



## **Highfield and Brookham**

### **Boarding Policy, Principles and Practice**

This policy is written in conjunction with National Minimum Standards for Boarding Schools (NMS) – September 2022, Keeping Children Safe in Education (2025) and ISI Documentation Required for Inspectors.

This policy should be read in conjunction with the following school documents:

- Behaviour Policy
- Business Continuity Plan
- Complaints Procedure
- Contractors Policy
- Equality, Diversity and Inclusion Policy
- First Aid Policy
- Health and Safety Policy
- Online Safety Policy
- Physical Restraint Policy
- Risk Management Policy
- Safeguarding Policy
- Searches and Confiscation Policy
- Security Policy
- Trips and Visits Policy

### **INTRODUCTION**

Highfield and Brookham is a day and boarding school that provides full and flexible overnight accommodation for pupils in Year 3 to Year 8. Accommodation is available throughout the week (Monday to Sunday) during term time, excluding exeat weekends. Every boarder at Highfield and Brookham has their own bed, but the school reserves the right to change, periodically, the dormitory that a child sleeps in.

Being away from home is an important educational experience. We believe that boarding encourages independence, unselfishness, responsibility, tolerance of and respect for others and a spirit of camaraderie. Boarding also promotes self-reliance, resilience, and resourcefulness. These attributes will stand boarders in good stead throughout their personal and professional lives.

A 'boarder' is defined as any pupil that stays the night at school, and they are looked after as a 'boarder' from the time they arrive to when they are collected if there is one or more nights in between.

There are three boarding houses at Highfield and Brookham. The Senior Boys Boarding House and The Senior Girls Boarding House, accommodating children in Years 6 to 8, are situated upstairs in the main building, separated by a locked door. The younger boarders (Years 3 to 5) begin boarding in the Junior Boarding House, located 25 meters from the main building. This helps with the development of friendships and ensures that the Head of Junior Boarding can keep an eye on their well-being.

We create a lively, caring, family atmosphere run by the Director of Boarding, Mrs van den Berg, the Heads of Boarding, Mr Elliott Hall (Senior Boys), Mrs Jessica Oecken (Senior Girls) and Mr Oliver May (Junior Boarding) supported by Head Matron, Mrs Henrietta Backhouse and her team of matrons and junior matrons who are typically gap year students. Mrs van den Berg takes overall responsibility for the wider team also includes the nursing staff. Mr Hall, Mrs Oecken and Mr May manage the administration and general running and will check up on boarders' well-being as well as their academic performance.

## **STATEMENT OF BOARDING PRINCIPLES AND PRACTICE:**

**Be Kind** is a value which upholds the importance of respect in boarding. Each boarder is encouraged to be kind to both pupil and staff and show respect for every member of our community. Whether this be following the rules set out by staff, having good manners, sharing our thoughts or opinions in the boarding council, or even just sharing living spaces with others. None of this can be achieved harmoniously, without the underlying mutual respect.

**Be Courageous** is an important value because it takes courage to be outside of one's comfort zone, but that is the only place where growth can happen. One of the core things we promote in the boarding house is independence. Whilst boarders will be part of a supportive and nurturing environment, we also encourage them to discover their strengths and passions, pushing their boundaries and embracing new challenges. We encourage boarders to embrace trying new things, whether that be trying out one of our exciting weekday or weekend activities, like roller skating, surfing, paddle boarding or even trying to reach the highest point in our rock-climbing activity. It takes courage to leave their family behind and start school in a country where they don't speak the language. Either way, the boarding house team is dedicated to guiding and empowering them throughout this process, ensuring that boarders develop into confident, capable, global citizens.

**Be You** underpins the fact that we embrace our diverse, welcoming and open boarding family, irrespective of race, religion or ethnicity. At Highfield and Brookham, we believe in a holistic approach to education. It is not just about academics; it is about personal growth and developing a sense of responsibility towards oneself and the community. The experiences children gain here will not only prepare them for academic success but also equips them with valuable life skills that will serve them well beyond their time with us.

**Every boarder should:**

- feel safe and supported within their boarding House
- be able to thrive academically, physically, morally, spiritually, culturally and socially
- have equal opportunity to develop their talents, whether academic or extra-curricular regardless of ethnicity, culture, gender or disability;
- have the right to be treated as an individual and be respected by both staff and pupils
- have the right to work, play and relax without prejudice, discrimination, abuse, intimidation, harassment or bullying
- should feel they have a part to play in promoting a boarding community based on co-operation, relying on the qualities of kindness, tolerance, trust and generosity of spirit
- should know to whom they can turn at difficult times
- should have a right to privacy when required

**Highfield and Brookham aims to achieve this by:**

- Creating an atmosphere where boarding pupils and staff can enjoy the positive benefits of being part of a strong community.
- Fostering a House spirit of supportive cooperation, tolerance, kindness and trust
- Safeguarding and promoting the welfare of each boarder in providing an environment that is, as far as possible, free from physical hazards and dangers of any sort.
- Providing an open and trusting environment in which each boarder feels they are able to approach any other member of the community (staff or pupil) confident in the knowledge that they will be treated and respected as an individual.
- Creating an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty in developing.

