



PEMBROKE HOUSE



BOARDING POLICY

A whole-school policy from Year 1 to Year 8



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Introduction

Pembroke House is a “*full boarding school with a responsive approach*”.

This means that the school is fully functional, 24 hours a day, from Monday to Sunday, throughout the term, providing a warm, happy and busy environment for all the children in our care. Within this, the school is responsive to the varying circumstances of different families. We are understanding of the individual needs of our parents and children, and are open to balancing these with the underlying traditions and ethos of the school. Pembroke is, in many ways, unique and special because of its boarding and, as a school community, we must treasure this.

The rationale at Pembroke House is to strike a balance between family and school. A family base gives children security, confidence and ultimately ensures they are happy within the overall system of care and the structure of the school both as an institution and as a community. The school side of boarding life engenders responsibility, trustworthiness, accountability, self-discipline, independence, organisational skills, respect and tolerance for others, politeness, good manners and confidence. The routine of life at school is there to encourage and develop good habits. The school takes seriously its duty of care towards all children (both promoting and safeguarding welfare) and understands that this should be geared towards each individual child, not simply the majority.

A good boarding school develops a child’s sense of ‘self’. Children have a certain distance from their family members both physically and emotionally and they develop their own identity.

PART A: Governance, Leadership and Management

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 meets the standards outlined in this Part A.

1. Statement of Boarding Principles

Boarding at Pembroke House is based on the following principles:

- There is a statutory requirement to safeguard and promote children’s welfare by ensuring protection against significant harm or neglect
- Each boarder has the right to be able to be able to work, play and relax free from abuse, intimidation, harassment, teasing and bullying of any type
- Each boarder has the right to develop academically, physically, spiritually, socially, morally and culturally in an atmosphere of encouragement and trust

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- Every boarder has a voice and a right to be heard
- Boarding is based upon mutual respect for all members and their property
- There is equal opportunity for all, regardless of gender, race, culture, disability or background
- All members of the house community, whether pupils or staff, are to be treated as individuals, with courtesy and respect
- Although living together, staff and boarders acknowledge the right of each other to privacy.
- Despite the distance separating boarders from their families, links with parents are seen as an indispensable part of the support and development of the boarders. Parents are provided with opportunities to support their children and their education and attend various school events during the academic year.

2. Management and Development of Boarding

- The School's Council (governing body) monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action as necessary.
- The Council have appointed a designated Council Member with responsibility for Safeguarding.
- The School also has an Independent Listener and a School Counsellor who are accessible to the children. Regular Council meetings and staff appraisals allow for monitoring to be reported.
- There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and boarding staff.
- Staff attend a daily 'shout' and a weekly staff meeting.
- The House Parents share information with colleagues as appropriate regarding the needs of individual boarders and conduct a weekly boarding meeting.
- Most House Tutors and some House Parents are also academic staff.
- The School's leadership and management are recruited according to their skills and knowledge appropriate to their role and appraisals ensure that staff demonstrate this.
- The School's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.

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- A Boarding representative attends weekly meetings with the Senior Management Team where boarding provision is discussed and reviewed.
- The School's leadership, management and governance actively promote the wellbeing of pupils.
- The Senior Management Team meets weekly and pupil welfare and safeguarding are standard items on their agenda.
- There is a weekly Staff Meeting and a weekly Pastoral Meeting at which individual pupils are discussed.
- The Safeguarding and Child Protection Policy is an integral part of the School and regular training takes place.
- The House Parents are knowledgeable and have adequate training and experience and they use this to ensure that boarder's welfare is safeguarded and promoted.
- The School follows and maintains the relevant policies.
- Records are maintained and monitored by the school and action taken as appropriate.
- Relevant issues are monitored, and action is taken to improve outcomes for children as appropriate.
- We follow and maintain the policies and documents described in Appendix A of this Policy.
- We maintain and monitor the records specified in Appendix B and take appropriate action.

3. Inclusion, Equality and Diversity

- Boarders are not discriminated against on grounds of age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
- In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs or academic or sporting ability. (This list is not exhaustive, 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 the different needs and an inclusive environment is promoted within the school.



