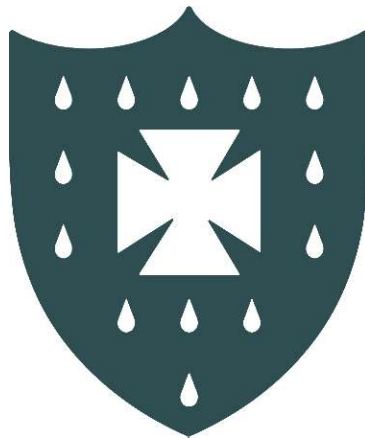




S. Anselm's

Boarding Policy

Monitoring: Head – Mrs Hannah Cunningham

Named Person Responsible: Head of Boarding– Mrs Rosemary Harrison

Last Reviewed: 13.09.2026

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Purpose and Scope

This policy sets out the provision, principles and expectations of boarding at S. Anselm's. It is informed by the National Minimum Standards for Boarding Schools (May 2026), Keeping Children Safe in Education (KCSIE 2026), Working Together to Safeguard Children (2026) and the Education (Independent School Standards) Regulations 2014. It should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Complaints Policy, Medical Policy, Admissions Policy, Online Safety Policy and Boarding Staff Handbook.

This policy applies to all boarders and to all staff involved in the leadership, management, delivery or support of boarding provision. Parents and guardians are expected to support the boarding arrangements and expectations relevant to their child. Visitors and other persons entering the boarding provision must comply with the school's relevant safeguarding, supervision and visitor arrangements.

Should the School extend its educational and boarding provision to include pupils up to GCSE level, the Boarding Policy would be extended to cover pupils in Years 3–11. The proposed model would retain Years 3–9 within the existing main boarding provision, with appropriate separation according to age, year group, sex and developmental needs, and would introduce a separately accommodated GCSE boarding provision for pupils in Years 10 and 11 within School House. Before any extension were implemented, the School would review and, where necessary, adapt its accommodation, staffing, safeguarding arrangements, supervision, pastoral and medical provision, academic support, fire and emergency procedures, risk assessments and facilities to ensure that the provision was suitable for the wider age range and continued to comply with the National Minimum Standards for Boarding Schools, Keeping Children Safe in Education, the Independent School Standards and all other applicable statutory requirements and guidance.

Boarding Principles and Practice

At S. Anselm's, boarding is a central and valued part of school life. We are proud to offer a range of options — full, weekly, flexi and taster boarding — to meet the needs of families both in the UK and overseas. Set against the backdrop of the Peak District National Park, our boarding community combines outstanding pastoral care, excellent facilities, and a rich programme of activities. Taster boarding is available only to pupils who are new to boarding. Pupils from across Britain and around the world are warmly welcomed, and it is a privilege to support and nurture such a diverse and vibrant community.

S. Anselm's meets NMS Standard 1 by ensuring that the boarding environment actively promotes the welfare, safety and individual development of all boarders, with particular attention to pupils with SEND and to any pupil who may be vulnerable because of personal circumstances.

Boarding at S. Anselm's is not just an accommodation option — it is an integral part of the educational journey, helping pupils develop resilience, independence, social confidence, and a strong sense of community.

Our Boarding Principles

- **Exceptional Care and Dedicated Staff**

We provide a high standard of pastoral care, treating every child as an individual with their own ambitions, aspirations and motivations. Our experienced and approachable staff offer consistent support, ensuring that every boarder feels heard, valued and secure.

- **A Warm and Inclusive Community**

Boarding is founded upon openness, trust and mutual respect. We celebrate diversity and provide equality of opportunity and respect for all boarders, regardless of ethnicity, culture, gender or disability, within the practical constraints of the building.

Every boarder and member of staff is treated as an individual and valued as a member of the boarding community. Although pupils live together within a shared boarding environment, every person's right to appropriate privacy is recognised and respected.

- **Homely Accommodation and Wellbeing**

Our small, cheerful dormitories provide comfortable accommodation suited to the age and maturity of the boarders. They offer appropriate privacy, a homely atmosphere and a genuine sense of belonging.

We create an atmosphere of tolerance, openness and trust in which abuse, intimidation, harassment, teasing and bullying are unacceptable. Boarding staff are available and approachable, helping pupils feel safe, form positive friendships and flourish within a nurturing environment.

- **Opportunity, Growth and Adventure**

We support the intellectual, spiritual, cultural, moral, social and personal development of every boarder. Pupils are encouraged to develop a desire for truth, respect for others and a positive commitment to the values of our Catholic foundation.

A varied programme of age-appropriate activities, hobbies, trips and experiences helps pupils develop confidence, independence and resilience. We make full use of the

surrounding Peak District to provide outdoor experiences and opportunities that prepare pupils for life beyond school.

Above all, we aim to ensure that boarding is a happy, rewarding and enjoyable experience for every child.

Our Boarding Practice

- Provision and Induction

Boarding at S. Anselm's is available to pupils in Years 3 to 8, aged approximately 7 to 13, on a full, weekly or flexi-boarding basis. We welcome both local and overseas pupils.

Every new boarder receives a thorough induction to the boarding house, supported by a checklist to ensure that the important routines, expectations and arrangements have been explained and understood. Ongoing support helps pupils settle quickly, make friends and become valued members of the community.

- Environment and Intellectual Development

Our dormitories and shared spaces are comfortable, cheerful and well maintained, creating a genuine home-from-home atmosphere.

We provide the conditions in which boarders can develop their intellectual abilities through well-structured prep, music practice, access to teaching staff and other pupils, independent study and participation in activities. Effort, curiosity and personal progress are recognised and encouraged.

We also protect pupils when they use digital devices and online services, monitoring their internet use to ensure that it remains safe, appropriate and beneficial.

- Routine and Expectations

Clear and consistent routines help boarders feel safe, happy and confident. Our expectations and house rules encourage responsibility, kindness, respect and self-discipline.

Boarders are supported to take increasing responsibility for themselves, other people and their environment. This includes developing good habits relating to personal hygiene, organisation and the care of their possessions.

- Pastoral Care and Staffing

We create an open and trusting ethos in which every boarder feels confident approaching a member of staff, knowing that they will be listened to and treated with dignity and respect.

Boarders are encouraged to share and celebrate the positive aspects of their lives while also knowing that they can seek advice, guidance, counselling and support during difficult or challenging times.

Our experienced and caring boarding staff are approachable and highly visible. They provide appropriate supervision, guidance and emotional support while continually safeguarding and promoting the welfare of every boarder.

We seek to maintain an environment that is, as far as reasonably possible, safe and free from physical hazards and dangers.

- Community, Activities and Leadership

Shared mealtimes, recreation, trips and organised activities strengthen relationships and create a positive sense of community. The range of opportunities provided is appropriate to the age and maturity of the boarders and supports their personal, social and cultural development.

Pupils are given opportunities to accept responsibility, develop leadership skills and learn how to work successfully as part of a team.

- Partnership and Continuity of Care

We recognise that strong links with boarders' parents and families are an essential part of their support and development. Regular and effective communication with parents and guardians helps ensure continuity of care between home and school.

If the School were to extend its provision to GCSE level, the same boarding principles would continue to apply to all pupils in Years 3–11, with provision adapted to reflect pupils' different ages, developmental stages, academic demands and pastoral needs. The proposed GCSE provision would retain the School's existing closely supervised and chaperoned approach; older pupils would not automatically receive unsupervised access to the site or local community because of their age. Greater independence would instead be developed safely within the supervised boarding environment through increased responsibility for personal organisation, belongings, study and daily routines. Years 10 and 11 would also have designated GCSE social and study spaces appropriate to their age and academic requirements while remaining part of the wider boarding community.

Key Boarding Contact Information

School Office

Email: office@anselms.co.uk Telephone: 01629 343434

During boarding hours, this number will divert directly to the Head of Boarding (Mrs Rosemary Harrison).

Head of Boarding – Mrs Rosemary Harrison

Email: rosemary.harrison@anselms.co.uk Telephone: 07557 404704

Boarding Team

Email: boarding@anselms.co.uk (monitored by all boarding staff)

Designated Safeguarding Lead (DSL) – Alison Whawell

Email: Alison.whawell@anselms.co.uk Telephone: 07922 280925

Head – Hannah Cunningham

Email: head@anselms.co.uk Telephone: 07494 075615

School Nurse and Deputy Designated Safeguarding Lead (DDSL) – Kat Connell

Email: katrina.connell@anselms.co.uk Telephone: 07747 289123

Deputy Designated Safeguarding Lead (DDSL) – Katie Baldwin

Email: Katie.Baldwin@anselms.co.uk Telephone: 07393 652152

Boarding Trustee – Annabel McCallum

Email: Annabel.mccallum@anselms.co.uk Telephone: 07711 656877

Fire Officer – Richard Newton Email: richard.newton@anselms.co.uk

Independent Listeners

Reverend Hilda – 01629 816832 Reverend Alan – 01629 816831

Mrs Lisa Donnelly – 01629 816830 – listen@anselms.co.uk

NSPCC Helpline 0808 800 5000

Childline 0800 1111

Childline Freepost, London 1111, N1 0BR

Children's Commissioner – Dame Rachel de Souza 0800 528 0731

Independent Schools Inspectorate (ISI) 020 7600 0100

Emergency Services (Police, Fire or Ambulance) 999

Leadership, Management and Boarding Provision

Boarding at S. Anselm's is organised to provide a safe, secure and happy environment in which every boarder can prosper and thrive. The boarding team is responsible for supporting pupils' pastoral, social and educational development while ensuring that School House is managed with professionalism, imagination and efficiency. In accordance with NMS Standard 2 – Management and Development of Boarding, the School ensures clear leadership, management and governance of boarding and maintains effective links between academic and residential staff.

Leadership and Staffing

Overall responsibility for the management, staffing and effectiveness of boarding rests with the Head, Mrs Cunningham. Day-to-day responsibility is delegated to Mrs Rosemary Harrison, Head of Boarding, who is accountable to the Head for the management and operation of School House.

The Head of Boarding is responsible for leading and supporting the boarding and resident staff, coordinating the daily routines of the house and ensuring that the boarding community remains safe, happy and well organised. Boarding staff report to the Head of Boarding, who reports directly to the Head. The Head and Head of Boarding meet regularly to review boarding provision, discuss individual pupils and respond to any emerging concerns.

The Head and Head of Boarding are resident in School House, providing pupils with access to senior staff outside the normal school day. Boarding Assistants may also reside in the boarding house and will always support the evening routine whilst on duty. Boarding duty operates from 5.00pm to 10.00pm. Residential and overnight duty staff continue patrols and checks until 11.00pm and remain available as responders overnight. Other boarding and resident staff work according to the published duty rota. Staff are present throughout the day and evening, attending meals, supervising activities, supporting prep and engaging positively with pupils. Boarders can access staff at any time by knocking on staff doors, but must never enter private staff accommodation, and by using the night-bell system. Duty rotas and boarding notices clearly identify the members of staff on duty and the person available to provide additional support.

Any member of staff, volunteer or other person working within the boarding house who has a concern about its operation or the wellbeing of a pupil should speak promptly to the Head of Boarding.

Should the School extend its boarding provision to GCSE level, it is proposed that the residential staffing structure would be developed to reflect the increased age range and the physical separation of Year 3-9 and GCSE accommodation. The proposed structure would comprise the Head of Boarding, supported by a Resident Junior Houseparent, a Resident Senior Boys' Houseparent and a Resident Senior Girls' Houseparent (one of which may also be the Head of Boarding themselves), together with Boarding Assistants deployed according to the number, age, needs and activities of the pupils boarding. The Head of Boarding would retain overall responsibility for the whole boarding provision, with the resident houseparents providing consistent pastoral oversight and an identified residential presence for their respective areas. Staffing levels, deployment, overnight arrangements, rotas and responsibilities would be formally reviewed before any extension opened to ensure that sufficient suitably trained and experienced staff were available to supervise pupils safely across the different boarding areas and that appropriate staff could respond promptly to pupils during both waking and sleeping hours.

Governance and Oversight

The Trustees continually monitor the effectiveness of the leadership, management and delivery of boarding and welfare provision and take appropriate action where necessary. A designated Trustee has specific responsibility for boarding welfare and safeguarding.

The Designated Safeguarding Lead maintains an overview of the welfare and safeguarding of all pupils, including boarders. Pupils also have access to Independent Listeners and are made aware of the identities of the DSL and Deputy DSLs. Full information about the safeguarding team and how to contact them is displayed in all common areas within boarding. Relevant safeguarding and support contact information, including details of the safeguarding team and Independent Listeners, is displayed on the door of every dormitory and bathroom.

There are clear and effective links between boarding, pastoral and academic staff. Every pupil has a Class Teacher or Tutor who contributes to their pastoral care and communicates with boarding staff when appropriate.

The Senior Leadership Team meets regularly, with pupil welfare and safeguarding included within its discussions. Regular staff meetings provide further opportunities to share relevant information about individual pupils, including boarders. Daily handovers ensure continuity between staff responsible for pupils during the previous evening, overnight period and following morning.

The Head regularly reviews the effectiveness, knowledge and skills of the school's leadership and boarding teams. This helps ensure that members of staff fulfil their responsibilities effectively and that all required standards of care are maintained. These governance and oversight arrangements support the School's compliance with NMS Standard 2 – Management and Development of Boarding.

Appointment, Training and Professional Development

The Head is responsible for ensuring that suitably experienced and appropriately qualified individuals are appointed to boarding roles. All appointments are subject to the school's safer-recruitment and safeguarding procedures.

The Head of Boarding and boarding staff bring experience from a range of boarding settings and environments. They are expected to participate in regular continuing professional development relevant to their roles and responsibilities. Boarding staff must keep themselves informed about developments and new initiatives in boarding practice and share relevant information with all colleagues connected to boarding. All boarding staff participate in the school's appraisal process. This provides an opportunity to identify and address future training and professional-development needs. Each member of the boarding team will also have regular opportunities to meet with the Head of Boarding to discuss their role, development and contribution to the boarding community.

All boarding staff receive an appropriate induction before, or as soon as practicable after, taking up boarding duties. Induction includes the School's safeguarding arrangements, boarding procedures, fire and emergency procedures, pupil supervision, medical arrangements, night-time procedures and the particular responsibilities associated with working in a residential setting.

Boarding staff must read and understand the policies and procedures relevant to their role, including the Boarding Policy, Boarding Staff Handbook and the School's safeguarding and child-protection arrangements. Staff must complete required safeguarding training and updates in accordance with Keeping Children Safe in Education (KCSIE 2026) and undertake boarding-specific training appropriate to their responsibilities.

Staff new to boarding at S. Anselm's complete the EduCare Introduction to Boarding course as part of their boarding induction.

These arrangements support the School's compliance with the National Minimum Standards for Boarding Schools (May 2026) in relation to the management, development, deployment, induction and training of boarding staff.

If the School were to extend its boarding provision to include GCSE pupils, recruitment, induction and continuing professional development would be reviewed to ensure that boarding staff were appropriately prepared to support the full Years 3–11 age range. In addition to the School's existing safeguarding and boarding training, relevant training would include the needs and development of adolescents, age-appropriate pastoral care, online safety, child-on-child abuse and harmful sexual behaviour, relationships, mental and emotional wellbeing, self-harm and other safeguarding risks that may become more relevant as pupils grow older. Training would be appropriate to each member of staff and would continue to be reviewed in response to safeguarding guidance, the needs of the boarding population and identified areas of risk.

Daily Supervision and Registers

Boarding staff must know the whereabouts of boarders, as far as is reasonably practicable, and which member of staff is responsible for their supervision. The boarding register is checked when pupils enter boarding, and staff continue to account for pupils at appropriate points throughout the evening and boarding period.

