



# Boarding Principles and Practice

Policy date:	September 2025
Date of next review:	September 2026
Owner:	Deputy Master
Leadership Team:	Pastoral Leadership Team
Intended audience:	Parents, prospective parents, staff
Location:	School Portal and website

## **1. Boarding principles**

- 1.1 Our foremost consideration is the safeguarding and wellbeing of the pupils in our care.
- 1.2 We champion success and achievement but not at the expense of care and compassion.
- 1.3 Our Houses are a place to work well and work hard, a place where scholarship, creativity and culture are celebrated.
- 1.4 We work as a team within and between Houses and with the wider school community.
- 1.5 Our values and expectations are those of a good family home.
- 1.6 We believe in individuality not individualism.
- 1.7 Our Houses and campus are safe and secure.
- 1.8 We believe in diversity and inclusion in their widest and fullest senses.
- 1.9 Our international pupils are a valued part of our life together.
- 1.10 We look to develop leadership, resilience and care for others in all our pupils.
- 1.11 Our day pupils are well integrated into our Houses.
- 1.12 We work closely with parents, developing trust and making sure that pupils can contact home regularly.
- 1.13 Our expertise in wellbeing, including sleep, diet and exercise allows us to educate our pupils holistically.
- 1.14 We support our pupils in developing a strong moral sense centred on integrity, service to others and an embracing of challenge and sacrifice.

## **2. Boarding practices**

- 2.1 Haileybury has 13 Houses, situated on the main site. All Houses have a Housemaster or mistress (HM), an Deputy HM (DHM), a Resident Tutor (RT), Tutors and a Matron. Highfield, the Lower School boarding house, has a Houseparent (HP), a Deputy HP, a Resident Tutor and a Resident Matron.
- 2.2 Boarding at Haileybury is the responsibility of the Master delegated to the Deputy Head (Pastoral) and the Assistant Head (Pastoral). The Assistant Head (Pastoral) is the immediate operational point of contact for the HMs.
- 2.3 Boarding policies and protocols are reviewed regularly against the [National Minimum Standards for boarding schools](#). There are opportunities for all staff with boarding responsibilities to make a contribution to this process, through the 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; HMs have a briefing meeting with the Master, key members of the Senior Leadership Team (SLT) and the Chaplain each Monday during the Half; there are weekly meetings of all HMs, relevant members of the SLT and the Assistant Head (Pupil Progress and Behaviour). There are half-termly full HM meetings with all of the above plus the Clinical Lead Nurse and members of the wellbeing team.
- 2.5 Entrants into Senior School (those aged 13+ and including those transferring from the Lower School - Years 7 and 8) join one of 12 Houses. These are communities of approximately 70, in which pupils between 13 and 18 years old live together in modern or recently updated

surroundings that 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 a Deputy HM and a Resident Tutor, as well as a team of Tutors who each have special responsibility for a smaller group of pupils. The Resident Tutor is also resident within the House. Furthermore, all Houses have a Matron. Additional support is provided by the Deputy Master, the Deputy Head (Pastoral), the Assistant Head (Pastoral), the Assistant Head (Pupil Progress and Behaviour) 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 'In-weekends') boarders may return to their homes after their afternoon commitment is complete. There is no requirement for 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 weekend activity programme is in place to provide opportunities for social activity on Saturday evenings and on Sundays.

### **3. Boarding aims**

#### **3.1 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 they will be treated and respected as an individual;
- create a culture 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;
- ensure that every pupil at Haileybury, regardless of gender, age, disability, race or ethnicity, religion or belief, nationality, sexual orientation or cultural background is treated equally, with respect and as an individual. In all aspects of School life, Haileybury promotes equal opportunity, diversity and inclusion.

#### **4. Other matters**

##### Medical arrangements

- 4.1 Medical matters are the responsibility of the Clinical Lead Nurse, reporting to the Head of Health and Safety, operating from a 24-hour onsite medical facility. The School partners with a local multi-partner NHS GP practice. Pupils are registered with this 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.

##### Supervision and safety

- 4.2 Boarding accommodation is reserved for the use of those pupils designated to use it and is protected from access by unauthorised persons.
- 4.3 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.
- 4.4 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 onsite throughout the duration of the duty.
- 4.5 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, Assistant Head (Pastoral), and security team. 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.
- 4.6 A record is maintained within the House to ensure a formal record is kept of all events and issues.
- 4.7 House registers, including details of any absences, are kept centrally in the School's information management system (iSAMS).
- 4.8 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, with due regard to pupils' safety and welfare. Pupils sign in and out when leaving the premises or returning.

##### Privacy

- 4.9 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 pause' before entering bedrooms; pupils should be allowed to dress, undress and wash free from unnecessary staff intrusion. Pupils' wash room facilities should be discreetly monitored for health and safety purposes and staff must only enter if there is no response.
- 4.10 Staff who are resident in the boarding house should always be aware that their accommodation will be in close proximity to pupil rooms. Staff must behave appropriately within this accommodation and be ever mindful that pupils are nearby.

#### **5. Complaints**

- 5.1 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 notices in House. On the Pupil

Portal there is also an online mechanism to make either anonymous or named complaints which go to the Deputy Master and Deputy Head (Pastoral) for action and review.

- 5.2 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, as well as other means of communicating pupil voice.

## **6. Prefects**

- 6.1 The roles of senior pupils are essential to the smooth running of the House and will involve responsibility. Senior pupils are expected to be good role models for other pupils and at all times uphold the rules of the School. Each House has many other roles for supporting other pupils and leading activities, including Peer Supporters.

<b>Version history</b>		
<b>Date</b>	<b>Reviewed by</b>	<b>Notes</b>
October 2019	Deputy Master (SH) and SLT	
March 2021	SLT	Reviewed
February 2022	Deputy Master (SH) and Assistant Head (Pastoral) (PAB)	Minor factual updates made
March 2023	SLT	Reviewed
May 2023	Assistant Head (Pastoral) (PAB)	Updated
November 2023	SLT	Reviewed
August 2024	Deputy Master (SH)	Minor updates
September 2024	SLT	Reviewed
April 2025	Governor support	Minor updates
May 2025	SLT	Reviewed and approved
August 2025	Deputy Master, Deputy Head (Pastoral)	Reviewed and updated
September 2025	Senior Leadership Team	Reviewed and approved
September 2025	Executive Leadership Team	Reviewed and approved