

Boarding Principles and Practice at King's Ely



INTRODUCTION

The boarding community at King's Ely is a varied and diverse one. There are significant numbers of UK and overseas boarders. Students have many different backgrounds and needs, and it is the stated aim at King's Ely (KE) to be able to treat all boarders as individuals and provide an environment in which all may flourish.

Boarding at King's Ely is based on the following principles:

- The development of the whole person, physically, spiritually, intellectually, morally, socially and emotionally in an atmosphere of positive encouragement.
- Mutual respect and the right to be treated as an individual.
- The right of the individual to not suffer any form of abuse.
- An equality of opportunities.
- The right to privacy.
- Supportive links with parents and guardians.

In addition to addressing physical/emotional needs and providing a secure and safe environment, each house seeks to contribute to its pupils' development in their sense of belonging, their self-esteem, self-respect and self-actualisation.

AIMS AND OBJECTIVES

The aims and objectives of each boarding house will differ in practice depending on the age range and circumstance of the house but will seek to:

- Provide a range of experiences and opportunities and conditions that will encourage self development: physically, spiritually, intellectually, morally, socially and emotionally.
- Develop an open and trusting ethos in which boarders are confident that they will be treated with respect as an individual.
- Create an atmosphere in which any form of bullying would have difficulty flourishing.
- Develop a sense of responsibility for self, others and the environment.
- Develop boarders' qualities of leadership and the ability to work as part of a team.
- Encourage supportive relationships between boarders, staff and parents.

ORGANISATION OF BOARDING AT KE

The seven boarding houses are:

Hereward Hall – Year 12-13 Boys

Housemaster-James Houlston: Resident Tutor- Harrison Palmer

School House – Year 9-11 Boys

Housemaster-Pat Green: Resident Tutor - Matthew Adams

Hill House – Year 11-13 Girls

Houseparent - Charlotte Newman: Resident Tutor - Isobel Smyth

Etheldreda – Year 9-13 Girls' Cathedral Choir

Houseparent - Rebecca Woodward: Resident Tutor – Lizzie Phillips

Priory – Year 4-8 Boys and Girls

Houseparent – Clare Gorrick: Resident Tutor- Linda Hill

Choir House – Year 4-8 Boys Cathedral Choir House

Houseparent – Tom Stockwell: Asst: Houseparent - Lucy Shute

Wendreda – Year 9-11 Girls

Houseparent - Lindsey Thompson: Resident Tutor- Nikki Riley

At KE it is expected that the house staff or duty tutors will deal with any matters that arise after school hours. Should further advice/assistance be required, they would call upon the Director of Boarding or any other member of Senior Leadership Team (SLT).

All boarders in King's Ely Senior (KES) are assigned to a tutor group within House. This is done on a Year group basis. Depending on numbers per year group, in some circumstances one tutor may be responsible for two year groups (this will be the lower years).

Whilst tutors in KEJ will take on pastoral responsibilities on their duty nights personal tutoring occurs in King's Ely Junior (KEJ) by way of day Housemasters and Mistresses and Heads of Year.

In King's Ely International (KEI) tutor groups are mixed ages combining those on one and two year courses. All KES and KEI students are integrated within the boarding houses.

INDUCTION OF NEW STAFF

Staff new to a position within boarding will follow the structured induction process below. Any concerns should be raised with the relevant house staff and details passed to the Director of Boarding.

- ✓ New Tutors will be briefed by the Director of Boarding about Boarding Standards, expectations and principles of boarding at KE.
- ✓ New Tutors will be inducted by their HsMs. This will include a tour of the house, an introduction to the pupils and one or more supervised duties.
- ✓ New Tutors will receive training on the School's policy and practice in the areas of Safeguarding; Social Respect strategies; Drugs, Alcohol and Smoking.
- ✓ New Housemasters/Mistresses will be inducted by the Director of Boarding. Prior to taking up responsibilities they will spend time "in house" with the current post holder where possible.
- ✓ New Housemasters/Mistresses will undertake the King's Ely Boarding Induction programme and be expected to complete the two year BSA course if they have not already done so.
- ✓ Staff INSET which takes place before each term will from time to time focus on pastoral issues. Recent training has included Effective Tutoring (in-house) and Self-harming and Eating Disorders.
- ✓ Both the Library and Common Room have a staff section in which several reference books on pastoral issues are available.
- ✓ Should Boarding Tutors identify any training requirements, they should be discussed with the Director of Boarding who will, under normal circumstances, make funding and opportunity available. Of particular value are professional development courses run by BSA, HMC/GSA and also by Cambridgeshire County Council.
- ✓ The School encourages Boarding Tutors to undertake a first aid qualification. For details consult either the Health & Safety Coordinator or the Chief Operating Officer.