PART B: BOARDING PROVISION

4. Statement of Boarding Aims and Practice

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 mealtimes and feel that their belongings and personal possessions are protected. The School aims to:-

- produce an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty developing.
- develop the whole person, a desire for truth and respect for others.
- produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or pupil), confident in the knowledge that he or she will be treated and respected as an individual.
- 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.
- safeguard and promote the welfare of each boarder, by providing an environment that is, as far as possible, free from the physical hazards and dangers of any sort.
- provide accommodation that is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy.
- promote a spirit of teamwork and communal responsibility within the house
- develop boarders' responsibility for self, for others and for the environment.
- develop boarders' qualities of leadership and ability to work as part of a team
- encourage boarders to contribute to the needs and welfare of others in the house and school, as well as those in the wider community.
- 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 seeking advice, counselling and support during times of difficulty.

5. The Boarding Houses

- The children are divided into two Houses: Mackie House for the boys and Scholes House for the girls.
- All dormitories within the boarding houses are open plan with dividing walls

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- In each House, the dormitories are presided over by one or more Year 8s known as dormitory prefects, who help with the discipline and general care of the children.
- Both Houses have a live-in Housemistress/Housemaster who is assisted by a live-in House Parent who lives in an adjacent house. Houses also have a team of House Tutors who help in the house at certain times of the day. There are usually two or three gap students assisting as well.
- The Houses are structured, disciplined, safe havens for the children. We understand the Boarding House is the children's home for the duration of the term. Therefore, the House rules are those you would expect in your own home. Good manners are encouraged, recognised and appreciated. We aim to produce happy, confident, self-disciplined children who are resilient, have initiative and are prepared to use it.

6. Boarding Accommodation

- Good quality sleeping accommodation is provided for boarders.
- The sleeping accommodation for boys is separate from the sleeping accommodation for girls. Boys are housed in the Mackie House while girls are housed in the Scholes House.
- The accommodation is well organised and managed. We conduct ongoing risk assessments and act promptly upon any findings.
- Good quality living accommodation and equipment is provided for children, including internet access, is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. All internet access is secured and we filter and monitor any access to the internet.
- Each dormitory has a desk whilst evening prep is carried out in classrooms.
- There is a communal common room for each house for social purposes.
- There are separate hot water showers, sinks and toilets throughout school provided for boys and girls. Toilet and washing facilities provide appropriate privacy for boarders.
- The accommodation provided for boarders is appropriately lit and ventilated.
- There is a team of cleaners responsible for each House.
- Any maintenance required is passed on to the school maintenance team. Reasonable adjustments are made to provide adequate accessible accommodation for any child with restricted mobility.



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- Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders and age groups.
- Each child has a single bed and a locker plus storage for sports' equipment.
- Bedding is supplied by the parents, except for sheets, and should be clean and sufficiently warm. Houses have spare bedding for those children that need it.
- Boarders are placed where possible with their peer/age groups according to the layout of the dormitories.
- 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 children or to boarding accommodation while occupied by children.
- Staff accommodation is separate and can be locked.
- Children can personalise an area of their accommodation with suitable posters and personal items if they wish.
- There are security measures and procedures in place to prevent unauthorised access to the Boarding Houses.
- There is no use of biometric data/technology or surveillance equipment in the Boarding Houses. Security teams are trained and supervised so as to not intrude on the children's privacy.

7. Boarding Practice

- Pembroke House is a full boarding school with a responsive approach. The aim is that all children from Years 2 to 8 should remain at school during the week. However, should parents wish to take their children out they may do so after seeking permission from the Head or Heads of the Boarding Houses.
- Children may leave after their school commitments have finished and must return in time for their first commitment the following day – which, if they have no early morning “extra” is the dormitory inspection, at 7:40am, straight after breakfast.
- Our aim is to encourage as many children as possible to remain in school over the weekend.
- Our guidelines for weekend outs are as follows:-

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Year	Leave outs
1	<ul style="list-style-type: none"> ● May go home daily but should be encouraged to board at least one night during the week.
2-4	<ul style="list-style-type: none"> ● All children are encouraged to stay in school Monday to Friday afternoon. ● Children may leave on Friday at 4pm unless they have a commitment on Saturday. ● Children must report to school in time for inspection at 7:40am on Monday morning. ● All children should remain in school for the first and last weekend of the term.
5-8	<ul style="list-style-type: none"> ● All children must stay in school from Monday to 12 noon on Saturday or if they have school commitments, until they have finished on Saturday afternoon. ● Children must report to school in time for inspection at 7:40am on Monday morning. ● All children should remain in school for the first and last weekend of the term.