A clear handover must take place whenever responsibility for boarders passes between members of staff. Relevant information concerning safeguarding, welfare, medical needs, behaviour, activities, whereabouts or other matters affecting a boarder must be communicated appropriately.

Boarding duty operates from 17:00 to 22:00. Residential and overnight duty staff continue appropriate patrols and checks until 23:00 and remain available as responders overnight.

These arrangements support compliance with the National Minimum Standards for Boarding Schools (May 2026) relating to the supervision and safety of boarders and the School's responsibility to know their whereabouts.

Should the School extend its boarding provision to GCSE level, pupils in Years 9–11 would remain subject to the same principles of active supervision, accountability, registration and handover as all other boarders. Older age would not in itself result in reduced supervision or permission for pupils to leave agreed boarding areas independently. The proposed staffing and accommodation arrangements would ensure that staff remained appropriately deployed across the Years 3–9 and separate Years 10–11 areas, with clear responsibility for each group and continued knowledge of pupils' whereabouts throughout the boarding period.

Evening Routine

Daily routines provide an appropriate balance of study, recreation, social time and rest. Evening activities are calm, structured and appropriately supervised. Pupils may be

given opportunities to watch television, spend time with friends and prepare independently for bed, while staff maintain the oversight necessary to safeguard their wellbeing. Following prep and evening activities, pupils may have toast, fruit and hot chocolate or other evening treats in the dining hall. This provides an opportunity for relaxed conversation and helps maintain the family atmosphere of the boarding house. Pupils in Years 3 to 6 normally go to bed at 8.30pm, Year 7 pupils at 9.00pm and Year 8 pupils at 9.30pm.

These arrangements support the requirements of the National Minimum Standards for Boarding Schools (May 2026) by ensuring that boarders have appropriate opportunities for recreation, social interaction and sufficient rest within a suitably supervised boarding routine.

If the School were to extend to GCSE level, the evening routine would be extended in an age-appropriate manner while retaining the existing balance of study, recreation, social time and sufficient sleep. Year 9 pupils would have lights out at 9.40pm, Year 10 at 9.50pm and Year 11 at 10.00pm, ensuring that all pupils were in bed with lights out by 10.00pm. Year 9 would broadly follow the existing Year 8 evening structure with an additional 15 minutes of scheduled study time. Years 10 and 11 would have designated supervised study provision appropriate to GCSE study, homework and revision requirements, together with age-appropriate recreational and social time. The effectiveness of these timings would be kept under review to ensure that pupils received sufficient rest and that individual welfare, health or educational needs could be accommodated where necessary.

Weekday Activities

Evening activities take place from Monday to Friday and include a range of sporting, creative, recreational and academic opportunities. Boarders are provided with appropriate meals and refreshments throughout the evening, with organised activities taking place as part of the boarding routine.

Friday evenings may include an extended activity or an off-site event following tea. Staff must ensure that appropriate staffing, consent, transport, risk-assessment and supervision arrangements are in place for these activities.

Boarding clubs and enrichment activities are organised termly and provide a varied range of sporting, creative, recreational and other opportunities. Activities should be inclusive and organised appropriately according to pupils' ages, interests and needs. Termly activity timetables are shared with parents. Staff will help pupils select clubs and activities that reflect their interests, needs and developmental stage.

These arrangements support the National Minimum Standards for Boarding Schools (May 2026) by providing boarders with appropriate recreational and developmental opportunities as part of the boarding experience.

Weekend Provision

Weekly boarders leave the boarding house at 9.00am on Saturday, complete their Saturday school commitments and leave school at the end of Saturday school. They normally rejoin school on Monday morning. Sunday evening return is available by arrangement to full and weekly boarders only.

Full boarders participate in a planned weekend programme which provides a balance of recreational activities, visits, trips, leisure time and opportunities to relax and socialise within the boarding community. Appropriate opportunities are also provided for pupils to contact home.

Boarders may help prepare packed lunches for trips as part of developing their independence and contributing to community life. Staff will support appropriate contact with families through letters, email, telephone calls or video calls. This will be balanced with sufficient time for recreation, prep, social interaction and participation in boarding life.

These arrangements support the National Minimum Standards for Boarding Schools (May 2026) by providing boarders with appropriate opportunities for recreation, activities, free time and contact with their families.

Should the School extend its provision to GCSE level, full boarders in Years 9–11 would continue to participate in the supervised weekend boarding programme in accordance with their boarding arrangements. The programme would remain appropriately supervised and would provide an age-appropriate balance of recreation, social opportunities, rest, contact with home and academic study. Years 10 and 11 would have access to the designated GCSE study space during appropriate periods of the weekend so that homework and revision could be completed without removing pupils from the social and recreational opportunities of boarding.

Supervised Shopping

Shopping may occasionally be offered as part of the boarding programme. Pupils in Years 3 to 6 must remain with a member of staff. Pupils in Years 7 and 8 may be permitted greater independence where this is considered appropriate by boarding staff, parental permission has been confirmed and suitable safeguarding arrangements are in place. Appropriate safeguarding arrangements will be put in place, including access to

suitable communication devices, agreed meeting points and return times, and an appropriate level of staff and site supervision.

If the School were to extend its provision to GCSE level, pupils in Years 9–11 would not automatically receive additional unsupervised shopping privileges because of their age. Years 9–11 would follow the supervised arrangements applicable to Years 7 and 8, with any limited independence within an organised shopping activity remaining subject to staff judgement, parental permission and appropriate safeguarding arrangements. Shopping activities would continue to be chaperoned and supervised by boarding staff, with clear boundaries, meeting arrangements, return times and suitable means of communication established for the activity.

Meals, Snacks and Tuck

Staff supervise all meals and snacks, encouraging healthy choices, good manners and positive social interaction. Mealtimes will contribute to the welcoming and family-centred atmosphere of boarding.

Information relating to allergies, medical diets, religious requirements and other individual dietary needs must be communicated to the catering team in consultation with the School Nurse.

Boarding staff are also responsible for managing the tuck routine. A small amount of tuck may be provided, with healthier alternatives such as fruit also available to pupils. These arrangements support the National Minimum Standards for Boarding Schools (May 2026) by ensuring that boarders are provided with appropriate and nutritious food and that individual dietary needs are appropriately considered.

Monitoring and Development of Boarding

The continuing development of boarding encompasses improvements to facilities, planned maintenance of accommodation and the professional development of boarding staff. It also includes consideration of new initiatives and developments in boarding practice, regular review of boarding policies and procedures, including the Staff Boarding Handbook and consultation with pupils, parents and members of staff. The school maintains the policies and documents identified in Appendix A of the National Minimum Standards for Boarding Schools. These are held within the school's central collection of policies.

The records identified in Appendix B of the National Minimum Standards are maintained and monitored, with appropriate action taken in response to the information they contain. The matters specified in Appendix C are also monitored, and action is taken to improve outcomes for pupils where necessary.

A rolling programme of self-assessment is undertaken against the National Minimum Standards for Boarding Schools (May 2026). This enables the school to review each standard, evaluate current practice, identify areas for development and agree appropriate actions or changes in direction.

Evidence used to evaluate boarding is gathered from a wide range of sources. These include boarders, parents and guardians, boarding and resident staff, academic and pastoral staff, the Senior Leadership Team and the Trustees. Inspection findings, complaints, concerns, safeguarding records, boarding surveys and Boarders' Committee meetings also contribute to the evaluation process.

This process supports the continuous improvement of boarding and ensures that its leadership, staffing, accommodation, routines and pastoral provision remain responsive to the needs of the children.

Should the School extend its provision to GCSE level, the effectiveness of the expanded boarding provision would form part of the School's existing monitoring and self-evaluation arrangements. Particular consideration would be given to the effectiveness of the Years 3–9 and GCSE accommodation structure, staffing and supervision, GCSE study provision, recreational opportunities, safeguarding, pupil wellbeing and the experiences of the different age groups. Feedback would be sought from pupils, parents, boarding staff and relevant academic and pastoral staff, and the provision would be reviewed against the National Minimum Standards and other applicable statutory requirements and guidance so that adjustments could be made where evidence identified a need.

Staff Roles, Induction and Professional Development

All staff joining the boarding team undertake an appropriate induction relevant to their role. This ensures that they understand their responsibilities, the school's routines, safeguarding arrangements and expected standards of professional practice. As part of their induction, all staff working in boarding receive familiarisation and appropriate training in CPOMS and iSAMS Wellbeing Manager, the systems used within school and boarding for recording and reporting relevant pupil information and concerns.

Resident Staff Induction

Before undertaking unsupervised boarding duties, new resident staff complete induction with a member of SLT. During this induction, they are introduced to boarding routines, relevant policies, staff responsibilities, standards of behaviour and general conduct. They are also shown how information is recorded in the Boarding Handover, how and when the boarding house must be secured, overnight and emergency procedures, the procedures to follow if the fire alarm sounds and the people to whom concerns or problems must be reported.

If the School were to extend its provision to GCSE level, resident staff induction would be adapted to reflect the proposed Years 3–9 and GCSE accommodation structure. The Resident Junior Houseparent and Resident Senior Boys' and Senior Girls' Houseparents would receive induction specific to the age groups and accommodation for which they had particular responsibility, while remaining trained and able to respond appropriately across the whole boarding provision. Induction would include the operation and safeguarding purpose of the coded separation between the Years 3–9 and GCSE areas, staff and emergency access, supervision and night-time arrangements, evacuation procedures, communication between residential areas and the pastoral and safeguarding needs of the different age groups.

Day Duty Staff Induction

A member of SLT provides new day-duty staff with an appropriate boarding induction. This includes the expectations placed upon staff and pupils, the differences between the school day and boarding time, the supervision of activities and the management of conduct and welfare concerns.

Staff must understand that boarding is the pupils' home environment. Their approach during boarding should therefore be warm, calm and appropriately relaxed while continuing to maintain professional boundaries, clear expectations and effective supervision.

Should the School extend to GCSE level, day-duty staff induction would additionally explain the organisation of the Years 3–9 and GCSE boarding areas, the designated GCSE common room and study provision, the different evening routines and bedtimes, and the continued expectation that pupils in Years 9–11 remain appropriately supervised and chaperoned. Staff would be made aware of which areas pupils may access, the operation of any controlled-access doors and the arrangements for summoning resident or senior boarding staff when required.

Safeguarding and Operational Training

As part of their induction, all staff receive safeguarding and child-protection training from the DSL. This includes an explanation of the school's reporting arrangements and the procedures staff must follow if they have a concern about a pupil or colleague. All boarding staff must read and understand Part One of Keeping Children Safe in Education (KCSIE 2026) and receive safeguarding and child-protection updates as required.

New staff receive safeguarding training as part of their induction, together with any additional or updated training recommended by the DSL. They also receive guidance from the Bursar concerning school organisation, health and safety, administration, communication, personal matters and emergency procedures.

All appointments and deployments must comply with the school's Safer Recruitment Policy and Part Three of Keeping Children Safe in Education. Appropriate checks must be completed before an individual begins work. Depending upon the role, these include identity, enhanced DBS and Children's Barred List checks, right-to-work checks, employment history and references, professional qualifications, prohibition from teaching, section 128 directions for relevant management positions, overseas checks and any applicable childcare-disqualification requirements. Required checks must be recorded on the Single Central Record. Current first-aid qualifications must also be verified where first aid forms part of the role.

Shortlisted candidates should be informed that the school may undertake an online search as part of its safeguarding due diligence. Boarding staff must not assume that possession of a DBS certificate alone establishes suitability.

Staff receive practical training relevant to their duties, including fire-warden responsibilities, the administration and recording of medication, emergency procedures and the use of school systems such as CPOMS and iSAMS Wellbeing Manager. Only staff who have completed the required training may administer prescription or non-prescription medication.

If the School were to extend its boarding provision to GCSE level, the safeguarding and operational training programme would be reviewed before older pupils were admitted to ensure that staff were appropriately prepared for safeguarding issues relevant across the wider Years 3–11 age range. This would include age-appropriate training and updates concerning adolescent development and wellbeing, child-on-child abuse and harmful sexual behaviour, relationships, online safety, exploitation, substance and vaping concerns, self-harm and mental health, alongside the School's existing safeguarding training. Operational training would also address supervision across the divided accommodation, controlled-access arrangements and the procedures for maintaining safe staff access and emergency evacuation throughout School House.

Continuing Professional Development

Professional development is maintained through annual appraisal. This ensures that staff continue to perform effectively and provides opportunities to identify training needs and support their development.

Boarding staff will undertake continuing professional development appropriate to their roles and responsibilities. Staff new to boarding at S. Anselm's complete the EduCare Introduction to Boarding course and provide their certificate to the Head of Boarding for filing.

Staff may also attend relevant courses provided by the Boarding Schools' Association and other suitable training providers. Training designed specifically for preparatory-school boarding should be considered where available. Peer-to-peer training is encouraged, and a full boarding-team meeting is held at the beginning of each term to share information, ideas, experience and good practice.

Should the School extend its provision to GCSE level, continuing professional development would be broadened beyond preparatory-school boarding to include training relevant to senior and GCSE-age boarding. The School would seek appropriate professional development concerning the residential, pastoral, safeguarding and developmental needs of adolescents and would use appraisal, safeguarding review and evaluation of the expanded provision to identify any further training required.

Key Duties and Responsibilities of Boarding Staff

All members of staff working in boarding are responsible for the safety, whereabouts and wellbeing of the children in their care. When pupils enter boarding, responsibility for their supervision passes to the boarding staff identified on the published duty rota or through an agreed handover arrangement.

Staff must remain visible and actively supervise pupils throughout boarding hours. They are expected to circulate regularly through corridors, dormitories, shared areas and the dining and kitchen areas rather than remaining in one place for an extended period. Staff will also take time to speak with pupils and domestic staff, but they must maintain an awareness of the wider boarding environment and the whereabouts of the children. Staff must pay particular attention to first-time boarders, younger pupils and children who are known to be vulnerable. Individual circumstances, needs, strengths and areas of difficulty must be identified and communicated appropriately to the staff who need the information. This allows staff to provide consistent care, maximise opportunities for development and support each child's talents and potential.

All staff working in boarding must understand the implications of the National Minimum Standards for Boarding Schools and their responsibilities under the school's Safeguarding and Child Protection Policy. They must be familiar with relevant individual healthcare and support plans and ensure that necessary information is recorded in the Boarding Handover, CPOMS, iSAMS Wellbeing Manager or the appropriate medical record.

Staff must understand their responsibilities during emergency evacuations and critical incidents and follow the school's Health and Safety and Fire Safety policies. They must promote the principles upon which the boarding community is based and encourage pupils to respect other people, one another's belongings and school property. Boarders will be encouraged to develop a sense of collective responsibility. They should recognise when other pupils may need help and be encouraged to offer appropriate support. Staff must uphold the school's Behaviour Policy through encouragement, praise, appropriate rewards and proportionate sanctions. Any bullying, serious misconduct, punishment or significant welfare concern must be reported and recorded through the appropriate channels.

Boarding staff are expected to participate in appraisal and staff review arrangements, report to the Head of Boarding as required and undertake other reasonable duties connected with the safe and effective operation of boarding.

If the School were to extend its provision to GCSE level, these responsibilities would apply equally across the Years 3–9 and GCSE boarding areas. Duty arrangements would identify which members of staff were responsible for each area and ensure appropriate staff presence and circulation throughout School House, including the designated GCSE common room and study areas. Staff would continue to supervise older pupils actively while recognising their increased maturity and need for appropriate privacy, particularly around bedrooms, bathrooms, changing and personal care. Increased age

would not remove the requirement for staff to know pupils' whereabouts, maintain appropriate oversight or respond promptly to welfare and safeguarding concerns.

