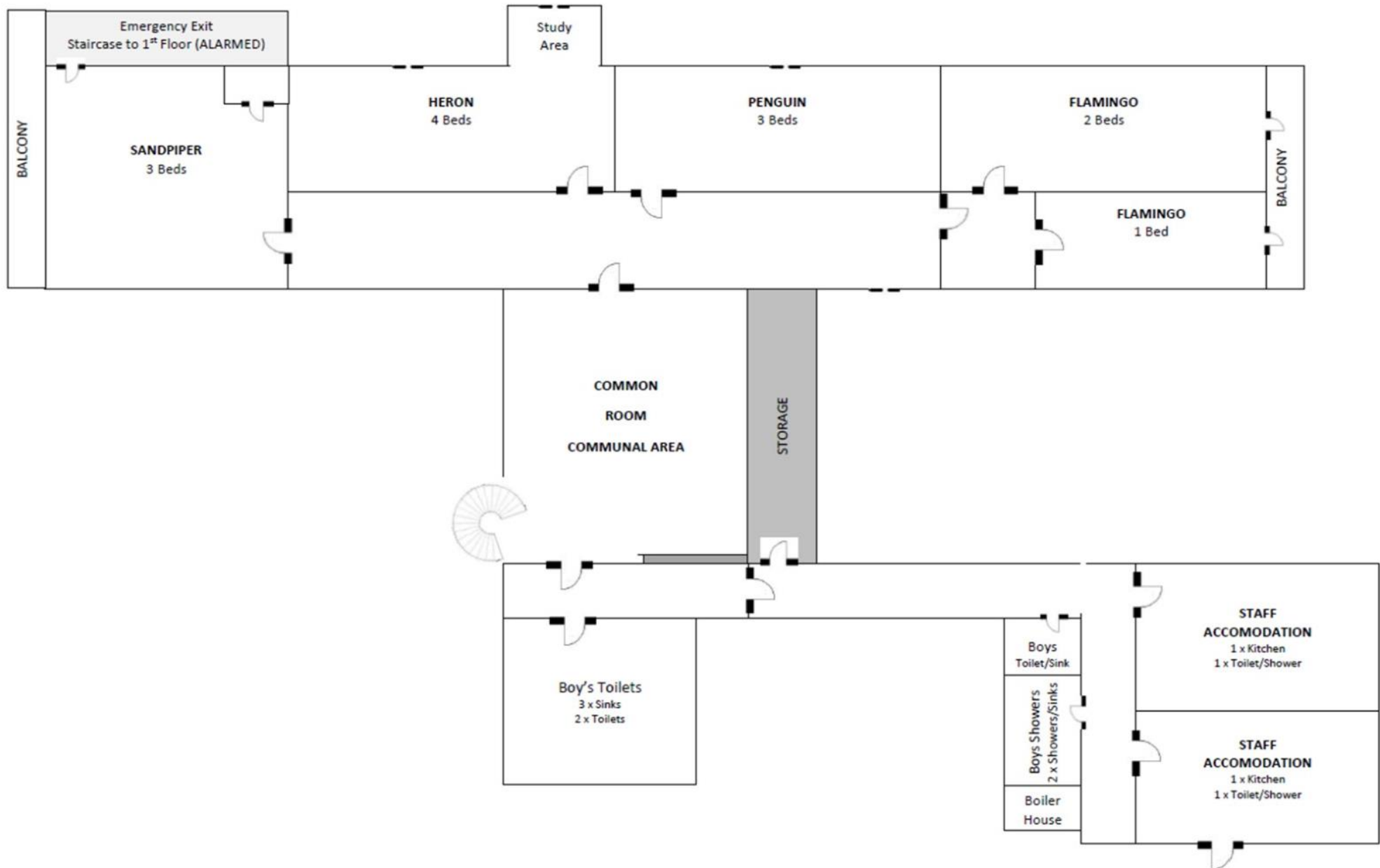
This is not applicable.

Floor plans

1<sup>st</sup> floor



## 2<sup>nd</sup> floor



## Standard 5 – Boarders’ Possessions

### 5.1 Laundry

Weekly boarders have their laundry done at school. All clothes should be named. Boarders are asked to bring their laundry to the central laundry point. Bed linen for weekly boarders should be changed on a weekly basis.

Usually flexi- and occasional boarders have their laundry done at home, but if items need washing urgently (e.g. for a sports match), the Housekeeper or House Parents are happy to help.

### 5.2 Personal & Stationery Items

The school shop stocks some personal and stationery items, and the House Parents will do their utmost to provide for the needs of the boarders by shopping for or ordering items on request.

### 5.3 Protection for boarders’ personal possessions

Boarders are encouraged to take responsibility for their possessions by making sure they are named, and putting them away safely when not in use. The House Parents and school cannot take responsibility for items which are not locked away. However, in practice, most missing items turn up as long as they are correctly named. Boarders are asked to speak to the Housekeeper if they cannot find something.<sup>4</sup>

Items handed to the House Staff will be kept in the Houseparents’ flat. Valuable items will be put in the Houseparents’ safe.

Mobile phones, which are handed in each morning by boarders going home that evening, will be delivered by a House Parent to the Assistant Heads’ office, from where they can be collected before going home.

As part of the induction process, boarders are discouraged from bringing items of high value into school. They are also informed that there are lockers with keys which they may use for valuable items if necessary.

#### NMS FOR BOARDING SCHOOLS

##### Standard 5 – Boarders’ possessions

- 5.1 Good and regular laundry provision is made for boarders’ clothing and bedding. Boarders’ clothing is stored safely while in the process of being laundered and returned to the right boarder following laundering.
- 5.2 Boarders are able to obtain personal and stationery items whilst accommodated at school.
- 5.3 Good protection is provided for boarders’ personal possessions and for any boarders’ money or valuables looked after by the school.

## Standard 6 – Provision and Preparation of Food and Drinks

### 6.1 Nutrition for all

Hot meals which cater to pupils' individual dietary requirements are supplied by the kitchens at least twice a day. All breakfasts have a cooked element as part of the choice available.

### 6.2 Facilities and preparation

Meals are prepared by the school catering team in the school kitchens, under our usual high hygiene practices. Simpler fare, such as toast/hot drinks, is prepared in the boarders' kitchenette or the dining room.

### 6.3 Food and drinks outside of meal times

Food is provided for those arriving late and missing meals due to activities. Packed meals are provided for those on trips as required.

Juice, biscuits and fruit are provided as part of the school day at break times.

A ready supply of fresh fruit, snacks, toast, hot/cold drinks are available during each evening. These are prepared by the boarders themselves if appropriate, or otherwise by the House Parents, who have been trained to Level 2 in Food Safety.

Water is available at all times.

Absolutely NO food that is to be cooked should be stored (or cooked) in a room.

### 6.4 Provision for boarders with disabilities

While this is not currently the case, the school understands its responsibilities to assist boarders with disabilities in a way that maintains dignity and choice.

#### NMS FOR BOARDING SCHOOLS

##### Standard 6 – Provision and preparation of food and drinks

- 6.1 All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity.
- 6.2 Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. These may be situated in the main school building provided it is adjacent to or reasonably accessible from the boarding accommodation.
- 6.3 In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect.
- 6.4 Boarders with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

## Part C: Health and Wellbeing

### NMS FOR BOARDING SCHOOLS

**Aim:** Boarders' health needs are fully met, and their physical, emotional and social wellbeing and mental health are promoted and supported. Any health care provided is in the best interests of the child.

To achieve this aim, the school should meet the following standards:



## Standard 7 – Boarders’ Health and Well-Being

### 7.1 Care of unwell boarders

The following section of the policy deals with care of boarders who have medical conditions and/or are unwell, physical and mental health, emotional wellbeing, first aid, dealing with medical emergencies, and the administration of medication.

### 7.2 Boarders’ understanding of their own health needs

#### MENTAL HEALTH & EMOTIONAL WELLBEING

Ensuring regular exercise, encouraging positive social relationships and engaging pupils in stimulating lessons and activities are ways in which the school promotes good mental health. House Parents encourage regular communication and the discussion of issues, and operate an open-door policy, as well as referring boarders to the School Counsellor when necessary.

Good quality sleep is recognised as one of the foundations of mental resilience, and high importance is placed upon it.

#### PHYSICAL HEALTH

The school promotes a healthy lifestyle which includes regular participation in sport and the provision of balanced nutrition. Pupils are encouraged to make good choices such as including vegetables with all meals. Nutrition is taught as part of PSHE.

Bedtimes are age-appropriate in line with NHS guidelines. The importance of sleep is covered during the boarders’ induction and regularly emphasised.

All parents complete a child information sheet as part of the sign-up procedure for the school. This includes any details which are specially food related, such as allergies and intolerance. The school ensures the kitchen staff and School Nurse, and the boarding staff where appropriate, are aware of such individual needs, and these are recorded on the school Management Information System.

#### CARE OF BOARDERS WHO HAVE ONGOING MEDICAL CONDITIONS

House staff will make every effort to accommodate pupils with existing medical conditions, and to help pupils manage them when necessary.

#### INFECTIOUS DISEASE

During times when there is an outbreak of infectious disease in the school (including but not limited to the Sars CoV-2 virus), boarders will be reminded more frequently to clean hands using soap and water or

#### NMS FOR BOARDING SCHOOLS

### Standard 7 – Boarders’ Health & Wellbeing

- 7.1 The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell, ensures that the physical and mental health and emotional wellbeing of boarders are promoted and prompt action is taken when health concerns are identified. The policies include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescription and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect, where appropriate, guidance provided by the Royal Pharmaceutical Society and the Royal College of Nursing.
- 7.2 Boarders are supported and educated to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.
- 7.3 Effective arrangements are made to care for boarding pupils who are sick or injured. Boarders are accommodated away from other children where this is necessary to care for the child in question or to protect other boarders (e.g. from contagious conditions). Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet and washing facilities. The accommodation is staffed appropriately and provides boarders with appropriate privacy, taking into account sex, age and any special requirements.
- 7.4 The school ensures boarders have access, as appropriate, to local medical, dental and optometric services and provision. In addition, the school engages effectively with health agencies, including specialist services (such as CAMHS, sexual health services and those providing support for victims of sexual abuse) when appropriate, responding in a timely manner to boarders’ needs.
- 7.5 The school facilitates access to all relevant health, counselling and support services (set out above) as required. It should be clear who is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff is necessary.
- 7.6 All medication is stored safely and securely and accurate records are kept of its administration. Staff are properly trained to provide the support that pupils need when administering medicines. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as being sufficiently responsible to do so. Where applicable, schools have regard to government guidance.
- 7.7 Boarders’ confidentiality, rights, privacy and dignity as patients is fundamental and is appropriately protected. This includes the right of a boarder deemed to be ‘Gillick Competent’ to give or withhold consent for their own treatment.

hand sanitiser, particularly on entry to the boarding house, before and after meals, before and after using hand-held technology or anything else which is a high-frequency touch point.

