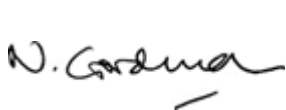


This policy, which applies to the whole school, is publicly available and on request a copy may be obtained from the School Office.

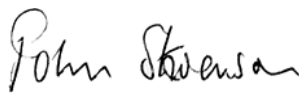
**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Chair of Governors undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than the date shown below or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Principal



Chair of Governors

Last reviewed: September 2023

Next review: September 2024

Aim

The aim of this Policy is to provide an overview of the arrangements for boarding at Frewen College. More detailed information on specific policy is available in other related documents.

In order to ensure the pastoral care, welfare, health and safety of its pupils, Frewen College aims to:

- provide each pupil with a calm, caring and supportive extended family environment in their boarding house;
- ensure that boarding staff have the appropriate training and resources to discharge their duty of care effectively;
- monitor and develop a programme of pastoral care;
- maintain an effective anti-bullying programme;
- safeguard and promote the welfare of pupils at all times;
- promote good behaviour, responsibility and self-discipline amongst pupils. Overview

Statement of Boarding Principles and Practice

These principles and practices outline the unique contribution made by the boarding ethos of Frewen College to achieve the Mission Statement and Aims of the School. Frewen College has three boarding houses which are structured to facilitate a high level of age and gender specific care to the students.

- To ensure the boarding life of all students is a rich and fulfilling experience, where the growth and development of the individual is encouraged within a secure and happy environment.
- To promote community living, where relationships are based on the values of trust and respect.
- To ensure that student from different traditions are encouraged to fulfil their potential through a tangible experience of our cosmopolitan community.
- To promote growth in independence and maturity in preparation for meeting the challenges of the wide world.
- To provide a context for young people to support and encourage each other in their journey towards personal fulfilments and independence by providing a structural framework for living together, developing structures to allow increased responsibilities and freedoms, mentoring through one-to-one relationships and conflict resolutions.
- To provide an inclusive and nurturing boarding environment where students are encouraged to develop and are encouraged to achieve their potential. Within this environment the health and well-being of each individual can be monitored and supported. This is achieved through weekly key-worker sessions, encouraging a 'rainbow plate' and maintaining an 'open door' policy.
- To ensure a safe and secure environment, where students are offered care, support and life skill development from a qualified and dedicated boarding team. The team works in conjunction with the relevant policies to ensure student safety.

- To encourage recognition, appreciation and celebration of the richness of human diversity through cultural celebrations and embracing the diversity of our community.
- To create a community where all are welcome, and the uniqueness and self-esteem of each individual are nurtured. This is done by recognition of individual achievements, encouragement of potential and reward of community spirit.

The management structure at Frewen College is set out to uphold the high level of pastoral care for the students. Within the boarding structure the Head of Boarding reports to the Principal and represents the boarding aspects of the school within the Senior Leadership Team. All boarding staff report directly to the Head of Boarding to ensure best practice and the welfare of every student and the whole boarding team. The Head of Boarding and Housemistress/master liaise with The Head of Sixth Form and Form Tutors to further monitor the boarders' pastoral and academic progress. The Head of Boarding is also the Deputy DSL and, as a member of the residential team, is available to students and staff.

## Child welfare and protection

All teaching and boarding staff including matron are given regular training in Child Protection matters. All pupils are encouraged to speak to a member of the boarding house team, a teacher, a member of the Senior Leadership Team or Matron if they have a problem or become aware of another pupil who has a problem.

The School has its own medical centre with matron on duty from 9am until 4pm during term time. The School's doctor is a local medical practice and is available to see pupils each morning from Monday to Friday or at other times in emergencies.

The head of boarding attends the safeguarding meeting in which safeguarding issues are carefully discussed and when necessary, are referred to our counselling team. They will be carefully assessed and offered appropriate counselling or referred to the local Child and Adolescent Mental Health Service (CAMHS) office.