PROCEDURES COMMON ACROSS ALL KES HOUSES

Meals

All meals are served in the dining room.

Signing out

All houses operate a Signing In/Out procedure for the safety and security of boarders which also applies to Visitors (Parents and Contractors etc).

Permission to be away from the House overnight

Such requests should ideally be made to the relevant Housemaster/mistress at least 24 hours in advance, by the parent/guardian prior to finalisation of arrangements. However, we do recognise that situations may arise in which this length of notice is impractical. When contact is made the following information must be provided:

- Dates and times of absence from the House
- Reason for request

If the arrangements involve another parent then he/she should also contact the House to confirm the arrangements. **Only under exceptional circumstances should requests be made for absence overnight during the working week.**

Permission for regular external commitments will usually be given. However house staff will monitor the requests for absence and reserve the right to refuse a request on academic or disciplinary grounds.

Weekends

It is important that both HsM and Resident tutor are aware of who is in house over any given time and know the approximate return times of those who have gone home or back to guardians for the weekend.

School policies

It is a requirement that all staff in houses adhere to whole school policies on matters such as drug and solvent abuse, alcohol, risk to health, sexual health, bullying, use of digital technology, health and safety, fire and complaints procedures.

House handbooks

Due to the differences in age range and circumstances within each House there are some differences in everyday routines and ethos. As a result, each house develops its own identity whilst operating within our stated framework. House handbooks are produced by each house to outline house rules and procedures. Each House has information (in a handbook and/or on the notice board) containing:

- The house personnel. Staff attached to the house and students in positions of responsibility (prefects).
- Brief description of the duties and responsibilities of house prefects
- Student names and room numbers.
- House assembly and roll call times and locations.
- The house routine from morning registration to bedtime and the staff (& students) on duty throughout the week.
- Explanation of the expectations for Prep time and activity time.
- Details on relevant signing out procedures outside the timetabled school day and what areas may be visited.
- Details on Town Leave
- Details on procedures to deal with visitors to the house.
- Fire exits, extinguishers, assembly points & the procedures on evacuating the house in case of a fire at night.
- Procedures in case of an emergency in the House.
- Health and Safety
- The procedures for Evening Duty
- How to contact Independent Listeners and other external agencies.
- Photographs and contact details of King's Ely Designated Safeguarding Officers.

Activities for boarders

Boarders have structured prep times throughout the week as published in the house handbooks. Boarders also have access to ICT facilities either provided by the School or brought in from home. All students have access to the school network and internet at published times during the week. All Senior houses have access to the library, at the published times, during prep sessions.

Weekend activities are sometimes organised for boarders by the school and house staff. They may include trips to shopping centres, parks, bowling, theatres, cinemas, Thetford Forest or the Norfolk coast. Standard risk assessments on such trips are carried out by the member of staff taking the trip in consultation with the EVC.

Welfare support services to boarders

The Designated Safeguarding Lead (DSL) is Ben Pennington (Dep. Head of KEs). Additional details of those trained in Safeguarding are given on the coloured card which accompanies your identity badge.

The first point of contact for HsMs and Tutors with regard to any medical issue are the Sisters in the school Medical Centre- details on medical services available to boarders are given in the Medical Care Policy.

If it is judged that a pupil will benefit from counselling, the Housemaster/mistress may discuss this with the Medical Centre and devise a strategy to advise the pupil. The pupil always has the right to refuse counselling.

Boarding staff are encouraged to attend courses designed by the Boarding Schools Association to support the welfare of our pupils.

Medical Details (for further details refer to the school policy on Medical Care)

All boarders should be registered with St Mary's Surgery in accordance with school policy on Medical Care. Details on medication prescribed by, or known to, the Medical Centre will be passed to the relevant boarding house. This information must be kept in a file which is accessible to the boarding staff. Details on the procedure for gaining access to medical advice from the Medical Centre are posted in each house. If a child is a boarder but an Ely resident it is acceptable for that child to retain its own doctor providing the parent is willing to accept responsibility for arranging and transport from/to appointments. The doctors in the school medical centre have kindly agreed to see such children as a "visitor" if the need arises.