The school has purchased a fogger for the disinfection of rooms when there is an outbreak of an infectious disease.

The House Parents, Head and School Nurse will consult on whether it might be appropriate to close or reduce numbers in the boarding house at such times.

### **7.3 Care of boarders who are sick or injured**

#### **FIRST AID**

At all times, at least one member of the house staff on duty must be first aid qualified, and any member of staff not so qualified will be expected to undertake appropriate first aid training. All must follow the Cundall Manor First Aid Policy.

Boarding House staff must recognise their own limitations in making medical diagnoses or failing to act after reports of accidents. The pupils' own GP, as well as the qualified first aiders on the school staff, are readily available for consultation and should be consulted when in doubt.

When a member of staff is called to assess a boarder's condition their first task is to administer the appropriate first aid in consultation with that boarder's individual care plan and medical records (kept on the school's Management Information System).

Boarding Staff are trained in the use of adrenaline auto-injector pens and will administer these when prescribed and appropriate, in accordance with the Anaphylaxis policy.

If it is in everyone's best interests, the boarder should be moved into the sick room and be made aware of the dedicated washing and toilet facilities.

The parents of the boarder are to be called as soon as possible, depending on the time and severity of the condition, and made aware of their child's condition and the subsequent action being taken by the staff. At this point the parents may opt to take their child home or at least talk to them on the telephone.

In all situations the primary concern is to be for the boarder's safety both physically and emotionally, and should the staff feel the need then the boarder should be taken to the nearest appropriate A&E department. In such cases the House Parents are to be informed. They will in turn inform the Head at an appropriate time.

#### **DEALING WITH MEDICAL EMERGENCIES**

When any staff member is roused in the night by a pupil complaining of ill health, or a room-mate reports such a problem, they must respond immediately and investigate. A telephone call to the Casualty Department, The Friarage Hospital (tel: 01609 779911) is the recommended first point of contact where help or advice is needed. In the case of an emergency the House Parents or School Nurse must be informed. In the case of a boy and girl both being ill at the same time, both medical rooms can be used to ensure separation.

All accidents and injuries beyond the trivial must be recorded in the Accident Book, as must the action taken.

Boarding staff are trained in the procedure for administering auto-adrenaline injectors in the case of anaphylactic shock.

#### **CARE OF BOARDERS WHO ARE UNWELL**

During the school day, boarders who are unwell will be cared for by the School Nurse, and at night by the House Parents. If an individual room is required, there is a dedicated Infirmary which is next to the House Parents' flat so that the pupil can be monitored without disturbing the other boarders. However, it is ordinarily the case that parents will take boarders home if they are unwell.

The Infirmary can be used for any of the following incidents/conditions;

1. When the boarder's medical condition could cause distress, or keep the other boarders awake.
2. When the boarder's condition is such that there may be concerns of cross infection.
3. When the boarder's behaviour is cause for concern and can impact on other boarders.
4. As an emergency overflow room as deemed necessary by the House Parents.

Any boarder unable to attend school due to ill health should remain in their own dormitory or be removed to the Infirmary as the House Parent/ School Nurse sees fit. Where there is any doubt as to the seriousness of the condition parents must be contacted or expert medical advice sort.

If the boarder's condition requires the constant supervision of a member of staff, the sex and age of the boarder should be taken into consideration and a same sex staff member where possible should attend the boarder. Where this is not possible, then an opposite sex member of staff may attend the boarder, but other staff should be informed of the situation and asked to visit the sick room on a regular basis. In all situations the door to the sick room is to be left open and the sound monitoring system activated with the receiver given to another member of staff to monitor the situation.

If the sick boarders' condition allows for it, a second boarder may be allowed to help and offer support.

Should the condition continue through the night, then the staff member is to consider whether their constant presence is required or not. In the case that it is, the staff member may stay in the room but may not sleep in the room and therefore some form of rotation with other staff will be required. The monitoring system must be in use and monitored by another staff member at all times.

If the situation does not require constant supervision, then the monitoring system is still to be used and located with a member of staff.

In all cases a detailed record of the events taking place are to be kept and passed on at the soonest opportunity to the School Nurse. The appropriate information sheets and care plans are to be updated as soon as possible.

#### HEALTH: SPECIFIC GUIDANCE TO BE GIVEN TO BOARDERS

All medicines must be handed in to the school office, School Nurse or House Parents whenever they are brought into school. All medicines, including homeopathic medicines, must be kept locked away in the metal medicine cabinet in the School Nurse's office. Access to this is via the School Nurse or a member of the duty staff, who will record what medicine they have given to you.

If you wish to report sick, either report to the School Nurse OR inform a House Parent that you do not feel well enough to go to the School Nurse. The House Parent will then advise the School Nurse and let your Form Teacher know so that the reason for absence can be recorded on the school register.

You should make every effort to go into school if it is at all possible to do so. Under no circumstances can you simply declare that you are sick and miss school or any other commitment WITHOUT permission from the School Nurse or the House Parent.

### **7.4 Access to health care outside school**

Most boarders live locally and choose to see their own GP's and dentists, accompanied by their parents. It is also possible, in exceptional circumstances, for a House Parent to take a pupil to see his/her own GP if deemed necessary. In the case of a boarder who does not live locally, Topcliffe Surgery can provide temporary GP treatment. The school counsellor is available to pupils who wish to discuss issues, and she can advise when the intervention of more specialist mental health practitioners may be necessary.

### **7.5 Facilitating access to health services**

See point 7.4 above

### **7.6 Storage and administration of medication**

#### ADMINISTRATION OF PRESCRIPTION MEDICATION

Medication is kept in a secure cabinet in the School Nurse's office. House Parents have access to this cabinet.

Boarding staff are advised not to give any form of medication without consultation with the School Nurse, unless they have had training to do so. The House Parents have had such training.

Courses of prescribed medicines must be handed to the School Nurse by parents and must be in their original packaging with prescription instructions. These will be kept in the secure medicine cabinet, and only issued according to the prescribing doctor's prescription.

Household remedies and non-prescription medication may be administered in loco parentis and strictly in accordance with manufacturer's instructions and guidelines, but only after a pupil's medical record has been checked for known allergic reactions etc. and permission to administer medicines. These records are kept on the school's Management Information System.

The time, date and dosage of any medication given, along with the signature of the staff member, must be recorded in the pupil's medical records on the school's Management Information System. Consent for them receiving such medication should be checked before giving it to them. IF IN DOUBT CONSULT A MEDICAL PRACTITIONER.

When resident staff are required to administer tablets the following guidelines must be followed:

1. Ensure that the pupil is either permitted or required to take the tablet(s).
2. Ensure that the tablet will not conflict with or add dosage to any medication already taken.
3. Ensure that the pupil is given only one dose at any one time.
4. Ensure that the tablet(s) are swallowed in the presence of the staff member and not taken away.
5. An entry is made in the medical register on the school's Management Information System.

#### HOUSEHOLD REMEDIES

The House Parents keep a supply of remedies for minor ailments, such as peppermint tea for nausea and honey for sore throats.

### **7.7 Confidentiality and competence**

Boarders deemed 'Gillick Competent' may self-medicate and may bring a lockable container/bag to store their medication in their dormitory.

The General Medical Council recognises that, without the trust that confidentiality brings, children and young people might not seek medical care and advice, or they might not tell you all the facts needed to provide good care. It is therefore of the utmost importance to maintain confidentiality, except when disclosure is the only way to ensure child protection.

#### **NMS FOR BOARDING SCHOOLS**

**Aim:** Boarders are safe, including in the school's boarding accommodation and away from the school's premises. Effective measures are taken to manage safeguarding risks and protect children from harm, and to manage well any incidents that do occur.

To achieve this aim, the school should meet the following standards:

## **Part D: Safeguarding**

## Standard 8 – Safeguarding

### 8.1 Legislation and guidance

The school's safeguarding policies, which are applied equally to boarders, are devised with particular regard to the following guidance:

THE CHILDREN ACT 1989

87 *Welfare of children in boarding schools and colleges.*

*Where a school or college provides accommodation for any child, it shall be the duty of the relevant person to safeguard and promote the child's welfare.*

(1) *For the purposes of this section and sections 87A to 87D, a school or college provides accommodation for a child if—*

- (a) *it provides accommodation for the child on its own premises, or*
- (b) *it arranges for accommodation for the child to be provided elsewhere (other than in connection with a residential trip away from the school).*

KEEPING CHILDREN SAFE IN EDUCATION 2023

158 *Boarding schools, residential special schools, residential colleges and children's homes have additional factors to consider with regard to safeguarding.*

159 *Schools and colleges that provide such residential accommodation and/or are registered as children's homes should, amongst other things, be alert to the extra vulnerabilities of SEND children in such settings, inappropriate pupil or student relationships and the potential for child-on-child abuse, particularly in schools and colleges where there are significantly more girls than boys or vice versa. They should, generally led by the designated safeguarding lead, work closely with the host local authority and, where relevant, any local authorities that have placed their children there.*

160 *Boarding schools, residential special schools, residential colleges, and children's homes have additional requirements in regard to safeguarding. These relate to National Minimum Standards and regulations for the relevant setting and all schools and colleges with residential provision for children must comply with their obligations relating to them.*

WORKING TOGETHER TO SAFEGUARD CHILDREN 2018

*The Children Act 2004 [places] new duties on key agencies in a local area. Specifically, the police, clinical commissioning groups and the local authority are under a duty to make arrangements to work together, and with other partners locally, to safeguard and promote the welfare of all children in their area. Everyone who comes into contact with children and families has a role to play. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:*

- *protecting children from maltreatment*
- *preventing impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *taking action to enable all children to have the best outcomes*

### 8.2 Staff awareness of responsibilities

## Standard 8 – Safeguarding

8.1 The school should ensure that:

- arrangements are made to safeguard and promote the welfare of pupils at the school; and
- such arrangements have regard to any guidance issued by the Secretary of State.

8.2 The school should ensure that all staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.

8.3 It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school's approach to online safety should be reflected in the child protection policy, having regard to the Department's Keeping children safe in education guidance.

8.4 Keeping Children safe in education sets out that boarding schools have additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:

- the school's policy on sexual relationships between children (and importance of boarders understanding this policy);
- the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation;
- the approach to protecting children where there is a significant gender imbalance in the school; and
- the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.



All members of staff receive regular safeguarding training and updates. Additionally, the Head of Boarding is a DDSL with Level 3 training. Any concerns that staff hold about the safety and welfare of a pupil will, in the vast majority of cases, be discussed with the DSL, with the protection of the child being the overriding concern in all cases.

### 8.3 Harmful online material

The school's child protection policy applies in the boarding house. All pupils must sign the school's IT Acceptable Use Policy, and there are appropriate filters on all devices which access the internet through the school's Wi-Fi. Pupils receive regular age-appropriate guidance through their PSHE lessons, IT lessons and workshops given by external providers.