- All children must be signed out by their parent/guardian
- Where a child is collected by anyone other than his or parents, the parents submit a prior letter of authorisation to the Headteacher, Housemaster or Housemistress.
- All children leaving the school premises must collect a gate pass from the House Parents or school office thereby ensuring that the House and the school are kept up to date with the movements of the children.
- The boarding houses are locked between 8:00pm and 7:00am for pupil security. Children should not be dropped off or picked up between these times without prior permission of the Housemaster or Housemistress

8. Provision and Preparation of Food and Drinks

- All children, including those with special dietary, medical or religious needs, are provided with meals that are adequate in nutrition, quantity, quality, choice and variety, as per the weekly menu.
- There is a medical/allergies/religious requirements diet list that is regularly updated and distributed.
- Suitable premises are provided for the hygienic preparation, serving and consumption of all children's meals.
- The School Kitchen and Dining room are within easy reach of the Boarding Houses.

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- Three main meals a day are taken in the Dining Room. Staff serve children at lunch, Seniors serve children at breakfast and supper, during the week.
- Children always have access to drinking water from various water stations across the campus.
- Snacks are provided mid-morning, teatime (3.45pm) and in the evenings.
- Children with a disability are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

9. Boarder's Possessions

- Boarders' clothing and bedding are laundered and ironed in the School laundry, which is on site. Clothing is stored and issued in the correct way from the Linen rooms.
- Boarders are able to obtain necessary personal items, while accommodated at School, from the Houseparents.
- A stock of toothbrushes, toothpaste, sanitary ware, hair brushes, shampoo and conditioner and batteries are kept in the Boarding House. Stationery can be obtained from the stationery store.
- Reasonable protection is provided for boarders' personal possessions. Mobile phones and other valuable items are kept by the House Parents in a lockable cupboard.
- Children can lock their bedside lockers if they wish. Passports and other items of high value can be handed in to the school office to be locked in the safe; a record is kept of all items handed in.
- Any search of a child's personal belongings should usually be carried out in the presence of the child concerned.
- Any searches without the child present will be carried out by two adults, both of whom ideally should be the same gender as the person whose possessions are being searched (one of whom must be), and will be carried out only under specific circumstances. Such circumstances are defined as the belief that the child may have: knives or weapons, alcohol, illegal drugs, stolen items, tobacco or 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 or damage to property, or any item banned by the school rules.
- A written record of any searches will be made in the house notes for that day.



PART C: HEALTH AND WELLBEING

At Pembroke House we aim to ensure that Boarder's health needs are fully met and their physical, emotional and social wellbeing and mental health are promoted and supported. Any healthcare is provided in the best interests of the child. To achieve this aim, we ensure that we meet the standards set out in Part C of this Policy.

10. Boarder's Health and Wellbeing

- The School has a Sanitorium that is run by the Head Nurse, assisted by a team of nurses and a nursing assistant who implement appropriate policies for the care of boarders who are unwell or injured.
- There is always at least one nurse on duty 24 hours a day.
- Parents of boarders must hand any medication to the School Nurse upon their child's arrival at School.
- Each pupil in the School must have an up to date Medical Form.
- If a boarder is unwell, parents will be contacted to inform them of this and to discuss the various options.
- The School provides suitable accommodation in the Sanitorium, including toilet and washing facilities, to cater for the needs of the children who are sick or injured. The accommodation is well staffed by appropriately qualified personnel; adequately separated from other boarders; and provides separate accommodation for boys and girls.
- In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.
- The school doctor visits once a week and is on call at all times.
- All medication is safely and securely stored and proper records are kept of its administration in the Sanitorium.
- The Sanitorium is kept locked unless Nursing staff are present in the room and all medication is stored in locked cupboards.
- 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 only given to the boarders to whom they are prescribed.



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- Boarders who are allowed to self-medicate are assessed as being sufficiently responsible to do so.
- The School respects the confidentiality and the rights of children as patients.
- 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 and emotional well-being of boarders is 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.
- 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.
- The school, through the Head Nurse, facilitates access to all relevant health, counselling and support services as required. The School will make both emergency and routine health care appointments in consultation with the parents and staff.

PART D: SAFEGUARDING

We aim to ensure that 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, we strive ensure that we meet the standards set out in Part D of this Policy.

11. Child Protection and Safeguarding

- The School ensures that arrangements are made to safeguard and promote the welfare of pupils at the School.
- This is a whole school issue and has its own policy. (see *Safeguarding and Child Protection Policy*).
- The School ensures that all staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.
- We consider it essential that children are safeguarded from potentially harmful and inappropriate online material.
- Children do not have access to personal devices other than mp3 players and 'brick' type phones unless in a supervised setting. Staff however need to be aware that children may attempt to bring in devices to school with harmful content and therefore bypass the school's filtering and monitoring.

