



Boarding Policy

Aspire • Believe • Achieve

Staff member responsible:	Hannah Lewis
Role:	Head of Boarding
Revised On:	Sept 2026
Ratified by governing board:	
Review Due:	Sept 2027

Frewen College Boarding Policy

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 Headmaster.
- 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.

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. 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 always promote the welfare of pupils.
- promote good behaviour, responsibility and self-discipline amongst pupils.

This Policy should be read in conjunction with the following School documents:

- Complaints Policy
- Equality, Diversity and Inclusion Policy
- First Aid Policy
- Online Safety Policy
- Physical Restraint Policy
- Risk Policy
- Safeguarding Policy
- Searches and Confiscation Policy
- Trips and Visits Policy
- Statement of Purpose
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The Boarding Houses & Ethos

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 students ranging in age from 11 (Year 7) to 19 (Year 14) and each house has a House Parent and an Assistant House Parent. 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. Boarding at Frewen College plays a vital role in the development of young people and we take seriously our responsibilities to act in loco parentis. Each boarder has the right to be able to work, play and relax free from abuse, intimidation, harassment, or bullying.

Our Boarding ethos is that of the 4R's; Respect, Responsibility, Relationships and Resilience. These values are actively promoted throughout the boarding houses and are particularly evident in our rewards and sanctions systems. (see Appendix B for rewards & sanctions)

Bedroom Provision

Students are encouraged to personalise their own bedroom space by decorating walls with appropriate posters, pictures, drawing etc. Tidiness within bedrooms is fostered as is co-operation between roommates. A year is a long time in the life of an adolescent student and great care is taken with room placements. Friendships and suitability of companions are considered by the boarding staff in deciding placements.

All boarding students on enrolment are allocated bedrooms relevant to age and in consideration of the knowledge gained during their evaluation visit at the school. Changes may take place during the course of the year either at the request of the individual or groups of students or at the discretion of boarding staff.

Student Security

The school upholds rigorous security standards to protect all boarding students. Entry to boarding houses is restricted to authorised individuals, and supervision is maintained through scheduled checks, staff presence, and established reporting systems. Students must adhere to all security procedures, including curfews, visitor rules, and movement logs. Any breach of security or safeguarding concern will be addressed immediately in accordance with statutory guidance and school policy.

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 students as a motivated and self-confident learner and person. We strive to encourage all students at the school to have self-awareness and self-discipline and to interact with and be sensitive to the needs of others.

Social

All staff, whether boarding or teaching, are involved in the social development of the students. We focus on interaction with 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 several areas. Most importantly, they are responsible for ensuring the well-being and happiness of the students in their care. More specifically, this will include helping the students to organise their own 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.

Academics

The objective of self-management as a learner is key. The focus of the 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 students, just as teaching staff must have knowledge of the students' life as boarders in the school. 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 are encouraged within the boarding houses alongside evening homework time, where the staff support the boarders with their prep.

Activities

Activities are available every evening should the students wish to participate. These aim to be fun, to broaden the students' range of leisure activities, to provide stimulation and challenge as appropriate. Student voice is of course paramount with regards to choice of activities, however staff have a vital role to play in terms of planning and supervision. Students are encouraged to choose a range of both active pastimes and more sedentary pursuits and to try out new areas and show commitment.

In addition, weekend activities are selected to ensure adequate time away from the school environment, with the input of the boarders, particularly in regard to the BIG 6 weekend activity. There is a broad spectrum of activities on offer such as: beach trips and water sports; theatre and museum trips; 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.

Independence

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 holistic approach. We have built an Independence Programme which within its framework, provides a variety of activities through which the students can build and develop their independence skills.

This programme's aim is to help foster and develop emotional intelligence, practical skills, and critical thinking, all of which are essential to being able to manage the basics of what is needed in everyday life.