### 8.4 Keeping Children Safe in Education

It is understood that the House Parents, who observe and interact with the children during non-school hours, may be in a unique position to get to know those children extremely well and spot possible signs of harm or neglect. The school places great emphasis on staff communicating concerns with each other about individuals, and weekly staff meetings, which are attended by a House Parent, are held to discuss issues that arise. The House Parents also discuss individuals with the School Nurse, Form Teachers, Assistant Heads and/or the DSL as appropriate. Concerns/issues/actions are logged on the school Concerns Log and the Boarder's Care Plan.

It is worth noting that this duty of care extends to visiting children, since it is the school that is doing the accommodating for that period of time.

**Supervision** is key to keeping children safe. Staff maintain an active presence; boarders are well-supervised and regularly checked on even during periods of free time. If they have signed out of the building, House Parents will check that they are where they said they were going to be. The freedoms given during free time will be individually judged and depend on the age, temperament, level of vulnerability and previous record of trustworthiness.

All boarders discuss and sign the Boarders' Code of Conduct which emphasises the importance of caring for one another. The message of **mutual trust** is constantly emphasised; boarders are made aware that relative freedom on the school campus is a privilege that is earned, and that can be taken away if it seems likely that they will put themselves in harm's way. Pupils are actively encouraged to talk to the staff about their concerns.

#### SEXUAL RELATIONSHIPS BETWEEN CHILDREN

The accommodation is split so that older boys (year 7 upwards) are on the top floor, girls and junior boys on the middle floor. Boys and girls are strictly not allowed in each other's bedrooms; this is explained during the induction process and reinforced in the very rare instances when they forget (when they do forget it is mostly because siblings want to speak to each other).

Girls are allowed into the social area on the top landing at certain times, but must not go beyond the door onto the corridor where the boys' bedrooms are.

#### CHILD-ON-CHILD ABUSE

It is recognised that the requirement for a level of privacy can leave some children vulnerable to peer-on-peer abuse behind closed doors. Regular checks on corridors and observations of unhappiness or a change in behaviour will be addressed with the pupil concerned. Any incidents will be dealt with in accordance with the school's Behaviour Policy. Minor incidents will be dealt with in the Boarding House and, unless extremely minor, be reported on to form teachers so that they can keep an eye on any ongoing issues.

#### PROTECTING CHILDREN WHERE THERE IS A GENDER IMBALANCE

Because the boarding house is small and flexi-boarding is the most popular option, there is frequently a gender imbalance, but imbalance of age groups is more often the case. As far as possible, routines and activities are planned in order that all boarders can become involved, and children are encouraged to operate as a family, with all pupils having respect for each other and helping each other to feel at home. House Parents and duty staff will spend more time with pupils who might be left out for whatever reason, involve them in conversations/activities, or buddy them up with an older boarder.

#### APPROACH TO HARMFUL ONLINE CONTENT

Pupils up to Year 8 are not permitted to bring their own phones/tablets into school or the boarding house, and can only access the internet through the school's Wi-Fi filters, usually on their Chromebooks.

Some pupils may speak to friends from outside school while online gaming on the Xbox or other games consoles. These are only allowed in the Boarders' Common Room. The expectation is that staff should be able to hear conversations, and will intervene if any concerns arise, dealing with and reporting these as appropriate. In practice boarders only usually talk to other school pupils who are at home.

From Year 9, pupils are allowed to bring their own phones/tablets into the boarding house. It is recognised that use of these devices and learning to negotiate online content safely is part of growing up. Pupils receive regular education on this subject and sign an Acceptable Use Policy. Any suspicion of accessing harmful/inappropriate content which may arise, will be dealt with by questioning/advising and, if necessary, withdrawing the privilege of having a personal device in the boarding house. Proven serious matters will be dealt with in accordance with the school's Behaviour Policy, and may involve input from the Head, the DSL and/or the School Counsellor.



#### **NMS FOR BOARDING SCHOOLS**

**Aim** Boarders are safe while at school, including in the school's boarding accommodation and when away from the school's premises, but under the care of the school, on an educational visit for example. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur.

To achieve this aim, the school should meet the following standards:

## **Part E: Health and Safety**

## Standard 9 – Safety of Boarders

### 9.1 Compliance with H&S laws

All of the School's health and safety policies apply to the Boarding House. The Housemaster is also the Estates Manager with responsibility for H&S compliance, and staff are trained in the necessary procedures, including Food Safety, risk assessment, and necessity to report accidents using the accident/near miss report book.

### 9.2 Maintenance of accommodation and facilities

#### A SAFE LIVING ENVIRONMENT

Daily inspections of the living accommodation are undertaken by the Housekeeper and issues reported to the Houseparents, who will take these forward with the maintenance team.

Staff will routinely check the furniture, fittings and fabric of the boarding houses for damage and danger to the boarders as part of their daily activity. Items requiring remedial action will be reported to the Estate Manager immediately.

#### ELECTRICAL EQUIPMENT

If electrical equipment is brought to the Boarding House then it must have the relevant up-to-date safety checks (Portable Appliance Test certificate or a means of proof that the appliance is less than 12 months old.) If the relevant documentation cannot be presented to the House Parent, a PAT test will be arranged.

Boarders charging their phones are required to use the provided USB hub chargers,

Unsuitable electrical equipment will be confiscated and returned to parents.

Pupils are not allowed to bring kettles, fridges or other high-rated electrical items as these can overload the house systems.

### 9.3 Welfare of boarders

#### RISK ASSESSMENT

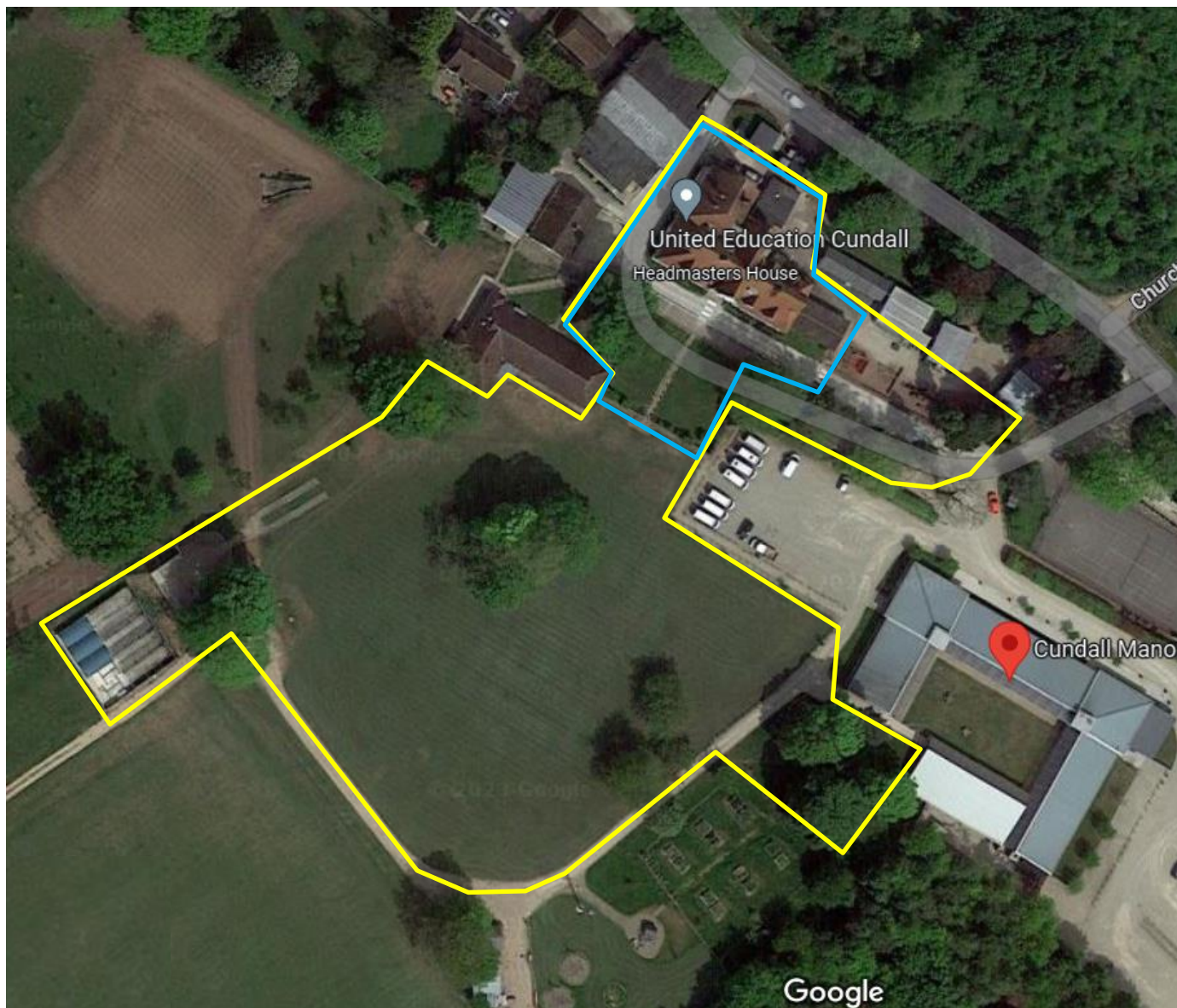
The boarding house risk assessment is reviewed annually in consultation with the School's Health & Safety Consultant.

#### BOUNDS

The areas in bounds and out of bounds for boarding are published below, and in the Pupils' Boarding Handbook.

## Standard 9 – Safety of boarders

- 9.1 The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.
- 9.2 The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn.
- 9.3 The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.
- 9.4 The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.
- 9.5 Schools should have procedures to ensure boarders' safety when off site, but under the care of the school, including when on organised visits. These procedures should be proportionate and focus on managing assessed risks.



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#### MISSING PUPILS

The boarding house follows the school's Missing Pupils Policy, the aim of which is "To ensure that the school is aware of the whereabouts of all pupils at all times during the school day, during boarding hours, on all school trips and in any situation where the school or its staff have responsibility for the school's pupils."

The House Parents, or in their absence the Assistant House Parents are responsible for knowing the whereabouts of all the children in their care when on duty. Pupils must be registered at tea using the Boarding Register. They should be then registered again at supper (8.15pm), bedtime (10.00pm), and at breakfast the next morning (8:00am).

Pupils should use the signing out board or book if they are leaving the main building.

In the event of an unexplained absence of a boarder outside normal school hours the following should happen:

If a boarder has not turned up for tea, and you are reasonably confident that he/she has gone home (e.g. told by other pupils), ring the parents to make sure of this. This also serves as a reminder to parents that they must let us know if taking a boarder home.