Responsibilities of the Head of Boarding

The Head of Boarding is responsible for ensuring that the necessary boarding policies, records and operational documents remain current and are accessible to relevant staff. They liaise with the Head regarding boarding structures, routines, staffing arrangements, new initiatives and future activities or events. They organise regular boarding meetings, coordinate appropriate training and professional development, and oversee the Boarders' Committee so that pupils' views are heard, considered and acted upon where appropriate.

The Head of Boarding communicates with staff, pupils and parents as necessary and oversees the induction, support and appraisal of boarding staff. They are also responsible for ensuring that boarding routines, staffing arrangements and standards of care are implemented consistently.

The Head of Boarding is responsible for supporting the School's ongoing compliance with the National Minimum Standards for Boarding Schools (May 2026) and for identifying areas where boarding provision can be further developed.

Should the School extend to GCSE level, the Head of Boarding would retain overall responsibility for the Years 3–11 boarding provision and would coordinate the work of the Resident Junior Houseparent, Resident Senior Boys' Houseparent, Resident Senior Girls' Houseparent and Boarding Assistants. The Head of Boarding would oversee the implementation and continuing review of the junior and GCSE boarding arrangements, including staffing, accommodation, supervision, study provision, safeguarding, routines and communication between the different areas, reporting to the Head and governance as appropriate.

Responsibilities of the Boarding Team

Boarding staff are responsible to the Head of Boarding. Their central responsibility is to ensure that the pupils in their care are safe, happy and well looked after within an environment that is warm, welcoming, friendly and enjoyable.

Staff will support pupils to maintain appropriate standards of personal hygiene, dress and presentation. They must administer medication in accordance with the school's medical policies and maintain accurate, current and securely stored pastoral and medical records.

Boarding staff liaise with parents and guardians about relevant domestic, medical and welfare matters. This includes maintaining appropriate contact with parents and guardians so that they remain informed about their child's wellbeing and experience of boarding.

Staff conduct new-boarder inductions and provide continued support to resolve any settling-in difficulties. They also oversee domestic arrangements, including laundry, bedding, cleaning and the preparation of the boarding accommodation.

During evening duties, they work with resident and duty staff to maintain a calm and gentle routine and ensure that children settle safely for the night. Before each term, staff supervise the preparation of the boarding areas. At the end of term, they oversee the clearing, cleaning and secure closure of the accommodation.

Responsibilities of Resident Staff

Resident staff assist the Head of Boarding in carrying out pastoral responsibilities, maintaining appropriate standards of behaviour and ensuring the smooth operation of School House.

When allocated responsibility for a duty team, resident staff lead that team in accordance with the arrangements set out in the published duty arrangements and this policy. They support boarding staff in creating a calm, orderly and friendly environment and take the lead in disciplinary matters when required, liaising with the boarding team about concerns and outcomes.

On duty nights, resident and overnight duty staff remain responsible in accordance with the published duty arrangements. Appropriate patrols and checks continue until 23:00, after which the designated overnight staff remain resident and available to respond to pupils, emergencies or other concerns throughout the night. Staff must ensure that the school and boarding house are appropriately secured, unnecessary lights are switched off and fire doors are closed.

Any significant difficulty, incident or concern arising during an evening or overnight duty must be reported to the Head of Boarding and recorded through the appropriate school system where required.

If the School were to extend its provision to GCSE level, the proposed resident staffing structure would provide identified residential oversight for the different areas of School House. The Resident Junior Houseparent would have particular pastoral responsibility for the Years 3–9 provision, while the Resident Senior Boys' Houseparent and Resident Senior Girls' Houseparent would have particular pastoral responsibility for the

respective GCSE boarding sections. These allocations would not prevent resident staff from supporting pupils elsewhere in School House when required. Resident staff would work under the overall direction of the Head of Boarding, maintain effective communication and handover between the different areas and ensure that the physical separation of accommodation did not create gaps in supervision, safeguarding, emergency response or overnight care.

Safeguarding and Professional Practice

All boarding staff have a duty to provide the highest possible standard of care for every child at S. Anselm's. The guiding principle is that pupils should be cared for with attentiveness, compassion and respect, while recognising that professional boundaries, school policies, safeguarding requirements and appropriate professional judgement must always guide staff actions.

Boarding staff play a vital role in upholding the school's high expectations for conduct while maintaining a warm, caring and supportive atmosphere. Rules and routines must be applied consistently and compassionately, with expectations adapted appropriately to pupils' ages, needs and stages of development. All house routines and expectations must be communicated clearly and reinforced regularly to promote understanding and consistency.

All staff must maintain appropriate professional boundaries and act in accordance with the School's Safeguarding and Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education (KCSIE 2026).

Safeguarding and Wellbeing

Boarding staff are responsible for promoting pupils' mental, emotional and physical wellbeing, identifying risks at an early stage and responding promptly to signs of vulnerability, distress or harm. Staff must remain particularly alert to the risks associated with children spending extended periods away from home.

All boarding staff must be appropriately trained, DBS-checked and equipped to respond to safeguarding concerns, including child-on-child abuse, bullying and online safety. Staff must actively teach and model respectful relationships and positive behaviour, reinforcing the school's zero-tolerance approach to bullying, abuse and intimidation.

Should the School extend its boarding provision to GCSE level, the existing safeguarding and wellbeing framework would apply across Years 3–11, with pastoral support adapted to the age, maturity and circumstances of individual pupils. The proposed resident staffing structure would provide pupils with an identified houseparent appropriate to their boarding area, with the Resident Junior Houseparent having particular oversight of Years 3–9 and the Resident Senior Boys' and Senior Girls' Houseparents providing particular pastoral oversight of the respective GCSE sections. GCSE pupils would continue to have access to the Head of Boarding, School Nurse, DSL, Independent Listeners and other existing sources of support. Staff would be trained and expected to recognise safeguarding and wellbeing issues that may become

more relevant during adolescence and would continue to refer concerns through the School's established safeguarding procedures.

Child-on-Child Abuse

Child-on-child abuse can occur inside or outside school and online. It includes bullying and cyberbullying; discriminatory and prejudice-based abuse; physical abuse or threats involving weapons; abuse within intimate relationships; harmful sexual behaviour; sexual harassment and sexual violence; consensual or non-consensual making or sharing of nude or semi-nude images, including images altered or generated using artificial intelligence; upskirting; and initiation or hazing-type violence and rituals. Staff must never dismiss abusive behaviour as banter, part of growing up or normal behaviour between boys and girls. The absence of a report does not mean that abuse is not occurring. Any concern must be reported to the DSL immediately. The DSL will consider the immediate safety and support needs of the pupil who may have been harmed, the pupil alleged to have caused harm and any other affected pupils.

Appropriate risk and needs assessments, recording, parental communication and referrals to external agencies must be undertaken in accordance with the Safeguarding and Child Protection Policy.

Boarding staff must recognise the additional risks created by pupils sharing accommodation overnight, including locations or times where supervision is reduced, significant differences in age or vulnerability, and any imbalance between the number of boys and girls.

If the School were to extend to GCSE level, the proposed accommodation structure would form part of the School's approach to managing the additional safeguarding risks associated with a wider boarding age range. Years 10 and 11 would be accommodated within separately controlled GCSE sections on the boys' and girls' sides of School House, physically separated by coded-access doors from the Years 3–9 accommodation, with Years 10 and 11 allocated separate dormitory rooms within those sections. Access arrangements, staffing and supervision would be designed to prevent inappropriate movement between age-group and sex-separated residential areas while ensuring that staff retained immediate access for supervision, welfare, safeguarding and emergencies.

Specific Safeguarding Risks and Reporting Duties

Staff must remain alert to safeguarding risks including domestic abuse, child sexual exploitation, child criminal exploitation and county lines, serious violence, modern slavery, radicalisation, honour-based abuse, forced marriage, female genital mutilation, self-harm and suicidal ideation.

Concerns about radicalisation or extremism must be passed immediately to the DSL, who will consider the school's Prevent procedures and whether Prevent or Channel advice or referral is required.

All concerns about female genital mutilation must be reported to the DSL. A teacher who, during their professional work, discovers through a disclosure or other direct evidence that FGM appears to have been carried out on a girl under 18 has a personal statutory duty to report the matter to the Police. The teacher should also inform the DSL unless there is a good reason not to do so.

Any concern or allegation involving a risk of harm must be reported immediately to the Designated Safeguarding Lead. Staff must not rely solely upon making a written entry when a concern requires direct safeguarding action. They must speak to the DSL and follow the procedures set out in the school's Safeguarding and Child Protection Policy. Staff must not be afraid to raise concerns or whistleblow about the behaviour of a colleague where a child's welfare may be at risk. Any such concern must be reported through the appropriate channels in accordance with the school's Whistleblowing Policy.

Concerns or Allegations About Adults

Any safeguarding concern or allegation about a member of staff, supply worker, trainee, volunteer or contractor must be reported immediately to the Head. The member of staff receiving the concern must not investigate it, question witnesses extensively or promise confidentiality. The Head will determine, in accordance with the Safeguarding and Child Protection Policy and local procedures, whether consultation with or referral to the Local Authority Designated Officer is required.

A concern or allegation about the Head must be reported to the Chair of Trustees or proprietor. Where there is a conflict of interest, or where the Head is also the sole proprietor, the concern must be reported directly to the Local Authority Designated Officer.

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the Staff Code of Conduct, even where the behaviour does not appear to meet the harm threshold. All low-level concerns, including self-referrals, must be reported through the school's Low-Level Concerns procedure. They must be recorded confidentially and reviewed for patterns. Staff must not use CPOMS as a substitute for the school's designated staff-concern recording process.

Recording and Information Management

All safeguarding concerns, discussions, decisions and actions must be recorded accurately on CPOMS. iSAMS Wellbeing Manager will be used for general wellbeing or behavioural observations. Any entry that indicates a safeguarding concern or requires safeguarding action must be transferred or recorded on CPOMS and brought directly to the attention of the DSL.

A clear chronology must be maintained for each pupil, recording the concern, action taken, people consulted and eventual outcome. Records must be stored securely and reviewed at least annually. Safeguarding records must be stored securely and accessed only by authorised members of staff.

Professional Boundaries and Prohibited Practices

Staff relationships with pupils must always be appropriate and professional. Staff must avoid words, actions or situations that could reasonably be misunderstood by a child, parent or colleague. Professional conduct must not only be correct but must also be clearly seen to be correct.

The following requirements apply at all times:

- Staff must never use or threaten any form of corporal punishment.
- Pupils must not enter private staff accommodation unless justified in exceptional or emergency circumstances.
- Staff must respect pupils' privacy and safeguarding needs when entering changing rooms, toilets, bathrooms, showers or other private areas.
- Where staff need to enter a dormitory or other private area, this must be necessary, appropriately managed and consistent with the school's safeguarding and supervision arrangements.
- Staff must respect the sensitivities and privacy of older pupils when supervising bathrooms, showers, changing rooms and dormitories.
- Staff must avoid unnecessary physical contact with pupils. Where appropriate physical reassurance is offered to comfort a distressed child, it must be proportionate, responsive to the child's needs and, wherever possible, take place in an observable setting where there is no reasonable risk of misinterpretation.

One-to-One Conversations

Staff should avoid speaking with a pupil behind a locked door or in an unnecessarily isolated setting. Sensitive conversations should take place in an appropriate setting that balances the pupil's privacy with safeguarding and appropriate visibility.

Where appropriate, a pupil may be offered the support of another trusted person. Any safeguarding or significant welfare concern arising from a conversation must be reported and recorded through the appropriate school systems, including CPOMS or iSAMS Wellbeing Manager as applicable.

Privacy, Chaperoning and Room Entry

Staff must follow the school's chaperone arrangements and the "Knock and Enter" procedure to balance pupils' privacy with the need for appropriate supervision. Staff will knock, identify themselves and allow a reasonable opportunity for pupils to respond before entering a bedroom or dormitory, unless there is an immediate reason to enter. A member of staff may enter without waiting for permission when there is an immediate concern relating to safety, wellbeing, safeguarding or behaviour.

Junior pupils require closer supervision, while older pupils should be given increasing privacy, responsibility and independence as they mature. Staff must nevertheless remain vigilant and respond appropriately to the circumstances.

Should the School extend to GCSE level, the increasing privacy and responsibility afforded to older pupils would be reflected primarily in the way staff manage bedrooms, bathrooms, changing, personal organisation, study and social time rather than through a reduction in safeguarding supervision. Years 9–11 would remain appropriately chaperoned and supervised within boarding. Staff would respect the greater privacy and dignity appropriate to adolescent pupils by continuing to follow the School's Knock and Enter procedure and by avoiding unnecessary entry into bedrooms, bathrooms, toilets and changing areas, while retaining the right and responsibility to enter whenever supervision, safety, welfare, safeguarding, behaviour or an emergency made this necessary.

Supervision and Site Security

Appropriate supervision must be maintained throughout the boarding day, including during evening routines, weekends and overnight. The member of staff on duty and the designated second responder will be clearly identified on boarding posters displayed in appropriate areas.

Staff must maintain safe physical spaces through active supervision, appropriate security measures and adherence to visitor-signing and visitor-log procedures. Pupils must also have access to independent and confidential ways of seeking help or raising concerns.

If the School were to extend its boarding provision to GCSE level, the existing site-security arrangements would be adapted to incorporate the proposed separation of the

Years 3–9 and GCSE residential areas. Controlled coded-access doors would separate the GCSE boys' and girls' sections from the respective Years 3–9 accommodation, with access permissions managed by the School. The system would be designed so that pupils could not use the separation arrangements to access an inappropriate residential area, while authorised staff would retain appropriate access across all areas. Any controlled-access system would be incorporated into fire, evacuation, emergency, safeguarding and security risk assessments and would not be permitted to impede emergency escape, staff response or appropriate supervision.

Missing-Pupil Procedure

If a pupil is missing at roll call or cannot otherwise be accounted for, the member of boarding staff on duty must immediately begin a search, using the boarding staff mobile phone to coordinate the response.

The initial search should include the pupil's usual locations and relevant areas of the school, including boarding areas and dormitories, the dining hall, classrooms and cloakrooms, gardens and outdoor spaces, the swimming pool, Innovation Centre, sports hall, external classroom buildings including Pre-Prep, and other activity areas used by the pupil.

Friends, roommates and relevant members of staff should be asked when and where the pupil was last seen. If the pupil cannot be located promptly, the Head of Boarding must inform the Head and DSL. They will assess the level of urgency, considering the pupil's age, vulnerabilities, circumstances and potential risk of harm.

Parents or guardians and, where necessary, the Police must be contacted. Additional staff should coordinate a full search of the site when required. All decisions, actions, communications and outcomes must be recorded accurately. Staff must refer to and follow the school's Safeguarding and Child Protection Policy, Staff Code of Conduct, Whistleblowing Policy, Missing Child Policy, Behaviour Policy and Online Safety Policy.

Pupil Voice, Inclusion and Equality

Boarding staff must actively encourage pupils to express their views and participate in decisions affecting their daily lives. Boarders should be given several ways to provide feedback, raise concerns and suggest improvements, either directly to staff, through other pupils or through the Boarders' Committee.

Sharing Information

During the school week, information is shared between boarding staff, pupils, class teachers and senior leaders through:

- Daily handovers between staff involved in boarding, the school nurse and SLT, including information relating to the evening and night.
- Feedback through regular staff meetings.SLT meetings.
- Staff announcements during school assemblies and lunches.
- Regular discussions between boarding staff, pupils, tutors and other relevant members of the pastoral team.
- Reporting systems such as CPOMS and iSAMS Wellbeing Manager.
- Information relating to individual pupils must be shared appropriately and only with those who need it to provide effective care and support.

Should the School extend to GCSE level, existing information-sharing arrangements would be expanded to include the relevant senior academic, tutoring and pastoral staff responsible for pupils in Years 9–11. Appropriate information concerning a pupil's boarding experience, wellbeing, safeguarding, health and academic study needs would continue to be shared only with those who require it to provide effective care, education or support, enabling the boarding and academic teams to respond consistently to the increased demands associated with GCSE study.