There are 8 key life skills identified as areas to focus the student's development on; money skills, leisure skills, housekeeping skills, laundry skills, meal prep skills, food shopping skills, time management skills and self-care skills. (See Appendix C for further information)

Boarding Students Overnight Stays/Visits

Frewen College acknowledges the benefits and positive experiences for our boarding students to be able to spend time off-campus for an evening or an occasional overnight stay. Frewen College, being in loco parentis of boarding students, needs to ensure that a protocol exists for the safeguarding, health and wellbeing of our boarders whilst under the supervision and care of other adults outside of the school. Boarding students are permitted to attend evening and overnight visits at weekends if arrangements are deemed safe and compliant to UKVI rules / DfE NMS RSS for Boarding.

Parents and hosts are responsible for submitting accurate and complete details in advance, including dates, times, location, full address, travel arrangements, the reason for travel, and relevant contact information. Requests lacking sufficient detail will be returned for resubmission. Boarding staff may deny any pass where information remains incomplete or where there are safeguarding concerns.

Parents or guardians must confirm their understanding and approval of the arrangements, and in overnight scenarios, the Houseparent will also contact the host or guardian by phone to verify the plan, confirm that the

host meets the school's criteria (including their age, (18+) residence, and to ensure they understand their responsibility for the student), and make sure that all parties have current contact details.

Advance notice requirements allow time to conduct these checks and resolve any issues before departure. These measures align with the school's duty of care and regulatory obligations, ensuring that off-campus arrangements are appropriate, supervised, and in the student's best interests.

It is the host family or nominated guardian's responsibility to ensure the safety of our boarding students at all times while they are staying with them.

If the boarding team, in using their professional judgement, feel uncomfortable with any evening or overnight stay arrangement, they should refuse permission or request the student return to the boarding house immediately. The Head of Boarding and the Designated Safeguarding Lead should be contacted if this course of action is taken.

Regulatory compliance & Boarding Management

Frewen College works hard to ensure that it meets all of the regulatory requirements set out in the National Minimum Boarding Standards for Residential Special Schools (NMS RSS) as well as Ofsted's Social Care Common Inspection Framework (SCCIF) 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. Boarding is subject to annual inspections by Ofsted to ensure that all regulatory requirements are met or exceeded.

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 Head of Boarding is a member of the Senior Leadership Team, attending weekly meetings with other senior leaders.

Independent Visitor

The school appoint a representative who is independent of the leadership and management of the school to visit the residential provision six times, spread evenly, over the course of a school year and complete a written report on the conduct of the school. The representative is vetted in line with the school's safe recruitment policy, in accordance with the safer recruitment requirements set out in Keeping children safe in Education and has the skills and authority to effectively carry out this role. This person provides the students with someone independent from the school to talk openly about their worries and life in Boarding both during their monitoring visits as well as having a number available for the students to call.

Rewards & Sanctions

The Boarding staff act in loco parentis, and, like all good parents, they provide a caring, supportive environment for the children in their care. There is emphasis on encouragement, reward and restorative strategies, rather than punishment at Frewen. Out ethos of the 4R's; Respect, Responsibility, Relationships and Resilience are actively promoted throughout the boarding houses and are particularly evident in our rewards and sanctions systems.

Praise begins with frequent use of encouraging language and reinforcements, so that positive behaviour is instantly recognised and positively rewarded. A system of rewards is used also to recognise and congratulate pupils when they display behaviour in line with the 4R's values.

There will be occasions where sanctions are necessary, this must be used in conjunction with supporting the pupil to try and make sure that the same situation does not arise again. Any instance of inappropriate behaviour will be challenged and likewise, any instance of behaviour considered above and beyond will be championed.

Pupils are expected to behave in a manner that allows them and others to learn and develop within the school community. Behaviours that breach our expectations of conduct are dealt with in line with our behaviour matrix with sanctions and any further intervention determined by the school's behaviour policy.

The school will always contact parents where pupil behaviour has become a cause for concern.

Appendices

Appendix A

STATEMENT OF PURPOSE

[Statement-of-Purpose-Boarding 2025-26.docx](#)

Appendix B

BOARDING REWARDS AND SACNTIONS

[Our Rewards 24.docx](#)

[Behaviour management matrix.docx](#)

Appendix C

INDEPENDENCE PROGRAMME

[Independence Programme STAFF.docx \(sharepoint.com\)](#)

[FREWEN COLLEGE BOARDING INDEPENDENCE PROGRAMME.docx](#)