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<sup>1</sup> Blue – in bounds during darkness / Yellow – in bounds during daylight hours

If you cannot find a pupil and you think you have checked everywhere – always check the bathrooms and all bedrooms AGAIN. It is very rare that a pupil decides to run away, but it does sometimes happen. If you are still unsuccessful

1. Check the Boarding Register and boarding email address for any notes
2. Check phone and email messages
3. Check outside areas and all school buildings
4. Ask another pupil to ring the pupil's mobile phone if they have one
5. Ring parents/guardians once all other possibilities are exhausted or if they live relatively locally

If you have not located the child within an hour then notify the Head Teacher who will decide if the police are to be called.

#### **Guidelines of questions to be asked**

- a. When was she/he last seen?
- b. Who was she/he with?
- c. Where might she/he have gone?
- d. Is this child 'vulnerable' in any particular way?
- e. Is there a school activity/trip that s/he might be on?
- f. Has she/he been ill or injured and gone to the doctor or hospital?
- g. What emotional state did she/he appear to be in?
- h. Has anything upset her/him recently?
- i. Did she/he speak to anyone about leaving?
- j. Who are her/his main friends at school?
- k. Does she/he have a mobile phone and what is the number?
- l. Does s/he have a special friend?
- m. Is there any reason to believe she/he has been abducted (eg family custody dispute; very wealthy/prominent parents)?
- n. Have there ever been concerns of this nature before?

### **9.4 Contingency in the event of a major incident**

The school, in the Fire Safety Policy part of its Health and Safety Policy #, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.

### **9.5 Boarders' safety off-site**

#### **TRIPS**

Trips often take place on Friday evenings, and occasionally at other times in the week. Staff taking boarders on trips out of school must follow the guidelines in the Staff Handbook according to the Educational Visits Policy. Appropriate trip details and risk assessments are submitted to the Head Teacher in advance, and the Head of Boarding is trained as an Educational Visits Coordinator.

## Standard 10 – Fire Precautions and Drills

### 10.1 Emergency procedures

The following paragraphs detail the fire and emergency evacuation procedures for the boarding area. They are discussed during each boarders' induction process, on display in the boarding house and practised regularly. This procedure is to be followed during any period when boarders are under the control of boarding staff (i.e. between 17:00 and 08:30 Monday to Saturday. At all other times the main school procedures shall apply. Staff must ensure that they are familiar with these procedures and act upon the requirements.

#### 1. ACTION WHEN THE FIRE ALARM SOUNDS

All occupants are to exit the building by the nearest available escape route, closing all doors behind you. Make your way to the muster point in the sheltered area next to the Form 4 classrooms.

A member of the duty boarding staff (Duty House Parent) is to sweep the boarding floors to ensure all children have left the building. A House Parent should ensure that the Boarding Register is collected before leaving the boarding house.

Once all of the pupils and staff have been mustered the House Parent will then follow the instructions below for the operation of the Fire Alarm.

- Observe the fire alarm panel and identify the location of the sounding detector.
- If safe to do so go to the detector and check if there is a fire.
- If there is a fire immediately call the Fire Brigade by dialling 9-999.
- If there is no fire reset the alarm.
- Do not allow anyone to re-enter the building until the alarm has been reset.

#### 2. ACTION ON DISCOVERING A FIRE

Close the door on the fire and activate the Fire Alarm by breaking the nearest Break Glass. Call the Fire Brigade by dialling 9-999. Attack the Fire if possible but do not take any personal risks.

#### 3. ROLL-CALL

House Parents or Assistant House Parents will bring the Boarding Register and check list out to the assembly area and check that all registered occupant are present. The register should include details of any visitors to the Boarding House and off duty resident boarding staff.

### 10.2 Compliance with regulation

The school complies with the Regulatory Reform (Fire Safety) Order 2005.

It is the responsibility of the Duty House Parent to ensure any persons with limited mobility (because of injury, disability or age) are evacuated via the nearest accessible route. Separate risk assessments will be completed, and appropriate action taken, for any boarders whose mobility difficulties may put them at greater risk.

Evacuation routes will be kept free from obstruction and adequately and clearly marked. Sufficient notices are displayed at appropriate places, including each bedroom and by each fire call point. These will indicate the action to be taken on discovering a fire or upon hearing the fire alarm.

The fire alarms are tested at regular intervals, usually each Sunday evening.

Firefighting equipment is examined and tested at least once a year by a competent service engineer. Firefighting equipment should only be used by staff trained in its use and only when safe to do so.

### Standard 10 – Fire Precautions and Drills

10.1 Boarders and staff know what they would need to do in an emergency and can be evacuated safely.

10.2 The school complies with the Regulatory Reform (Fire Safety) Order 2005 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.

10.3 In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. At least one drill per year should be carried out overnight, unless the school has assessed that this would be detrimental to boarders' welfare.

10.4 Schools with 'flexi' boarders may (this will be based on their own risk assessment) need to carry out additional fire drills to ensure pupils with flexible boarding arrangements know what to do in an emergency.

### **10.3 Fire drills**

Boarding house fire drills will be carried out periodically and recorded in the log maintained by the Estate Manager and in the Boarding register. It is usual to have a minimum of one each school half-term.

### **10.4 Flexi-boarding**

Fire and other potential hazards are subject to regular Health and Safety risk assessments by the Estate Manager, in conjunction with the school's Health and Safety Consultant. These include risk assessing for those with flexible boarding arrangements.



## Part F: Boarders' rights, advocacy and complaints

### NMS FOR BOARDING SCHOOLS

**Aim:** Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family or carers (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are sought and taken into account by the school.

To achieve this aim, the school should meet the following standards:

## Standard 11 – Boarders’ induction and individual support

### 11.1 Induction of new boarders

Our aim is to make every new boarder feel welcome from the moment they arrive; they must be helped to feel at home and given every reason to look forward with enthusiasm to life in the Boarding House, shedding as soon as possible the inevitable concerns about leaving their own homes and families.

Accordingly, a balance must be struck between the need to formally introduce the routines and practices of the house, and the need to avoid intimidating the newcomer with any sense of rigid formality and institutionalisation.

New boarder induction should ideally take the following format (to be checked on the Boarders’ Induction Sheet<sup>2</sup>).

- The new boarder should where possible, be met and welcomed by one of the House Parents, who will take them up to the boarding house and introduce all resident staff members.
- The new boarder should be shown to their bedroom and shown where to put their belongings.
- The boarding house’s provision for the safe storage of valuables should be explained, and spare pocket money/valuables collected for safe keeping.
- As part of the induction procedure for all pupils, the new boarder should be paired with an established pupil from the first day of boarding – this “buddy” should be appointed before the new boarder arrives or as soon as practicable thereafter, with his or her role being fully explained.
- As part of the induction process, the Fire/Evacuation drill in particular should be highlighted.
- If necessary – and only if there are reasons to suspect reassurance is needed on this point - it should be explained that no form of “Initiation Ceremony” is tolerated in the school and that under no circumstances should a new boarder allow him/herself to be induced to participate in such activity; instead it must be reported immediately to a staff member.
- Although parents will have been asked to provide details of medical conditions and dietary requirements, the House Parent will double check with the boarder that all information has been passed on.
- If the boarder is a new pupil to the school, the House Parent will check that he/she has been buddied with a pupil in his/her form, who during daytime hours will show him/her the school and grounds.
- The Boarding Behaviour Policy will be discussed with the boarder.
- The Boarders’ Code of Conduct will be discussed and signed by the boarder.

### Standard 11 – Boarders’ induction and individual support

- 11.1 There is an appropriate process of induction and guidance for new boarders and that process includes information covering the standards 11.2 through 11.6.
- 11.2 The school should make arrangements, with parents and carers, which are clear about who is responsible for the collection and transport of boarders (including arrangements for international pupils) at the start and end of the school term and where there is any temporary absence from school.
- 11.3 Boarders are able to contact any member of staff with personal, academic or welfare concerns. All staff should know what to do if a boarder approaches them with a concern.
- 11.4 The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school. This person may be known as the ‘independent person’. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.
- 11.5 Boarders are also provided with details of two or more child specific support services, such as Childline or the Children’s Commissioner’s Help at Hand service, to contact in case of problems or distress.
- 11.6 Boarders are provided with appropriate advocacy support where necessary and are made aware of what advocacy services are available, how they may access such support and any entitlement they may have to advocacy provision, and that advocacy provision adheres to the National Standards.

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<sup>2</sup> See Appendix I – Boarder’s Induction Record



## **11.2 Collection and transport of boarders**

This usually takes place outside of boarding time as part of the normal routine of the school day. However, in exceptional circumstances when this is not the case, a member of staff will accompany the boarder to the front door or car park to meet with their parent.

## **11.3 Approaching staff with concerns**

In each bedroom is displayed a poster detailing those who a boarder may wish to talk to if they have concerns. This includes encouragement to speak to Houseparents, the School Nurse, admin team or any other trusted member of staff. Concerns will be dealt with as described in the Safeguarding and Behaviour policies.

## **11.4 Independent Listener**

As described above, in each bedroom is displayed a poster detailing those who a boarder may wish to talk to if they have concerns. This includes the school's Independent Listener, Rev. Bob Sidgwick. Rev. Sidgwick will do an assembly at least once a year so that all pupils in the school know who he is, and will visit the boarding house to chat with the boarders at least once a term.

## **11.5 Support services**

As described above, in each bedroom is displayed a poster detailing those who a boarder may wish to talk to if they have concerns. This includes encouragement to talk to their parents, to close friends who may be able to help, an older boy/girl to whom they feel they can turn. As well as all those sources of support previously mentioned, information is given about the following services:

- Childline (Tel 0800 1111)
- The Office of the Children's Commissioner runs an organisation called Help at Hand which gives free support, advice and information to children living away from home. They can visit [www.childrenscommissioner.gov.uk/help-at-hand](http://www.childrenscommissioner.gov.uk/help-at-hand) or freephone 0800 528 0731.

All of these sources of support are discussed during the boarder's induction.

## **11.6 Advocacy**

All boarders are made aware that, if they wish to raise a serious concern, they are entitled to advocacy, and that this can be provided by the Independent Listener or another person of their choosing.

## Standard 12 – Contact with parents/carers

### 12.1 Making contact

#### FREQUENCY OF CONTACT

Boarders and their parents are made fully aware that they are able to contact their parents whenever they wish during free time. Private spaces such as bedrooms or the library can be used if desired. While there is a point where the frequency of such contact might begin to make things difficult for both parties it remains true that regular contact is an essential contributor to each individual child's emotional wellbeing.

At the other end of the scale, sometimes settled and happy boarders don't always think to pass on good news, so we try to ensure this happens and, where the opportunities present themselves, do so ourselves.

#### METHODS OF CONTACT

Boarders in Year 9 and above are permitted to have their own mobile phones and 4G access to the internet so their use of landlines is relatively infrequent. It is recognised that phones can be used for help during prep, for quickly looking something up on the internet or for listening to music, but use of phones during prep is at the discretion of the duty staff and they will be removed if they are seen to be a distraction.