- Providing a range of extra-curricular and weekend opportunities and activities, related to age and maturity, that will assist the cultural, social and personal development of boarding pupils.
- Providing accommodation that is comfortable and suited to the needs of boarders according to age and maturity, and which provides adequate levels of privacy
- Developing boarders' responsibility for self, for others and for their environment.
- Providing 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.
- Providing the conditions for boarders to develop their intellectual talents through well-structured Prep, access to staff and other pupils, participation in activities and in an atmosphere which values effort.
- Providing opportunities for teamwork and leadership to develop pupils' sense of responsibility
- Welcoming new pupils to the boarding community with every possible support and encouragement

### Categories of Boarders

- **Full Boarding** is the complete package offered to children in Year 4 to Year 8. It allows the child to experience the whole week including weekends. Weekends are treasured by our boarders as they enjoy more of their favourite part of boarding – being with their friends. Sundays offer a relaxed start with a 'pyjama breakfast' at 9am. Each weekend there is either an onsite or offsite activity such as bowling in Guildford, cinema in Portsmouth or ice-skating in Winchester. Pupils stay Monday to Sunday (although UK boarders may go home at weekends, pupils with visa sponsorship must stay in).
- **Weekly Boarding** is available from Year 3. As a weekly boarder your child will arrive at school on Monday morning and return home on Saturday allowing them to experience the joys of being part of our thriving boarding family. If your child does not have school on a Saturday, they are collected at 9am, if they do have Saturday school, they will be collected at the end of the school day. Children are invited to attend Sunday Chapel and stay after at no extra charge. Pupils stay five nights per week, Monday – Friday.
- **Steps to Boarding** is for children in Year 3 or Year 7 and is our take on part-time boarding. This offers your child a gentle start to boarding. It is a great opportunity for children who want to test the water before taking the steps to being a full boarder either at prep or senior school. It also offers families a more flexible option to fit around after school clubs and commitments, the school run

and work life. Children choose to board for the same two, three and four nights every week for a minimum of half a term.

- **Additional boarding** gives children who are not full boarders the option to book extra nights on a more flexible basis. As each child has their own bed, availability to stay for additional nights when they need it or simply when they want to stay for that extra special weekend activity.
- We also offer a **trial half term** where day pupils can board on multiple nights throughout a half term, before settling.

## **MANAGEMENT AND DEVELOPMENT OF BOARDING:**

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

The school's leadership and management team demonstrate good skills and knowledge appropriate to their role. Evidence of training received available from the HR Manager, with a detailed safeguarding training record held by the Designated Safeguarding Lead.

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

The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. The matrons have a weekly meeting with the Head of Pastoral Care and the Director of Boarding, where boarders' welfare and behaviour, their activities and the staffing of the boarding house are discussed and reviewed. The Matrons' office is near to the health centre, which enables effective communication at all times. The Director of Boarding goes upstairs in the evenings to check on the boarders and catch up with the matrons as frequently as possible. There is a senior member of the boarding team on duty each day in all of the boarding houses. This is either the Heads of Boarding or Director of boarding, depending on the day. They are on duty each morning for wake up and are responsible for the boarders until after lights out in the evening.

The school's leadership, management and governance actively promote the wellbeing of pupils. The Senior Leadership Team (SLT) meet weekly and pupil welfare and safeguarding are standard items on their agenda. There is a weekly staff meeting during which individual pupils, including boarders, are discussed. Every child has a Form Tutor,

Pastoral Tutor and there is an Independent Listener available as well, all of whom share responsibility for overseeing the wellbeing of the boarders. There is a Safeguarding Policy which is reviewed and updated regularly, the safeguarding team meet each week

All matrons are experienced and have received relevant training, as have the Director of Boarding/Heads of Boarding/Gap Students. All staff are made aware of opportunities for CPD and are actively encouraged to attend relevant courses.

The school follows and maintains the policies and documents described in Appendix 1 of our Boarding SEF.

The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate

### **INCLUSION, EQUALITY AND DIVERSITY:**

Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability. E.g.: These factors are taken into account in the care of boarders so that care is sensitive to different needs and an inclusive environment is provided within the school.

### **BOARDING ACCOMMODATION:**

The upper floors of the Highfield building comprise the boarding facilities for the senior boys' boarding house for up to {insert number of beds} boys in Years 6 to 8 and the senior girls' boarding house for up to {insert number of beds} in Years 6 to 8; the junior boarding house accommodates up to 18 girls and boys in Years 3 to 5. The boarders' accommodation consists of dormitories of between 4 and 10 beds. Boarders are encouraged to personalise the area around their beds to create a homely atmosphere. There are common rooms in each of the boarding houses.

Good quality sleeping accommodation is provided for boarders. There are {insert number} dormitories, all suitably furnished and of sufficient size for the number, needs and ages of the boarders. There are sinks and lavatories on each floor and a shower block on the first floor. Male members of staff would be accompanied by a female member of staff in the event of their needing to access the dormitories, which would normally be in the event of an emergency or to complete essential maintenance work.

Good living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. Boarders utilise the Master's House and other classrooms during designated prep times. They are also welcome to use the Library or common rooms for extra study if they so wish

Furthermore, boarders have a range of safe recreational areas. The common rooms each have a large TV and several games for the children to play. Tree climbing and the swimming pool are available during the summer months under the supervision of qualified personnel.

