

Statement of the School's boarding principles and practice



Chafyn Grove Boarding Policy

We aim at all times to encourage the belief amongst boarders that boarding is both a positive and beneficial experience, both for the immediate and long-term development of the pupil. At Chafyn Grove we aim to complement home life as far as possible and provide attractive and comfortable surroundings. We work closely with parents, children and staff to ensure the healthy, emotional, intellectual and physical development of every child. All children go home for the long holidays and half terms, even those living abroad. Most children go out very regularly, if not with family then with friends. In any event, the strong day and weekly boarding element and urban hinterland ensure that there is constant contact with an out of school environment.

A boarding school should play a valuable part not only in educating the child, but also in extending his or her independence, self-reliance and ability to care for, and with, others in a community. Specialist facilities should enable a child of this age to explore as many activities and interests as possible such as board games, cooking, chess, D.T., handicraft and knitting, so that, when the time for specialisation comes later, he or she will not only have a good grounding in a broad variety of skills, but also have a real feel for the direction his/her aptitude and interests should take.

Every member of staff, teaching and non-teaching, has a valuable part to play in ensuring the happiness and well being of the boarding community. Failure in the classroom can affect behaviour in the dormitories and social or family problems can affect classroom performance. Most members of the teaching staff take a full part in evening and weekend supervision and activities on a rota basis. Individual staff members offer weekend activities that have particular interest for them – eg., rugby matches, talent competitions for the drama specialist and ice skating or swimming for another individual. This means that every weekend is as different and special as possible. Both the first and last weekend of every term is a full staying in weekend for all, with an appropriate programme arranged.

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Day or Boarding

While many parents find it difficult to decide to allow their children to board and the right age at which to start, our experience is that it depends very much on the individual child and parental circumstances. We look upon the boarders as an extension of our own family and with cheerful well appointed dormitories, sitting rooms and recreational areas around the school, children from the age of 7 soon feel 'at home'. A Boarders' Handbook helps new boarders to know names, faces and places before they start.

The Head of Boarding, Houseparent, Residential Tutor and matron aided by gap students supervise the health and welfare of the children with duties allocated accordingly (see separate duty list). The school surgery is always on call. There are excellent hospital facilities in Salisbury.

Boarding has advantages in that there is no daily adjustment from home to school life and back again; there is a continuity of education that takes place both in and out of the classroom. Their close integration between academic and extra curricular studies makes it possible to create a balance difficult to achieve in any other system. Furthermore, boarders enjoy the constant companionship of children of their own age. All boarders are free to go home every weekend apart from the first and last of term but some 'remain in' to take advantage of the weekend activities on offer – there is always plenty going on and lots of people about to help, with a weekend duty housemaster, day duty staff and gap students to call upon.

At the same time those who are day children at Chafyn Grove are totally integrated into all aspects of school life during their school day; staying for prep is encouraged. We are pleased to welcome day children who wish to board for a night or a week on a casual basis, or more, if their parents are away on business or for some other reason – this also gives a day child a good 'taster' for boarding later on. The boarding house has a number of deals to encourage boarding amongst those who are not quite ready to commit to full boarding, but want to begin the process.

The resident staff all live in the main building and include the Head of Boarding, Houseparent, one other live in boarding tutor and gap students. In addition, we have a school matron on duty five days a week. We have one non-resident boarding matron who does one evening duty. The children are in dormitories with children of a similar age. In addition, the sick bay is available at all times for appropriate cases, whether boarding or not.

Parents

We maintain as close and friendly relationships as possible with parents in order to best further their child's welfare, and instant communication with them, whether personally, via the phone or via email, is key in fostering reassurance. Any problems are discussed as quickly and as thoroughly as possible, though prevention rather than cure is the constant aim. Simply listening to accounts of problems being experienced is often the most effective medicine for parents and children.

Inevitably, any family problems affect the child's well being and progress at school. Bereavement, divorce, separation, sibling rivalry and emotional deprivation at home all have to be coped with here by supporting and encouraging the child.

Staff are advised not to interfere directly in the parent and child relationship or with the home situation in any way, although we are of course happy to advise or suggest options to any parent who asks for help.