Pupils in Years 3-8 have access to a cordless phone which can be used as contact with parents. Parents can ring the boarding house during evening hours. In addition to this they are able to use their Chromebooks on the school Wi-Fi for emailing or messaging.

#### MONITORING COMMUNICATIONS

All mobile phones, laptops, tablets etc. are to be handed in to the house parents at bedtime and are returned the next morning. The Head of Boarding delivers them to an agreed location in school where they can be collected before going home at the end of the school day.

Pupils use their Chromebooks under the terms of the school's Acceptable Use Policy. Sites are filtered and discrepancies/non-compliance investigated fully when picked up by the school's IT Manager. When pupils are logged in on their school accounts they can be monitored by a member of staff using Impero or similar software.

While every conversation cannot and should not be monitored, the House Parents and duty staff as part of regular supervision will investigate if they overhear anything that is concerning, or if behaviour around a mobile device seems suspicious or covert. Bullying will be dealt with under the school's usual policy.

### Standard 12 – Contact with parents/carers

12.1 Schools facilitate arrangements so boarders can contact their parents/carers and families in private, at a time that is suitable for both parties, considering relevant time zones for international pupils. Schools should operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families

## Standard 13 – Securing boarders’ views

### 13.1 Contributing their views

All of the School’s health and safety policies apply to the Boarding House. The Housemaster is also the Estates Manager with responsibility for H&S compliance, and staff are trained in the necessary procedures, including Food Safety, risk assessment, and necessity to report accidents using the accident/near miss report book.

#### HOUSE MEETINGS

Most aspects of the boarding house are discussed with the boarders at brief daily meetings which happen after tea each day. Boarders are encouraged to share their views or to come and see staff individually if they would prefer to express things privately.

#### VISITORS’ BOOK

Boarders are encouraged to write what they like about boarding in our Visitors’ Book, to help us communicate to potential boarders their enjoyment of the boarding experience.

#### FEEDBACK FORMS

Towards the end of each term, boarders are invited to fill out a Google Form anonymously, asking for positive and negative feedback. The House Parents actively seek boarders’ views, and will take these forward to the Head or the Business Manager if appropriate.

#### THE BOARDERS’ ANNUAL SURVEY

Every year – typically in the second half of Lent term – a more detailed survey is carried out in which the boarders are invited to present their views on how things have been going in the house. These surveys are anonymous and formatted in such a way as to ensure that the views of every child – regardless of age – are equally weighted.

#### NMS FOR BOARDING SCHOOLS

##### Standard 13 – Securing boarders’ views

13.1 Boarders are actively encouraged to contribute their views to the operation of boarding provision. There should be clear and easily accessible systems for boarders to provide their views and raise concerns. Boarders’ views are considered in decisions about the running of the school and boarding provision and boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern in good faith.

## Standard 14 – Complaints

### 14.1 Recording and responding to parental complaints

See the school's Complaints Policy

### 14.2 Process for boarders' complaints

Staff should be aware of the kinds of things that can lead to a boarder becoming upset or unhappy. These include:

- The belief that a punishment was unjust or in some way not right.
- A pupil has treated them unkindly, they are being bullied, or someone is making fun of them.
- They find it difficult to make friends.
- They feel discriminated against.
- They feel that no-one understands the difficulties they are having with some of their work.
- Someone has made suggestions they feel are not right.
- They feel the food they get is not as good as it should be.
- They feel there isn't enough respect for their privacy.
- Someone has taken something and hasn't returned it.
- They think they are being badly taught and aren't getting a fair deal.
- Or anything else they think is wrong.

Boarders are encouraged, as part of the induction process and as guided by the posters in every room, to speak to someone if they have worries or concerns. It is suggested that they can talk to their friends, older boarders', a trusted member of staff (including the School Nurse), or our Independent Listener, Rev Bob Sidgwick.

If the matter can't easily be settled to their satisfaction then they can make the complaint formal. This can be done in writing, addressing the letter to the Head, or orally by telling the member of staff they have spoken to about the problem.

1. The complaint will be entered in the COMPLAINT BOOK held by the Head.
2. They will get a note from the Head saying that he has seen the complaint and that it will be attended to within two school days of them making the complaint. Then they will be asked to talk the matter through with the Head or a member of the Senior Management Team, and they can have a friend with them who may be another pupil, a member of the house staff, their form tutor or any other member of staff. If, within two more days, they have not had the matter satisfactorily sorted out, they may contact any of the people whose names are listed above.
3. Whoever they contact will speak to them at the school, again they can have a friend with them – and will advise them about what course seems sensible. At this stage, it will be up to them to make a decision acting on the advice they have been given.

### 14.3 Written records of complaints relating to boarding provision

Written records will be kept in accordance with the school's complaints policy. The Houseparents also record matters of concern on the boarders' individual care plan, and actions/resolutions are monitored.

#### NMS FOR BOARDING SCHOOLS

##### Standard 14 – Complaints

- 14.1 The school has, and follows, an effective policy on recording and responding to parental complaints that is compliant with the relevant regulatory standards. The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.
- 14.2 The school should also have a clear and easily accessible process for boarders to raise their own complaints about boarding provision. The school's procedures should be clear about how it will respond to complaints from boarders. Boarders are not penalised for raising a complaint in good faith.
- 14.3 The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). The school should keep a record of complaints made but later withdrawn. The school should keep under review any emerging patterns arising from complaints.

#### **NMS FOR BOARDING SCHOOLS**

**Aim** Boarders behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.

To achieve this aim, the school should meet the following standards:

### **Part G: Promoting positive behaviour and relationships**

## Standard 15 – Promoting Positive Behaviour

### 15.1 Behaviour policy

Developing a spirit of trust by giving age-appropriate opportunities for pupils to prove their trustworthiness, along with vigilant direct and indirect supervision, are key to maintaining good behaviour in the Boarding House. The Houseparents and duty staff will endeavour to set a relaxed tone but with the expectation that behaviour towards everyone in the house is considerate.

The School Behaviour Policy is applicable in the Boarding House, although is operated separately to those sanctions and rewards which may be collected during the school day. Rewards are in the form of “pizza points” (instead of house points), and pupils are rewarded with a takeaway once they have amassed 10 points. Sanctions for minor infringements are likely to emulate those within a family home, e.g. chores, gating to the house or earlier bedtimes. Major disciplinary incidents, however, will be referred to a member of the Senior Leadership Team and will be dealt with following the School Behaviour Policy. The Form, Assistant, Deputy and Head Teachers will be informed as appropriate.

One “rule” will never “fit all” and, when dealing with incidents, staff are sensitive to the needs, circumstances and context of individuals’ behaviour.

As part of the induction process, boarders are asked to read and sign the Boarding Code of Conduct, which states:

- 1) We expect our pupils to be well-mannered, responsible, and to consider the needs of others in the boarding family. Any behaviour which might be reasonably considered ill-mannered or antisocial will not be deemed acceptable.**
- 2) Pupils must carry out the instructions given to them by members of staff and older Boarders acting with the knowledge and consent of members of staff.**
- 3) Younger pupils should be supported by older Boarders who must set a good**

### NMS FOR BOARDING SCHOOLS

#### Standard 15 – Promoting Positive Behaviour

15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school’s approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:

- the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school;
- the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
- the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
- how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
- school systems and social norms, including rules, routines and consequences systems for pupils, including boarders’ behaviour when in the charge of the school and including when outside of the school premises and online;
- pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
- when restraint, including reasonable force, is to be used and other physical contact and how this will be managed; and
- arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. Any search of boarders’ 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.

15.2 The policy complies with relevant legislation and has regard to guidance, and is accessible, clear and easily understood by staff, pupils, parents and carers.

15.3 Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.

15.4 The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

**example in regard to manners, attitude and behaviour.**

#### **4) No boys are allowed in girls' rooms, nor girls in boys'.**

The Parent Contract states that in cases of serious breaches of discipline:

Parents may be required, during or at the end of a term, to remove the Pupil, temporarily or permanently from the School, or from boarding, if, after consultation with the Pupil and/or Parent, the Head is of the opinion that by reason of the Pupil's conduct or progress, the Pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School, or if a Parent has treated the School or members of its staff unreasonably.

### **15.2 Regard to legislation and guidance**

Any sanctions are applied in line with government legislation, including searches of pupil property, maintenance of confidentiality and use of restraint. With regard to searches, we will follow guidance given in "[Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies](#)". The key points from this document are:

#### **SEARCHING**

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Proper courtesy will be shown to pupils in regard to their physical privacy.

#### **CONFISCATION**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

#### **SCHOOLS' OBLIGATIONS UNDER THE EUROPEAN CONVENTION ON HUMAN RIGHTS (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

### **15.3 Use of restraint**

The use of restraint follows the whole school behaviour policy.

### **15.4 CPD on behaviour**

Relevant CPD attended by the Head of Boarding has been:

Sept 2011	The Teenage Brain
June 2017	An Induction to Boarding Level 2 (BSA)
Nov 2017	Anti-Bullying Staff Training (Diana Award)
August 2019	Level 1 Prevention and Promotion of Mental Health and Wellbeing (Compass Buzz)
September 2022	Behaviour Policy (CMS)



## Standard 16 – Preventing Bullying

### 16.1 Anti-bullying strategy

The school has an Anti-Bullying Policy which is also implemented in the boarding house. It has many overlaps with the safeguarding policy.

### 16.2 Dealing with bullying

All staff are trained to recognise signs of bullying which include:

- Changes in sleep patterns
- Changes in eating patterns
- Frequent tears or anger
- Mood swings
- Feeling ill in the morning or not wanting to go to school
- Becoming withdrawn
- A new stammer
- Becoming aggressive and unreasonable
- Refusing to talk about what is wrong
- Beginning to target siblings
- Continually 'losing' money or stealing.
- Unexplained bruises, cuts, scratches
- Coming back to the boarding house with missing or damaged belongings or clothes
- Wanting to walk into school with an adult
- School grades suffering.
- Often alone or excluded from friendship groups
- A frequent target for teasing, mimicking or ridicule
- Unable to speak up in class and appears insecure or frightened.

The House Parents are often the first port of call for pupils' concerns and work to establish trusting relationships with the pupils in order to encourage open discussion about issues. Pupils may also choose to go to any of those identified through the induction process or on the poster displayed in each bedroom (including friends, their parents, other trusted adults, the School Nurse, the School Counsellor, the Independent Listener, ChildLine or the Office of the Children's Commissioner).

### 16.3 Bullying during boarding time

It is recognised that pupils may not be able to escape from their bullies in the boarding house. This is mitigated against by having a small and well-supervised boarding community, with an emphasis on kindness and supporting each other. House Parents will not hesitate to initiate conversations with those who seem unhappy, or who seek inappropriate levels of attention and approval from older pupils. Concerns will be dealt with in the same way as those described in the safeguarding section of this policy.

