



Boarding Principles and Practice

1. Boarding Principles

- 1.1 Working closely with parents, we aim to create an atmosphere in which success and achievement is championed, resilience and independence encouraged, and confidence, maturity and responsibility developed.
- 1.2 Every child at Haileybury, regardless of gender, age, disability, race or ethnicity, religion or belief, nationality, sexual orientation or cultural background has the right to be treated equally with respect and as an individual. Through a range of activities and, to the best of its abilities, Haileybury promotes equal opportunity, diversity, inclusivity, and multiculturalism.
- 1.3 Within any school, learning is the primary focus. The atmosphere within the House should reflect this principle. It should be conducive to study and both promote and value academic progress and achievement. Pupils should therefore be able to work undisturbed and have access to support, be it academic, tutorial, pastoral, or peer support, whenever necessary. These aims will be achieved through well-structured study time during the school day as well as in the House. Formal and informal monitoring of academic progress, and also personal progress and welfare, through a Tutor, are continuous during a pupil's time at Haileybury.
- 1.4 Boarding at Haileybury should, as far as possible, reflect family life. We aim, therefore, to be an open and trusting community where a sense of both individualism and collective responsibility is fostered. Within our community, pupils should feel safe and secure, free from the threat of all forms of abuse and bullying, both on and offline, and in an environment where they can be happy, healthy and fulfilled.
- 1.5 Boarding at Haileybury should develop a strong moral sense, where pupils pride themselves upon being truthful and honest. They should have a high regard for the happiness of others and respect for others' privacy, welfare and property. We aim to develop leaders and team players; self-confident young people who can work with others. Prefects and other senior pupils within the House will be trained by House staff so that duties are carried out in a fair, reasonable and supportive manner.
- 1.6 Boarders must be able to contact parents, family and friends either in person, by post, by email, telephone (landline or mobile) or online. When mobile phones are not permitted, pupils will be able to use the HM's landline to make a call.
- 1.7 Haileybury provides a wide range of facilities and opportunities for its boarders: academically, in Music, Art, Drama, Sport and in many other ways. These facilities are available throughout the week, and particular attention is paid to ensure that there is a full programme of weekend activities. Haileybury actively encourages involvement in exercise and sport as an aid to both physical and mental wellbeing and also promotes a healthy lifestyle with guidance on all aspects of personal and social development including physical and mental wellbeing, diet, relationships and sex, alcohol, tobacco and drugs.
- 1.8 A high priority is placed on maintaining pupils' safety around the School site and within the local area. In addition to clear guidelines for pupils themselves, Haileybury is covered by CCTV cameras and has a 24-hour security presence. Permission to leave School bounds may be granted by members of the House team, and with regard to pupils' safety and welfare. Pupils sign in and out when leaving the premises or returning.

1.9 The whole House must be seen as one community – boarding staff, their families and both boarding and day pupils. The relationships between pupils and staff must be one which engenders mutual respect and enables easy dialogue and the sharing of feelings.

2. Boarding Practices

2.1 Haileybury has 13 houses, situated on the main site. All houses have a Housemaster or mistress (HM), an Assistant HM, a Resident Tutor, Academic Tutors and a Matron.

2.2 Boarding at Haileybury is the responsibility of the Master delegated to the Deputy Master and the Head of Boarding. The Head of Boarding is the immediate point of contact for the HMs.

2.3 Boarding policies and protocols are reviewed regularly against the National Minimum Standards for boarding schools <http://www.boarding.org.uk/pages/bsanstandard>. There are opportunities for all staff with boarding responsibilities to make a contribution to this process, through the Continuing Professional Development programme, weekly house Tutors' meetings and the House Review.

2.4 There is a regular pattern of meetings at which boarding and pastoral issues are raised and discussed. The whole teaching staff meets each week during the Half (mid-morning break); HMs have a briefing meeting with the Master and key members of the Senior Leadership Team (SLT) each Monday during the Half; there are also regular HMs' committee meetings which include the Master, the Deputy Master, and members both of the Senior Leadership Team and also the wider pastoral team.