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Overseas Boarding Travel Arrangements

We aim to take care of our boarders every step of the way, including making sure that they travel to and from our School safely. If a parent, guardian or nominated proxy is not available to deliver or collect a boarder, the School will provide escorted travel within the UK particularly to and from nearby UK airports (Southampton, Bournemouth, Bristol, Gatwick or Heathrow). The School will charge for any transportation costs.

The School cannot take responsibility for making overseas travel arrangements as this responsibility rests with parents or guardians, including purchasing tickets, currency and renewing passports, visas and medical certificates etc.

The School will keep the following documents for each Child Student Visa applicant:

- A copy of the student's passport pages showing all personal identity details including leave stamps, immigration status including their permission to stay in the UK.
- A copy of the student's biometric residence permit (BRP).
- A record of the students absence/attendance including dates of arrive into and departure from the country, ports of departure and arrival etc.
- A history of the student's contact details to include a UK residential address and telephone numbers.
- A copy of the child's parents or legal guardians consent to the child's application, travel, reception and care arrangements in the UK.
- Details of any third party in the UK or another country who have helped to recruit the student.

Reception On arrival

The School will have a member of the boarding team on duty from 5pm on the day before the commencement of each new term or 5.30pm following half term or the evening following an exeat weekend to welcome the return of all boarders.

Special arrangements can be made for a member of the duty team to be available to meet children arriving earlier from overseas.

Discipline and Pastoral Care

Aims and Approach

We aim to make each child happy and secure so that they can feel confident enough to develop their talents and intellectual gifts to the full. We like to think that at Chafyn Grove we provide a happy and caring atmosphere. The children are able to fulfil their true potential both in and out of the classroom and to meet the challenge of modern society. Chafyn Grove is sufficiently traditional to believe that good manners and deference are keys to a maturing pupil. It is our firm belief that any boy or girl who comes to Chafyn Grove cannot fail to benefit from the surrounding and magnificent facilities, and the many and varied opportunities that will be on offer during their time at school.

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Structure

There are four 'Eights' (houses) for reinforcing the right attitude to good behaviour, hard work and inter-house sport. Once a term the children and staff within the boarding house vote for a 'Head Boarder'. The Head Boarder is a Year 8 child who takes on a few responsibilities in the house, and is the representative of the boarders within the structure of the whole school. The Head Boarder represents the boarding house on the School Council, helps run activities with the younger boarders, helps staff with jobs around the house (such as tick off at supper time), says Grace at mealtimes. He/she is also encouraged to be on the lookout for children who might be struggling with boarding, and to liaise with the staff about anyone who they have concerns about.

Boarders time – Rewards and Sanctions

It is always better to reward than punish – ie. liberal use of praise. In addition, the "Boarder of the Week", rewards those who have gone above and beyond within the house. It is effectively a Good Samaritan Award fostering community relationships.

Sanctions for poor behaviour include early dorm time, 'off tuck' and giving table clearing duties. In extremis, the Houseparents may then refer to the Headmaster to see persistent malefactors.

If the Headmaster/Houseparents deem the behaviour to have been of a serious enough nature then there may be a boarding suspension, the length of which will be determined by the Headmaster.

Privacy

Boarders' privacy is an important part of the ethos of the house. Whilst we live in a community, we appreciate that boarders need some time to themselves, and we ensure that they can shower and change privately.

We work to instil an atmosphere of mutual trust. However, occasionally we may ask a child (with another member of staff present) to show us the contents of their drawers or tuck boxes, if we have reason to believe that they contain items belonging to somebody else, or which are not allowed in school. If we have reason to believe that there are prohibited items in the possession of a child – whether drugs, alcohol, fireworks, stolen items or anything that might cause harm to themselves or to other children – we reserve the right to search without the child's permission (in line with Gov UK advice).

Recording and monitoring issues/complaints

All issues are recorded by email to the Housemaster. Every evening the duty houseparent writes an 'evening update' and emails it to all boarding staff.