Relevant phone numbers for Child Line, the School's Independent Listener and the National Care Standards Commission are displayed prominently in the boarding houses and again below:

- Child Line: 0800 1111
- Independent Visitor: Mrs Margie Redstone 07702 370317
- Independent Listener: Mrs Margie Redstone 07702 370317
- Children's Commissioner for England 020 77838 330  
(Ms Rachel de Souza)
- Ofsted: 0300 123 1231

All boarding houses have a house phone and a mobile phone through which parents can contact staff and pupils. If pupils are unable to contact their parents using their own phone, they can also ask to use the mobile phone.

## The Boarding Role

### 1. The Residential Contribution

The school aims to provide a broad programme of educational development embracing academic, social, physical, spiritual and aesthetic goals. Though residential education leans more directly towards social aspects of growth, we seek to maximise its contribution to the full development of the pupil as a motivated and self-confident learner and citizen. We strive to encourage all pupils at the school to have self-awareness and self-discipline and to interact with and be sensitive to the needs of others. The Good Citizens Awards encourage and reward boarders to support their community with kindness and consideration.

### 2. Objectives

#### a) Social

All staff, whether boarding or teaching, are involved in the social development of the pupils. We focus on interaction with

and sensitivity to others; giving, showing and accepting leadership; working productively as a team member; getting a job done and doing it well; coping with social changes, and co-operating with others to resolve problems.

The boarding staff have a specific role to play in a number of areas. Most importantly, they are responsible for ensuring the well-being and happiness of the pupils in their care. More specifically, this will include helping to organise pupils' personal hygiene and laundry, bedtimes, tidiness and good manners. They promote general relationships and care for others' well-being in terms of conduct in the dormitories and around the Houses. Mealtimes provide further opportunities to guide and shape conduct. Meals are prime social occasions and the opportunity to encourage good manners and eating habits should go along with conversation and the willingness to help serve and clear.

#### b) Dormitory Provision

Pupils are encouraged to personalise their own dormitory space by using their own duvet covers and decorating walls with appropriate posters, pictures, drawing etc. Tidiness within dorms is fostered as is co-operation between members of dorm groupings and rewarded half termly using a points system.

A year is a long time in the life of an adolescent pupils and great care is taken with room placements. Friendships and suitability of companions are taken into account by the boarding staff in deciding placements.

All boarding pupils on enrolment are allocated dormitories relevant to age and consideration of the knowledge gained during their trial stay at the school. Changes may take place during the course of the year either at the request of the individual or groups of boys or at the discretion of boarding staff.

#### c) Intellectual and Academic

The objective of self-management as a learner is key. Setting and achieving objectives, developing the core skills of communication, numeracy, study skills, problem solving, practical application of knowledge and IT capability are at the heart of what we do in the school.

The primary focus of boarding staff is to ensure that boarders are supported pastorally to an extent which allows them to be receptive to learning. In addition, they involve themselves in the academic pursuits of the pupils, just as teaching staff must have knowledge of the pupils' life as boarders in the school. They must be aware of a pupil's programme in the classroom and must seek to supplement the endeavours of the teaching staff. Discussion of the projects and interests being pursued in the classroom should be stimulated and in general a feeling of interest and care shown for their classroom activities and work. The use of newspapers, magazines, TV news and worthwhile programmes should be encouraged.

#### d) Activities

Activities are provided every evening from Monday to Thursday. These aim to be fun, to broaden the pupils' range of leisure activities, to provide stimulation and challenge as appropriate. Whilst pupils have some choice as to their activities, key workers have a vital role to play in terms of discussing activities chosen. Pupils are encouraged to choose a range of both active past times and more sedentary pursuits and to try out new areas and show commitment. Gap assistants run a fortnightly fun session and once per term are assisted by the prefects.

In addition, weekend activities are selected, with the input of the boarders, and ensure adequate time away from the school environment. There is a broad spectrum of activities on offer such as: beach trips and water sports; theatre; bowling; indoor rock climbing, with shopping and cinema trips to avoid isolation from teenage culture.

