



CUNDALL MANOR SCHOOL

BOARDING HANDBOOK
FOR STAFF
2024

Created
Reviewed
Next Review

Aug 2023
Aug 2024
Aug 2025

Head of Boarding
Chair of Governors

Sarah Reece
Rachel Powell

Contents

Statement of Boarding Principles and Practice	3
Promoting Positive Behaviour and Good Relationships	4
Sustaining friendships	4
Healthy relationships	4
Demands that are appropriate	4
Access to information	4
Routines and Duties of Staff on Boarding Duty	5
Activities.....	6
Academic Work and Prep Time.....	6
Supervision during Free Time	6
Bounds	7
Provision of Food and Drinks	8
Boarders' Health and Well-Being.....	8
Boarders' Privacy	8
Boarders' Possessions & Electronic Devices	9
Safeguarding	10
Legislation and guidance.....	10
The Children Act 1989	10
Keeping Children Safe in Education 2022.....	10
Working Together to Safeguard Children 2018.....	10
Sexual relationships between children.....	10
Child-on-child abuse	11
Protecting children where there is a gender imbalance	11
Approach to harmful online content.....	11
Preventing Bullying	12
Anti-bullying strategy.....	12
Dealing with bullying.....	12
Bullying during boarding time.....	12
Missing Pupils.....	13
Fire Precautions and Drills	14
Emergency procedures	14
1. Action when the fire alarm sounds.....	14
2. Action on discovering a fire.....	14
3. Roll-Call	14
Boarders' induction and individual support	15
Concerns and Complaints	15
Checks on other adults.....	16
Staffing Structure and Professional Development.....	16

Statement of Boarding Principles and Practice

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

- To provide accommodation, sustenance and care for weekly, flexi- and occasional boarders at Cundall Manor School.
 - *In practice this means that we provide a standard of accommodation that is comfortable and suited to the needs of boarders, according to age and maturity. Meals are provided which can sustain pupils through their busy school lives, catering for individual dietary requirements as necessary. Every aspect of the organisation of the boarding house is devised with the care of boarders in mind, and **communication between boarding and academic staff is key to providing this care.***
- 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.
 - *In practice this means that parents are informed about what goes in the boarding house, can communicate with staff and children easily. We strive to create a caring family environment where all feel valued and safe.*
- To safeguard and promote the welfare of each boarder by trying to meet his/her intellectual, emotional, social and physical needs.
 - *In practice that means that all staff on boarding duty have received safeguarding training and are aware of the signs that something may be wrong. They also know that they can and should raise concerns with the House Parents, the DSL or the Headmaster.*
- 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.
 - *In practice that means supporting boarders with their academic work, their extra-curricular interests, their relationships, and their physical and emotional well-being. It also means being aware, as far as possible, of factors (e.g. protected characteristics) which may mean that may inadvertently lead to inequality of opportunity.*

Promoting Positive Behaviour and Good Relationships

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 House Parents and duty staff will endeavour to set a relaxed tone but with the expectation that behaviour towards everyone in the house is considerate. Staff 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.

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. 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 example in regard to manners, attitude and behaviour.**
- 4) No boys are allowed in girls' rooms, nor girls in boys'.**

Sustaining friendships

Where problems in friendship groups arise, the House Parents and/or staff on duty will intervene, mediate and facilitate restorative conversations as necessary.

Healthy relationships

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.

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.

Access to information

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

Routines and Duties of Staff on Boarding Duty

The boarding duty rota is published at the beginning of each academic year by the Head of Boarding, updated as necessary and kept on the Google shared drive. An example is as follows:

Forms 3 - Leckby	Mrs Lane
Eldmire/Thornton	Mr Couttie
Reserve	Mrs Raubitschek
Car park	Miss Castle-Smith
	Mrs Wick
	Mrs Bessey

At the beginning of each week the Head of Boarding will send out an update about who is staying, and confirm which staff are needed.