Boarders have sufficient private toilet and washing facilities with good quality fixtures. There are showers/bath, sinks and lavatories on each floor. Showers are available to boarders at the end of each day. Boarders shower every day. Shower and hair washing is monitored using the Shower Book, which is kept by the matron on duty.

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

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

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

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

Surveillance equipment (CCTV cameras) covers the main entrances to the Boarding accommodation but does not intrude unreasonably on boarders' privacy. There are also cameras at the two main entrances to the school site. The school's buildings and grounds are not specifically patrolled for security purposes but a number of staff live on site and the school gates are locked every evening. We comply with the ICO and relevant data protection legislation.

## **BOARDERS' POSSESSIONS:**

Good and regular laundry provision is made for boarders' clothing and bedding. Boarders' clothing is safely stored and returned in good order to the correct boarder following laundering. Boarders' clothing and bedding are laundered on site. All boarders have their laundry done at school, unless infrequent boarders choose to take it home with them.

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

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

## **WEEKEND LEAVE ARRANGEMENTS**

The school asks parents of full boarders to email the Director of Boarding to request a weekend leave for their child(ren). If the Director of Boarding grants permission for a weekend leave request, this means the pupil is free to go home after meeting all their school commitments on Saturday afternoon and must return by 19.00 on Sunday evening. If the pupil does have a school commitment at a weekend, for example, playing in a sports fixture or sports training on Saturday afternoon, we expect them to honour it, and offer extremely limited flexibility with this. It is only in exceptional circumstances that a pupil will be granted permission to miss any commitment organised by the school, especially where their absence affects others in the team, in the choir or equivalent. Boarders with visa sponsorship are required to stay in school during term time. Such permission will have been sought a minimum of two weeks in advance of the weekend in question. We ask that parents endeavour to support the school as far as possible in this respect. Occasionally, by special arrangement with the Director of Boarding, a pupil can return by 08.15 on Monday morning, but this is the exception rather than the rule.

The school expects pupils to be with their parent(s), guardian(s) or host family when they are away from school overnight, on weekend leave or exeat and during the school holidays. The school requests parents to give permission to the Director of Boarding before they leave school to stay with another family.



If a boarder is taken ill during a weekend leave or exeat and will not be returning at the agreed time, the parent or guardian should contact the Director of Boarding and [absence@highfieldandbrookham.co.uk](mailto:absence@highfieldandbrookham.co.uk) to inform them of the reason why the pupil will not be returning on time. The member of staff on duty in the house will telephone the parent or guardian if a pupil is more than an hour late when returning from an exeat.

### **Other Requests for Absence**

Boarders are expected to be at school throughout the school week. Requests for absence during the week for medical or dental appointments, university visits etc, must be made to [absence@highfieldandbrookham.co.uk](mailto:absence@highfieldandbrookham.co.uk) and reach them at least three days in advance, except in an emergency, when parents or guardians are asked to telephone the school before 08.15. Requests for leave of absence on compassionate grounds or in exceptional circumstances should be made in writing to the Head well in advance of the proposed absence. Term dates are published over a year in advance. They can be found on the school online calendar. This allows family holidays to be arranged without disruption to a pupil's education.

### **PROVISION AND PREPARATION OF FOOD AND DRINKS:**

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

Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. The School Kitchen and Dining Room are situated in the Highfield building. All meals are taken in the Dining Room.

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

Matrons supervise a visit to the school café each Wednesday afternoon. The cost of any purchases are added to the school bill.

Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

### **BOARDERS HEALTH AND WELLBEING:**

The school has a Medical Centre in the Highfield building that is run by the school nurses. The care includes first aid, care of those with chronic conditions and

disabilities, dealing with medical emergencies and the use of household remedies. All treatments are recorded and the most senior boarding staff on duty will hand over to the school nurse at 08.00 informing them of any treatment to a boarder.

Then, at 17.30, the school nurse will hand over to the boarding team and pass on information about any boarders who have been treated during the day (ensuring that appropriate confidentiality is maintained). The medical centre is located close to the matrons' workroom, thereby ensuring ample opportunity for communication. Each of the boarding staff carries a school duty mobile, in case of emergency, and there are land line phones located in the medical centre, matrons' workroom and the boarding office.

**Medical Treatment and First Aid** - The school nurses are responsible for the organisation of medical arrangements. Parents of boarders must hand any medication to the school nurse upon their child's arrival at school. Each pupil in the school must have an up-to-date medical form. Full Boarders are registered with the GP. The boarding team have access to medical records for boarders, containing relevant health and welfare information and consent forms. The school has an appropriate First Aid Policy for all children, including boarders. All boarding staff hold an accredited first aid qualification.

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

Boarders are supported and educated to support their health needs and how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.

The school provides suitable accommodation, including toilet and washing facilities, to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel and is separated from other boarders. Initially, every effort would be made for children to go home/to their guardian or host family if they are very unwell. There is one bathroom reserved for the use of children who are unwell, which is located within the health centre.

In addition to any provision on site, boarders have access to local medical, dental, optometric, and other specialist services or provision as necessary. The school GP is based in Liphook. The GP visits the school every Tuesday morning to see boarders for routine appointments. The school GP sees each new full time boarder when they join the school and further appointments are made as necessary.