2.5 Entrants into Main School (those aged 13+ and including those transferring from the Lower School - years 7 and 8) join one of 12 senior houses. These are communities of approximately 65, in which pupils between 13 and 18 years old live together in modern or recently updated surroundings which provide comfortable personal space, while simultaneously generating a strong sense of communal living and nurturing self-reliance and resourcefulness.

2.6 HMs are carefully selected senior staff and are responsible for the welfare of each pupil in their care. They live alongside pupils ensuring ready, natural and easy contact for all parties. HMs are assisted by an Assistant HM, as well as a team of Tutors who each have special responsibility for a smaller group of pupils. The Assistant HM and one Tutor is also resident within the house. Furthermore, all houses have a Matron whose role is both pastoral and domestic. Additional support is provided by the Deputy Master, the Proctor, Heads of Section and Heads of Year. Mutually supportive relationships involving pupils, their parents, the Tutor and the HM are central to the success of a Haileybury education.

2.7 On all but two Saturdays each term (designated 'non-exeat' weekends) boarders may return to their homes after their afternoon commitment is complete. There is no requirement on boarders to remain after Saturday afternoon activities nor is there any expectation that they should depart. The School continues to operate as usual and a full and enlightened weekend programme is in place to provide opportunities for social activity on Saturday evenings and on Sundays, both on and off site.

3. Boarding Aims

In boarding, we aim to:

- develop the whole person, encouraging confidence with a 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;
- create an atmosphere of tolerance, openness and trust in which any kind of abuse, harassment or bullying has no place;

- provide the conditions for boarders to develop their intellectual talents through well-structured homework conditions, access to staff and other pupils, participation in activities and in an atmosphere which values effort;
- 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 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;
- 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 positive achievements, as well as to seek advice, counselling and support during times of difficulty.

4. Other Matters

4.1 Medical Arrangements

Medical matters are the responsibility of the Health Centre Manager operating from a 24 hour onsite medical facility. Pupils are registered with a local GP surgery whose doctors visit the School during the week. A School Nurse is available 24 hours a day either on call or in the Health Centre.

4.2 Supervision

There is adult supervision in the Houses by an identified member of staff. Each member of this team has a clearly defined role and job description which details their particular responsibilities. Duty rotas are published and pupils are aware who is on duty.

The HM organises the rota of supervision with each member of the team supervising the House in line with their responsibilities set out in their job description. Whilst on duty the member of staff must be on-site throughout the duration of the duty.

Boarding staff are fully aware of the House rules, systems, fire procedures and have access to emergency telephone numbers if required – including the Deputy Master, Head of Boarding, and security teams. Regular formal and informal meetings of boarding staff take place to ensure the effective exchange of information. Additionally, a formal handover of duty will take place when the member of staff on duty changes, again with all relevant information exchanged.

A record is maintained within the House (the Day Book) to ensure a formal record is kept of all events and issues.

House registers, including details of any absences, are kept centrally in the School's information management system (iSAMS).

4.3 Privacy

Living with others in a boarding house places obvious limitations on personal privacy. It is expected that boarding staff and pupils respect the privacy of others. Staff should 'knock and wait' before entering bedrooms; pupils should be allowed to dress, undress and wash free from unnecessary staff intrusion. Pupils' wash room facilities should be discretely monitored for health and safety purposes and staff must only enter if there is no response.

Staff resident in the boarding house should be discreet as their accommodation will be in close proximity to rooms. Staff must behave appropriately within this accommodation and be ever mindful that pupils are nearby.

5. Complaints

Pupils should be fully aware of how to make a complaint. Access to the Complaints Procedures will be provided to all pupils at the start of each academic year via the Pupil Handbook.

There will also be an anonymous suggestions box in each House for pupils to make comments, suggestions and complaints to the HM or Peer Supporters.

6. Prefects

The roles of senior pupils are essential to the smooth running of the House and will involve significant responsibility. Senior pupils are expected to be good role models for younger boarders and at all times uphold the rules of the School.

SH - October 2019

Reviewed SLT – October 2019

Reviewed SLT - March 2021