Boarders' Committee

Half-termly Boarders' Committee meetings provide an important opportunity for flexi, weekly and full boarders to share feedback, raise concerns and suggest improvements to boarding life.

Staff must ensure that all pupils have an opportunity to contribute, including those who are unable or do not wish to attend a meeting. Their views may be shared directly with staff, submitted for discussion or represented by another pupil where appropriate. All feedback must be taken seriously and acknowledged promptly. Where appropriate, staff should act upon suggestions without unnecessary delay. Actions, decisions and outcomes should be communicated to pupils so that they understand how their contributions have been considered and can see that their voices are valued.

If the School were to extend to GCSE level, pupils in Years 9–11 would be represented within the existing Boarders' Committee arrangements. The School would ensure that both the Years 3–9 and GCSE boarding communities had meaningful opportunities to raise matters relevant to their accommodation, routines, study, recreation, wellbeing and boarding experience, while retaining the existing half-termly committee structure and opportunities for pupils to contribute outside formal meetings.

Access to Help and Support

Full information about the safeguarding team and how to contact them must be displayed clearly in all common areas within boarding. Relevant safeguarding and support contact information, including details of the safeguarding team and Independent Listeners, must be displayed on the door of every dormitory and bathroom.

Residential staff will often be the first point of contact when a pupil requires help. However, boarders should also feel able to approach boarding staff, Boarding Assistants, School Nurse, tutors, day staff or another trusted adult for support or advice.

Pupils must know that they can summon residential or overnight boarding staff at any time during the night by using the night-bell system. Where appropriate, staff must also support pupils in accessing confidential or independent external support services.

Should the School extend to GCSE level, all new or designated GCSE accommodation, common-room and study areas would contain the same accessible safeguarding and support information required elsewhere in boarding. GCSE pupils would be clearly informed during induction of the resident and non-resident adults from whom they could seek help, including their relevant resident houseparent, the Head of Boarding, School Nurse, safeguarding team and Independent Listeners. The physical separation of the GCSE accommodation would not restrict pupils' access to confidential or independent sources of advice and support.

Supporting Individual and Additional Needs

Boarding staff are responsible for maintaining an inclusive and supportive environment that meets the needs of every pupil. This includes pupils with Special Educational Needs and Disabilities, English as an Additional Language, medical needs, dietary requirements, religious or cultural needs and any other identified additional need. Every child must be able to access, participate in, enjoy and thrive within boarding life. Discrimination, bullying and exclusionary behaviour will not be tolerated and must be

addressed promptly. Staff will promote open discussion, mutual respect and appreciation of different backgrounds, experiences and perspectives.

Identifying Pupils' Needs

A pupil's religious, dietary, medical, language, cultural or additional needs will usually be identified during the admissions and joining process. Parents and guardians are expected to provide relevant information when completing the pupil's registration. The School Nurse will collate appropriate medical and dietary information and share it with boarding staff, the catering team and other relevant departments. Where required, information will be recorded on the appropriate medical lists or Learning Support register.

Relevant information must be reviewed and updated at least termly, or sooner when a pupil's needs or circumstances change. Any updates must be communicated promptly to the staff and departments responsible for the pupil's care.

If the School were to extend to GCSE level, the needs of prospective Years 9–11 boarders would be considered as part of the admissions and boarding-induction process before a boarding place was confirmed. This would include consideration of relevant safeguarding, pastoral, medical, SEND, accessibility, dietary, emotional, social and residential needs, together with any reasonable adjustments or additional support required. Where a pupil was seeking admission to the GCSE boarding provision, the School would consider whether the proposed accommodation, staffing, supervision, study arrangements and pastoral provision could safely and appropriately meet their identified needs and would put necessary support arrangements in place before boarding commenced.

Reasonable Adjustments

Reasonable adjustments will be made according to each pupil's individual needs. These may include:

- Providing suitable accommodation with enhanced accessibility features where these are available and required.
- Adapting routines for pupils who benefit from additional structure, preparation or flexibility.
- Making appropriate provision for pupils with particular religious, dietary, medical, language or cultural needs.
- Using visual timetables, quiet spaces or social stories to support understanding and reduce anxiety.
- Providing individual support during important transition periods, including bedtime and morning routines.

- Providing language support, translated information or appropriate peer mentoring for pupils with EAL.
- Supporting pupils to practise their chosen religion.
- Ensuring that staff receive relevant training to understand individual needs and apply appropriate support strategies.
- Maintaining regular communication with families, the SENDCo, the School Nurse and the wider pastoral and academic teams.

Adjustments must be proportionate, practical and regularly reviewed to ensure that they remain appropriate and effective.

Dietary, Language, Cultural and Religious Provision

The School Nurse is responsible for liaising with the Catering Department and boarding staff regarding pupils with allergies, medical diets or other particular dietary needs. The SENDCo or Learning Support Department, boarding staff and tutors must work together to support pupils with additional language or communication needs. Appropriate information and assistance will be provided so that pupils understand boarding routines, expectations and opportunities.

Staff must also work sensitively with pupils and their families to make reasonable provision for religious and cultural observance. Pupils will be supported in practising their chosen religion, subject to appropriate safeguarding arrangements and the practical limitations of the school's facilities.

Coordinated Support and Review

The Head of Boarding must work closely with the SENDCo to ensure that boarding provision is consistent with each pupil's Education, Health and Care Plan or other documented support plan.

Provision will be reviewed regularly in consultation with the pupil, their family and relevant pastoral, medical and academic staff. This ensures that adjustments remain effective and responsive to the pupil's changing needs.

Staff will receive appropriate training to recognise unconscious bias and embed equality, diversity and inclusion within their daily practice. Through consistent communication and coordinated support, every boarder—regardless of their background, needs or abilities—will be supported to feel included, respected and valued as a member of the S. Anselm's community.

Boarder Categories, Induction and Personal Belongings

Boarding staff are responsible for maintaining a safe, orderly and community-focused environment while helping pupils manage their personal belongings, bedding and electronic devices. These responsibilities apply to all categories of boarders.

A full boarder stays at school from Monday to Sunday, subject to agreed weekends out and holidays. A weekly boarder leaves the boarding house at 9.00am on Saturday, completes Saturday school commitments and leaves school at the end of Saturday school. Full and weekly boarders may return on Sunday evening by prior arrangement. A flexi boarder stays for between one and five nights during the school week, from Monday to Friday. A taster boarder is a pupil who is new to boarding and stays at school to experience boarding before deciding whether to continue.

Induction of New Boarders

Every new boarder receives an appropriate pupil induction when staying for the first time. This applies to full, weekly, flexi and taster boarders. The induction explains the boarding routines, expectations and sources of support available to pupils. It must include the fire-evacuation procedure, emergency contact arrangements and the standards of behaviour expected within the boarding community.

Following the induction, the pupil completes and signs a checklist to confirm that the information has been explained and understood. Staff will provide further explanation or reassurance where necessary and must not assume that signing the checklist removes the need for continued guidance and support. The standard checklist is provided in Appendix A and must be retained with the pupil's boarding records. Before the beginning of term or a pupil's planned boarding experience, the School Office will provide parents with an appropriate checklist of clothing, equipment and other necessary items.

Current and prospective parents may discuss boarding arrangements with the Head of Boarding. They may request a meeting or make contact by telephone or email using the contact details provided by the School and on the school website.

Should the School extend to GCSE level, the induction programme would be adapted for pupils joining Years 9–11 so that information and expectations were appropriate to their age and proposed boarding arrangements. In addition to the existing induction requirements, pupils would be shown the organisation of the Years 3–9 and GCSE accommodation, the areas they were permitted to access, the operation and purpose of controlled-access doors, their designated dormitory, bathroom, common-room and study arrangements where applicable, senior evening routines and bedtimes, and arrangements for summoning staff and obtaining help. Years 10 and 11 would receive

specific induction into the separately accommodated GCSE provision, including expectations relating to movement between residential areas, study, electronic devices, privacy and continued staff supervision. The pupil induction checklist would be amended accordingly before the extended provision commenced.

Collection, Travel and Temporary Absence

Before a pupil boards, the school and parents or carers must agree who is responsible for collection and transport at the beginning and end of terms, weekends and weekends out, and during any temporary absence. International travel and handover arrangements must identify the authorised adult, journey information, emergency contact and action to be taken following delay, cancellation or failure to collect. A pupil may leave only with an authorised person or under an expressly agreed independent-travel arrangement. Changes must be confirmed through an approved school communication channel and recorded.

Personal Belongings and Bedding

Boarders may bring personal duvet covers, pillowcases, cushions or throws to make their rooms feel more homely, although this is optional. All personal belongings must be clearly named to reduce the risk of items becoming lost or being returned to the wrong pupil.

The school provides appropriate bedding and linen for all boarders. Underwear should be placed in the laundry daily and shirts every two days. Sheets, pillowcases, pyjamas and towels are normally changed weekly, while duvet covers are changed every two weeks. Staff must monitor these arrangements and ensure that pupils have clean bedding, clothing and towels available when required.

Staff will help pupils use the laundry service correctly by ensuring that clothing and other washable items are placed in the designated baskets. Pupils will be reminded to follow the established collection and turnaround arrangements. Consistent laundry routines help maintain hygiene, organisation and a comfortable boarding environment.

Everyday Essentials and Pocket Money

Boarding staff will help pupils obtain essential personal items, such as toothbrushes or other hygiene products, when these have been forgotten or need replacing. A small supply of everyday essentials is maintained within boarding. Items required for the school day, including basic stationery, will normally be obtained through the School Office. If an essential item cannot be supplied in this way, boarding staff will contact the pupil's parents or carers and help arrange an appropriate replacement.

Passports, money and other valuables identified by the school must be stored securely in the School Office. Pocket money will be issued only when considered appropriate by the Head of Boarding, for example for an authorised trip or shopping activity. Staff must supervise its collection and encourage pupils to manage money responsibly.

Mobile Phones and Personal Electronic Devices

These boarding arrangements operate alongside the school's Mobile Phone Policy, which prohibits pupil mobile-phone use throughout the school day, including lessons, transition time, break and lunch, subject only to documented exceptions permitted by that policy. Boarding arrangements must not inadvertently allow a pupil to retain or use a phone during the school day.

Pupils are not permitted to bring mobile phones or Wi-Fi-enabled personal devices into boarding unless permission has been granted by the Head or Head of Boarding. International boarders may bring a mobile phone to school, but it must be handed to the School Office and locked securely in the School Office safe during term time. It may only be used where permission has been granted by the Head or Head of Boarding. Music devices that do not have Wi-Fi access may be permitted with the prior approval of the Head of Boarding. Any approved device must be clearly named and used only at appropriate times.

Approved personal laptops required for educational purposes are managed in accordance with the arrangements set out in the following section.

Should the School extend its boarding provision to GCSE level, S. Anselm's would remain a phone-free school by default and admission to Years 9–11 would not create an automatic entitlement to possess or use a mobile phone in boarding. Before the introduction of GCSE boarding, the School would formally review whether limited boarding-time mobile-phone arrangements were appropriate for full or weekly boarders in Years 10 and 11, particularly in relation to maintaining appropriate contact with home during longer residential stays. Any permitted access would be clearly defined, time-limited and supervised, would operate outside the school day and would remain subject to the School's Mobile Phone Policy, safeguarding arrangements and applicable statutory guidance. Flexi or occasional boarding would not in itself create an entitlement to mobile-phone access. Where a phone or other personal electronic device was brought to School under an approved arrangement, it would be handed to staff when not authorised for use and kept in a designated locked, staff-controlled device-storage area.

Laptops and School Devices

Pupils may bring laptops when these are required for educational purposes. Personal laptops must be handed to the member of boarding staff on duty each evening and stored securely overnight.

Laptops or other devices provided to support pupils with SEND must be managed and monitored in the same way, while ensuring that the pupil continues to receive any agreed reasonable adjustments.

During boarding hours, pupils will ordinarily use school-owned iPads and computers for prep and educational activities. These devices are subject to the same monitoring, filtering and safeguarding arrangements that apply during the school day.

If the School were to extend to GCSE level, educational laptop provision would be reviewed to ensure that pupils in Years 9–11 had appropriate access to the digital resources required for their curriculum, homework and revision. Years 10 and 11 would be able to use approved school or personal educational laptops within the designated GCSE study provision at agreed times and under appropriate staff supervision. Access would be for educational purposes and would not amount to unrestricted personal-device use. All devices would remain subject to the School's acceptable-use, online-safety, filtering and monitoring arrangements and any individual SEND reasonable adjustments. At the end of authorised use, personal laptops and other approved personal electronic devices would be placed in the designated locked, staff-controlled device-storage area overnight.

Filtering and Monitoring

The school must assign named senior-leadership, governance, DSL and technical responsibilities for filtering and monitoring. The effectiveness of filtering and monitoring must be formally reviewed at least once each academic year, with decisions and resulting actions recorded.

Boarding staff must understand how to report filtering or monitoring alerts and must not assume that technical controls replace active supervision. Staff must remain alert to pupils using mobile data, personal hotspots, virtual private networks or previously downloaded material to bypass school systems. The school's review must consider generative artificial intelligence, AI-generated content and any new technology used by pupils.

Any harmful, illegal or safeguarding-related online content must be preserved and reported in accordance with the Safeguarding and Child Protection Policy. Staff must not forward, copy or unnecessarily view sexual images of children.

Boarding staff must actively supervise pupils' use of technology and ensure that devices are used safely, responsibly and for their intended purpose. All relevant staff are expected to complete appropriate online-safety training and remain alert to potential concerns arising from pupils' use of digital technology.

Should the School introduce GCSE boarding, the School's filtering and monitoring review would specifically consider the increased use of digital technology required for Years 9–11 academic study, including any approved personal laptops or other educational devices used within boarding. The designated GCSE study provision would use the School's approved network and filtering and monitoring arrangements wherever technically practicable, and staff would continue to provide active supervision rather than relying solely upon technical controls. Any proposed mobile-phone arrangement for full or weekly Years 10 and 11 boarders would also be subject to an online-safety and safeguarding risk assessment before implementation.

Sources of Guidance and Support

Every boarder must have access to a range of trusted people from whom they can seek personal guidance, practical assistance or support with a problem.

Within the boarding house, pupils can approach the Head of Boarding, the School Nurse and members of the resident or boarding staff. Beyond the immediate boarding team, pupils may also seek support from the Head, Deputy Head, their Tutor or Form Teacher, class teachers and School Prefects.

Full information about the safeguarding team and how to contact them is displayed in boarding common areas. Relevant safeguarding and support contact information, including details of the safeguarding team and Independent Listeners, is displayed on the door of every dormitory and bathroom.

S. Anselm's actively encourages pupils to seek help and guidance. Contact details for external organisations, including Childline, must be clearly displayed and accessible to boarders.

The school also provides access to Independent Listeners who are not members of school staff or a pupil's parent. Every boarder must be told who the Independent Listeners are, how they can make contact and the type of support available. Their contact details must be displayed clearly in accessible locations.

Staff Responsibilities

Boarding staff must ensure that expectations relating to personal belongings, laundry, bedding and electronic devices are explained clearly and applied consistently. At the

same time, staff must help pupils understand why these arrangements are necessary and support them in developing independence and responsibility.

Through effective induction, accessible pastoral support, secure management of personal items and careful supervision of technology, staff help create a boarding environment that is safe, homely, inclusive and well organised.

Boarding Accommodation

Boarding staff are responsible for ensuring that all accommodation remains safe, comfortable, well maintained and homely. Pupils will be encouraged to take pride in their surroundings by keeping dormitories tidy and organised and taking age-appropriate responsibility for their beds, lockers, personal belongings and shared spaces.