#### NMS FOR BOARDING SCHOOLS

##### Standard 16 – Preventing Bullying

- 16.1 The school ensures that all forms of bullying (including cyberbullying, prejudice-based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective antibullying strategy. The strategy should include accessible and effective systems for children to report bullying.
- 16.2 Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.
- 16.3 The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.

## Standard 17 – Promoting good relationships

### 17.1 Developing good relationships

House parents and staff teams will model mutually respectful relationships at all times, endeavouring to connect with boarders by finding about their interests and achievements, and having regular conversations with them.

All pupils receive relationships education as part of their school curriculum.

### 17.2 Sustaining friendships

Most boarders are flexi-boarders and therefore sustain friendships with each other and with day pupils. Weekly boarders will be enabled to participate in day pupils' activities as much as possible (e.g. birthday parties), and to maintain contact with them through appropriate use of phones and social media when desired.

Where problems in friendship groups arise, the house parents will intervene, mediate and facilitate restorative conversations as necessary.

### 17.3 Healthy relationships

All teachers receive regular safeguarding training and the Head of Boarding is trained to Level 3. Staff will remain alert to signs of children at risk, in particular developing knowledge of and good relationships with boarders so that they can be aware of changes in behaviour which might indicate a cause for concern.

#### NMS FOR BOARDING SCHOOLS

### Standard 17 – Promoting good relationships

- 17.1 Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.
- 17.2 In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.
- 17.3 Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern.

## Part H: Boarders' development

### NMS FOR BOARDING SCHOOLS

**Aim:** The boarding experience aids and enhances boarders' development and helps them to develop social skills, living skills and resilience in line with their age and needs.

To achieve this aim, the school should meet the following standards:

## Standard 18 – Activities and Free Time

### 18.1 A stimulating environment

Activities take place each night, organised either by a House Parent or a member of the duty staff. The activity will be appropriate to the age range and skill set of those participating.

All pupils in years 3-8 are expected to participate in activities, unless a member of staff deems it appropriate for them to do something else (e.g. finish prep). Pupils in years 9-11 may choose to join in if their prep is finished, although not in the lead up to exams.

### 18.2 Range and choice of activities

The activity programme is planned to be balanced, appealing to different skill sets, some providing pure relaxation and fun, in other cases pushing pupils out of their comfort zones and engaging them in new experiences. Activities sometimes focus on major cultural festivals, take advantage of the particular skills or passions of a member of staff, or occasionally are run by external providers.

Activities which involve leaving the school site, or those which involve bringing extraordinary equipment/personnel in, will be risk assessed in accordance with the school's usual protocols (off-site or on-site risk assessments, plus those for visitors to school).

### 18.3 Safe recreational areas

The School has 28 acres of grounds, a sports hall, tennis court and pitches for games. All are available for the use of the boarders during free time, though some are only available when supervised by a member of staff. Boarders have free time during the evening, and can ask to sign out to certain places on site.

### 18.4 Demands that are appropriate

It is recognised that Cundall is a busy school and that "down time" is essential. A TV with DVD player, video game consoles and a selection of board games are available. A wide range of books are also available in the School Library, to which the boarders have access when it is free. In addition, the boarders are welcome to use the music practice rooms.

### 18.5 Access to information

Boarders have access to computer facilities, including screened access to the internet, using the school's Chromebooks.

#### NMS FOR BOARDING SCHOOLS

#### Standard 18 – Activities and Free Time

18.1 Schools should create and make accessible a stimulating environment to encourage boarders to develop their emotional, intellectual, social, creative and physical skills in an age-appropriate way taking account any special requirements.

18.2 All boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place and followed for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.

18.3 Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.

18.4 Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

18.5 Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.

## Part I: Staffing, guardians and prefects

### NMS FOR BOARDING SCHOOLS

**Aim:** Boarders are supervised by well-trained, experienced and skilled staff who have been vetted to ensure their suitability. There are sufficient staff to provide care for each child, and good continuity of staff. Any use of prefects is appropriate and well-managed.

To achieve this aim, the school should meet the following standards:

## Standard 19 – Staff recruitment and checks on other adults

### 19.1 Recruitment procedures

All residential staff are subject to the school's usual safer recruitment procedures, which are set out in the school Recruitment, Selection and Disclosures Policy. All adults who come into contact with the children, including the Independent Listener, are subject to an enhanced DBS check.

### 19.2 Over 16s not employed by the school

There are currently no persons over 16 not employed by the school but living in the same premises as children. However, staff are aware of the need to assess and comply with safeguarding regulations should that situation change.

### 19.3 Terms of accommodating over 16s not employed by the school

See point 19.2 above.

### 19.4 Visitors to the boarding house

In the case of any visitors to the boarding house who do not have a DBS check, such as external providers for activities, the Visiting Speakers form will be submitted to the DSL and the visitor will be chaperoned at all times by a member of staff.

## Standard 19 – Staff recruitment and checks on other adults

19.1 Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.

19.2 For all members of staff households who are aged 16 and over (not on the roll of, nor employed by, the school) and who live on the same premises as boarders, an Enhanced certificate with a check of the Children's Barred List must be obtained from the Disclosure and Barring Service (DBS). For all other persons aged 16 and over, not on the roll of, nor employed by the school, who live on the same premises as boarders, an Enhanced certificate with a check of the Children's Barred List must be obtained. The same premises would include, for example, an abbey or teacher housing on the same grounds as the school, requiring the use of the same entry and exit points.

19.3 There is a written agreement between the school and any person aged 16 and over not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance and expectations on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

19.4 All persons visiting boarding accommodation or staff accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining unsupervised access to boarders or their accommodation.

## Standard 20 - Staffing and supervision

### 20.1 Job descriptions and training

There are two House Parents who currently share responsibility for the boarding house. Tony & Sarah Reece are both experienced teachers and have taken induction courses in boarding. They keep up-to-date with developments in boarding through Boarding School Association publications and communications with colleagues in other schools.

Vincent Conyngham deputises for the House Parents on Tuesdays from 7:30-8:30am and 5:00-8:15pm.

A record of training can be found at **Standard 2.6**

### 20.2 Spouses and partners

There are currently no adult members of staff households within the boarding house who do not have an employed role within the house.

### 20.3 Supervision

There are two or three further members of staff on duty each evening from 5:00-8:15pm, who supervise tea, prep and activities. Each team of staff is on duty once a fortnight, and each team member will take responsibility for a particular age group or duty.

### 20.4 Continuity of staff

The House Parents or Assistant House Parent are on duty at meal times and during the evening every day.

### 20.5 Whereabouts of boarders

Boarders in Forms 1-6 are under continuous direct supervision during the evening (very occasionally older ones may be asked to run an errand and come straight back).

Senior School boarders may be under remote supervision after prep is finished, but must sign out in a book kept in the boarding house with the location of where they are going. They will be checked on periodically.

### 20.6 Missing boarders

If any boarder is missing, the school Missing Pupil Policy is followed. A copy of this policy is kept in the front of the registration folder. A report from pupils that a fellow boarder has gone home must always be followed up with a call to parents to check this is the case (and often serves as a reminder to parents that they must inform the boarding staff if taking a boarder home unexpectedly).

### 20.7 Overnight staffing

The vast majority of the time there are three members of staff sleeping in the boarding house at night. The aim is always to

## Standard 20 – Staffing and supervision

20.1 Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

20.2 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.

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

20.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. There is continuity of staff, as far as is reasonably possible, such that boarders' relationships with staff are not overly disrupted.

20.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.

20.6 Staff working within the school know and implement the school's policy, and any local protocols, in relation to boarders going missing and understand their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.

20.7 Schools should ensure that they have a suitable number of staff (and at least one) sleeping or on duty in each building, who is responsible for the boarders and available to meet boarders' needs during the night.

20.8 Boarders are able to contact a member of staff easily in each building at night and know how to do this.

20.9 Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation, and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.

20.10 No boarders have access to staff residential accommodation, other than in exceptional circumstances. Where this occurs a one-to-one situation should be avoided with boarders with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.

have at least two, and if there is occasionally need for one to pop out, they remain in the locality and in telephone contact. Should a House Parent need to be away from the house overnight, arrangements will be made for a deputy to stay.

#### **20.8 Contacting staff at night**

Boarders know that they can ring the doorbell at any time of day or night if they need assistance. This is covered as part of the induction process.

#### **20.9 Staff accommodation**

The House Parents have a flat on the same floor as the girl and younger boy boarders. The deputies have bedsits on the second floor, near the senior boy boarders.

#### **20.10 Boarders' access to staff accommodation**

Boarders are not permitted in the House Parents' accommodation except in exceptional circumstances.



## Standard 21 – Prefects

### 21.1 Prefect system

Whilst School Prefects are acknowledged, their authority is not recognised within the house. Therefore, there is no real hierarchy other than the natural one which occurs with age. It is expected that ALL pupils will have a fair share of duties around the house for the benefit of every member of the boarding community.

#### NMS FOR BOARDING SCHOOLS

##### Standard 21 – Prefects

21.1 Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

## Standard 22 – Educational Guardians

The school does not currently appoint educational guardians. However, were this situation to change, the school is aware of the following responsibilities:

### 22.1 Safer recruitment for guardians

Guardians would go through the school's usual safer recruitment procedures, including safeguarding training.

### 22.2 Monitoring the suitability of guardians

The school is aware of its responsibility to monitor arrangements.

### 22.3 Guardianships and wellbeing

The school would put in place steps to ensure the continuing welfare of boarders under such a guardianship arrangement.

### 22.4 Concerns about an educational guardian

Concerns about any home arrangements, including educational guardians, would always be reported in line with the school's usual safeguarding policy.

### 22.5 School staff as educational guardians

The school understands that school staff could not fulfil the role of educational guardianship.

#### NMS FOR BOARDING SCHOOLS

#### Standard 22 – Educational Guardians

- 22.1 All educational guardians appointed by the school are subject to the same safer recruitment procedures as staff.
- 22.2 Where the school is responsible for appointing educational guardians it regularly monitors the suitability of its arrangements.
- 22.3 Whether an educational guardian is appointed by the school or a parent/carer the school takes appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing and emotional wellbeing of the boarder.
- 22.4 Any concerns about an educational guardianship arrangement should be acted upon immediately and referred to any relevant agencies.
- 22.5 Under no circumstances should school staff be appointed as an educational guardian for boarders

## Part J: Children accommodated off-site

### NMS FOR BOARDING SCHOOLS

**Aim:** Boarders accommodated off-site, placed by the school in the care of a third-party, are kept safe and protected from harm at all times.

