
Boarding Policy

Revision and Terminology

Please refer to the Policies Review Schedule, or in line with any changes in regulations.

| | |
|-----------------------------------|------------------------------|
| Owner: | Deputy Head/Head of Boarding |
| Version Number: | 8 |
| Statutory Policy? / Other Policy? | Other |
| Authorised by: | Head of School |
| Working Date: | 1 September 2022 |
| Review Date of Policy: | 1 September 2024 |

Contents

| | | |
|---|---|---|
| 1 | Statement of Principles | 3 |
| 2 | Boarding Aims..... | 3 |
| 3 | Boarding Organisation | 4 |
| 4 | Key Responsibilities and Duties of all Boarding Staff | 5 |
| 5 | Safeguarding Children | 6 |
| 6 | Leaving the Campus..... | 7 |
| 7 | Property | 7 |

1. STATEMENT OF PRINCIPLES

The following are the principles upon which boarding in this School is based:

- a) To safeguard and promote the welfare of children for whom accommodation is provided by Teikyo School.
- b) To comply with the Department for Education National Minimum Standards for boarding schools, and legislation such as that which sets the standards for independent schools, and legislation covering health and safety, fire, and planning regulations.
- c) Teikyo School will not provide accommodation for any child for more than 295 days a year.
- d) The development of the whole person and the communication of values are vital.
- e) Being an open and trusting school, boarding is based upon mutual respect for all members.
- f) Each boarder has the right to be able to work, play, and relax free from abuse, intimidation, harassment, teasing and bullying.
- g) There is equality of opportunity and respect for all boarders, regardless of ethnicity culture, gender, or disability.
- h) Each boarder and each member of staff is to be treated as an individual and with respect by other students and by staff.
- i) Although all live in a close boarding environment, staff and boarders acknowledge the right of each other to privacy.
- j) Each boarder has the right to extend his/her intellectual growth in an atmosphere of positive encouragement and in conditions that are conducive to work.
- k) All boarders should be able to develop spiritually, culturally, morally and socially during their time in boarding.
- l) Despite the often-great distance separating boarders from their families, links with parents are seen as an indispensable part of the support and development of boarders in this School.

2. BOARDING AIMS

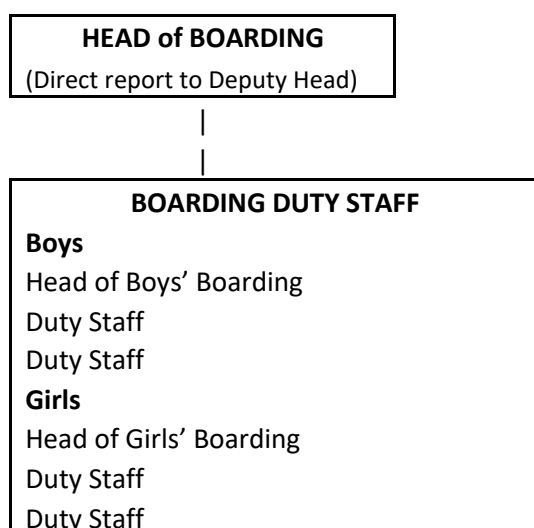
In boarding, we aim to:

- a) To provide standards below which Teikyo School is not expected to fall in securing outcomes for boarders.
- b) Develop the whole person, a desire for truth and a respect for others.
- c) Produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or student), confident in the knowledge that he/she will be treated and respected as an individual.

- d) Create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty in developing.
- e) Provide the conditions for boarders to develop their intellectual talents through well-structured prep conditions, access to staff and other students, participation in activities and in an atmosphere which values effort.
- f) Provide a range of activities, hobbies, and opportunities related to age and maturity that will assist in the personal, social and cultural development of each boarder.
- g) Safeguard and promote the welfare of each boarder, by providing an environment that is, as far as possible, free from physical hazards and dangers of any sort.
- h) Provide accommodation that is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy.
- i) Develop boarders' responsibility for self, for others and for his/her environment.
- j) Develop boarders' qualities of leadership and ability to work as part of a team.
- k) Provide suitable conditions for boarders to feel able to turn to members of staff to share the good things in their lives as well as being able to turn to them for advice, counselling and support during times of difficulty.
- l) Make boarding an enjoyable experience.