Students/pupils must carry relevant self administering medication (e.g. EpiPen, anti-histamine) at all times.

All houses have areas to securely store first aid equipment and Paracetamol. Students/pupils individual medical records are stored in the Medical Centre. Any unused medication must be returned to the Medical Centre who will then arrange for its disposal.

HsMs keep a file of boarders who are self-administering and where their medication is kept. This file is made available to duty staff in the house so they can deal with relevant medical emergencies. HsMs must keep a file of Medical Protocols such as the protocol for the administration of non-prescription medicines such as Paracetamol. Parents/students should inform their HsM or the Medical Centre if a boarder has been ill during the holidays/weekend at home.

HsMs will keep records of individual boarders who are taking vitamins or other training/sport supplements and regularly check that they are stored in the student's lockable area.

HsMs should ensure that overseas boarders register their medicine with the Medical Centre. Any unregistered or unknown medicines may be removed for checking.

Pupils under 16 whose parents wish them to take a course of vitamins follow the Homely Remedies protocol.

All those working in boarding houses will undertake the annual training arranged by the Medical Centre for the dispensation of OTC meds, Asthma and the use of Epi-pens. No member of the boarding team can dispense meds unless this training has been completed.

Storing Information on Boarders

The HsM is responsible for keeping up-to-date and accurate records on all pupils in the House. Information may be held in paper format, (but to comply with GDP regs securely stored) and/or electronically. Where a particular student has specific welfare issues, it is the HsM's responsibility to keep the Welfare Plan (stored electronically and with restricted access), updated. The tutor may also hold a file of information on pupils and both should be contacted if a full investigation into the pupil will be carried out. All changes to pupils' information should be passed through to administrative support who will maintain the accuracy of pupil details on the school database. Each pupil also has a file which is administered by the Pastoral PA, Christine Duncan.

Pupil representation on school forums

All houses have a House Council. This body discusses whole school issues as well as house specific issues. The elected or co-opted students will represent boarders' views on the School Council. The school also has a Food Committee which meets each term. The caterers respond as far as they are able to requests from the students who attend. International boarders have a meeting with the caterers soon after the start of the Michaelmas Term. Minutes from House Council meetings will be published on House noticeboards no later than a week after the meeting has taken place.

There will be a termly meeting of the new Boarding Council; each house providing a representative for years 9, 10 and 11 and one for the Sixth Form.

New Boarders

It is important that new pupils are made aware of both House and School Rules at the earliest opportunity in the academic year. New pupils will be assigned a 'mentor' to help them settle into the school and house routine. The mentor is expected to help them meet their daily commitments during their first weeks within the House. Each house will have an induction process in place for students arriving at times other than the start of the academic year.

House Refurbishment/ Dilapidations

Fabric and furniture in the House which requires attention should be noted and passed to the Maintenance department via the Firefly e-ticket system. Outstanding items appear on a list on the intranet. Regular inspections need to be carried out by boarding staff. Children should be encouraged to report any H&S and maintenance issues. There is an H&S check in each house each term; issues are reported to Andrew Wallis, H&S Coordinator for the school. Damaged furniture should be removed as soon as possible from the House area. If the damage is found to be malicious then the perpetrator will be subject to disciplinary action. Charges will be made for damage caused by boarders as a result of carelessness.

Development Planning

It is expected that each boarding HsM in KES, KEJ and KEI will produce an annual development plan. This should focus on pastoral and academic developments and initiatives within the house. It is not linked to requests for refurbishment projects which are covered in the previous section.

Funds

There is a budget allowance for houses which can be used for some weekend activities and for small items for the house (DVDs, magazines, photos etc.). All budgetary requests and receipts for purchases will be approved (if reasonable) and signed by the Director of Boarding.

Charity events and fund raising are an important aspect of developing a healthy house spirit, an awareness of the needs of others and a caring community. Funds raised through such events will be managed under the guidance of the Charities Committee.