The school provides age-appropriate advice and guidance in personal, social, health and economic education during science and PSHE lessons to all children, including the boarders. Boarders have access to counselling and other specialist support services as required. The school nurse makes routine appointments and in the absence of the school nurse, the Heads of Boarding or Director of Boarding would make a decision about emergency appointments.

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

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

## **SAFEGUARDING:**

The school should ensure that: Arrangements are made to Safeguard the welfare of pupils at the school Such arrangements have regard to any guidance issued by the Secretary of State. This is a whole school issue and has its own policy, which incorporates the boarders as well as all children in the school. (See Safeguarding Policy and Safer Recruitment Policy)

All staff at Highfield and Brookham recognise that the welfare of the child is paramount: the needs and wishes of each child will be put first. We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. Highfield and Brookham facilitates a whole school approach to safeguarding, operating with the best interests of the child at its heart. Highfield and Brookham maintain an attitude of 'it could happen here' and 'safeguarding and promoting the welfare of children is everyone's responsibility.'

The school safeguards children from potentially harmful online material, and this is reflected in our safeguarding policy and e-safety policy, both having regard to the departments KCSIE guidance.

The KCSIE guidance sets out that boarding schools have additional factors to consider with regards to safeguarding. The school's safeguarding policy which gives guidance to all staff on sexual relations between children and this is taught through the PSHE and RSE curriculum. The school has a separate child on child abuse policy. The school takes into account the unique nature of boarding, and as such we would carry out individual risk assessments for children to whom this might apply. Boarders are not allowed to bring personal devices into school and only have access to on-line material during adult supervised sessions in the ICT suite.

### **SAFETY OF BOARDERS:**

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

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

The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of written risk assessments and appropriate action is taken to reduce risks that are identified. There are risk assessments for the health centre, matrons' workroom, the laundry room, the junior boarding house, the boys senior boarding house, the girls senior boarding house, the dining room, all classrooms and any trips and events. A risk assessment may be requested for each specific venue (from the Estate Manager).

The school, as part of its Health and Safety Policy has an Crisis Management Plan file (kept in the main school office), which sets out the contingency arrangements in case of a major incident, including what happens in an overnight emergency where the premises would need to be evacuated.

The school has appropriate procedures to ensure the safety of boarders when off-site which include appropriate risk assessments.

## **FIRE PRECAUTIONS AND DRILLS:**

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

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

Fire drills are carried out in the boarding houses, during Boarding time at least once per term. A log of when this takes place is kept by the Fire Officer copies in the school Office.

We carry out a 'walk through' drill at the start of each term to ensure day and flexi boarders are included.

We also complete at least one overnight fire drill every term, so that staff and boarders are experienced in what to do if there is a fire overnight.

## **BOARDERS' INDUCTION AND INDIVIDUAL SUPPORT:**

All new boarders receive induction and guidance from boarding staff when they first stay the night (including Fire Evacuation and emergency contact procedures). Furthermore, on arrival, new boarders are assigned a couple of peer mentors (Buddies) who will help settle them in, show them around and answer any questions they might have about the school routine or daily life at Highfield and Brookham. Any parent can discuss boarding arrangements further by making an appointment to see the Head of Boarding/Pastoral Care in person, or by making contact by phone or email. All parents will be issued with a checklist of necessary items prior to the start of term.

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

Highfield and Brookham has an Independent Listener available in school on various afternoons each term. The school ensures that boarders know who this person is, and how to make contact with them. The Independent Listener has a mobile telephone,

which can be reached using an internal extension number, which is available to the boarders. Boarders are also provided with appropriate helplines or outside contact numbers to ring in case of problems or distress.

### **CONTACT WITH PARENTS/CARERS:**

Boarders can maintain private contact with their parents and families. Highfield and Brookham has banned mobile phones for all students in an effort to keep them safe online and to promote the benefits of free play and childhood. To enable the boarders to contact their families, we have a number of dedicated landlines and cordless phones available to the boarders at all times. The boarders can call home during club time and designated call time in the evening. Pupils can ask for the relevant contact number from SchoolBase, accessed by the Matrons. There is provision for boarders to make calls in private – either by transferring their calls to a cordless phone or asking to use the phones in the school Office or Matron's office in the main boarding house.

Boarders are able to Skype or Zoom from the Boarding Computer and can make a Skype appointment and borrow one of the school laptops for this purpose. Calls are loosely supervised and if any girl is upset following a call, the Matrons are on hand for support and advice.

International pupils can WhatsApp call their parents if need be, provided that they show that they do not have any age-inappropriate social media and that the phones are used strictly to contact home. All phones are kept locked in a charging cabinet, and are signed in and out with a staff member.

Contact numbers for outside agencies – offering advice and support are displayed on posters around the Boarding House.

The boarders are actively encouraged to write letters to their parents/carers on Sundays and they can email when they have access to the ICT suite.

### **SECURING BOARDERS VIEWS:**

Boarders actively contribute their views to the operation of boarding provision. We have suggestion boxes and boarding questionnaires to enable boarders to express their views and raise concerns. There is also a Boarding Council, lead by our boarding prefects, where representatives of each year group meet fortnightly, to discuss concerns, ideas and requests. These are reviewed weekly at our boarding meetings. We take into consideration the boarders' points of view for future planning. Feedback is given by writing a list of suggestions and answers to questions, pinned on the notice board. All concerns are taken seriously and acted upon and no feedback is too trivial.