Evening routine

- 5:00-6:00 Day pupils leave, supervised by the three staff on Car Park duty. All pupils should be sent into prep at 5:10 if they haven't been collected, and parents must collect from the prep classrooms.
- Boarders attend day pupils' prep, supervised by the top three staff on the list (and helped by those on car park duty if necessary or if any other staff are unavailable).
- Staff may leave when no longer required, but the team should ensure that at least one member of staff is available to bring boarders and day pupils over to tea.
- 6:00-6:20 Boarders and day pupils staying for tea must be brought over to the dining room to eat.
- Day pupils who have not yet been collected must wait in the Library, and be lightly supervised until their parents arrive. (If parents are delayed, they must stay with the boarders until collected, whenever this may be.)
- 6:20-6:30 House meeting. Activities and timings discussed.
- 6:30-7:00 Boarders get changed and make beds. They may do music practice if time.
- 7:00-8:00 Forms 3-Leckby do an activity with their member of staff.
- Eldmire & Thornton do a further session of prep with their supervising member of staff, in a classroom or in the Library. When there is only one Senior boarder, it is advised that prep is done in the Library and that a House Parent will check in from time to time.
- 8:00-8:15 Boarders are brought back to the boarding house and handed over to the House Parents. Staff on duty are then free to go.

Activities

Staff on duty will be informed in good time of the group of pupils staying, and should plan their activities for the age range and skill set of those participating. In line with Cundall Manor's Equal Opportunities Policy, care should be taken to cater for pupils' physical needs, dietary needs and protected characteristics.

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.

The School has 28 acres of grounds, a sports hall, tennis court, swimming pool and pitches for games. All are available for the use of the boarders during activity times, when not in use by other groups, and when supervised by appropriately qualified staff.

Trips often take place on Friday evenings, and occasionally at other times in the week. House Parents usually organise these trips, but duty 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.

Academic Work and Prep Time

Where this hasn't been more generally communicated, House Parents will make staff on prep duty aware of any issues that may affect access to the curriculum, and endeavour to help where possible with necessary mitigations.

Supervision during Free Time

The accommodation is arranged on two floors, and staff must maintain an active presence throughout the house. On the first floor there are three girls' rooms (Gannet, Seagull and Cormorant), one room which is used either for girls or for younger boys (Guillemot), and the large Common Room, as well as the Boarders' Infirmary, boys' and girls' bathrooms. On the second floor there are four boys' rooms (Sandpiper, Heron, Penguin and Flamingo) and a smaller communal area, along with a boys' bathroom.

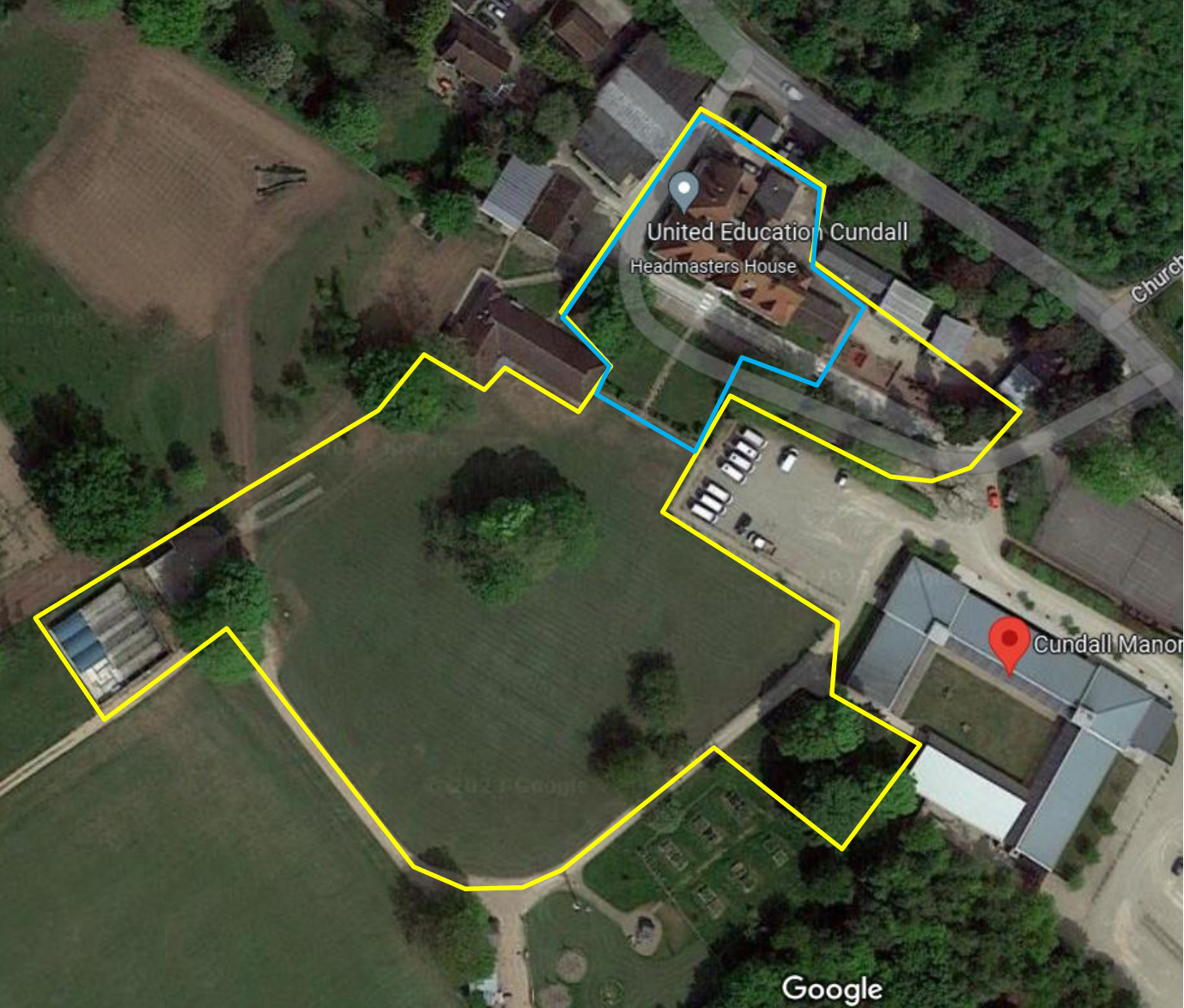
Where possible, older pupils have their own work space (such as a cabin bed with a desk). The Boarders' Common Room and the downstairs kitchenette are available to all. There are additional work/social spaces on the landings. Staff are aware that it is a social area for both sexes and ensure therefore 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 in the **signing-out book**. Staff on duty must check periodically to ensure that pupils are where they have said they are going.