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PART E: HEALTH AND SAFETY

We aim to ensure that 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, we strive to ensure that we meet the standards set out in Part E of this Policy.

12. Safety of Boarders

- The School has a written Health and Safety Policy in compliance with the relevant legislation that is effectively implemented. Staff undergo sufficient training. Boarders are protected from safety hazards by relevant, on-going risk assessments.
- The School premises, accommodation and facilities provided are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured as per the Health and Safety Policy. Estates and maintenance teams are on call to help at all times and House staff are in regular contact.
- The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of written risk assessments and appropriate action is taken to reduce risks that are identified.
- 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.
- The school has procedures to ensure boarders' safety when offsite, but under the care of the school, including when on organised visits. These procedures should be proportionate and focus on managing assessed risks.

13. Fire Precautions and Drills

- There is an Emergency Response Procedure Policy that includes the procedures for those in the Boarding House.
- Fire drills are regularly carried out in boarding time, at least once per term.

PART F. BOARDER'S RIGHTS, ADVOCACY AND COMPLAINTS

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, we strive to ensure that we meet the standards set out in Part F of this Policy.

14. Boarder's Induction and Support

- All new children are encouraged to spend a trial night at Pembroke House before formally joining the school. During this night, the boarders receive induction and guidance from staff and prefects.
- All new children are given a guided tour of the school and boarding accommodation before they start school.
- All new children are assigned a “buddy/escort” from their class to assist them during their first two weeks.
- Before arriving at school new children are sent a handbook and an equipment and uniform list by the registrar.
- Each boarder has a variety of staff to whom they can turn for personal guidance or for help with a personal problem.
- All Children are assigned a Tutor, they can also talk to the House Parents, House Tutors and School Counsellor or any member of staff.
- There is “Are You Happy?” posters that identify at least one person other than a parent, outside the boarding and teaching staff of the school, whom they may contact directly about personal problems or concerns in the Boarding House or at School, as well as contact details for child specific support services.
- The school will assist parents with transport of boarders at the request of the parents.

15. Contact with Parents

- Boarders can maintain private contact with their parents and families.
- Mobile phones brought into School by children must be handed in to the Houseparents once in the school premises.
- Boarders can ask to use the computers in the ICT department to video call home or the House smart phone.
- Pupils can ask for relevant contact numbers from the Parent Contact File kept by the House Parents.



16. Securing Boarder's Views

- Boarders are actively encouraged to contribute views to the operation of boarding provision. They are able to raise concerns and make complaints and their views are given appropriate weight in decisions about the running of the Boarding House.
- Boarders are not penalised for raising concerns or making a complaint in good faith.
- There are formal opportunities for boarders to contribute their views to the operation of the boarding provision through regular Boarding House Meetings held with the House Parents. There is also a Suggestions Box.

17. Complaints

- The School has and follows an appropriate policy on recording and responding to parental complaints that is compliant with the relevant regulatory standards (see Complaints Policy).
- 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.

PART G: PROMOTING POSITIVE BEHAVIOUR & RELATIONSHIPS

We aim to ensure that 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, we strive to ensure that we meet the standards set out in Part G of this Policy.

18. Promoting Positive Behaviour

- The School has and consistently implements a written policy to promote good behaviour amongst pupils (See *Behaviour & Discipline Policy*).
- This policy complies with relevant legislation and guidance and is understood by staff and pupils. Compliance is regulated through the HR manager who keeps up to date with local legislation.
- Senior leaders regularly monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate has been used.



- The headteacher considers 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.

19. Preventing Bullying

- The school ensures that all forms of bullying (including cyberbullying, prejudicebased 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. (*See the Anti-Bullying Policy*)
- 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.

20. Promoting Good Relationships

- Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect.
- We teach relationships education to all pupils.
- We encourage and enable boarders to make and sustain respectful friendships within and outside the boarding community.
- 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

We aim to ensure that 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 standard

To achieve this aim, we strive to ensure that we meet the standards set out in Part H of this Policy.

21. Activities and Free Time

- The Staff in charge of weekends are responsible for ensuring that there is an appropriate range and choice of activities for the children.
- During the week outside of teaching time, there is sufficient and suitable free time. There is an evening programme in Houses.