## **COMPLAINTS:**

The school has an effective policy for recording and responding to parental complaints. The policy is clear on how to make a complaint and the timescale on which to expect a reply to a complaint.

Posters are displayed in many rooms used by pupils explaining the process for all boarders, whether day or boarders to raise complaints, with the assurance that the complaint will be acted upon and that boarders will not be penalised for raising a complaint in good faith. Boarders can share their voice through pupil council, by discussing this with their Heads of Boarding or Director of Boarding.

The Senior Leadership Team hold a record of complaints including those relating to boarding provision and action taken by the school relating to those complaints. Any emerging patterns arising from those complaints are acted upon by the SLT.

## **PROMOTING POSITIVE BEHAVIOUR:**

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

Staff at the school approach behaviour and discipline in a consistent manner and encourage positive behaviour amongst all pupils who have a clear understanding of what is expected of them. This is achieved through good moral behaviour, modelled by the staff.

Our policy reflects arrangements for searching and screening children and their possessions in accordance with section 550ZA of the Education Act 1996 and with regard to the guidance issued by the Secretary of State. This policy complies with relevant legislation and guidance and is understood by staff and pupils.

Please see Appendix One for specifics on Rewards and Sanctions.

## **PREVENTING BULLYING:**

The school ensures that all forms of bullying (including cyber bullying, prejudiced based and discriminatory) at the school are prevented in so far as reasonably practical by the implementation of an anti-bullying policy. The children are aware of how to report bullying issues to staff and are reminded on a regular basis.

All cases of bullying are dealt with effectively and all pupils are supported by staff to overcome bullying. Staff attend regular updates on how to recognise and manage bullying.

The school recognises in its anti-bullying strategy that unlike day schools, boarders who are being bullied cannot escape their bullies for prolonged periods of time if they do not go home often. Boarding staff supervise and monitor the boarders closely to minimise the impact of bullying on pupils to prevent this from happening.

### **PROMOTING GOOD RELATIONSHIPS:**

Boarders are supported to develop good relationships with each other and staff based on mutual trust and respect. Through regulations made under Section 34 of the Children and Social work Act 2017 the school teaches relationship education through its RSE and PSHE programmes.

Boarders are encouraged to form friendships with both their fellow boarders and day pupils. This is promoted by the fact that each girl, regardless of how much she boards, has a bed in the boarding house, so no differentiation is made on a daily basis to who stays at night not.

Staff take part in regular safeguarding training and complete on-line training courses, such as the Educare programme to help them recognise difficult relationships and this enables them to take appropriate action as required.

### **ACTIVITIES AND FREE TIME:**

The school creates and makes accessible a stimulating environment to encourage boarders to develop their emotional, intellectual, social and creative physical skills in an age-appropriate way, taking into account special requirements.

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



ice-skating, Splashdown, visits to the beach or the theatre. Key events can be found in the Calendar for each term.

Boarders have access to a range of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish. The boarders are free to use the Library, ICT Room (with a member of staff to supervise), the Lawn, the Art Room and the Classroom Block for safe recreational play. There are art and craft items, board games and jigsaws available in each common room. All common rooms are equipped with a TV and DVD player, and there are table tennis tables in the matrons work room and a pool/air hockey table available in the Boys Common Room. Furthermore, the boarders have access to various parts of the school gardens. The boarders can go to the Library if they wish to spend some time alone or to work somewhere quiet. The dormitories are also available at certain times of the day. Boarders are not allowed to leave the school site whilst boarding, unless supervised by a member of staff.

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

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

### **STAFF RECRUITMENT AND CHECKS ON OTHER ADULTS:**

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

For all persons not on the role of the school who are over 16, and live on the school site but are not employed by the school, there is an appropriate Disclosure and Barring Service check (the Bursar files holds all relevant evidence on file). An enhanced certificate with a check of the Children's Barred List is obtained by the Bursar.

There is a written agreement between the school and all persons over 16 not employed by the school but living on the school premises. This specifies the terms of their accommodation, guidance on contact with pupils, their responsibility to supervise their

visitors, and notice that accommodation may cease to be provided should there be evidence that they are unsuitable to have regular contact with children. Furthermore, they must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

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

## **STAFFING AND SUPERVISION**

Any staff member or person employed in a position working with boarders has a job description reflecting their duties and receives induction training in boarding when newly appointed. Regular reviews and appraisals of their boarding practice, with opportunities for training and CPD in boarding are also offered. All staff receive safeguarding training and attend inset days where safeguarding is on the agenda.

Any role of spouses, partners or any other staff members of households are made clear.

The school makes sure that the ratio of staff to boarders is sufficient in number, training and experience for the age and needs of boarders and the location and activities involved.

Boarders are at all times under the responsibility of an identified member of staff who is qualified and experienced. Where reasonably possible there is a good continuity of staff to encourage good relationships between staff and boarders.

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

Staff working within the school know and implement the school policy and any local protocols in relation to boarders going missing and understand their role in implementing this policy. Staff actively search for boarders who have gone missing, including working with the Police where appropriate.