To achieve this aim, the school should meet the following standards:

## Standard 23 – Lodgings and host families

The school does not currently arrange lodgings. However, were this situation to change, the school is aware of the following responsibilities:

### 23.1 Arrangements for lodgings

The school is aware of its responsibilities to state clearly to parents who is in charge of making the arrangements.

### 23.2 Quality of accommodation and supervision

The school is aware of its responsibilities to check lodgings for quality and supervision levels at least once a term.

### 23.3 Standard of accommodation

The school is aware of its responsibilities to check that lodgings are of a comparable standard to that provided by the school.

### 23.4 Recruitment of hosts

The school would recruit hosts in line with usual safer recruitment procedures.

### 23.5 Training of hosts

The school is aware of its responsibilities to ensure hosts are adequately trained in safeguarding and other relevant school policies such as the Missing Pupil Policy.

### 23.6 Written agreement

The school is aware of its responsibilities to have a satisfactory written agreement with hosts.

### 23.7 Review with boarders

The school is aware of its responsibilities to have regular conversations with boarders in host accommodation, to record findings and act on concerns raised.

### 23.8 Written guidance for hosts

The school is aware of its responsibilities to have detailed but clear written guidance to host families with regard to those issues mentioned in the NMS.

### 23.9 Private fostering

The school would inform the relevant authorities of any arrangements which may constitute private fostering.

## NMS FOR BOARDING SCHOOLS

### Standard 23 – Lodgings and host families

- 23.1 It is clearly stated to parents/carers whether any lodgings accommodating pupils are to be arranged by the school or by parents/carers themselves.
- 23.2 Any lodgings arranged by the school to accommodate pupils provide good quality accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least termly.
- 23.3 Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.
- 23.4 The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any boarder is placed there. Unless the host family are in a family relationship with the boarder, the school can demonstrate that all members of the host family aged 16 and over, who will be living at the lodgings whilst the boarder is staying, obtain an Enhanced DBS check, with check of the Children's Barred List, with satisfactory outcomes known, before any boarder is placed.
- 23.5 The school ensures that all adults providing lodgings for boarders on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to boarders going missing and their role in implementing that policy.
- 23.6 The school has a satisfactory written agreement with each adult providing lodgings for boarders on its behalf.
- 23.7 At least once per school term a member of staff discusses their lodgings separately with each boarder accommodated by or on behalf of the school in lodgings, recording the boarder's assessment in writing and taking action on any concerns or complaints.
- 23.8 The school provides satisfactory written guidance to host families accommodating boarders on behalf of the school, covering the school's policy and practice for lodging pupils. This might include clear advice on risks such as passive smoking, medicine management, access to the lodging's wifi, access to and the showing of age restricted material, such as films etc with restricted content (e.g. certificate18) and access to alcohol to children living in lodgings.
- 23.9 Schools alert the local authority to any arrangements that may constitute private fostering.

## Appendix A: List of policies and documents

### Policies

1. COUNTERING BULLYING, INCLUDING CYBERBULLYING AND INITIATION/ HAZING TYPE VIOLENCE AND RITUALS  
This policy is described in **Standard 16 – Preventing bullying**
2. CHILD PROTECTION AND SAFEGUARDING  
This is described in **Standard 8 - Safeguarding**
3. DISCIPLINE (INCLUDING SANCTIONS, REWARDS AND RESTRAINT)  
Our discipline procedures are described in **Part G: Promoting positive behaviour and relationships**
4. STAFF DISCIPLINARY, GRIEVANCE AND WHISTLEBLOWING  
This is detailed in the **School Staff Handbook**, and applies equally to boarding as it does during the school day.
5. CARE OF BOARDERS WHO ARE UNWELL, INCLUDING FIRST AID, CARE OF THOSE WITH CHRONIC CONDITIONS AND DISABILITIES, DEALING WITH MEDICAL EMERGENCIES AND THE USE OF PRESCRIBED AND NON-PRESCRIBED MEDICATION  
This policy is described in **Standard 7 – Boarders’ Health & Wellbeing**
6. SAFETY AND SUPERVISION ON SCHOOL JOURNEYS  
This is described in **Standard 18 – Activities and Free Time**, as well as the **School Educational Visits Policy**
7. ACCESS TO SCHOOL PREMISES BY PEOPLE OUTSIDE THE SCHOOL  
This is described in the **School Health & Safety Policy**
8. PUPIL ACCESS TO RISKY AREAS OF SCHOOL BUILDINGS AND GROUNDS  
This is described in **Standard 18 – Activities and Free Time**
9. HEALTH AND SAFETY  
See the **School Health & Safety Policy**
10. PUPIL ACCESS TO A PERSON INDEPENDENT OF THE SCHOOL STAFF GROUP  
This is described in **Standard 11.4**
11. PROVISION FOR PUPILS WITH PARTICULAR RELIGIOUS, DIETARY, LANGUAGE OR CULTURAL NEEDS  
This policy is described in **Standard 7 – Boarders’ Health & Wellbeing**
12. SUPERVISION OF ‘UNCHECKED’ STAFF  
This policy is described in **Standard 19 – Staff recruitment and checks on other adults**

### NMS FOR BOARDING SCHOOLS

#### Appendix A: List of policies and documents

##### Policies

1. Countering bullying, including cyberbullying and initiation/hazing type violence and rituals.
2. Child protection and safeguarding
3. Discipline (including sanctions, rewards and restraint)
4. Staff disciplinary, grievance and whistleblowing
5. Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of prescribed and non-prescribed medication
6. Safety and supervision on school journeys
7. Access to school premises by people outside the school
8. Pupil access to risky areas of school buildings and grounds
9. Health and Safety
10. Pupil access to a person independent of the school staff group
11. Provision for pupils with particular religious, dietary, language or cultural needs
12. Supervision of ‘unchecked’ staff

## Documents

13. STAFF HANDBOOK/GUIDANCE FOR BOARDING STAFF  
See the School **Staff Handbook**
14. STATEMENT OF THE SCHOOL'S BOARDING PRINCIPLES AND PRACTICE  
This statement is in **Standard 1 – Statement of boarding principles and practice**
15. REQUIREMENT FOR STAFF TO REPORT CONCERNS OR ALLEGATIONS OF RISK OF HARM TO PUPILS  
This policy is in the school's **Safeguarding policy**
16. COMPLAINTS PROCEDURE  
This policy is in the school's **Staff Handbook**
17. PROCEDURE FOR ENABLING PUPILS TO TAKE PROBLEMS OR CONCERNS TO ANY MEMBER OF STAFF  
This is described in **Standard 14.2 - Process for boarders' complaints**
18. RESPONSES TO ALCOHOL, SMOKING AND SUBSTANCE ABUSE  
These can be found in the school's **Behaviour Policy**
19. RISK ASSESSMENT AND PLANS FOR FORESEEABLE CRISES  
These can be found in **Standard 9.3 – Welfare of Boarders** and **Standard 9.4 – Contingency in the event of a major incident**
20. STAFF INDUCTION, TRAINING AND DEVELOPMENT PROGRAMME  
This is in **Standard 2.8 - Boarding Development Plan**
21. PREFECT DUTIES, POWERS AND RESPONSIBILITIES  
These are described in **Standard 21.1**
22. KEY WRITTEN INFORMATION FOR NEW BOARDERS  
This is in the **Boarding Handbook for Pupils & Parents**
23. JOB DESCRIPTIONS FOR STAFF WITH BOARDING DUTIES AND SAFEGUARDING RESPONSIBILITIES  
This is **Boarding Handbook for Staff**

### NMS FOR BOARDING SCHOOLS

#### Appendix A: List of policies and documents

##### Documents

13. Staff Handbook/guidance for boarding staff (this document may include many of the policy documents listed above)
14. Statement of the school's boarding principles and practice
15. Requirement for staff to report concerns or allegations of risk of harm to pupils
16. Complaints procedure
17. Procedure for enabling pupils to take problems or concerns to any member of staff
18. Responses to alcohol, smoking and substance abuse
19. Risk assessment and plans for foreseeable crises
20. Staff induction, training and development programme
21. Prefect duties, powers and responsibilities
22. Key written information for new boarders
23. Job descriptions for staff with boarding duties and safeguarding responsibilities

## Where applicable

None of these policies or documents are applicable at Cundall Manor School.

### NMS FOR BOARDING SCHOOLS

#### Appendix A: List of policies and documents

Where applicable

24. Clarification of responsibilities of any educational guardians and homestays
25. Agreement with any educational guardians and homestays
26. Clarification of responsibilities of school for lodgings arranged by the school
27. Educational guardianship agreement
28. Agreement with any adult providing lodgings, on behalf of the school, to pupils

## Appendix B: List of records

### School records

1. CHILD PROTECTION ALLEGATIONS OR CONCERNS

Kept by the school

2. MAJOR SANCTIONS

Kept by the school

3. USE OF REASONABLE FORCE

Kept by the school

4. COMPLAINTS AND THEIR OUTCOMES

Kept by the school

5. INDIVIDUAL BOARDER'S RECORDS (CONTAINING PERSONAL, HEALTH AND WELFARE INFORMATION)

These are held on the School MIS, and the House Parents keep separate boarders' care plans which take into account concerns raised as well as medical and educational needs.

6. ADMINISTRATION OF MEDICATION, TREATMENT AND FIRST AID (KEPT CONFIDENTIALLY)

Kept by the School Nurse

7. SIGNIFICANT ILLNESSES

Kept by the School Nurse

8. SIGNIFICANT ACCIDENTS AND INJURIES

Kept by the School

9. PARENTAL PERMISSION, WHERE REQUIRED, FOR MEDICAL AND DENTAL TREATMENT, FIRST AID AND NON-PRESCRIPTION MEDICATION

Kept by the School Nurse

10. RISK ASSESSMENTS, AND ACTION TAKEN IN RESPONSE TO RISK ASSESSMENTS

Kept by the Deputy Head Pastoral

11. STAFF RECRUITMENT RECORDS AND CHECKS (INCLUDING CHECKS ON OTHERS GIVEN UNSUPERVISED ACCESS TO CHILDREN OR RESIDENTIAL ACCOMMODATION)

Kept by the School

12. STAFF DUTY ROTAS

The boarding duty rota is devised and kept by the House Parents as part of the spreadsheet for each term.