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- Children have access to a range and choice of safe recreational areas, both indoors and outdoors, such as the ICT room, playing fields, the gardens, and the common rooms.
- There are safe areas within School where boarders can be alone if they wish, such as the Library and their dormitories.
- Boarders' welfare is not compromised by unusual or onerous demands. Pembroke House children lead busy lives however there are daily staff shouts each morning, weekly whole staff meetings plus weekly house meetings to allow staff to express any concerns regarding children.
- All boarders' prep diaries are regularly checked by their Tutors and they are in good communication with the children about their workload.
- There is timetabled rest after lunch everyday where children have quiet time reading or resting on their beds.
- Boarders have access to information about events in the world outside the School, through TV, Internet, newspapers, magazines, discussions and the news notice boards.

PART I: STAFFING, GUARDIANS AND PREFECTS

We aim to ensure that 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, we strive to ensure that we meet the standards set out in Part I of this Policy.

22. Staff Recruitment and Checks on Other Adults

- The School operates safer recruitment. (see *Recruitment Policy*).
- Staff are required to inform the Head of all persons over 16 (not on the roll of, or employed by the School) and who live on the School premises.
- There is a written agreement between the School and any person aged 16 and over not employed on the school but living on the School premises. This specifies their terms of 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. In addition, they are required to notify an unrelated senior member of staff if they are charged with, or convicted of any, offence.



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- All persons visiting boarding 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.
- The School does not appoint guardians; parents are required to make any appointments. The school will take appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing and emotional wellbeing of the child.

23. Staffing and Supervision

- Any person employed or volunteering in a position working with children 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.
- The Head checks in regularly with the Housemistress and Housemaster. The Deputy Head Pastoral is responsible for the running and development of boarding within the School. Further information regarding Continuing Professional Development can be found in the HR Policy.
- The roles of Spouses, partners or siblings (over 16 years old) of members of boarding staff are discussed with the Head.
- The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved. There is a weekly duty rota of staff supervising children.
- Duty staff are identified on chalk boards around school, on the weekly programme, duty rotas and signage. All staff have adequate induction and continued training. Duty staff must be aware of what is required of them before embarking on duties.
- Staff are responsible for the whereabouts of boarders at all times. The Boarding Register is completed every evening. Extras boards, team lists and gate pass systems help staff to know where children are.
- Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate. Boarding Staff know the Missing Child Policy.
- There are usually two adults sleeping in the boarding house at night, who are responsible for the boarders in the house.
- Boarders can access a doorbell situated next to the door of the Houseparents' houses which children can ring day or night to contact a member of staff in the Boarding House .



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- The House Parents have their own (clearly designated and lockable) accommodation, with kitchen, living and sleeping accommodation as well as toilet and washing facilities separate from the boarders.
- No child should have access to staff residential accommodation, other than in exceptional circumstances. Where this occurs a one-to-one situation will be avoided with children and another adult will always be present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and children.

24. Prefects

- There is a Prefects Policy (See *Appendix 2*)
- Prefects are given appropriate responsibilities and specific duties.
- Weekly Prefects meetings with the Head and Deputy Head Pastoral, regular meetings with the Head of Seniors, Tutors and House Parents help to guide the children as to what is required.

PART J: CHILDREN ACCOMMODATED OFF-SITE

We currently do not have any boarders accommodate off-site in the care of a third party. However, should this change we would aim to ensure that 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, we strive to ensure that we meet the standards set out in Part J of this Policy.

25. LODGINGS

- Where any lodging off-site is anticipated, clear communication between the parents and the School is established as to who is arranging the accommodation.
- We ensure that 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.
- All lodgings are of a comparable standard to the accommodation provided by the school.
- Staff visit all potential lodgings and interview the adults responsible for the accommodation of the pupils in each lodging, take up references and have recorded a satisfactory assessment before any pupil is placed there.
- No children are allowed to stay in lodgings unless accompanied by a member of Pembroke House staff.

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- Pembroke House only uses hotel or lodge accommodation, and children are always accompanied by a Member of Pembroke House staff.
- The school does not use host families.
- Any concerns or complaints regarding lodgings are recorded and the relevant action is taken.

Appendix A : List Of Useful Documents

- Information pertaining to day-to-day routines and staff structure can be found in the Staff Handbook & Code of Conduct.
- Information pertaining to the emergency response procedure in the boarding houses, including the responsibilities for the resident staff, can be found in the Emergency Response Procedure Policy.
- Information pertaining to child safeguarding can be found in the Safeguarding and Child Protection Policy.
- Information pertaining to bullying including cyberbullying can be found in the Anti-bullying policy.
- Information on safety and supervision on school journeys can be found in the
- Information on access to school premises by people outside the school can be found in the “Access to School by People Outside the School Policy”

APPENDIX B: List of Records

We keep proper records on the following:

- Child protection allegations or concerns
- Major sanctions
- Use of reasonable force
- Complaints and their outcomes
- Individual boarder’s records (containing personal, health and welfare information)
- Administration of medication, treatment and first aid (kept confidentially)
- Significant illnesses
- Significant accidents and injuries
- Parental permission, where required, for medical and dental treatment, first aid and non-prescription medication
- Risk assessments, and action taken in response to risk assessments
- Staff recruitment records and checks (including checks on others given unsupervised access to children or residential accommodation)

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- Staff duty rotas
- Staff supervision, appraisal and training
- Fire precautions tests and drills
- Pocket money and any personal property looked after by staff
- Care plans (where applicable)
- Parental permission for high risk activities
- Checks on licensing of relevant adventure activities centres
- Assessments of lodgings arranged by the school
- Assessment of off-site accommodation used by the school
- Suitability of any guardianship arrangements

Appendix C: Responsibilities Of A Boarding House Dormitory Prefect

- All Year 8 children have the opportunity to become a Dorm Prefect, depending on their behaviour, maturity and sense of responsibility.
- A Dorm Prefect is responsible for the group of children within their dormitory.
- They are expected to lead by example, keeping the dorm in an orderly and tidy fashion, by encouraging their dorm members to meet inspection standards and be punctual, well behaved and well mannered.
- If the Dorm Prefect is having a problem with someone in their Dorm, they must inform a staff member.
- Dorm Prefect meetings are held with the Head of House once a week.

Responsibilities of a Dorm Prefect

Time	Routine and Responsibilities
6.40am Wake up	<ul style="list-style-type: none"> ● You need to set an example, so get out of bed promptly and get dressed and ready quickly. ● Once you are ready you need to help your dorm get ready. Children need to fold back their beds back to air, dress, do their hair, wash faces, tie up mosquito net, open curtains and windows and get to breakfast by 7.00 am. ● You should check them before they go to breakfast and be the last to leave your dorm turning the lights out behind you.
7.25am Inspection	<ul style="list-style-type: none"> ● You need to make sure your dorm brush their teeth after breakfast and then get ready for inspection. ● Children should make their beds, duvets should be tucked in or hang symmetrically with no wrinkles, blankets folded at the end of the bed, Teddies neatly arranged, 1 pair of Pyjamas folded and placed under pillow.

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Time	Routine and Responsibilities
	<ul style="list-style-type: none">• All clothing inside their bedside locker should be folded and the locker should be neat and tidy.• On top of the locker should be: 1 box of tissues, toothbrush & toothpaste in mug, torch, sunscreen, 1 reading book and water bottle. Hanging on the hook by their beds are dressing gowns and caps/hats.• There should not be anything under beds at all.• They need to be out of their dorms by 7.50.• This is the main inspection and should be done with the whole dorm present, children should excuse themselves from inspection if they are not able to attend.• You should be the last out of the dorm turning off the lights behind you.
1.25pm Rest	<ul style="list-style-type: none">• Encourage the children to go to the bathroom, get any clothes they need for changing, find a book etc. at the beginning of rest.• By 1:35pm they should be on their beds reading or resting or colouring.• Encourage them to take their shoes off• There should be SILENCE.• You should set a good example at rest time.• Ipods are not allowed at rest except on weekends.• Turn lights off at the end of rest.
5:20pm - 6:10pm After/during Showers	<ul style="list-style-type: none">• Help your dorm to chuck properly; the juniors will need lots of guidance with this.• Help staff to ensure beds and lockers are tidy, hair done, wet towels hung up.• Make sure the laundry basket is taken to the crate room after showers.• A general inspection is done by staff and gaps and children can go once they are ready and their space is tidy.
7:10pm - 9:00pm Evening	<ul style="list-style-type: none">• Please come into dorms quietly and remind others to do the same so as not to wake up the juniors.• Help to keep children quiet and calm at Cocoa. Set a good example yourselves.• Get dressed in pyjamas and slippers, brush your teeth and help staff to get your dorm ready and into bed, if you are in a junior dorm please do not turn on lights, use a torch.• Year 8's may then go to the common room with permission from House Staff.