The school has a member of staff sleeping on duty in the boarding houses who are responsible for the boarders and can attend to their needs during the night. We also have a number of gap students sleeping in the main Highfield building who can be called upon during the night.

Boarders know how to contact a member of staff during the night. Suitable accommodation, consisting of sleeping and washing facilities is provided for on-site staff, separate to the facilities and accommodation provided for the pupils.

No boarders have access to staff accommodation unless in exceptional circumstances. Where this occurs, a one-to-one situation is actively avoided to ensure there is no inappropriate favouritism.

### **PREFECTS:**

The school has a committee system where pupils are chosen by the Senior Leadership Team based on their behaviour, moral code and interests. The committees are supervised by the Head and Deputy Head on a weekly basis or more often if required. The committee have no sanction privileges or responsibilities and must report back to a member of staff or Head or Deputy Head.

### **EDUCATIONAL GUARDIANS:**

During the term time, the school is legally responsible for each pupil's welfare and undertakes parentally delegated responsibilities. However, there are times (e.g. exeat weekends, half term holidays, or when a child is ill or suspended by the school etc.) when the school must be able to hand over these responsibilities to a properly appointed guardian. Please see separate Guardian Policy for full details.

### **TRAVEL ARRANGEMENT TRACKING**

The school requests all parents to provide the school details of the travel arrangements for arrival at the beginning of term, exeat weekends, half term and collection on the end of the term. The school can arrange taxis using Liphook Taxis whose drivers have been DBS checked by the school. The school also offers a train service to Waterloo station on exeat weekends and half term. This service is to London only, not returning to school and is accompanied by two members of staff. The cost of the travel is passed onto the parents as an extra on the school bill.

All sponsored students are required to notify the school of all travel arrangements including the person who they are staying with and address that they are residing during the holidays.

**LODGINGS AND HOST FAMILIES:**

It is clearly stated to parents and guardians that the school does not arrange lodgings to accommodate pupils at any point.

If, at any point a parent were to make a private arrangement which may constitute private fostering, the school would alert the local authority.

**Drafted January 2025- MVDB, CC**

**Reviewed and updated September 2025- MVDB, ADJB, SC, CL**

## **APPENDIX 1 : Boarding Team**

### **Boarding Team Roles and Responsibilities**

- To be a major influence in safeguarding the welfare and promoting the development of the boarders, in all aspects of their life.
- To work as a team with all members of staff to the successful adaptation and development of all boarders.
- To report all matters of safety and the state of repair of the boarding house to the Head of Boarding who will report such matters immediately to the Estate in writing.
- To discuss regularly the day-to-day development of the children, noting especially any apparent deterioration in behaviour of any individual.
- To lead by good example.
- To listen sympathetically to any problem, offer sound counselling and ensure there is a speedy resolution to any problem.
- To be responsible for and maintain a well-structured, well-disciplined environment. In compliance with the Children Act, full records of each child's development and punishments should be kept.
- To provide guidance and counselling to aid the development of all pupils in positions of responsibility.
- To be familiar with the Fire Drill and Evacuation Procedure.
- Resident staff must sign out in the Boarding WhatsApp Group and sign back in, whenever they leave site.

### **The Role of the Head**

The Head has overall responsibility to the Governors for all matters pertaining to boarding. She chairs the Welfare Committee and attends Pastoral Committee meetings when necessary. All minutes from the boarding meetings are sent to the Head. The Director of Boarding reports to the Head on all matters relating to boarding.

### **The Role of Director of Boarding**

The Director of Boarding chairs meetings, acts as a bridge between academic and pastoral staff and is responsible for the promotion, running and development of boarding within the school. The role also involves: ensuring that all boarding staff are adequately trained, briefed and supported to carry out their duties; chairing weekly

meetings with the boarding staff and matrons to discuss boarders and boarding issues (minutes for this are held on file); supporting the pastoral care for all boarders.

### **The Role of the Heads of Boarding**

The Heads of Boarding are responsible for the day-to-day running of the boarding houses. The Heads of Boarding live in self-contained flats within their Boarding Houses.

The boarders are made aware of how they contact the boarding staff when they join Highfield and Brookham.

The roles of the Heads of Boarding specifically involve:

- Producing and overseeing evening activity lists
- Ensuring that the boarding is adequately staffed (18:30 through to 07:00)
- Boarding registers are taken on a daily basis (morning at breakfast and evening at supper)
- Collating the termly, steps and occasional boarding numbers and providing the finance department with accounts for billing
- Weekly meeting with the Director of Boarding/Pastoral Care
- Informing the Maintenance Department of any routine maintenance requirements in the boarding accommodation
- Discussing boarding matters with the pupils to develop and improve the experience
- Completing necessary boarding duties
- Overseeing laundry done in the boarding house
- Making sure the HC records are up-to-date
- Administering medicines and first aid in line with Medical Policy
- Leading any Fire Evacuation Drills and passing paperwork to Fire Officer
- Ensuring that the boarders are settled at night
- Ensuring the boarding house is secure (locking up is completed by either Headmaster or Fire Officer)

### **The Role of the Gap Students**

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

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

### **Supervision of Boarders**

There is a weekly duty rota (overseen by the Director of Boarding) of teaching staff supervising boarders outside teaching time that is sufficient in number and deployment for the age, number and needs of the boarders. The duty rota is produced every half term and copies are given to relevant members of staff. A hard copy is available on the board in the Boarding Office.