There are two separate boarding areas at S. Anselm's: the boys' section and the girls' section. Suitable furnished sleeping accommodation is provided for every boarder. Dormitory allocations are determined according to pupils' age, gender and developmental needs, in accordance with Standard 4 of the National Minimum Standards. Appropriate separation is maintained between boys and girls and between pupils of significantly different ages. Pupils' preferences will be considered where reasonably possible, particularly when this may support positive friendships, emotional wellbeing and a successful boarding experience.

Should the School extend its boarding provision to GCSE level, School House would continue to provide completely separate boys' and girls' boarding areas. Within each side of the house, Years 3–9 would remain within the main boarding provision, with pupils allocated to dormitories and washing/toilet facilities in appropriate age and year-group arrangements to avoid unsuitable mixing of significantly different ages. Years 10 and 11 would form a separately accommodated GCSE provision on their respective boys' and girls' sides of School House. The GCSE areas would be physically separated from the Years 3–9 accommodation by controlled coded-access doors, while retaining appropriate access for authorised staff, safeguarding, supervision and emergency response. Within each GCSE section, Years 10 and 11 would ordinarily be allocated separate dormitory rooms rather than routinely sharing sleeping accommodation across the two year groups. Senior dormitories would remain shared accommodation and would aim, where reasonably practicable and appropriate to the available room size and pupil needs, to accommodate approximately four pupils per dormitory; this would not operate as an absolute maximum where a room had suitable capacity and its use remained appropriate. Years 10 and 11 would additionally have access to designated GCSE common-room and study provision. Before use, the proposed accommodation would be assessed for suitability, capacity, privacy, washing and toilet provision, accessibility, supervision, security, fire safety and emergency evacuation, and any necessary alterations would be completed before pupils occupied the extended provision.

Personalising Dormitories

Boarders are encouraged to personalise their individual areas and develop a genuine sense of belonging. Full and weekly boarders may bring appropriate posters, photographs and personal items to display on their individual noticeboards and around their beds. Boarding staff can provide additional decorations, pins or other suitable materials when required.

All personalisation must be appropriate for the age of the pupils and must not damage school property, create a safety hazard or negatively affect other members of the dormitory.

Personal Possessions and Storage

Reasonable protection is provided for boarders' personal possessions. Each pupil has designated storage within the boarding house and may ask for valuable or sensitive belongings to be stored securely.

Passports and other valuables identified by the school must be handed to staff and kept securely in the School Office or another designated secure location. Where an international boarder brings a mobile phone to school, it must be handed to the School Office and locked securely in the School Office safe during term time, in accordance with the school's agreed mobile-phone arrangements.

Any search of a boarder or their possessions must be conducted only by an authorised member of staff and in accordance with the school's Searching, Screening and Confiscation Policy and the statutory powers contained in section 550ZA of the Education Act 1996. This provision was amended by the Education Act 2011; it is not itself a section of the 2011 Act.

Should the School extend to GCSE level, secure storage arrangements would be expanded to reflect the greater potential use of educational laptops and other approved personal electronic devices by older pupils. A designated locked, staff-controlled device-storage area would be provided for approved mobile phones, personal laptops and other electronic devices when they were not authorised for use. Access to this storage would be controlled by boarding staff, with appropriate arrangements for identifying and returning individual devices. Passports, money and other valuables would continue to be managed through the School's existing secure-storage arrangements.

Searching, Screening and Confiscation

Only the Head or a member of staff specifically authorised by the Head may search a pupil or their possessions. Any search must be carried out in accordance with the

school's current Searching, Screening and Confiscation Policy and applicable statutory guidance. Staff must have reasonable grounds for the search, respect the pupil's dignity and consider any additional needs, vulnerabilities or safeguarding implications.

Items for which statutory search powers may apply include:

- Knives or weapons.
- Alcohol, illegal drugs, tobacco, cigarette papers, fireworks or pornographic images.
- Stolen property.
- An article reasonably suspected of being used, or likely to be used, to commit an offence, cause injury or damage property.

The DSL or a deputy must be informed when a search concerns a prohibited item or reveals a possible safeguarding risk. Searches for prohibited items must be recorded through the school's safeguarding reporting system, whether or not an item is found. Any confiscated item must be handled, stored, returned or disposed of in accordance with the school policy.

Common and Recreational Areas

Staff must supervise the use of shared areas, including the Common Room, games rooms and reading spaces. Pupils will be encouraged to participate in positive social activities such as games, puzzles, reading and watching television together.

Behaviour in communal areas must be monitored to maintain a calm, respectful and inclusive atmosphere. Staff will help pupils resolve minor disagreements, encourage consideration for others and ensure that activities remain appropriate for the age and needs of those present.

If the School were to extend to GCSE level, Years 10 and 11 would have access to a designated GCSE common-room space separate from the principal recreational spaces used by younger boarders. This would provide an age-appropriate area in which GCSE pupils could relax and socialise while remaining within the supervised boarding environment. Use of the GCSE common room would remain subject to boarding rules, staff oversight and agreed access times. GCSE pupils would continue to participate in appropriate activities with the wider boarding community, so the provision of a separate common room would provide age-appropriate space without creating a separate or isolated boarding community.

Boys' Boarding Section

The boys' boarding section is situated on the first floor of Main House. Its washing facilities include two multi-cubicle shower rooms, each with a toilet, as well as a separate WC and an individual washroom with a shower.

The boys' boarding section has six dormitories: two dormitories with four beds, two dormitories with five beds, one dormitory with seven beds and one dormitory with eight beds.

The boys also have access to their own games room and reading area. Staff will supervise these spaces appropriately while encouraging pupils to use them responsibly and respectfully.

A combination of male and female staff can work within the boys' boarding section.

Should the School extend to GCSE level, the boys' boarding accommodation would be reorganised so that Years 3–9 and Years 10–11 occupied clearly defined areas appropriate to their ages. The proposed boys' GCSE section would be separated from the Years 3–9 boys' accommodation by controlled coded access and would provide separately allocated Year 10 and Year 11 dormitory accommodation, appropriate washing and toilet access, and access to the designated GCSE social and study provision. Existing rooms would be assessed for their proposed occupancy, dimensions, facilities, privacy and suitability before final dormitory capacities were determined. Staff would retain appropriate access throughout both sections and supervision arrangements would ensure that the physical division did not reduce safeguarding oversight or emergency response.

Girls' Boarding Section

The girls' boarding section is situated on the first and second floors of Main House, on the opposite side of the building from the boys' section. Its washing facilities include a multi-cubicle shower room with toilets, a separate double WC and an individual washroom with a shower.

The girls' boarding section has six dormitories: one dormitory with three beds, one with four beds, two with five beds, one with nine beds and one with twelve beds.

Staff entering the girls' boarding area must respect pupils' privacy and safeguarding needs. Entry to dormitories, bathrooms and other private areas must be necessary, appropriately managed and consistent with the school's safeguarding, supervision and room-entry arrangements.

Currently only female staff work within the girls' boarding section.

Should the School extend to GCSE level, the girls' boarding accommodation would be reorganised so that Years 3–9 and Years 10–11 occupied clearly defined areas

appropriate to their ages. The proposed girls' GCSE section would be separated from the Years 3–9 girls' accommodation by controlled coded access and would provide separately allocated Year 10 and Year 11 dormitory accommodation, appropriate washing and toilet access, and access to the designated GCSE social and study provision. Existing rooms would be assessed for their proposed occupancy, dimensions, facilities, privacy and suitability before final dormitory capacities were determined. Staff would retain appropriate access throughout both sections and the existing requirements concerning privacy and appropriately managed staff entry would continue to apply.

Laundry

Boarding staff must ensure that laundry arrangements are clearly explained to pupils and followed consistently. Underwear is normally collected daily, shirts every two days, sheets, pillowcases, pyjamas and towels weekly, and duvet covers every two weeks. Clean items will be returned to pupils within 48 hours whenever reasonably possible. Staff will help younger pupils and new boarders become familiar with the laundry system. Pupils will be encouraged to place items in the correct laundry collection areas, label their belongings clearly and store returned clothing appropriately.

Visitors

Any visitor requiring access to either part of the boarding house must first report to and sign in at the School Office. Visitors must then be escorted and appropriately supervised throughout their time in the boarding accommodation.

The usual exception applies when pupils return to school at the beginning of a term, after half-term or following a weekend out. On these occasions, parents and guardians may be permitted supervised access to dormitories to help pupils settle and organise their belongings.

Day pupils must not enter the boarding areas of Main House unless their presence has been arranged in advance and they are appropriately supervised.

Should the School extend to GCSE level, the existing visitor arrangements would apply to the Years 3–9 and GCSE boarding areas. Controlled-access doors would not provide visitors with independent access to any residential area. Visitors requiring access to the GCSE accommodation would continue to sign in and be escorted and supervised in accordance with School procedures. Any parental access to GCSE dormitories at the beginning of term, after half-term or following a weekend out would be managed in the same controlled manner as access to other boarding accommodation, with pupils' age, privacy and safeguarding taken into account.

Residential Staff Accommodation and Other Residents

Every person aged 16 or over who lives on the same premises as boarders but is not a pupil or school employee must have the checks required by the school and the National Minimum Standards, including an enhanced DBS certificate with a Children's Barred List check where applicable. The school must maintain a written residential agreement setting out expectations concerning contact with pupils, supervision of personal visitors and the requirement to disclose relevant charges or convictions.

Personal visitors to staff accommodation must be notified and supervised in accordance with school procedures and must not gain unsupervised access to boarders or boarding accommodation.

Boarders must not enter private staff accommodation unless justified in exceptional or emergency circumstances. Where exceptional access is necessary, a one-to-one situation should be avoided and another adult should normally be present. Any shared or public-use space situated within staff accommodation must be clearly identified and separately managed.

Maintaining a Homely Environment

All boarding routines will be overseen calmly and consistently. Staff must balance pupils' privacy and growing independence with the supervision necessary to maintain their safety and wellbeing.

Through appropriate accommodation, careful supervision, secure storage, positive use of shared spaces and consistent daily routines, boarding staff create a living environment in which pupils feel comfortable, respected, included and well cared for.

Daily Routines, Supervision and Safety

The Head of Boarding and boarding team are primarily responsible for the pastoral care of children in School House. They act in loco parentis and will ensure that boarders attend school feeling refreshed, happy, healthy and appropriately presented.

When full or weekly boarders return at the beginning of each half of term, the Head of Boarding and appropriate boarding staff will be available to welcome both new and returning pupils.

Before pupils return to the boarding areas each evening, boarding staff will ensure that the dormitories are clean, friendly and welcoming. Where appropriate, lights will be switched on, curtains closed and washing facilities ready for use. Drinks and light refreshments, including toast, milk and hot chocolate, will be available in the dining room so that pupils have an opportunity to eat and drink.

Staff must ensure that pupils shower, clean their teeth and complete their bedtime routines. Head-lice checks will be carried out when instructed by the School Nurse, with appropriate action taken when treatment is required. Medication must be administered at the correct time, bedtimes must be followed and noise levels must allow pupils to settle and sleep.

All boarding duties allocated to children should be completed to the satisfaction of staff, and an accurate register must be taken every night.

Morning Routine

On weekdays, boarders are normally woken at 7.10am. Breakfast registration takes place at 7.45am, breakfast at 7.50am, pupils brush their teeth at 8.10am and attend form registration at 8.20am. On Saturdays, boarders are normally woken at 7.20am, with breakfast registration at 7.55am, breakfast at 8.00am, teeth brushing at 8.30am and form registration at 8.20am. On Sundays, the morning routine begins later, with pupils normally waking at approximately 8.30am.

Boarding staff remain in the boys' and girls' sections to help children get up, dress, brush their hair, organise their belongings and prepare for breakfast. Before leaving the boarding areas, pupils will make their beds, open the curtains, organise their belongings and ensure that their dormitories are tidy and ready for cleaning or any authorised visitors.

Staff must inform pupils about relevant events and arrangements for the day and provide appropriate guidance to domestic staff regarding cleaning requirements.

During breakfast, the Head of Boarding and boarding staff will encourage pupils to eat sensibly and sufficiently, demonstrate good table manners and treat the meal as an enjoyable and sociable occasion.

Should the School extend to GCSE level, Years 9–11 would follow the School's established morning timetable unless their academic timetable required otherwise. Staff would continue to supervise and account for all pupils, but older boarders would be expected to take progressively greater personal responsibility for waking, dressing, personal hygiene, preparing equipment, organising belongings and maintaining their dormitory area. Years 10 and 11 would remain under the oversight of their respective resident houseparents and boarding staff, with staff providing reminders, assistance or closer supervision where an individual pupil's needs required it. Increased personal responsibility would not remove the requirement for morning registration, staff oversight or confirmation that pupils were appropriately prepared for the school day.

Evening Duty Routine

Evening boarding duty operates from 5.00pm to 10.00pm, subject to the specific responsibilities shown on the published rota. Residential and overnight duty staff continue patrols and checks until 11.00pm and remain available as first- and second-responders overnight. Morning cover is provided in accordance with the published rota. The weekend duty rota covers the period from 12.30pm on Saturday until 9.00am on Monday. Weekend responsibilities are divided according to the planned programme of trips, activities, meals and supervision.

From 5.00pm each evening, pupils move into the boarding or “home time” routine. Staff will allow pupils to experience a more relaxed side of school life while retaining appropriate expectations, supervision and professional boundaries.

The boarding team takes responsibility for pupils from 5.00pm, following an appropriate handover from the school day. Staff will remain aware of vulnerable pupils, younger children and first-time boarders and will consult the Head of Boarding if they are uncertain about a child’s needs.

Supper is served in the dining room and is intended to be more relaxed than lunch. Pupils may choose where they sit and may return for additional food, salad, fruit or pudding. Staff will sit with pupils, talk with them in a family-style setting, encourage good manners and ensure that each child has enough to eat. If a pupil does not want the main meal, they will be encouraged to choose an appropriate alternative from other foods available.

At the end of supper, staff will explain the evening's activities and ask participating pupils to remain briefly for instructions. Pupils choosing free time must be reminded of the areas in which they may go and the boundaries that apply. Those who wish to read, complete additional work or spend time quietly will be directed to an agreed supervised room. Grace will be led in accordance with the school's normal arrangements.

The evening routine follows the Boarding Routine displayed in Appendix B: clubs and activities from 5.00pm, change to home clothes at 6.00pm, evening meal at 6.10pm, prep from 6.50pm, optional music practice from 7.20pm, free time from 7.40pm and staggered showers from 8.10pm. Reading and lights-out times are 8.20pm and 8.30pm for Years 3–6, 8.50pm and 9.00pm for Year 7, and 9.20pm and 9.30pm for Year 8.

During bedtime routines, staff must ensure that pupils complete their allocated duties, shower appropriately, clean their teeth and use the toilet before settling. Children will be encouraged to put away clothing and uniform, hang up dressing gowns and place slippers neatly beside their beds.

Where staff consider it appropriate, a story may be read to a dormitory. Following lights out, staff must remain within the dormitory areas and monitor pupils until they are settled. If behaviour requires a sanction, a clear warning will normally be given first. Any sanction, significant behaviour incident or welfare concern must be recorded in the Boarding Handover, and the Head of Boarding must be informed.

The Head of Boarding and the designated overnight staff remain on call if a pupil needs assistance during the night.

If the School were to extend to GCSE level, the evening duty routine would be extended to accommodate the academic and developmental needs of Years 9–11 while retaining the existing supervised boarding structure. Year 9 would broadly follow the Year 8 routine with an additional 15 minutes of scheduled study and lights out at 9.40pm. Years 10 and 11 would undertake appropriate GCSE homework and revision within the designated supervised senior study space, with Year 10 lights out at 9.50pm and Year 11 lights out at 10.00pm. All pupils would therefore be settled in bed with lights out by 10.00pm. GCSE pupils would also have access to their designated common room for agreed recreational and social periods. Boarding staff would remain responsible for supervising study, recreation, showers and bedtime routines and for ensuring that the later timings did not reduce pupils' opportunity for sufficient sleep.