Complaints and issues that have arisen are recorded whether they have come from the children or by a phone call from parents. For serious notice of complaint, see separate "Boarding House Complaints Policy" (B16). Our complaints policy is on the school website and, in paper form, in the Boarders' sitting room.

Any appropriate news or announcement to be given to the House is relayed to the House at the following breakfast by the Housemaster.

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Welfare

Boarding incidents are written up into the school database (Schoolbase). These incidents are recorded because they are deemed serious enough to be recorded in a formal fashion, eg. severe homesickness, bullying incidents, parental separations, serious rule breaking, etc. There are separate concern sheets which can be used for safeguarding concerns, which would be written and given directly to the DSL.

Pupils Taking Problems to Adults

Staff Members

For a pupil, the tutor is the first point of the pastoral care system but there are many other links in the network of care for pupils. Notices are displayed around the school, both the 'bubbles' and information cards, which advise pupils where they may seek support from members of the School Staff.

If you have any concerns about a pupil in your tutor group, you should raise the matter either with the Head of Year, the Pastoral Deputy Head or – if it is a matter of Child Protection - the Safeguarding Officer (DSL). (See Safeguarding Policy).

If it is a minor matter, it may be appropriate to mention it at morning briefing or it could be something that you feel is more ongoing and should be discussed at the pastoral meeting.

Pupils who are having problems with their peers can be helped by circle time or discussion in small groups. This may be led by you, as tutor, or by your year leader.

Someone Outside the School Community

Some pupils may benefit from speaking with the independent listener. She can be contacted by phone (the number is on a sheet inside each dorm and in the phone booths), and also comes to school once a term, for children to speak to in person should they wish.

Another source of help may be Learning Support: Speech Therapy, Ed Psych and occupational therapists are all co-ordinated by the Learning Support Department.

Bullying

The boarding house does not tolerate bullying of any kind. If staff discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, and it is treated as a safeguarding issue (peer on peer abuse). Whilst it is very difficult to eradicate bullying completely, we do everything in our power to ensure that all children within the boarding house are free from fear of being bullied. Children at Chafyn are taught that bullying:

- Goes on for a while, or happens regularly.
- Is deliberate. The person (or persons) want to hurt, humiliate or harm.
- Involves someone (or some people) who are stronger in some way than the person being bullied.

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They will learn that bullying is not:

- A one-off fight or argument.
- A friend sometimes being nasty.
- An argument with a friend.

Abuse

"There is a fine boundary between support, care and friendship between staff and children and an excessive degree of intimacy. It is hoped that no member of staff will be prevented from comforting a distressed child adequately through fear of accusations of abuse".

Any incident arising is referred immediately to Chafyn's Safeguarding Officers: Lynsey Hearsey, Jason Webster or Cathy Jones. They have the responsibility to refer cases to statutory authority who may intervene if appropriate. There have been no such incidents in the last three years.

The investigating agencies are DSS
 NSPCC
 The Police

See also the school's **Safeguarding Policy** (A6)

Technology

No mobile phones or devices with phone or data access (eg 3G/4G) capabilities are permitted. There are some mobile rules listed below, which must be adhered to. They are as follows:

- Children will be able to collect their gadgets from Matrons room after supper on selected evenings. They **must** then return it to matrons room by 8.00pm. A list will be kept of all children's gadgets. These arrangements will differ slightly from day to day.
- Children **must only** connect to the internet via the school i-pads and school Wi-Fi system.
- Gadgets will be stored in matrons' room.
- Gadgets **MUST** be clearly named.
- No other child is allowed to borrow another child's gadget. This includes siblings.
- Gadgets will not be covered by school insurance.

If a boarder does not keep to the points above, they will forfeit the right to use their gadget for a week and repeat offenders will be asked to leave their gadget at home. We will have a zero tolerance with regards to internet use and gadget misuse so there must be no connection **whatsoever** to the internet. Any child found to have been using the internet on their gadget will have it taken away immediately. Parents are asked to stress this point to their children before sending the gadgets in. The houseparents make it very clear what will happen should a boarder misuse their gadget.