### **Staffing**

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

## **APPENDIX 2**

### **Behaviour, discipline, rewards, sanctions, restraint and search**

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

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

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

Boarding Behaviour Expectations Boarding staff meet weekly to discuss the children and boarding issues, including behaviour. It is the responsibility of the matrons to maintain appropriate discipline within the boarding environment; incidences of poor behaviour within the boarding house (e.g., loud, thoughtless or silly behaviour; talking after lights out; untidiness etc.) will be addressed by the matrons and a note will be recorded in our pastoral diary that is then dealt with appropriately and information uploaded on to SchoolBase.

If a boarder does not behave in an acceptable manner, then boarding staff may:

- Request behaviour is changed
- Give a verbal warning
- Give the child time out to consider and/or cool down
- Administer an appropriate sanction (e.g. removal of free time/ 'early lights out') accompanied by a verbal admonishment and a warning. If a whole dormitory is talking, then they are given a warning, if they continue to talk then they will be sent to the Director of Boarding.



Should poor behaviour persist then the boarders will be given an POR to be supervised by a member of staff, wherever possible, the following day. 'Early lights out' means that a dorm will have its lights turned out at the discretion of the matrons on duty. Any sanctions should be recorded on 'CPOMS'.

For persistent offenders, where further action may be required, boarders may be reported to the Deputy Head Pastoral and a formal meeting with parents and child may be arranged. For more serious offences involving theft, bullying or vandalism or persistent failure to meet the expectations of the school and only when all other avenues of punishment have been tried and rejected by the child, suspension and ultimately exclusion may be considered (please note that no member of staff may allude to the invoking of this punishment as a threat against further transgressions by a child. The only person who may discuss this sanction with the child or parents is the Head, in or her absence, the Deputy Head Pastoral, unless express permission has been given to a specific member of staff to do so on a case-by-case basis). The guidance above is not prescriptive. Common sense should be applied at all times to individual misdemeanours or inappropriate behaviour. Where the offence is grave, then the sanction applied must be commensurate with that offence.

Rewards available to be given by Boarding Staff Rewards lead to improved motivation and better behaviour.

- Good Conduct marks
- DVD and film evenings
- Prizes for behaviour are awarded at the end of each school term.
- 'Smoothie Tuesdays,' 'Boast Toast' and Dorm Stars

## **Rewards and Sanctions**

The Boarding House operates its own systems of reward and sanction on the principle that it needs to be seen as separate from the discipline structure of the school, as a child's family home is also separate. It is therefore vital that sanctions during the school day **are not** transferred to the Boarding House.

We run a system of rewards which aims to motivate and encourage students. This is an important aspect of the ethos of the school in that the achievements and successes of students, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development. We believe that, if students are to benefit from education, punctuality, regular attendance and good behaviour are crucial and we, as a school, will do all we can to reward such positive attitudes.

Praise begins with frequent use of encouraging language and gestures, both in the boarding houses and around the school, so that positive behaviour is instantly recognised and positively rewarded. A system of rewards is used also to recognise and congratulate students when they set a good example or show improvement.

We operate a **Boarding Points System**, whereby students are awarded points for their dorm. These points are recorded visibly and can be for any number of positive interactions. Each week, the dorm who has made the most improvement in points will get a prize on Movie Night. At the end of each half term, the dorm with the most points overall, gets a grand prize. Dorms are also able to 'spend' their points on prizes they wish. (See Boarding Points System for further insight).

### **Individual Rewards can also be given, these may include:**

- An encouraging word from boarding staff– 'well done', 'that's right', 'that was good'
- 'Congratulations' and informal communication with parents
- Personalised letters / emails to parents
- Certificates which recognise positive contributions to the school community
- Special privileges
- Prizes
- Later bedtimes
- Increased device time
- Rewards for achieving merits in school
- Senior student roles within the house.
- Annual school prizes given out on Speech Day

## **Support and Sanctions**

The Boarding House Points system can also see boarders losing some of their points if the expected behaviour of boarders is not upheld. However, there are instances where the behaviour demands a more serious approach. All staff must give a verbal warning and discuss the behaviour with the boarder first. If there is no response to this, there are several sanctions, depending on the severity of the behaviour.

It is vital that the Boarding Behaviour Policy is viewed as a means of support for students. It is not just for “punishing”. Although there will be occasions where a student does need to be punished, this must be used in conjunction with supporting the student to try and ensure that the same situation does not arise again. However, any instance of inappropriate behaviour should not be left unchallenged.

**Support:** This support for students can be in many forms. They can either be used by themselves or in combination. Examples of support could be:

- Talking to the student about the situation
- Working with the student to identify any underlying causes of behaviour
- Reinforcing the positive aspects of a student’s time in the boarding house
- Advising them on how to deal with the situation next time
- Setting and reviewing targets for them to reach with regard to their behaviour
- Setting and reviewing achievement targets for other areas of a student’s school life
- Meeting with students on a daily basis to discuss any issues that arise
- Involving parents/guardians.
- Setting and reviewing strategies for the student to use for different situations
- Involving the House Team, Pastoral Team and Deputy Head of Pastoral
- Involving outside agencies
- Involving internal key staff e.g. Tutors, School Nurses and SENCO, DSL
- Creating and Monitoring Support Plans
- Behaviour contracts and reintegration meetings
- Counselling

**Further Sanctions:** The Head of House, in delivering the general pastoral care, plays a pivotal role in establishing the good order and atmosphere of the Boarding House. Without good leadership, the Boarding House cannot operate successfully.