Story Reading

Staff are encouraged to read to pupils or use an appropriate audiobook as part of the quiet bedtime routine. Reading must take place before lights out and must not cause a

late night or disturb pupils who need to sleep. Children should remain in their own beds, with any additional listeners seated separately. The light should remain on, the door should remain open and staff must not sit on an occupied bed.

After Lights Out

After lights out, duty staff must continue to patrol the dormitory corridors until pupils have settled. During this period, staff must confirm that fire doors are closed, designated doors are secure and the final register and Boarding Handover are complete. The internal door and stair alarms will be activated once all evening checks have been completed.

Pupils must know how to summon overnight assistance using the emergency call or night-bell system. If a pupil passes through an alarmed door, boarding staff must respond immediately, identify the activated door and provide assistance.

Should the School extend to GCSE level, post-lights-out patrols would cover both the Years 3–9 and separately accommodated GCSE sections. Staff would remain appropriately deployed until all year groups had settled and would check the relevant corridors, controlled-access doors and designated security points as part of the final evening checks. The later GCSE bedtimes would be incorporated into the boarding handover, alarm-setting and overnight arrangements so that security systems were not activated in a way that interfered with authorised pupil movement or staff supervision before the final Year 11 lights-out at 10.00pm.

Boarding Handover

A Boarding Handover must be completed and circulated each night by the Head of Boarding or delegated boarding staff. It will contain the information needed by incoming boarding and duty staff to provide consistent care, including significant welfare, medical or behavioural matters, actions taken and anything requiring follow-up. Safeguarding information must still be recorded on CPOMS and medical information through the appropriate medical system.

Where a sanction or significant incident is recorded, the handover will identify the pupils involved, what occurred, the approximate time, the staff on duty, the action taken and any required follow-up. Information must remain factual, proportionate and shared only with staff who need it.

Night-Time Monitoring

Boarding staff must conduct formal night-time monitoring checks at least once during each half term. These checks will cover the evening routine between 5.00pm and

9.30pm, the overnight period between 10.00pm and 5.00am and the early-morning period between 5.00am and 7.00am.

Checks will include observation of the boarders and consideration of their safety, security, supervision and wellbeing. They will be scheduled on popular boarding nights wherever possible so that flexi boarders and a representative range of pupils are included.

The outcomes of formal monitoring checks, including any required actions, must be recorded and reviewed by the Head of Boarding.

Should the School extend to GCSE level, formal night-time monitoring arrangements would be extended so that the observed evening period included the complete boarding routine through to the final Year 11 lights-out at 10.00pm. Monitoring would include a representative range of pupils across Years 3–11 and would specifically consider the effectiveness of supervision within both the Years 3–9 and separately accommodated GCSE sections, including staff deployment, controlled-access arrangements, bedtime routines, overnight accessibility and pupils' ability to summon assistance.

Supervision, Privacy and Personal Care

Children must not be left without appropriate supervision. Staff will remain mobile and visible throughout the evening and must be aware of the location of all pupils for whom they are responsible.

Staff must respect pupils' privacy, especially while children are changing, showering or using toilets. The school's chaperone arrangements and "Knock and Enter" procedure must be followed.

A member of staff may sometimes need to be present in a room while children are preparing or changing. However, staff must respect each pupil's privacy and must not remain alone with a child who is changing. Pupils may choose to change behind a closed door, and staff must knock and identify themselves before entering unless an immediate safety or safeguarding concern requires urgent entry.

Staff will not normally enter shower or toilet areas. In an emergency, entry may be necessary, but pupils must be informed of the staff member's presence wherever possible. Staff may remind or prompt children while they are showering, but they must not wait in a doorway or stand in a position that provides a direct view into the shower area.

If the School were to extend to GCSE level, Years 9–11 would continue to be appropriately supervised while receiving privacy and dignity appropriate to their age and maturity. Within the Years 3–9 provision, dormitory and washing/toilet arrangements would be organised to provide appropriate separation between different ages and year groups. Years 10 and 11 would use the washing and toilet arrangements designated for the separately accommodated GCSE provision. Staff would not routinely enter bathrooms, toilets or changing areas and would continue to follow the School's Knock and Enter and chaperoning arrangements, while retaining immediate access where an emergency, safeguarding, welfare or significant behavioural concern required intervention.

Registers and Accountability

Registers must be taken at supper as pupils enter the dining room, during an overnight “heads in beds” check before the internal alarms are activated and at breakfast during the morning meal.

Staff must ensure that the fire register is accurate and updated every evening. Any discrepancy must be investigated immediately and reported to the Head of Boarding.

Should the School extend to GCSE level, registers and heads-in-beds checks would identify pupils by their allocated Years 3–9 or GCSE residential area and dormitory so that staff could account promptly for every pupil across the divided accommodation. The fire register would similarly reflect current dormitory allocations and would be updated immediately whenever a pupil changed room or boarding arrangement.

Security and Night-Bell Arrangements

School House is secured using touch locks. External doors must be locked once pupils are inside for the night, and the dormitory areas must remain inaccessible to pupils during the school day unless access has been authorised and supervised. The boarding-area access notice in Appendix B sets out the restricted times and must be displayed at the relevant entrances.

Boarding staff must complete nightly security checks to confirm that external doors, relevant internal doors and other designated access points are locked appropriately. Fire doors must remain closed but must never be secured in a way that would obstruct emergency evacuation.

The night-bell system must remain operational so that pupils can summon a member of staff quickly. All staff must know the location and operation of the night bells and must respond promptly whenever an alert is activated. Any defect must be reported and addressed immediately, with an alternative method of summoning staff put in place

until the system is restored. The night-bell instruction sign in Appendix B must be displayed prominently and explained during induction.

If the School were to extend to GCSE level, the security arrangements would incorporate controlled coded-access doors separating the Years 3–9 and GCSE accommodation on the respective boys' and girls' sides of School House. Access permissions would be managed so that pupils remained within their authorised residential areas while boarding staff and other authorised personnel retained appropriate access throughout. The doors and access-control system would be incorporated into nightly security checks and regularly tested and maintained. They would not be secured or operated in any manner that obstructed emergency evacuation, staff response or pupils' ability to summon assistance. The night-bell system would remain accessible to pupils within all residential sections, including the separately accommodated GCSE provision.

Fire Safety and Emergency Evacuation

All new staff are shown around School House and familiarised with escape routes, alarm points, fire doors, assembly arrangements and their individual responsibilities during an evacuation.

Each member of staff is given written information explaining their duties when the fire alarm sounds. This information must be signed to confirm that it has been received and understood, and the signed copy must be retained on file.

Every pupil is introduced to the fire procedures on their first night in boarding. A fire drill must be completed during boarding time at least once each term. At least one drill each year will take place during sleeping hours unless a documented assessment concludes that this would be detrimental to pupils' welfare. The Head of Boarding and Fire Officer must consider whether additional drills are needed so that flexi boarders and newly admitted pupils have practised the procedure. Every drill, outcome and remedial action must be recorded.

If the fire alarm sounds, pupils must evacuate immediately and assemble on Bottom Court. Boarding staff must follow their allocated responsibilities, sweep the relevant areas where it is safe to do so and ensure that no child is knowingly left behind. The fire register must be completed promptly and any missing person reported immediately. Boarding staff must follow the same core fire-safety procedures used during the school day to maintain clarity and consistency.

Before any proposed GCSE accommodation were brought into use, the School's fire-risk assessment and emergency evacuation arrangements would be formally reviewed

to take account of the increased age range, proposed occupancy, room use, additional residential divisions and controlled-access doors. Any alterations required as a result of professional fire-safety advice would be completed before pupils occupied the accommodation. Escape routes from the Years 3–9 and GCSE sections would remain immediately available in an emergency, and controlled-access doors would not impede evacuation. Staff and pupils would receive specific instruction on any revised routes or procedures, and pupils newly admitted to Years 9–11 would participate in boarding fire drills in accordance with the School's existing arrangements.

Restricted Areas and Activity Boundaries

Boarders must not have unsupervised access to potentially hazardous areas, including the swimming pool, science laboratories, Design Technology rooms, the Innovation Room, the Art Department, Performing Arts areas, catering areas or the Grounds and Maintenance workshops. Relevant doors and hazardous or flammable materials must remain secured when the areas are not in supervised use. Staff must give pupils clear boundaries whenever activities take place around the school site.

Should the School extend to GCSE level, pupils in Years 9–11 would remain subject to the School's existing restricted-area and activity-boundary arrangements. Older age would not create an automatic entitlement to use specialist facilities, leave boarding areas or move around otherwise restricted parts of the site without appropriate permission and supervision. Any increased responsibility permitted to older pupils would operate within clearly communicated boarding boundaries and would be determined according to the activity, circumstances and individual pupil rather than age alone.

External Trips and Activities

Every external outing or activity must have an approved risk assessment and trip-requirement form. Staff will submit the necessary documents to the Head for approval at least one week in advance wherever practicable, using the current forms held within the school's safety documentation. The responsible member of staff must check that consent, staffing, transport, emergency contacts, medication and supervision arrangements are complete before departure. The overnight boarding risk assessment and completion checklist are provided in Appendix C. Printed copies of any venue-specific risk assessments and letters issued to parents must be attached to the completed assessment.

Maintenance, Risk Assessment and Health and Safety

Regular maintenance and health and safety inspections of School House are undertaken by the Maintenance Manager in collaboration with the Head of Boarding.

Boarding staff must report damage, defects, hazards or maintenance concerns promptly and take immediate precautions where an issue presents a risk to pupils. Annual fire-risk assessments are undertaken with appropriate professional input, including liaison with the local fire service where applicable. Staff must familiarise themselves with relevant findings and implement the identified recommendations and control measures.

Emergency procedures relating to fire evacuation, medical incidents, missing pupils, critical incidents and safeguarding concerns must be followed consistently and in accordance with school policy.

As part of any proposal to extend boarding to GCSE level, the School would complete and record a comprehensive review of the suitability and risks associated with the proposed Years 3–11 provision before implementation. This would include the proposed occupancy and capacity of dormitories; age and year-group separation; washing and toilet provision; controlled-access doors; GCSE common-room and study spaces; staff deployment and overnight response; fire and evacuation arrangements; security; accessibility; electronic-device storage; and the impact of increased pupil numbers on shared facilities. Identified works or control measures necessary for safe operation would be completed before the relevant accommodation was brought into use, and the assessments would thereafter form part of the School's existing programme of regular review.

Emergency and Critical Incidents

The school's Critical Incident Management Plan contains the detailed response to serious incidents. Staff must follow that plan and the relevant school policy. If School House cannot be used following a fire or other emergency, parents of flexi and weekly boarders should be contacted to collect their children where appropriate. The Head will determine safe temporary arrangements for full boarders in consultation with their parents, guardians or UK representatives.

During the day, an unknown person without a visitor badge will be challenged where it is safe to do so and escorted or directed to the School Office, Head or Head of Boarding. At night, if an unknown person is seen, heard or suspected on the site, staff must move pupils and themselves to a place of safety, contact the Police and inform the Head of Boarding and senior staff. Any unexpected adult requesting access to a pupil must be referred to the Head of Boarding or Head; access must not be granted until the person's identity and authority have been verified.

A severe accident or injury requires an immediate assessment and, where necessary, a 999 call. Incidents must be reported to the School Nurse and recorded in the school's

accident-reporting system, with any statutory reporting completed by the responsible officer. When the School Nurse is not on duty, boarding staff provide appropriate first-aid care, seek medical assistance and notify the on-call senior member of staff and the pupil's parents or carers.

Any major theft must be reported promptly to the Head through the Head of Boarding and managed under the relevant school procedures. Staff supporting a bereaved pupil must respond sensitively, inform the appropriate pastoral staff and follow any agreed care or support plan.

Should the boarding population extend to Years 9–11, the School's Critical Incident Management Plan would be reviewed to ensure that emergency accommodation, evacuation, supervision, communication and collection arrangements had sufficient capacity for the increased number and age range of boarders. Planning would specifically account for pupils within the separately accommodated GCSE sections and ensure that the division of School House did not impede communication, accountability or emergency response.

Suspected Substance Misuse

Any evidence or suspicion that a pupil possesses or has misused alcohol, illegal drugs, tobacco, nicotine products, volatile substances or another harmful substance must be reported immediately to the Head, Head of Boarding and DSL. Relevant items must be secured or confiscated only in accordance with the school's Searching, Screening and Confiscation Policy. Staff must record the concern and consider the pupil's immediate medical and safeguarding needs. The school is a smoke-free environment for pupils, staff and visitors.

Welfare, Confidential Support and Guardianship

Where a pupil has an educational guardian, the school must keep a written record of who appointed the guardian and where responsibility for the arrangement rests. School staff must not be appointed as educational guardians for boarders.

The school must take reasonable steps to satisfy itself that every guardianship arrangement promotes the pupil's welfare, physical wellbeing and emotional wellbeing. Concerns must be reported immediately to the DSL and referred to relevant agencies when required.

Where the school arranges accommodation with a guardian, host family or other person, the school must apply its safer-recruitment, assessment, written-agreement, training and monitoring procedures. School-arranged lodgings must be visited and assessed before use, checked at least termly and discussed privately with the pupil at least once each term.

The DSL must be notified of any arrangement that may constitute private fostering so that the relevant local authority can be informed. Guardianship or homestay arrangements made privately by parents must nevertheless be considered where information suggests that the pupil's welfare may be at risk.

Health, Medical Care and Wellbeing

Medical Care and Responsibilities

At S. Anselm's, the School Nurse, Mrs Connell, oversees the day-to-day physical health and medical care of pupils and is normally the first point of contact when a boarder is ill or injured. Boarding staff must be familiar with the school's Medical Policy and work closely with the School Nurse regarding health concerns, medication, treatment and dietary requirements. The School Nurse will ensure that relevant information is shared with boarding staff on a need-to-know basis.

Boarders are supported by a wider pastoral team, including the School Nurse, boarding staff, the Head of Boarding, academic staff and members of the Senior Leadership Team. Pupils have access to local GPs, dentists, hospitals and other healthcare professionals when required. Full-time international boarders are registered with the local NHS surgery in Bakewell to maintain continuity of care.

Staff must ensure that pupils' individual health needs are known, appropriately recorded and regularly reviewed. Medical information must be treated confidentially, shared only with authorised staff and communicated to parents or carers as appropriate. All health records are maintained securely in the Medical Room and organised by the School Nurse.

Should the School extend boarding to GCSE level, the School Nurse and Head of Boarding would review the medical provision before implementation to ensure that staffing, facilities, records, access to local healthcare and out-of-hours arrangements were sufficient for the increased number and age range of boarders. Relevant medical and pastoral arrangements would recognise the developing capacity, privacy and dignity of older pupils while continuing to involve parents or carers and external healthcare professionals appropriately.

Individual Healthcare Needs and Care Plans

Some boarders have specific medical conditions that require regular medication, treatment or additional support. The School Nurse maintains a list of these pupils and shares relevant information with boarding staff, including details of the support required and the times at which medication or treatment must be provided.

Certain pupils, particularly those who may be vulnerable, have confidential care plans. These plans identify the pupil's strengths, areas of need and appropriate strategies for providing support. Care plans are stored securely on iSAMS and must be reviewed and updated at least termly by the appropriate members of staff, including boarding staff, the Head and the Head of Learning Support.