The freedoms given during free time will be individually judged and depend on the age, temperament, level of vulnerability and previous record of trustworthiness.

BOUNDS

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



Provision of Food and Drinks

Members of staff who are on boarding duty are welcome to eat tea at school with the boarders.

Late teas can be kept for those arriving late back to school (e.g. after matches).

Please be aware that pupils are strongly discouraged from bringing any food/drink into the boarding house, and absolutely NO food that is to be cooked should be stored (or cooked) in a room.

Boarders' Health and Well-Being

The House Parents and many other members of staff are first aid trained. In case of illness or injury, first aiders should be consulted when appropriate, although always contact emergency care first if this is deemed necessary.

The House Parents have access to pupils' individual medical care plans and permissions to administer medication.

The School Nurse's office functions as a Boarders' Infirmary, and this also has dedicated washing and toilet facilities.

In case of illness, 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.

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

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.

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

Boarders' Privacy

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 6:00pm.

While we understand that parents like to see the rooms in which their children will be sleeping, they should never be in bedrooms without the permission and supervision of a member of staff.

Boarders' Possessions & Electronic Devices

As in the rest of the school, mobile phones are only allowed for those in Leckby upwards. They are handed in at bedtime, and given back the next morning to be delivered to the office for safekeeping.

Mobile phones are not to be used in prep time, except at the discretion of the teacher on duty.

Chromebooks are also handed in for charging at bedtime.

Safeguarding

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 2022

158 *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.*

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*

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.

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.

Preventing Bullying

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.

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).

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 accordance with the school Safeguarding Policy.

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 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.

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?

Fire Precautions and Drills

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 on the front lawn.

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.

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.

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.

Boarders' induction and individual support

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. New boarders go through an induction with the House Parents, usually after supper on the first night. This ensures that key information is conveyed, and staff can check that the boarder is happy with everything.

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 House Parents, 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.

Concerns and Complaints

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. The full process is detailed in the Boarding Policy.

If staff have concerns about Boarders they can note these with the House Parents, who will keep a log of concerns raised in the boarding house and pass these on to the DSL or other appropriate party.

The House Parents will note matters of concern on the boarders' individual care plan, and actions/resolutions are monitored.

Checks on other adults

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.

Staffing Structure and Professional Development

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 and Government publications, as well as 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.

There are two or three further members of staff on duty each evening from 6:00-8:15pm, 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.

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.

Teachers who wish to add to their professional development related to boarding, are encouraged to consult the Boarding Schools Association website for lists of their latest training courses, and also the National College, in particular the course "[Certificate in Safeguarding Boarders](#)".