13. STAFF SUPERVISION, APPRAISAL AND TRAINING

Kept by the School

14. FIRE PRECAUTIONS TESTS AND DRILLS

Kept by the Estate Manager

15. RISK ASSESSMENTS UNDER THE REGULATORY REFORM (FIRE SAFETY) ORDER 2005

Kept by the Estate Manager

16. MENUS

Kept by the Catering Manager

### NMS FOR BOARDING SCHOOLS

#### Appendix B: List of records

The following school records are required:

1. Child protection allegations or concerns

2. Major sanctions

3. Use of reasonable force

4. Complaints and their outcomes

5. Individual boarder's records (containing personal, health and welfare information)

6. Administration of medication, treatment and first aid (kept confidentially)

7. Significant illnesses

8. Significant accidents and injuries

9. Parental permission, where required, for medical and dental treatment, first aid and non-prescription medication

10. Risk assessments, and action taken in response to risk assessments

11. Staff recruitment records and checks (including checks on others given unsupervised access to children or residential accommodation)

12. Staff duty rotas

13. Staff supervision, appraisal and training

14. Fire precautions tests and drills

15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005

16. Menus

17. Pocket money and any personal property looked after by staff

18. Care plans (where applicable)

19. Parental permission for high risk activities

20. Checks on licensing of relevant adventure activities centres

21. Assessments of lodgings arranged by the school

22. Assessment of off-site accommodation used by the school

23. Suitability of any guardianship arrangements

All of the above records should be regularly monitored by the Head or a senior member of staff, to identify whether review or change in welfare practice is needed. The records should contain on appropriate level of information to support monitoring, reviewing and changing policy and process.



17. POCKET MONEY AND ANY PERSONAL PROPERTY LOOKED AFTER BY STAFF

This is noted on the register for that evening.

18. CARE PLANS (WHERE APPLICABLE)

Boarders' care plans are kept by the Head of Boarding.

19. PARENTAL PERMISSION FOR HIGH RISK ACTIVITIES

Parental permission is kept by the organiser of each trip/activity.

20. CHECKS ON LICENSING OF RELEVANT ADVENTURE ACTIVITIES CENTRES

Assessed as part of the trip risk assessments which are completed in accordance with the Educational Visits Policy.

21. ASSESSMENTS OF LODGINGS ARRANGED BY THE SCHOOL

The school does not currently arrange any lodgings.

22. ASSESSMENT OF OFF-SITE ACCOMMODATION USED BY THE SCHOOL

Assessed as part of the trip risk assessments which are completed in accordance with the Educational Visits Policy.

23. SUITABILITY OF ANY GUARDIANSHIP ARRANGEMENTS

The school does not currently appoint guardians.

## Appendix C: Further information

### NMS FOR BOARDING SCHOOLS

#### Appendix C: Further information

This is not an exhaustive list of useful resources and organisations but is intended as a guide for users.

##### USEFUL RESOURCES AND EXTERNAL ORGANISATIONS

- [Ofsted](#)
- [Boarding Schools Association](#)
- State Boarding Schools Association [the link provided on NMS does not work]
- [Independent Schools' Council](#)
- [Independent Schools' Inspectorate](#)
- [AEGIS](#)

##### Other relevant departmental advice and statutory guidance

- [Guide to the children's homes regulations, including quality standards](#)
- [National minimum standards for residential special schools](#)
- [Health and safety: advice for schools](#)
- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children](#)
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)
- [School and college behaviour and attendance](#)
- [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

##### Other resources

- [The Children's Homes \(England\) Regulations 2015](#)
- [National minimum standards for FE Colleges which accommodate under 18s](#)
- [Regulatory Reform \(Fire Safety\) Order 2005](#)
- [Equality Act 2010](#)

## Appendix D: Boarders' Induction Record

Name: \_\_\_\_\_

Here is a list that we can tick off together check that you have all the information you need for happy and successful boarding.

- ☐ I have met the House Parents, and if I board on Tuesdays, Mr Conyngham.
- ☐ I know where my bedroom is and I have been shown where to put my belongings.
- ☐ I have been shown where I can safely store my valuable belongings.
- ☐ My boarding "buddy", who will help me and try to answer any questions I may have, is \_\_\_\_\_
- ☐ I know that when the bell rings I am required to go downstairs to meet the House Staff
- ☐ I know where the fire exits are and where to assemble should the fire alarm go off during boarding hours.
- ☐ The school is aware of any medical conditions, dietary requirements or allergies that I have.
- ☐ If I am new to the school, I have been buddied with a pupil in my form who will show me the school and grounds during daytime hours. My buddy is \_\_\_\_\_
- ☐ I know that I must hand in my electronic devices at bedtime, and I know where I can charge my Chromebook.
- ☐ I know who I can approach if I have any worries or concerns.
- ☐ I have read, understood and signed the Boarders' Code of Conduct.

☐ Care plan created

## **Appendix E: Boarders' Code of Conduct**

### **Our code of behaviour**

- 1) We expect our pupils to be well-mannered, responsible, and to consider the needs of others in the boarding family. Any behaviour which might be reasonably considered ill-mannered or antisocial will not be deemed acceptable.
- 2) In particular, all boarders must allow others to get enough sleep, by quiet and courteous behaviour both in the evenings when younger pupils start to go to bed, and in the mornings when some pupils are still asleep.
- 3) Pupils must carry out the instructions given to them by members of staff and older Boarders acting with the knowledge and consent of members of staff.
- 4) Younger pupils should be supported by older Boarders who must set a good example in regard to manners, attitude and behaviour. Kindness and inclusion is expected at all times.
- 5) No boys are allowed in girls' rooms, nor girls in boys'.

I have read and agree to abide by the boarders' code of behaviour.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix F: Care Plan

(In the process of being transferred to digital records)

### Boarders' Care Plan



**CUNDALL MANOR SCHOOL**

Name of pupil:

Care issues identified:

PHYSIOLOGICAL: Medical/Food/Sleep issues

SAFETY: Known causes of anxiety and stress. Factors which may compromise safety.

RELATIONSHIPS: With adults, peers, other pupils and the community.

ESTEEM: Does the pupil appear to have good self-esteem?

SELF-ACTUALISATION: Does the pupil generally make positive choices?

Name of pupil:

### INCIDENT RECORD

Date & Time	Incident	Action	Remarks	Outcome

## Appendix G: Risk Assessment for Boarders' Remote Supervision

### Considerations for places in bounds to boarders without direct staff supervision

We wish our boarders to have a certain amount of freedom to be able to use the school facilities, play outside, etc., without the constant direct supervision of a member of staff. The level of freedom will of course depend on the age, competence and behaviour of the pupil.

Areas in bounds are explained to boarders and they are reminded often. They may also be given permission to the Library, the Music Practice Rooms and the Gym.

This risk assessment will assess the severity and likelihood of adverse events, and detail control measures in place to reduce the risks.

Risk Assessment Risk Rating Matrix			Likelihood		
			Rare (Freak event)	Unusual (but foreseeable)	Common (occurs often)
Severity	1	Minor (No harm or very minor injury)	Low	Low	Medium
	2	Major (Injury resulting in time off school/work)	Low	Medium	High
	3	Catastrophic (Life changing injury or death)	Medium	High	High

### All areas

What are the hazards?	Who might be harmed and how?	Likelihood	Severity	Risk	Control measures which are in place, and which bring the risk down to an acceptable level	Additional control measures that might be necessary to further reduce the risk, or further comments	Action by
Items or equipment likely to cause trips, slips or falls	Pupils Injuries most likely ranging from mild to more severe	Unusual	Major	Medium	<ul style="list-style-type: none"> <li>✓ All venues in school will have been used that day and attended by staff. Obvious hazards will have been dealt with.</li> <li>✓ Pupils instructed to report anything they find that might cause a danger.</li> </ul>	Frequent reminders to pupils of the need to be responsible about reporting hazards	TR/SR
Pupil behaviour	Injury, illness, danger from strangers, running away from school	Rare	Catastrophic	Medium	<ul style="list-style-type: none"> <li>✓ Any pupil with a record of risky behaviour would have a process of working up to the responsibility to be allowed out of the boarding house without direct supervision.</li> </ul>	Also see control measures for "Inadequate supervision" hazard above.	

Access to pupils by strangers	Pupil – abducted or harmed	Rare	Catastrophic	Medium	<ul style="list-style-type: none"> <li>✓ Pupils are only allowed during daylight hours in groups, unless working in a room with a combination lock.</li> <li>✓ Pupils are aware that they must report unfamiliar adults to a member of staff.</li> <li>✓ Boarding staff check on pupils from time to time, and there are regular check-ins throughout the evening.</li> </ul>		All boarding and duty staff
Inadequate supervision	<p>Pupil may be abducted</p> <p>Pupil may be seriously injured or fall ill and be unable to get help</p> <p>Pupil may leave school grounds</p>	Rare	Catastrophic	Medium	<ul style="list-style-type: none"> <li>✓ Supervising duty staff are clear about their roles and who is responsible for pupils.</li> <li>✓ Pupils are required to sign out with their location.</li> <li>✓ Pupils are checked on from time to time by a member of staff.</li> <li>✓ Regular check-ins throughout the evening.</li> <li>✓ Staff are aware of Missing Pupil Procedure.</li> <li>✓ Pupils are not, except under exceptional circumstances, allowed to be on their own late at night outside the main building.</li> <li>✓ Pupils know to come back when they hear the bell ring in order that a register can be taken.</li> <li>✓ All pupils to be back in the main building by 9:45pm (this is the latest time for the oldest pupils), and to sign back in.</li> </ul>	<p><b>Missing pupil procedure</b></p> <ol style="list-style-type: none"> <li>1. Check with staff and pupils to see if the child told anyone where s/he was going or what s/he was doing?</li> <li>2. Determine when the pupil was last seen (head counts, check-ins etc.)</li> <li>3. Check toilets etc.</li> <li>4. Ring the pupil's mobile phone if they have one.</li> <li>5. Designate some staff, and possibly responsible pupils, to act as a search team while other staff remain to chaperone the group.</li> <li>6. The Head should be contacted immediately and the Crisis Management Process activated.</li> <li>7. After consultation with the Head alert parents and police.</li> <li>8. Staff should continue to search even if the police have been called.</li> </ol>	All boarding and duty staff
Pre-existing medical conditions	Pupil – falling ill and unable to get help	Rare	Catastrophic	Medium	<ul style="list-style-type: none"> <li>✓ A pupil who seemed unwell or concerningly tired would not be allowed to go out without the supervision of a member of staff, or an instruction to a responsible pupil to stay with him/her.</li> </ul>	Also see control measures for “Inadequate supervision” hazard above.	

## Outside – on school grounds

What are the hazards?	Who might be harmed and how?	Likelihood	Severity	Risk	Suggested control measures to put in place, which will bring the risk down to an acceptable level	Additional control measures that might be necessary to further reduce the risk, or further comments	Action by
Exposure to weather	Pupils Extreme temperature can cause muscle strains, hypothermia, sunburn, heat exhaustion or heatstroke	Unusual	Major	Medium	<ul style="list-style-type: none"> <li>✓ House and duty staff check that pupils are appropriately dressed before going outside.</li> <li>✓ Pupils are not allowed outside in extremely cold/wet weather conditions.</li> <li>✓ Parents of boarders asked to supply sunscreen and boarding/duty staff to check with pupils that they have applied it.</li> <li>✓ Spare clothing is available in the boarding house if needed.</li> </ul>	Sunscreen available in the house for pupils who have forgotten theirs (check about allergies)	TR/SR