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Time	Routine and Responsibilities
	<ul style="list-style-type: none"> • After this you must go to the loo and get water and head back to your dorm quietly as everyone else will have had lights out. Reading with torches means that lights are turned out and you read in your beds quietly. • Year 8's may listen to music with iPods and headphones in the evening; you should NOT be playing games on gadgets.
After bed time	<ul style="list-style-type: none"> • Lights out for Year 8's is at 9pm. • This means you need to be in bed before 9pm. • After 9pm you are not allowed torches or ipods. • Please wake up the House parent on duty if there is a problem.
Dorm prefects meetings	<ul style="list-style-type: none"> • If cooking you will need to choose a recipe and put in a requisition form for ingredients from the kitchen the day before. • During free time in the afternoon you may go into the dining room and cook. You will need to make sure you cook enough for everyone and that you leave the dining room in the same way you found it. • At approximately 8 pm we will have TV followed by a meeting. • The meetings are a time to bring up any concerns and to get feedback from staff. It is a time to reflect on how you are doing in your role as a dorm prefect and what you could improve on.

Appendix D : The Role and Expectations of Head Of House

- The role and expectations of the Heads of Scholes House and Mackie House are ones of privilege, pride and responsibility. They are more than just a title and badge and require dedication and commitment for an entire year.
- Each Head of House will be different and will contribute an assortment of skills and ideas to the job.
- Characteristics of Head of House:
 - Polite and well-mannered
 - Organised and committed
 - Well-presented in uniform and appearance
 - Able to liaise and converse with staff, students and the wider community
 - Desire to act responsibly and to be a role model for other students
 - To have empathy and a caring and supportive attitude towards other children
- We expect you:

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- To be a positive role model and ambassador for the school.
- To be enthusiastic and committed to the Boarding House.
- To be friendly and positive with all students, particularly within your House.

Specific Responsibilities of Heads of House:

- To lead students within your House and to act as a role model.
- To lead and encourage dorm prefects to fulfil their responsibilities.
- To attend all House meetings and dorm prefect meetings.
- To liaise with the House Parents regarding any issues within the House.
- To collect the mail and distribute it regularly.
- To ensure common rooms are kept neat and tidy and games are put away.
- To ensure all remotes and dvds are put back and kept safely.
- Make a rota for weekly cooking for dorm prefect meetings.
- Communicating any relevant news to their House Members.
- Communicate and clarify the rules/procedures for others to follow within the House.
- To help welcome children back to school after holidays, half terms and exeats.
- To attend and write a speech for the dorm competition winners dinner at the end of each term.

Appendix E : Job Descriptions

NB All of the material below should be read in conjunction with the Staff Handbook & Code of Conduct, in which further relevant details are contained.

Houseparent Job Description

The Houseparent is responsible for overseeing the smooth running of his/her boarding house, organising bedtime and general routines as required. The Houseparent leads the pastoral team in his/her boarding house and is the key point of contact for parents and guardians with regard to the children's boarding arrangements. The Houseparent is supported by the following:

1. The Head
2. The Deputy Head Pastoral
3. The other Houseparents working in the house
4. The Houseparents in the other boarding house
5. The House Tutors
6. The Heads of Junior, Middle and Senior School, Tutors and Form Takers
7. The School Nurses
8. The Domestic Staff

Person Specification

Pembroke House School seeks to employ as Houseparent a person who:

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- has a clear commitment to the safeguarding of pupils in line with the policies and practices of the school
- has significant and appropriate pastoral experience within a boarding school environment
- has a deep commitment to the pastoral care of pupils within a boarding environment
- has significant school administrative experience and good time management skills
- has superb interpersonal skills, showing and using initiative as well as possessing skills of mediation and conflict management
- has good skills in verbal and written communication and is able to engage all stakeholders
- can work as part of a team as well as managing and leading colleagues
- demonstrates diplomacy, tact, fairness, firmness, tolerance and decisiveness and is a person of warmth, humour and integrity
- can demonstrate a passion for nurturing the specific talents of young people
- has the wisdom, moral courage and imaginative leadership qualities necessary for leading a boarding house in the twenty first century
- is in sympathy with the Pembroke House ethos
- has a willingness to participate fully in the extra-curricular programme of the school
- sees strategies and initiatives through to completion
- maintains a calm, unruffled manner at all times

Job Description

The Houseparent is at all times responsible for the administrative, academic and pastoral well-being of their House. In this they have the assistance of their Tutor teams, domestic staff, and Prefect team but it is important that the Houseparent is regarded as the figurehead by both pupils and parents for s/he alone can ensure the continuity and assurance needed for the well-being of the House.

The Houseparent's responsibilities can be divided into the pastoral responsibility for members of their Houses as individuals and the administrative responsibility of ensuring the smooth running of the routine of the House as an entity.

In their leadership and utilisation of the Tutor team and House Prefect team they have overall responsibility for the academic, pastoral, cultural, spiritual and physical well-being of each member of the House.