Boarding staff must familiarise themselves with the care plans of pupils for whom they are responsible and follow the agreed strategies consistently. Any significant change in a pupil's health, behaviour or wellbeing must be reported promptly so that their care plan or individual healthcare arrangements can be reviewed.

Medication

All medication must be stored securely in the Medical Room or in a locked first-aid or medication cabinet. Pupils must not carry medication or keep it beside their beds unless this has been specifically authorised by the Head and School Nurse in accordance with the Medical Policy and the pupil's individual healthcare arrangements.

Only appropriately trained and authorised staff may administer medication. Every dose administered must be recorded accurately in accordance with the school's medical procedures. Medication administered by boarding staff during the evening or overnight must be available for review by the School Nurse the following morning.

Allergy Safety and Anaphylaxis

Boarding staff must follow the school's Allergy Safety Policy and the individual healthcare plan of every pupil with a known allergy. Allergy information and emergency action plans must be available to relevant staff during evenings, overnight periods, meals, activities and off-site visits.

Staff must know the locations of pupils' prescribed adrenaline auto-injectors and any emergency devices held by the school. Only appropriately trained staff may administer routine medication. In an emergency, staff must follow their training, administer emergency medication where authorised and immediately summon medical assistance. Serious allergic reactions and near misses must be recorded, reported to the School Nurse and reviewed so that lessons are learned.

Food must not be given to a pupil until relevant allergy and dietary information has been checked. Boarding activities involving food, cooking, treats or externally purchased meals must be risk assessed appropriately.

Boarding staff must ensure that medication is administered at the correct time and in accordance with the written instructions provided. Any missed, refused or incorrect dose must be reported immediately to the School Nurse and recorded in accordance with school procedures. Any involvement of a doctor, NHS service or hospital must also be recorded in full, including the advice received and action taken.

Illness or Injury During the School Day

If a boarder becomes unwell or is injured during the school day and can safely make their way to the Medical Room, they should normally be accompanied by an adult or, where appropriate, a responsible pupil. A pupil with a suspected head injury must always be accompanied by an adult.

The School Nurse will assess the pupil and determine the appropriate course of action. If the School Nurse is unavailable, a nominated member of staff with suitable first-aid training will assess the situation, decide what action is required and record the treatment or advice provided.

Where the pupil is well enough, they may return to lessons following assessment. If they are not well enough to return, they will remain in the Medical Room and be checked regularly by the School Nurse or another suitably qualified member of staff. The pupil's parents or carers will be contacted and kept informed.

If medical advice is required, the School Nurse will seek an appointment with a doctor and notify the pupil's parents or carers. Pupils whose families live within a reasonable travelling distance may be collected by their parents when an illness is more serious or prolonged.

If an injury cannot be managed through on-site first aid or support from a local GP, the School Nurse will arrange for the pupil to attend Accident and Emergency accompanied by a suitable member of staff. Parents or carers must be informed. In the event of an extremely serious illness or injury, staff must call 999 or arrange immediate attendance at Accident and Emergency.

Illness or Injury During the Evening or Night

Boarding staff must respond calmly and promptly when a pupil becomes unwell or is injured during the evening or overnight. Boarding staff receive appropriate guidance and training relevant to their responsibilities, including first-aid and medical procedures where required.

Pupils must be regularly reminded what to do if they feel ill, are injured or need help during the night. This includes knowing where the duty member of staff is located and how to use the night bell system. The night bell must remain operational at all times, and the on-call member of staff must respond promptly whenever it is used.

Where a pupil is moved to an isolation room, the pupil's parents or carers, the Head and the Head of Boarding must be informed. Appropriate medical, supervisory and infection-control arrangements must then be implemented. Staff may contact NHS 111

for urgent medical advice or call 999 in an emergency. The Head must be informed where the seriousness of the incident requires it, and relevant boarding staff must receive the information required to maintain continuity of care.

All medical incidents, treatment, advice and decisions must be recorded promptly and accurately.

Should the School extend to GCSE level, pupils within the separately accommodated GCSE sections would have the same immediate access to assistance during illness or injury as pupils elsewhere in School House. Overnight staffing, night-bell provision and emergency access arrangements would be organised so that the controlled separation of residential areas did not delay staff response, medical assessment or access by emergency services.

Contagious Illnesses and Isolation

Procedures for responding to contagious illnesses are set out in the school's Critical Incident Management Plan. Boarding staff must be familiar with these procedures and follow the instructions of the School Nurse and senior staff.

A pupil suspected of having a contagious illness must be separated from other pupils and cared for in the Medical Room or another designated isolation space. Parents or carers must be informed. If the number of affected pupils exceeds the capacity of the Medical Room, an appropriate area of the Boarding House may be separated and used to accommodate pupils safely. This must be managed under the direction of the School Nurse and senior staff and in accordance with the relevant risk assessment, infection-control procedures and Critical Incident Management Plan.

Emotional and Mental Wellbeing

Boarding staff play an important role in promoting pupils' emotional and mental wellbeing. Staff must remain alert to changes in mood, behaviour, presentation, eating or sleeping habits, friendships and social engagement, as these may indicate anxiety, distress or another emerging concern.

Staff must respond with empathy, patience and active listening, providing reassurance and appropriate support. They will model positive relationships, healthy coping strategies and resilience, while ensuring that pupils feel comfortable expressing their feelings and asking for help.

Concerns about a pupil's wellbeing must be reported promptly to the Head of Boarding, School Nurse or another appropriate member of the pastoral team. Any matter that raises a safeguarding concern must be referred immediately to the Designated

Safeguarding Lead and recorded on CPOMS in accordance with the school's safeguarding procedures. Staff must follow the school's Safeguarding and Child Protection Policy and the current version of Keeping Children Safe in Education.

If the School were to extend to GCSE level, pastoral arrangements would recognise the additional academic, social and developmental pressures that may affect pupils during Years 9–11, including the demands of GCSE study and examinations. Resident houseparents, boarding staff, the School Nurse, tutors and relevant academic and safeguarding staff would work together to identify changes in wellbeing and provide appropriate support. GCSE study and revision expectations within boarding would be managed alongside recreation, social contact, family contact and sufficient rest, and concerns about anxiety, self-harm, eating, sleep, relationships or other aspects of a pupil's mental or emotional wellbeing would continue to be addressed through the School's established pastoral, medical and safeguarding procedures.

Hygiene and Personal Care

Maintaining good hygiene and personal care is an essential part of boarding life. Staff will support pupils in developing healthy routines while encouraging an appropriate level of independence according to their age, maturity and individual needs. Pupils are expected to shower each evening and wash their hair at least twice each week. Boarding staff will provide clear guidance and gentle reminders, offering discreet assistance where necessary. Staff must respect pupils' dignity and privacy while ensuring that appropriate hygiene standards are maintained.

Pupils are also expected to keep their beds, lockers and dormitory areas tidy. Staff will encourage this through clear expectations, regular supervision and positive reinforcement. These routines help pupils develop independence, personal responsibility, self-respect and consideration for shared living spaces.

Medical, Welfare and Boarding Records

All medication, treatment, medical appointments, visits to hospital and significant health incidents must be accurately recorded. Medical records are held securely in the Medical Room under the oversight of the School Nurse. Any medicine administered must be reported to and recorded by the School Nurse.

General wellbeing and pastoral information will be recorded on iSAMS Wellbeing Manager where appropriate. Relevant information must also be included in the boarding handover so that incoming duty staff understand any continuing needs or concerns. Safeguarding concerns must be recorded on CPOMS and escalated immediately to the Designated Safeguarding Lead.

Any allegation or concern relating to bullying must be brought promptly to the attention of the Head or Deputy Head, as well as the Designated Safeguarding Lead where safeguarding issues arise. The concern and the action taken must be recorded through the appropriate school system.

Boarding staff also maintain operational records relating to occasional and flexi boarders, pupils leaving the school site, trips, staff duty rotas, dormitory allocations, activities and pupils' duties. These records may be maintained electronically or, where physical records are required, stored securely in the staff workroom.

Pupils' addresses, parental contact details and other essential information are maintained on iSAMS. Records relating specifically to boarding are maintained by the Head of Boarding or delegated boarding staff. Relevant colleagues must be informed promptly of issues that affect a pupil's health, safety, welfare or boarding arrangements.

Should the School extend to GCSE level, boarding records would be adapted to identify pupils' current residential section, year group and dormitory allocation and, where relevant, their designated resident houseparent. Records would continue to support effective handover between boarding, medical, safeguarding, pastoral and academic staff while remaining subject to the School's existing confidentiality and information-management arrangements.

Professional Expectations

Boarding staff are expected to maintain consistently high standards of professionalism, care and attentiveness. They must communicate clearly and promptly with the School Nurse, Head of Boarding, safeguarding staff, parents and other relevant colleagues. Accurate and timely record-keeping is essential to safeguarding pupils and ensuring continuity of care.

Through careful supervision, professional curiosity, empathy and consistent routines, boarding staff help to create a community in which pupils feel cared for, secure and able to seek help. These arrangements support pupils in developing independence, resilience, healthy habits and respect for themselves and their shared environment.

Communication, Home Contact and Complaints

Boarding staff are expected to maintain regular, transparent communication with parents and guardians to support pupil welfare. This includes sharing significant events, achievements, or concerns promptly via phone, email, or approved parent platforms. Staff will also facilitate face-to-face meetings during weekends out, parents' evenings, and school events when appropriate.

For overseas pupils, staff must be aware of the individuals responsible for the child when off school premises, ensure copies of signed guardian agreements and time-away forms are in place, and confirm that a 24/7 UK-based emergency contact is available. Staff will consult parents on any matters affecting their child's wellbeing and inform them of relevant changes to routines, policies, or staff. Emergency contact details must be checked and updated regularly, and all parental information must be handled in accordance with GDPR to maintain confidentiality and lawful processing.

Boarder Communication with Home

Boarding staff will encourage pupils to maintain regular contact with families through approved channels:

- Telephone: Pupils may use the School Office telephone with permission. Parents wishing to contact boarding should use 01629 343434; after 5.00pm this number diverts to the Head of Boarding phone. Routine family calls will normally take place between 7.40pm and 8.10pm, after supper but before bedtime routines. Any permitted pupil mobile phone must remain securely stored in the School Office safe unless authorised for use by the Head or Head of Boarding.
- Email: Pupils may use their school email accounts to communicate with families during the week. Staff will supervise and support appropriate use where needed.
- Face-to-Face Contact: Staff will support weekly boarders in leaving and returning for weekends and welcome parents during school fixtures, services, and events. Staff will encourage participation in family-inclusive activities to strengthen connections.
- Video Messaging: For international pupils, staff will facilitate video calls on request to maintain regular family contact.

Staff are expected to actively support and monitor pupil communication, ensuring contact with families is consistent, safe, and appropriate, while also keeping parents informed about their child's welfare and school life.

Boarding staff play a key role in ensuring that both parent and pupil concerns are handled appropriately, promptly, and in line with school policies.

Should the School extend its boarding provision to GCSE level, pupils in Years 9–11 would continue to have regular and appropriate opportunities for private contact with their families through the School's approved communication arrangements. Year 9 would remain within the existing boarding communication arrangements. Before GCSE boarding commenced, the School would review whether full or weekly boarders in Years 10 and 11 should have limited access to an approved personal mobile phone during specified boarding periods. Any such arrangement would not create unrestricted access and would operate only at agreed times, outside the school day, under the School's Mobile Phone Policy and boarding safeguarding arrangements. When not authorised for use, approved phones would be held in the designated locked, staff-controlled device-storage area. Pupils would continue to have access to the School's established telephone, email and video-call arrangements regardless of whether any personal mobile-phone provision were introduced.

Use of Boarding Telephones

Boarders may use the School Office telephone, with permission, to speak to their families with appropriate privacy. Staff will support reasonable access while ensuring that calls fit safely within the boarding routine.

Contact details for the Independent Listener and appropriate external support organisations must be displayed beside telephones intended for pupil use. Pupils must be able to access these details if they feel unable to discuss a concern with someone at school.

Parent Complaints

Any formal complaint from a parent must be managed according to the school's Complaints Policy. Staff must ensure that complaints are acknowledged, escalated, and responded to within the timelines and procedures outlined in the policy. Staff must avoid handling formal complaints independently and always refer parents to the designated complaints channels.

Pupil Concerns and Complaints

Boarding staff must ensure that pupils feel safe and confident to raise concerns at any time. Pupils will be reassured that their concerns will be taken seriously and treated confidentially, even if the complaint involves a member of staff.

Informal Concerns:

Staff will encourage pupils to speak first with a trusted adult, such as a member of boarding staff, Boarding Assistant, School Nurse, Form Teacher or the Head.

Pupils may bring a friend or another trusted person for support.

If a pupil prefers not to speak directly, staff will guide them in using the confidential “Worry Box” located in the main school.

Formal Complaints:

If informal discussions are insufficient, staff will support pupils in documenting a written complaint, ensuring that the pupil’s concerns are recorded accurately and passed to the Head. A complaint concerning the Head must be directed through the alternative route specified in the school’s Complaints Policy. Staff will support the pupil in preparing for a discussion with the Head and ensure they are aware they can bring a support person.

Escalation:

Pupils may contact the Independent Listeners, Childline, the Children’s Commissioner’s Help at Hand service, the Independent Schools Inspectorate or another displayed support service at any stage. Access to independent help does not depend upon the school complaint first remaining unresolved for a specified period. Staff must ensure that full safeguarding and support information is displayed in boarding common areas and that relevant safeguarding and support contact information, including details of the Independent Listeners, is displayed on the door of every dormitory and bathroom.

All complaints about boarding, including complaints subsequently withdrawn, must be recorded with their outcome and any action taken. The Head and Trustees must review records for recurring themes or patterns. No pupil will be penalised for raising a concern or complaint in good faith.

Boarding staff are expected to handle all complaints with discretion, sensitivity, and professionalism, maintaining confidentiality and following safeguarding procedures at all times. Staff must never attempt to resolve serious complaints alone but must escalate through the proper channels as outlined in the school’s policies.

Should the School extend to GCSE level, pupils within the separately accommodated GCSE sections would have the same access to the School’s informal and formal complaints procedures, Independent Listeners and external support services as all other boarders. Relevant information would be displayed within the GCSE accommodation, common-room and study areas as appropriate, and pupils would be reminded during induction that they may raise a concern directly with any trusted member of staff or through the School’s established confidential and independent routes.

Behaviour, Rewards and Sanctions

Boarding staff are responsible for upholding high standards of conduct and fostering a positive culture of respect, kindness, and accountability within the boarding community. Staff will treat the boarding house as a home from home, enforcing rules consistently while maintaining compassion and understanding for individual circumstances.

Staff must ensure that expectations are age-appropriate and clearly communicated to all pupils, including routines, house rules, and behavioural standards. This includes explaining the reasons behind rules, modelling respectful behaviour, and supporting pupils in understanding their responsibilities within the boarding community.

Staff will actively promote a culture where pupils feel safe, supported, and encouraged to demonstrate kindness, respect, and accountability in their interactions with others.

Rewards and Positive Reinforcement

Boarding staff will actively promote positive behaviour and recognise pupils' contributions to the boarding community. Positive reinforcement encourages self-discipline, pride and a sense of belonging.

Positive behaviour, kindness, cooperation, helpfulness, effort or other positive contributions may be recognised through a note home in the dedicated boarding section of the pupil's planner.

Through regular positive communication with home, staff will help to build a culture of kindness, cooperation and personal responsibility in which positive behaviour is recognised and valued.

Sanctions and Behaviour Management

Sanctions will be fair, proportionate and consistent, with the purpose of helping pupils learn from their mistakes and make better choices in the future. Boarding staff must remember that the House is the pupils' home, and disciplinary measures must always preserve a sense of safety, dignity and belonging.