If a problem arises in the boarding house or in boarding time (this is generally considered as time both before and after curriculum time), this should be dealt with by the member of staff on duty in a non-confrontational manner. Every effort should be made to ensure that confrontational situations do not develop. If a student is unable to

uphold these expectations staff should refer to the matrix for managing behaviour which is an appendix to this policy.

There will come a time when the Head of House feels that parents should be contacted. Parents should be invited into the House and any areas of concern discussed. If this is not possible, a telephone call and/or a letter are required. Decisions on enlisting the help of the SENCO and/or other appropriate agencies should be made. All such discussion and actions taken should be recorded and placed in the student's file. It is important that the student is given as much support as possible from the Boarding Staff and parents in order to prevent any further sanctions having to be imposed.

If the poor behaviour continues, the Head of House should refer the student to the Deputy Head of Pastoral who, in consultation with all the relevant parties, will decide on the next course of action. Parents will be informed of this decision and the types of support that the school will give to the student. As much support as possible needs to be given to the student in order to prevent any form of exclusion taking place. If there is still no improvement in the student's behaviour then this may lead to a form of exclusion which could be internal, fixed term or permanent.

If the student's poor behaviour still persists and a short term withdrawal of boarding is likely, the matter will be referred to the Headmaster. At this point, a short term withdrawal of boarding place or permanent withdrawal of boarding place could be recommended, or indeed, another mutually agreed arrangement. If the behaviour exhibited crosses over the boarding arrangements and into the school environment, the Headmaster may also consider fixed term or permanent exclusions where the behaviour falls short of the standards expected under the School's behaviour management policy.

The following sanctions may be imposed in response to incidents of poor behaviour as deemed appropriate by the relevant members of staff:

### **On-the-spot reprimands**

These will be given for minor offences and will not need to be reported on to the Head of House unless the problem persists. E.g. failure to keep dorm tidy, failure to follow instructions the first time,

**Logged reprimand**

These will be given for minor offences where the member of staff feels that there is a need to log the reprimand. E.g. failure to do a simple House punishment, failure to attend a House meeting

**Removal from planned house activities**

Students whose behaviour is disruptive or a cause of concern may be removed from planned house activities by the Housemaster or Housemistress if in their opinion, removal is in the House's best interests or those of your child, or other children, or the House cannot provide adequately for your child's particular needs at that event.

**Letters home**

These will inform parents/guardians about concerns and inappropriate behaviour. Only a Head of House or Deputy Head will send these letters. Within the letters it will state the type of support the School will be giving to the pupil.

**Behaviour contracts and support plans (SPs)**

Students involved in incidents of a serious or concerning nature will be required to complete a Behaviour Contract, along with their parents. This will take place in a formal meeting with the Head of Boarding, Director of Boarding and Deputy Head. These contracts restate the School's values and expectations in the context of the incident.

SPs will be put in place for all students deemed to be at risk of fixed term exclusion or short term withdrawal of boarding place or who have returned from fixed term exclusion or short term withdrawal of boarding place. These set out the support in place, and provide for regular review meetings. SPs can also be used at the discretion of the pastoral team, in other instances to map support (for example with a vulnerable student)

**Internal exclusion**

The Deputy Head of Pastoral or Director of Boarding may feel it is appropriate to isolate a student – for example to cool down after conflict or while investigations into an incident are being made or for continued poor behaviour. In this case the student would be placed in internal exclusion in a designated dorm room, for a designated period of time. They will be kept apart from the other boarders during meals and communal time. A student may be internally excluded for 1-3 days.

### **Short term withdrawal of boarding place**

The withdrawal of boarding place is given to pupils where a one-off offence takes place which is deemed to be inappropriate or due to a combination of factors over a period of time or due to a combination of incidents of poor behaviour over a period of time. A withdrawal of boarding is normally for between 1 and 5 days. A longer period of time may be deemed necessary depending on the exact nature of the behaviour. The withdrawal will generally be implemented where the behaviour presents a health and safety hazard to other boarders or where it indicates a failure to benefit from, or cope with, the boarding environment.

After a withdrawal of boarding place has taken place a reintegration meeting will be held to welcome the pupil back to boarding, to readdress the issues that led to the withdrawal of boarding place and to discuss possible sanctions if further incidences of poor behaviour occur. This meeting could be either face to face or a telephone meeting.

### **Permanent Withdrawal of Boarding Place**

The only member of staff legally entitled to withdraw pupils from Boarding or exclude them is the Head. It is important for all pastoral and senior staff to recognise this legal requirement. The Director of Boarding and Deputy Head Pastoral will consult with the Headmaster on any issues relating to a pupil being withdrawn from boarding in either the short term or permanently. If a pupil has received a number of withdrawals of boarding place or carried out what is deemed as an extremely serious one-off offence, they may return to school on a Boarding Pastoral Support Programme if this is deemed to be appropriate. This is used with pupils who are at risk of their Boarding place being permanently withdrawn.