Pastoral Responsibilities for individuals:

(a) Pastoral:

- Awareness of day-to-day problems of individual pupils and in student/student, student/staff and student/parent relationships.
- Maintaining close contact with parents both individually and by occasional e-mails and updates.

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- Ensuring that guardians for overseas pupils are in place and effective.
- Undertaking tours of the House for prospective parents and pupils.
- Offering counselling and guidance, enlisting help from other appropriate persons.
- Communication to colleagues when appropriate and contacting parents when necessary.

(b) Academic:

- Leading a team of tutors to ensure the academic progress of pupils.
- Consideration of student rewards and contributing to student Reports.
- Liaise with colleagues regarding new pupils and discussion on set changes, extra tuition, referrals etc.
- Liaising with relevant staff to contribute to future school choices and scholarship potential.

(c) Cultural:

- Offer encouragement, support, and advice to pupils in their participation in drama, music, societies and social activities.

(d) Physical:

- Offer encouragement and support to pupils in their Games activities, School matches and House matches.
- Liaise with the Health Staff regarding fitness and health of pupils and ensure all relevant medical information is passed between parents, Health Staff and Registrar when appropriate.

(f) Medical:

- Liaising with the school sister about pupils.
- Monitor specific medical conditions where appropriate and visit pupils in San when necessary.

2. Administrative Responsibilities

- Leading all aspects of the work of the Tutor team and domestic staff.
- Completing all administrative tasks properly and efficiently to ensure the smooth running of the House.
- Implementation and support of all School policies.
- Ensuring that Fire Regulations are known and followed and supporting regular checks and fire practices as required.
- Monitoring pupils' half term and end-of-term travel arrangements.

House Tutors & Other Assistants

The Houseparent is assisted by a team of House Tutors who each assist in the boarding houses on one evening a week from straight after supper (6.30 pm) until 8.30 pm or later as directed by the Houseparent. The House Tutors and other assistants may also be required to help in the boarding houses at other times as required by the Houseparents and detailed on the rotas. The House Tutors and other assistants in the boarding houses work under the guidance of the Houseparents and fulfil such duties as are deemed necessary for the smooth running of

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the houses, ensuring that proper routines are followed and expectations observed. The House Tutors and other assistants should be fully conversant with all school policies and procedures relevant to their roles in the boarding houses and observe these at all times. These include the Staff Handbook (which includes significant guidance for boarding staff, including details of regular house routines, so doubles as a Handbook for Boarding Staff), the Boarding Policy and the Health and Safety Policy. The House Tutors and other assistants must at all times promote and safeguard the safety and welfare of all the children and young people for whom they are responsible and ensure compliance with the school’s Safeguarding Policy.

Gap Students

Gaps are to assist House Staff in the boarding house and help monitor the safety of the children. The following is a guide to routines that Gaps may be required to help with according to the Gaps’ duty rota.

Time	Pembroke House Boarding House Daily Routine
7:30am	Inspection in the dormitory
4:00pm-5:30pm on Tuesdays & Thursdays	Phone time, handing out phones and assisting children to call home
5:20pm Showers	Assist House Parents with supervision in an acceptable form during showers with things like dirty laundry ‘chucking’ and sensible behaviour around wet floors.
5:20pm – 6:10pm After/during Showers	Assist House parents with a general inspection of the children’s areas.
6:40pm Evening cocoa	Assist House Parents with supervision of cocoa times and the evening programme in the house with things such as reminding children to brush their teeth and reading stories.

Appendix F : Emergency & Fire Orders for Boarding Houses

Pupil Response to an Alarm while in the Boarding House

Daytime Evacuation Procedure

As soon as you hear the alarm

- Assume it is the intruder alarm
- Put on shoes if possible

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- If there are no whistles or shouts of fire head out immediately towards the evacuation points
- Wait in silence for instructions from a member of staff and then follow these quickly and quietly
- If there is danger, a member of staff will cut the fence and everyone will move out of school
- If you hear someone shouting fire or blowing whistles fire head to the fire assembly point

Night Time Evacuation Procedure

As soon as you hear the alarm

- Throw your duvet off to show that your bed is empty
- Try to wake each other up within your dormitories
- Put on shoes and dressing gown if possible
- Move from your beds into the corridor, sitting down away from the windows
- Wait in silence for instructions from a member of staff and then follow these quickly and quietly
- Leave as a group, exit the building by the quickest and safest route as instructed and head to the evacuation points

General Points to Remember

- Be quiet at all times
- Move quickly
- Listen carefully to instructions from staff