Security

All boarders have facilities to store valuables in a lockable drawer/box/wardrobe. Boarders should be encouraged to use this facility. Pupils will be advised that valuable items must be insured on their parents' "Home Contents" insurance.

National Boarding Standards

It is the responsibility of every member of staff working in a boarding house to read and be familiar with the *National Minimum Standards for Boarding Schools: April 2015* supplied by the school at formal induction. If it is your perception that the school or staff is/are falling short in any of the criteria, it is your responsibility to address the issue through your HsM or the DoB.

Day boys / girls in Boarding Houses

Some boarding houses will have day students, some of whom may have expressed a desire for occasional boarding or be considering becoming a boarder at a later date. In addition to creating an opportunity to convert day students to boarding there are several other advantages of having some day students in boarding houses:

- It reduces the pressure of numbers in day houses
- It enables occasional boarding
- It forges social links between boarders and local day students
- It enables the houses to be of similar size to day houses for competition purposes
- It assists in attaining year groups of similar size despite fluctuation in boarding demand.

However

- It is very important that day students in boarding houses have the same level of tutorial/pastoral care that students in day houses receive.
- It is the School's intention that the day students and boarders are as fully integrated as possible BUT this should not be at the expense of lack of privacy / access to facilities for boarders.

THE RÔLE OF THE TUTOR

All members of staff are involved in the pastoral care of pupils whenever they come into contact within the classroom, the House or during extra-curricular activities. Every teacher must be concerned with the pupils' well being, their enthusiasms and dislikes, their achievements and failures and their development as young people. Within the School, there is a system of pastoral care based upon the tutorial system within Houses. How well this system of broader concern works depends upon the dedication and application of the Tutors and House staff.

For the pupil, the Tutor provides vital support and it is important that Tutor and tutee should meet regularly and find time to talk so that a strong rapport is established. In addition to fixed tutorial times, suitable times obviously include break and the lunch-hour but may also be casual encounters en route for class, Cathedral etc. With frequent contact, a Tutor can quickly assess how a pupil is faring so that guidance can be given as necessary. It is equally important to recognise success in any aspect of School life: a few words of praise are always appreciated and do a great deal to raise morale. Indeed, a positive attitude and achievement in the extra-curricular sphere are often linked with good academic progress. Thus Tutors should take an interest in all aspects of a pupil's activities. The best way in which a Tutor can achieve these goals is to attend as many House and School functions and activities as possible. This may include supporting matches, concerts etc. as well as organising them. Staff should not wait to be asked but should take the initiative in becoming fully involved in the life of the King's Ely community. **Tutors should participate in at least one of the arranged weekend boarding excursions.**

Tutors should also endeavour to establish a good relationship with the pupils' parents/guardians/agent so that they can work together to overcome difficulties. Very often the Tutor will act as an intermediary between the HsM and pupils and classroom teachers who will tend to refer situations to the Tutor in the first instance. The Tutor who has gained the pupil's confidence will be able to listen to problems and offer advice and encouragement as appropriate. Tutors should feel free to seek help from other colleagues but confidentiality should be respected except where harm may be caused if no action is taken. In all cases if confidentiality is to be broken, Tutors should discuss the issues with the pupils in advance and attempt to persuade them of the essential wisdom of the action.

Tutor responsibilities during the course of the year

It is important that tutors monitor the behaviour of their tutees. In boarding houses; there is no real excuse for a student not completing prep and if this occurs should be addressed as soon as possible.

Before each period grade discussion, review tutees' grades and ascertain whether any are in the "reprimand" category. If this is the case, the Tutor should discuss the pupil's performance with those members of staff that have issued grade 4 for effort or B/S/R for Sixth Form (if the comment in the box is not comprehensive) and might well wish to discuss the pupil with his other teachers. The reaction to a student who is falling behind or whose effort is substandard is determined by the HsM. It is essential that the HsM is briefed before that meeting.

Meet with the tutee for a personal discussion every time a period gradecard is received. This should take approximately ten to fifteen minutes and should be conducted in private. The main focus of the interview will be upon academic matters (strategies to improve situations, resolve problems, improve organisation/study skills etc.) and realistic targets should be set and written down where appropriate. A discussion of extra-curricular involvement should follow to ensure that the tutee is using his/her time constructively and that a sensible balance has been achieved. Achievements should be recorded /acknowledged. The Tutor adds a short comment to the grade card.