General Misconduct:

Minor issues (e.g. lateness, low-level disruption or untidiness) are managed by the member of boarding staff on duty or the Head of Boarding. Where appropriate, a brief note may be written in the dedicated boarding section of the pupil's planner so that parents are aware of a low-level issue or something that needs to be rectified.

Appropriate sanctions may include the temporary loss of a recreational privilege or an appropriate restorative or community task. More significant behaviour concerns will be communicated to parents by email or other appropriate direct contact.

Significant incidents and outcomes will be recorded in the evening handover and, where appropriate, on iSAMS Wellbeing Manager or CPOMS. Boarding Assistants and support staff must refer behaviour concerns to the member of boarding staff on duty or the Head of Boarding to maintain consistency. Any matter involving safeguarding concerns must be recorded immediately on CPOMS and flagged to the Designated Safeguarding Lead.

Serious or Persistent Incidents:

Examples include rudeness to staff, repeated misbehaviour, or disruption after lights out. These incidents are recorded and shared discreetly with relevant staff on a need-to-know basis. The Head of Boarding, in consultation with the Deputy Head and Head, determines appropriate sanctions and informs both staff and parents.

All sanctions must be escalated according to the severity and frequency of behaviour, with open communication between boarding and academic staff to ensure a joined-up approach. The use of handover emails and centralised recording systems ensures that all responses remain transparent and consistent.

The school strictly prohibits corporal punishment in any form, in accordance with the school's Behaviour Policy and applicable legislation. Discipline within the boarding house must always be implemented through respectful, constructive and educational means.

Restrictive Intervention and Reasonable Force

Restrictive intervention or reasonable force may be used only by an authorised member of staff when it is lawful, immediately necessary, proportionate and the least restrictive response available to prevent injury, serious damage or another significant risk. It must never be used as a punishment. Staff must take account of the pupil's age, needs, vulnerabilities and any relevant support plan and must follow the school's current policy and national guidance.

Every significant incident involving restrictive intervention or reasonable force must be reported immediately to the Head and DSL, recorded fully and communicated to the pupil's parents or carers in accordance with school policy. The pupil and staff involved should receive appropriate follow-up support, and the incident should be reviewed to identify any safeguarding concern or action needed to reduce recurrence.

Pupil Leadership and Prefects

Prefects and other pupils holding positions of responsibility may assist with appropriate community duties but remain under staff supervision. Their duties, authority and limitations must be clearly explained. Pupils must not conduct searches, administer sanctions, supervise private personal-care arrangements or investigate safeguarding or behavioural incidents. Staff remain responsible for all decisions affecting boarders' welfare and discipline. Any misuse of a pupil leadership role must be reported and addressed promptly.

Should the School extend to GCSE level, pupils in Years 9–11 may be offered additional age-appropriate opportunities to contribute to the boarding community through mentoring, welcoming new boarders, supporting activities, representing pupil voice or undertaking other agreed positions of responsibility. Any such role would remain under staff supervision and would not give an older pupil authority to discipline, search, investigate, provide unsupervised pastoral care for, or assume safeguarding responsibility for younger pupils. Boarding staff would remain responsible for supervision, welfare, behaviour management and safeguarding at all times.

Exclusion from Boarding

In exceptional circumstances, a pupil may be temporarily or permanently excluded from boarding if it is deemed to be in the best interests of the individual or the wider boarding community. Such decisions are made collaboratively by the Head of Boarding, Deputy Head and Head. Parents must be informed immediately of any decision or concern leading to a boarding exclusion.

Further Guiding Principles for Boarding Staff

Sanctions are used to guide, not punish — the goal is to help pupils understand the impact of their actions.

Staff must maintain fairness, consistency, and professionalism at all times.

A positive, calm and supportive atmosphere will always be preserved.

All behaviour management will aim to promote personal growth, accountability, and wellbeing.

By following this guidance, boarding staff contribute to a safe, respectful, and happy boarding environment where pupils are encouraged to take responsibility, show kindness, and develop the maturity and integrity expected of a member of the S. Anselm's community.

Compliance and Review

The Head, Head of Boarding, DSL and Trustees monitor implementation of this policy against the National Minimum Standards for Boarding Schools (May 2026), the Independent School Standards and current statutory safeguarding guidance. Records, incidents, complaints, pupil voice, staff training, risk assessments and boarding practice are reviewed to identify patterns, required action and opportunities for improvement. This policy is reviewed at least annually and sooner where legislation, statutory guidance, inspection requirements or school practice changes.

Any proposal to extend the School's registered age range and boarding provision to include pupils up to Year 11 would be subject to the necessary regulatory, registration, inspection and approval processes before implementation. The School would not admit pupils outside its approved provision until any required permissions had been obtained and the School was satisfied that the proposed accommodation, staffing, safeguarding, education, welfare, medical, fire-safety and operational arrangements met the requirements applicable at that time. Before opening the extended provision, the Head, Head of Boarding, DSL and Trustees would oversee a documented readiness review against the National Minimum Standards for Boarding Schools, the Independent School Standards, current statutory safeguarding guidance and other applicable legislation and guidance. Following implementation, the Years 3–11 boarding model would form part of the School's continuing monitoring and annual policy review arrangements.

References

Statutory Guidance and Legislation

- Children Act 1989 and Children Act 2004
- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- Data Protection Act 2018 and UK General Data Protection Regulation
- Children and Families Act 2014 and SEND Code of Practice
- Counter-Terrorism and Security Act 2015 and Prevent duty guidance
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- National Minimum Standards for Boarding Schools, May 2026
- Current statutory Relationships Education, Relationships and Sex Education and Health Education guidance
- Searching, Screening and Confiscation: advice for schools
- Use of Reasonable Force and Other Restrictive Interventions in Schools
- Current school food, allergy and anaphylaxis requirements and guidance
- Derby and Derbyshire Safeguarding Children Partnership procedures

Related School Policies and Documents

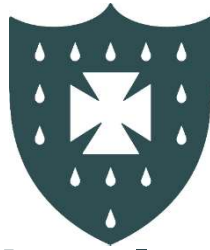
- Admissions Policy and International Student Guardianship Policy
- Behaviour Policy, including searching and reasonable force
- Boarding Staff Handbook and Boarders' Handbook
- Complaints Policy
- Critical Incident Management Plan
- Data Protection and Records Retention Policies
- Equality, SEND and Accessibility Policies
- Fire Safety and Health and Safety Policies
- Medical Policy and First Aid Policy
- Online Safety and Acceptable Use Policies
- Safeguarding and Child Protection Policy
- Staff Code of Conduct, Low-Level Concerns and Whistleblowing Policies

Appendices

Should the school extend to GCSE level, all appendices would be updated or reviewed to incorporate changes necessary.

Appendix A New Boarder Induction Checklist

This checklist must be completed with every pupil staying in boarding for the first time. Staff should explain each item, check the pupil's understanding and provide further support whenever required.



New Boarders Induction List

	What I need to know...	☒
1	Who is looking after me?	
2	Where do I put my laundry?	
3	What are the timings during boarding?	
4	How & when do I contact home?	
5	What days do I put specific items in the Laundry?	
6	How do I contact staff during the night?	
7	What to do when there's a fire alarm?	
8	Where is the fire assembly point?	
9	What is the boarding routine?	
10	What are the boarding expectations?	
11	Where do I go for medical issues?	
12	Where do I put my personal items?	
13	How to choose my boarding activities?	

Name:

Pupil Signed:

Appendix B Evening Staffing and Boarding Signs

The following information reflects the supplied 2026–2027 boarding displays. Copies should be displayed in the relevant boarding areas and amended promptly if staffing or contact arrangements change.



S. Anselm's

Who will help me overnight?

Day	1st Responder	2nd Responder
Monday	Mrs R Harrison	Mrs Cunningham
Tuesday	Mrs R Harrison	Mrs Cunningham
Wednesday	Mrs R Harrison	Mrs Cunningham
Thursday	Mrs R Harrison	Mrs Cunningham
Friday	Mrs R Harrison	Mrs Sheldon

Please ring the bell **only once** and wait for a staff member to arrive.

The second responder should be contacted by the first responder when assistance is required or when a separate incident must be managed at the same time.



S. Anselm's

Who is looking after me?

Day	AM	PM
Monday	Mrs R Harrison	Mrs R Harrison
Tuesday	Mrs R Harrison	Mrs R Harrison
Wednesday	Mrs R Harrison	Mrs R Harrison Mrs Sheldon
Thursday	Mrs R Harrison	Mrs R Harrison
Friday	Mrs R Harrison	Mrs R Harrison Mrs Sheldon
Saturday AM Only	Mrs R Harrison Mrs Sheldon	



S. Anselm's

Boarding Routine

Weekday Mornings

7:10 Wake Up, Dress, Pack
and Tidy

7:45 Breakfast Registration

7:50 Breakfast

8:15 Brush Teeth

8:20 Form Registration

8:20- 17:00 School
Timetable

Saturday Mornings

7:20 Wake Up, Dress, Pack
and Tidy

7:55 Breakfast Registration

8:00 Breakfast

8:15 Brush Teeth

8:20 Form Registration

8:20- 12:30 School
Timetable

Weekday Evenings

17:00 Clubs and Activities

18:00 Change to Home Clothes

18:10 Evening Meal in the Dining Room

18:50 Prep in the Library or Innovation Centre

19:20 Music Practice (Optional for those without
Instruments)

19:40 Free Time (Includes Phone Calls home)

20:10 Staggered Showers

20:20 Yr 3-6 Reading 20:30 Lights out

20:50 Yr 7 Reading 21:00 Lights out

21:20 Yr 8 Reading 21:30 Lights out



BOARDING HOUSE

Please remember dorms are out of bounds
between these times:

08:30 - 17:00 Mondays, Tuesdays, Wednesdays,
Thursdays, Fridays.
08:30 - 12:30 Saturdays.

Access required at any time during the boarding and
school hours must always be communicated and
permission granted by a member of staff before pupils
may enter any boarding areas.

No day pupils should be in the dorms at any time.

Appendix C Overnight Boarding Risk Assessment

This template will be reviewed and completed for the particular date, pupils, staffing and activities involved. It does not replace activity-specific or venue-specific assessments.



S. Anselm's

RISK ASSESSMENT

EVENT/ACTIVITY / LOCATION		Boarding Overnight at S.Anselm's Site Risk Assessment		
DATE	As Required	TIME START	As Required	TIME END
LEADER NAME	Rosemary Harrison	ADDITIONAL STAFF	Rachel Sheldon	CONTACT T
TRANSPORT	On Foot In School		ADVENTURE ACTIVITIES LICENCE NUMBER	
NOMINATED FIRST AIDER / ALTERNATIVE ARRANGEMENTS		RH		NOMINATED MINIBUS DRIVER
Useful numbers: School Office: 01629 343434		Minibus breakdown: 08706 004499 (Arval driver		
Senior member of staff on call	Hannah Cunningham		Contact Details	
PUPIL NAMES	MEDICAL/DIET/SAFEGUARDING		CHECK PHOTO RESTRICTI	
Boarders Electronic Register	Recorded electronically and shared with Kitchen Staff		Checked and adhered to.	

HAZARD IDENTIFIED	POTENTIAL IMPACT	SCORING OF RISK						CONTROL MEASURES
		SEVERITY			PROBABILITY			
		L	M	H	L	M	H	
Inappropriate expectations and behaviour leading to accident or breach of school rules through failure to brief students on the activities involved and the rules/ expectations of each pupil.	Pupils may not be fully informed due to not listening which could result in them being in the wrong places at the wrong time.	x				x		Pupils are briefed on relevant safety arrangements, boundaries and rules through the School's induction and the Head of Boarding diverts to the Head of Boarding.
Slips, trips and falls	Injuries to the pupils or staff. Injuries could also affect the timings of the evening.	x				x		Pupils are made aware of hazards and follow staff instructions. Hazards are reported and first aid is available on site and assistance is sought if required.
Fire	Burning, smoke inhalation and building destruction.			x	x			Pupils are briefed on the nearest safe fire exits. The nearest safe fire exit is the Bottom Court for the boarding staff. Fire drills are conducted and sweep relevant areas. Fire Registers are maintained and updated as required.
Missing Pupil	Pupil missing from boarding house.		x		x			Registers and applications are checked at the boarding period and instructions are followed. If a pupil's whereabouts as far as the boarding period cannot be accounted for, a Missing-Pupil Protocol is initiated.
Kitchen & food	Electrocution and impalement on utensils.			x	x			Pupils are appropriately supervised during related activities. Access to the kitchen is restricted food-preparation areas.

								authorised and appropriate and dietary information provided.
Dorms	Restrictions during Fire Drill and blocking of exits.							Dormitories are checked regularly. Damage, defects or safety issues are reported promptly through the appropriate route, with immediate action taken. This presents a risk. Dormitories are kept tidy and clean. Tidiness and clear routines.
Free Time	Pupils unsupervised		x		x			Pupils must remain in the school and be appropriately supervised. The swimming pool can only be used with appropriate supervision. The pool must remain available and safe for pupils' privacy.
Medicines	Misuse of medicines or accessing medical supplies.	x			x			Medication is stored in a secure place. Medical Policy and arrangements. Only authorised staff may administer medication. All medication must be recorded in the medical recording system. Inhalers are managed in accordance with healthcare plans.
Shower Rooms	Slipping or falling in a private space.		x		x			Pupils shower as part of their routine. The shower rooms remain available and safe. Assistance is available easily. The school's knock-out procedure. Pupils normally enter the shower rooms with immediate safety.

Car Park	Collision with vehicles.	X			x			Pupils may only p and with appropri authorised parent remain alert to mo route.
Loss of or damage to property	Pupils would need time to find, search and replace items if needed slowing down the trip.	x			x			Pupils are encoura clearly named. Pa the school may be School Office or a
Separation of group	Pupils could be in danger if not properly supervised during the trip.	x			x			For any off-site ac staff supervision a points and return pupils must be spe suitable safeguard
Medical incident requiring a hospital	Injuries to the pupils or staff could affect the timings of the trip and could mean a diversion from the planned excursion.	X			X			Staff assess the in first aid and seek 111 may be conta called in an emerg senior staff are in and advice receive
Terrorist incident	Evacuation or diverging to another area or away from the place of incident would be a disruption to the planned excursion and could be cause for cancelling the rest of the trip.	x			x			Staff keep pupils away from danger or emergency serv Incident Managen soon as it is safe t

CHECKLIST:

BOARDING DETAILS	yes	KEYS	yes	MOBILE	yes
PUPIL REGISTER	/	MEDICAL / DIET INFO	/	INHALERS	/

Attach any activity-specific or venue-specific risk assessments, parent communications or other supporting documents where these

Trip Organiser	Name	Rosemary Harrison	School Office	☐ First Aider	Head
Signature					Signature
Date			Date		Date

Appendix D Evening Safeguarding and Staffing Flow Chart

This appendix forms part of the current boarding safeguarding and staffing arrangements and must be read alongside the responder and safeguarding displays in Appendix B.

The current first- and second-responder arrangements are shown below. The second responder is contacted by the first responder when assistance is required or when a separate incident must be managed at the same time.

Day	1st Responder	2nd Responder
Monday	Mrs Harrison	Mrs Cunningham
Tuesday	Mrs Harrison	Mrs Cunningham
Wednesday	Mrs Harrison	Mrs Cunningham
Thursday	Mrs Harrison	Mrs Cunningham
Friday	Mrs Harrison	Mrs Sheldon

Safeguarding concerns requiring escalation must be referred to the DSL, Alison Whawell, or an appropriate DDSL in accordance with the school's safeguarding procedures and current displayed contact information.

Day	Safeguarding Team Member	Contact Number
Monday- Friday	Alison Whawell	07922 280925

The Head of Boarding is contactable by staff and parents during boarding hours through the School Office number 01629 343434, which diverts to the Head of Boarding after 17:00.