The programme of activities reflects on the Spiritual, Moral, Social and Cultural and (SMSC) development of our boarders.

Minor disciplinary issues will occur from time to time though and these will be dealt with by the House Parent and house staff, whilst more serious disciplinary issues are referred to the Head of Boarding.

The School has an active and effective Anti-Bullying Programme and house teams are constantly on the lookout for any form of harassment or bullying.

#### Communication

Because Frewen College is a “home away from home” for our pupils, considerable care is taken to ensure that:

- House Parents and their team get to know pupils and their parents as quickly as possible;
- parents are informed of any problems that their child might be having and encouraged to work with the School to resolve those issues; and
- parents inform house staff if they become aware of any problems with their child.

#### Regulatory compliance

Frewen College works hard to ensure that it meets all of the regulatory requirements set out in the National Minimum Boarding Standards and in other relevant legislation.

Regular checks are made to ensure that appropriate Health and Safety standards are met in all aspects of School life.

The School is subject to regular inspection by Ofsted to ensure that all regulatory requirements are met or exceeded.

#### Management and administration

House Parents are ultimately responsible to the Head of Boarding for the smooth and effective running of their boarding house.

Regular boarding team meetings are chaired by the Head of Boarding and are used for promulgation of information, training and discussions about topical issues.

#### The Boarding Houses

The school has three Boarding Houses:

Junior Boys’ House and Senior Boys’ House – both are situated in the main building.  
‘The Warren’ accommodates both junior and senior girls.

We cater for pupils ranging in age from 11 (Year 7) to 19 (Year 14) and each house has a House Parent and an Assistant House Parent. Of the 130 pupils, 30, including 9 International pupils, are full boarders. Whilst all boarders are enrolled as full-time boarders, many of the pupils do go home at weekends. At Frewen we aim to give all students a stable, secure and caring boarding environment with a good range of extra-curricular activities both in the evenings and on weekends.

#### House ethos

The boarding houses are designed to operate on the principle of an extended family. The boarding team are expected to get to know their pupils and provide the support, guidance and encouragement that

they need. Key worker meetings ensure every pupil has at least one member of staff who will spend individual time and mentor them each week.

Frewen College aims to ensure that every pupil is happy at School and feels that they have a productive part to play in the house and the School.

#### House sanctions and rewards

As far as possible, House Parents and their team act in loco parentis and, like all good parents, they provide a caring, supportive environment for the children in their care. Emphasis on encouragement, reward and restorative strategies, rather than punishment is encouraged at Frewen. Good Citizen Awards reward community spirit and we enjoy celebrating the efforts of those who go the extra mile.

All Houses have their own common rooms and there are facilities for making hot and cold drinks, snacks and toast. This is very important to pupils who are away from home. In the interests of hygiene, food may not be stored or consumed in dorms. Tuck boxes should be stored securely in the office.

We have a full time Boarding Team and personal skills such as hygiene, organisation, pocket money handling, integration into the community and organisation of personal time and effects are all part of the Frewen 'whole person' approach. Boarding staff act 'in loco parentis' whilst also being aware of the needs of day pupils and show care and consideration for all.

There is a school uniform with own clothes being worn after school and at weekends. Each pupil has a tutor in school and every Boarder has a personal key worker. There is also a backdrop of at least a further 20 people - the ancillary staff of the school - with whom a pupil can choose to share their concerns or problems with, if necessary.

Where necessary additional support is put in place to help specific students with specific needs.

We run an "open door" policy and boarders are free to come and chat to staff on duty. Open Door provides staff with an ideal opportunity to encourage moral, cultural and spiritual discussions, life skills and personal development within a sociable setting.

We believe that it takes a village to raise a child and therefore we can only proceed with full parental co-operation and we pride ourselves on the high level of care we give in all aspects of the pupil's life at Frewen.