Health

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Most of the children are registered with the school surgery (Three Chequers Medical Practice) who will see children whenever deemed necessary.

There is always a trained first aider on duty to care for the medical needs of the children; this includes First Aid and the administration of prescribed medicines as agreed by the parent.

If a child becomes unwell during the school day and needs to be put to bed, they will be admitted into the Health Centre where they will receive care until they are well or until they are taken home by their parent. If they are full boarders, they will be transferred to Boarding Sick Bay overnight. The parents will be informed of illness or accident at the earliest appropriate time.

In the case of an accident or a medical emergency, an ambulance will be called or, if appropriate, the child will be transported by the school to the Accident and Emergency department at Salisbury District Hospital (Tel: 01722 336262).

Catering

Catering is provided in-house with our own catering team and very experienced Catering Manager. The Catering Manager liaises closely with the Head of Boarding, regularly meeting to review future menu choices, snacks and packed lunches and incorporates feedback from pupils. On a weekly basis the Catering Manager and the Head of Boarding will meet to discuss and plan the boarding menu for the weekend to link in with boarding activities.

The children are given a varied and nutritious diet – menus are on a rolling 3 week programme. The School Council, made up of staff and elected year group pupils, has an input with regard to the choice of menu. Boarders with specific dietary needs such as children with celiac disease, dairy intolerance and allergies are catered for and are given specific foods to complement the food they are able to eat from the main menu.

We try not to serve nuts in the school.

Provision for pupils with particular religious, dietary, language or cultural needs

While the school runs broadly on Christian values, children from other faiths are welcomed and their dietary and cultural needs are accommodated and respected. Children for whom English is their second language tend to come from Spain, Italy, France and China and are welcomed in the boarding house. We have some Spanish speaking teachers, a chaperone service to take them to and from the airport and they are given EFL support.

Boarding Routine

Monday to Friday

7.00am

Rise, wash, dress, make beds and tidy

7.25 – 8.00am

Breakfast – cereals, fruit juice, cooked dish, toast, tea, coffee and milk

Medicine Cupboard

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8.00 am approx.

To dorms to clean teeth and get ready for school

8.20am

School day starts

11.00 – 11.25am

Break – milk and a variety of snacks

12.30 – 1.30pm

Lunch – choice of hot meals (including vegetarian) /salad

Pudding/fruit/yogurt

4.40pm

Tea – A variety of snacks, fruit, tea, squash

5.00 – 5.30/5.45pm

All Boarders attend prep which has more 'hands on' help – younger are heard to read, given help with tables and spellings, etc.

After prep, boarders change into casual clothes ready for supper.

6.00pm

Supper – hot meal (including vegetarian) plus fruit and bread if requested.

Houseparents and duty staff to supervise manners and ensure proper meal is eaten. Head of House checks off all boarding children.

7.00pm

After supper various activities are offered by the evening duty member of staff. These can range from sporting activities to art, bingo, use of the school i-pads or cookery. The sports hall is available during this time on a Tuesday evening and a Friday evening.

7.45pm

Years 3, 4 and 5 to shower

8.00pm

Year 6 to shower

Y8 cereal/toast

8.10pm

Year 7 to shower

8.20pm

Year 8 to shower

BEDTIMES (these are latest times)

Year 3 Reading 8.00pm Lights out by 8.15pm

Year 4 Reading 8.00pm Lights out by 8.15pm

Year 5 Reading 8.05pm Lights out by 8.20pm

Year 6 Reading 8.20pm Lights out by 8.35pm

Year 7 Reading 8.35pm Lights out by 8.50pm

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Conclusion

Just as the National Curriculum sets out current framework for academic aims and expectations, so too does the Children's Act provide a framework for the pastoral care and welfare of children in boarding schools to which Chafyn Grove must adhere at all times.

The House staff work to encourage positive behaviour with the aim of achieving a happy, secure and sociable environment which is essentially holistic in its fundamental and underlying belief that all are to be treated as if they were family. There is therefore a constant encouragement to view boarding as fun, positive and integral to growing up. There is an encouragement towards personal responsibility, independence of character and a sense of community and respect without discrimination for those within it.