Meet with the tutee at the end of each term/after examinations/when a full report has been received for a discussion along the lines of that mentioned above. Help with the writing of the tutee's self assessment should be provided.

The tutee's reports need to be collated and checked for errors. Any report containing damning comments which have not been discussed earlier in the term in order that action can be taken should be discussed with the subject teacher concerned with a view to it being rewritten.

Assistance will be provided for pupils in Y11 who have completed a COA questionnaire/test or equivalent. It is not assumed that Tutors will be experts in careers guidance nor in further education options but it is necessary to point the tutee in the right direction and to ensure that s/he complete all necessary research.

Assistance will be necessary when the tutee is completing his/her UCAS form in Y13. Tutees should be encouraged to begin considering their UCAS form (or comparable document) at the end of Y12.

Boarding House Duties (KES)

The Resident Tutor should become involved with the House as much as possible. S/he is to act as a sounding board for ideas and problems that the students may have and report back to the HsM. It is important that the resident Tutor is aware of the "atmosphere" in the house which changes dramatically when misbehaviour is pending. It is very helpful if the Tutor can walk through the House en route to his/her flat.

A Resident Tutor may expect to be on duty for 10 full weekends throughout the academic year though how this is split is down to the HsM and the Tutor. If the resident is involved in sport and extra-curricular activities it may be that Saturdays are problematic in which case duties are by arrangement with the HsM.

The Routine for Duty Weekday

This is dependent on which house you are assigned to as routines can vary from house to house dependent on proximity to the school and staff commitments. Each house will register students in the morning, at lunchtime and again in the evening in the form of a “roll call”. Key times are as follows:

16.30 -17.45 Your HsM will advise how the house will be covered after school.

ROLL CALL 18.25

- First prep 18.30-19.30
- 19.30-19.45 Prep break. Years 9-11 taken in House
- 19.45 prep commences and finishes at 20.30
- 20.30-Boarders activities and free time
 1. Pupils may inter-house visit until 21.15
 2. Sports Hall open from 20.30 /Main Gym opens 21.00-22.00
 3. No Tesco or Town for 9/10/11
- Quiet time/lights out
 1. Yr 9 in dorms by 21.30 lights out by 21.45
 2. Yr 10 in dorms by 21.45 lights out by 22.00
 3. Yr 11 in dorms by 22.15 lights out by 22.30

FRIDAYS: BUSINESS AS USUAL BUT FIRST PREP ONLY.

All houses locked at 22.15

Consultation

It is vital that communication within the House is excellent. There will be meetings of House Staff on a weekly basis which will help to facilitate this. There will be an opportunity for a pastoral review each year at which good ideas can be exchanged and concerns expressed.

We claim that our system of pastoral care is excellent. **It is only as good as the House staff that put it into practice.**

APPENDIX ONE - House Noticeboards – list of contents

- Aims of King's Ely (prominent);
- Worries & Concerns;
- Designated Safeguarding Officers and the appointed Safeguarding Governor;
- Parental Complaints and Concerns;
- Anti-Bullying & Social Respect Policy
- Bullying isn't OK
- Boarding Principles and Practice-Student version
- Cyberbullying – seven ways you can stop it
- E-Safety Guidance for Students
- Electronic Equipment
- Electrical Safety
- Drugs, Alcohol & Smoking
- FRANK
- Camquit
- Cycle Helmets
- First Aid Information Notice
- Defibrillator Information Notice
- Boarding Houses – Medication Reminder (herbal remedies etc.)
- Opening Hours of Medical Centre
- Out of Hours GP Care
- Sexual Health – Advice and Services
- Counselling
- Self-Harm Information Sheets
- Tutors & Prefects duty rota and times (*to be provided by HsM*)
- Bedtimes/ Prep-times/ Laundry (*to be provided by HsM*)
- Sanctions/ Boundaries
- House mobile number and how to contact HsM at night (*to be provided by HsM*)
- Visitors' Notice
- Daily Routine (*to be provided by HsM*)
- KE Relationship Policy

Suggested Items

- Team Sheets
- House Minutes and responses

HsMs to ensure that the below are kept in their House Office (not displayed on noticeboards due to confidentiality):

- Crisis Management - policy and manual
- School Phone Directory
- Contact details of own boarders (*hard copy if needed– to be kept securely*)