BARNARD CASTLE SCHOOL

Boarding Principles and Practice

This is a whole School policy

Author: Martin Pepper (MTP)

Action	Responsibility	Date
Reviewed	Martin Pepper (MTP)	January 2018
Approved	Headmaster (ACJ)	January 2018
Next Review	Headmaster (ACJ)	January 2019

This document is for the information of all boarding staff, students, pupils and parents. It outlines the aims and organisation of boarding at Barnard Castle School.

As a happy, purposeful community, Barnard Castle School is based on the following values:

- Endeavour
- Community
- Integrity
- Enjoyment
- Compassion
- Duty

Informed by the School values, boarding at Barnard Castle School is based on the following principles:

- The development of the whole person, physically, spiritually, intellectually, morally, socially and emotionally in a supportive and caring community.
- Mutual respect, which is observed by staff and pupils alike.
- The right of each person to be treated as an individual.
- The right of the individual to feel secure
- Equality of opportunities.
- The right to privacy.

Barnard Castle School is a home from home for boarders and provides supportive links between the School, the boarders and parents.

In addition to addressing boarders' physical needs and their requirements for security and safety, each House seeks to contribute to its pupils' development in terms of their confidence, self-esteem and self-awareness.

Our boarding provision is evaluated by ISI against National Minimum Standards and we also evaluate the quality of our boarding provision on an on-going basis.

Aims and objectives

The aims and objectives of each boarding house will differ in practice depending on the age range and circumstance of the house; all however have the common aims to:

- Provide a range of experiences and opportunities under conditions that encourage the development of the full character.
- Develop an open and trusting culture in which boarders are confident that they will be treated with respect.
- Provide a safe environment in which boarders can enjoy growing up.
- Create an atmosphere in which any form of bullying cannot flourish.
- Develop a sense of responsibility for self, others and the environment.
- Develop boarders' qualities of leadership and the ability to work as part of a team and make a positive contribution.
- Encourage supportive relationships between boarders, staff and parents.

Boarding Life

We intend that all those who have opted to board will both enjoy the experience and gain much from it. For those who have not boarded before, the relief of being free from the daily journey to and from school will be considerable and there will be a gradual awareness of how much valuable time this took up each week. In order to make profitable use of this

time there is a specified prep period every evening during which boarders have access to academic resources & ICT facilities. Boarders will also have even more possibilities of gaining from the many and various extra-curricular activities that are open to them at Barnard Castle School and more time to relax and socialise with friends.

Boarding develops confidence, independence, social skills, respect for others and a sense of responsibility for the welfare of the community. We commonly find that a consequence of boarding at Barnard Castle School is that boarders become more tolerant, less selfish and make strong friendships. All of this provides excellent preparation for the different demands that will be made of those who move away from home.

Inevitably in a community there have to be some clear expectations for all to follow if all are to be successful. These are made clear within the school policies that are available on our web site, from the School and within the Houses.

Organisation of boarding at Barnard Castle School

The four boarding houses are:

1. Junior House: prep boys and girls, and Year 7 and 8 boys and girls
2. Longfield: senior school girls
3. Northumberland: senior school boys
4. York: senior school boys

Staff

Junior House Resident staff:	Mr & Mrs Robson, Houseparents
	Mrs L-J Stewart, Matron
	Miss D Jones, House Mother
	Miss A White House Tutor
Longfield Resident staff:	Mrs Armstrong, Housemistress
	Mrs Flack, Matron
	Miss Brown, Boarding Tutor
	Miss M McNulty, Boarding Tutor
	Mrs H Kent, Boarding Tutor
	Miss M Benbow, Boarding Tutor
	Miss R Glen, Boarding Tutor
Northumberland Resident staff:	Mr Monument, Housemaster,
	Mr C McTurk, Assistant Housemaster
	Miss Brown, Matron
	Mr O Tysoe, Boarding Tutor
	Miss R Glen, Boarding Tutor
York Resident staff:	Mr Monument, Housemaster
	Fr D Moore, Assistant Housemaster
	Miss Brown, Matron
	Mr S Tomlinson, Boarding Tutor
	Miss M Benbow, Boarding Tutor

The Housemaster or Housemistress is responsible for the management of their House. Each house has its own team of cleaners and a matron who covers the House during the day and can be contacted by the boys & girls. There is always an adult presence in each house and the boarders are aware, at all times of the day, of who is responsible for them.

Meetings of the SMT, Housemistress and Housemasters are held regularly to deal with all boarding matters. The Headmaster always attends these meetings. Each term this group is joined by the School Medical Centre Nurses, the Housekeeper and the Matrons to review all medical policies and procedures to ensure that they are consistent, compliant and effective.

Induction of new staff

Staff who are new to a position within boarding follow a structured Induction process so they are fully aware of our procedures and fully able to care for the wellbeing of our boarders. Any concerns should be raised with the relevant house staff and details passed to the Second Master.

The induction process will include a full briefing on our Child Protection and Anti-Bullying procedures so that the welfare of all boarders are safeguarded. Every member of our boarding staff will get a full list of all relevant policies, which is available online together with this document and the relevant House handbook.

Staff within the boarding community are also encouraged to attend BSA organised courses. In every house there is a folder containing a set of BSA newsletters covering a variety of examples of good practice in boarding communities (including Effective Welfare Policies, Cyberbullying, Searching Pupils Rooms, Child Protection guidance, Homesickness and Meeting the Emotional Needs of boarders).

New Boarders

Most new boarders join the house at the start of the academic year. Occasionally, if there is space in a house, a boarder may join during term. Regardless of when they join the house, every effort is made to make new boarders feel welcome in their new home. There are a wide variety of house events organised when new boarders join the house so they can get to know their fellow boarders in relaxed circumstances and make new friends. They are also welcomed into house life by all staff and the House Monitors. The Housemaster or Housemistress and the Head of House also monitor how well new boarders are settling into the house. The vast majority of our boarders settle into house life with great ease and make many lifelong friends within the boarding community.

Very often, new pupils are assigned a “buddy‟ to help them settle into the school routine. The ‘buddy’ is expected to help them meet their daily commitments during their first weeks within the House. New pupils are made aware of the School Expectations & House Regulations at the earliest opportunity. New boarders are issued with this document, the House Handbook and a set of relevant policies. They will be guided through the policies and procedures and required to sign up that these are understood and accepted. They will also be made aware of the staff within the house who are responsible for their welfare at different times of the day and week. Housemistresses and Housemasters evaluate how well new boarders have settled into the house as part of their annual house review.

There are no initiation ceremonies performed in any House.

School Policies

At the beginning of the Autumn Term every parent is advised to consult the School Policies, published on the website and available in hard copy. These policies will give a clear indication of the principles that the School wishes to maintain on a range of issues and the systems that we have in place to try to uphold these principles. Each member of staff and boarders will also have access to hard copies of relevant policies, so that all members of the Barnard Castle School community are able to uphold these.

A list of policies relating to boarding available at September 2017 is as follows:

Admissions
Alcohol
Anti-bullying
Behaviour (Rewards & Sanctions)
Child Protection
Complaints
Complaint Form
Contact between School and Home
Drugs
Emergencies Policy
Equal Opportunities
Exclusion Policy
Exercise & Health
Fire Policy
First Aid
First Aid Protocol for Epipens
First Aid Stations and First Aiders
Leave of Absence
Missing Child Policy
Photographs and Digital Images Policy
Anti-Smoking
Supervision of Pupils
UK Border Agency
Welfare
Whistle Blowing