3. BOARDING ORGANISATION

The structure of responsibility for boarding is as follows:



The boarding staff are responsible for the management and running of the two boarding houses on a nightly basis.

The boarding staff must ensure that the boarding community is safe, happy and run with professionalism, imagination and efficiency.

It is the aim of Teikyo School to ensure the strict safeguarding and child protection ethos is rigorously maintained. Ultimately this will ensure Teikyo School provides a safe, secure, and happy environment in which our boarders can prosper and thrive.

If there are any problems, boarding staff are encouraged to speak with their immediate line manager. If the matter is not resolved boarding staff are to speak to the Head of School for his guidance and decision.

4. KEY RESPONSIBILITIES AND DUTIES OF ALL BOARDING STAFF

To be aware of the National Minimum Standards for Boarding Schools (NMS) and to ensure its principles are upheld in respect of the welfare and pastoral care in the boarding accommodation.

To be aware of the requirements of the Teikyo School Child Protection policy and to ensure that its principles are upheld.

To be familiar with individual boarders' needs. To report all necessary information in the morning meeting to ensure all staff are aware of any boarding and or welfare issues. To understand individual responsibilities in the emergency evacuation procedures and to adhere to the Teikyo School Health and Safety Policy and Fire procedures.

To ensure that the individual circumstances, needs, strengths and weaknesses of each boarder are identified and widely known by the staff who need to be in the picture in order that individual opportunities for growth are maximised and talents and potential is developed in every child.

To ensure that the principles on which Teikyo School community life is based are understood and actively promoted in the boarding houses.

To ensure that the students treat each other's belongings with care and the School property with respect.

To develop in the students a sense of collective responsibility so that they are aware of the problems of others and offer support and help, to each other.

To support the School Disciplinary Policy with the appropriate encouragement, rewards and sanctions and to record incidents bullying or general misconduct in the Incidents and Student Monitoring spreadsheet.

5. SAFEGUARDING CHILDREN

All staff must remember that they have a duty to provide the highest level of care for all the students at Teikyo School. The basic principle of the School is that we look after the children in loco parentis:

Staff may not use any form of corporal punishment.

Male staff may not enter any girls' changing rooms or toilets.

Male staff entering the girls' boarding house must inform the Head of Girls' Boarding before entry.

Students are not allowed in staff bedrooms.

As well as these obvious prohibitions, staff must, in their own interest, avoid words or actions that could be misinterpreted by an imaginative child, or over-anxious parents.

Relationships with the children must not only be correct but they must be seen to be correct. Therefore, staff should never interview students on their own behind 'locked or closed' doors. If staff need to speak to a child on a sensitive matter, the Head of School or Head of Boarding should be informed and the 'interview' should take place in a public area, with the student offered the support of another student. The interview must be minuted and the Head of School or Head of Boarding kept 'up-to-date' on the matter.

Staff should avoid the sensitivities of boys and girls in bath, shower, and welfare areas, and must not be in the same room when a student is changing clothes.

Staff should avoid any unnecessary physical contact with children. Unless this is to comfort a distressed child, where an arm around the shoulder may be appropriate. There should never be any contact with a students below the waste or on the chest, unless to treat a medical emergency. This should always be in public where there is no likelihood of misinterpretation, and wherever possible be within sight of a fellow member of staff.

If you have any serious concerns about a child's welfare then you must speak to the Designated Safeguarding Leads. Staff have a duty to report any issue if the welfare of a child may be in jeopardy.

6. LEAVING THE CAMPUS

Details of when students have permission to leave the Campus are published in-house.

Students understand that the School has a duty of care over them and must be able to locate their whereabouts at all times. Students may only leave the School premises with permission and signing out procedures must be followed.

If parents wish to take a student out for any reason they must ensure they have discussed and agreed the matter with the Deputy Head and that signing out procedures are followed.

7. PROPERTY

All students are responsible for looking after their own property in the correct manner and have a duty to respect the property of others. Theft, vandalism, or using others' property without consent are serious disciplinary incidents and should be reported to School staff immediately.