

Statement of the School's boarding principles and practice



Chafyn Grove Boarding Policy

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1. Introduction

Boarding at Chafyn Grove is designed to foster independence, resilience, and a strong sense of community, while complementing home life and supporting pupils' holistic development.

We aim to instil the belief amongst boarders that boarding is both a positive and enriching experience, both for the immediate and long-term personal 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 health, 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 home on weekends or out very regularly, if not with family, then with friends. The strong day and weekly boarding element, along with our proximity to town, means there is constant connection with the wider community.

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 wellbeing of the boarding community. We recognise that a child's experiences are interconnected: struggles in the classroom can influence behaviour in the dormitories, just as social or family challenges can affect academic performance. For this reason, staff maintain open communication and a consistent, supportive presence, providing guidance, encouragement, and structure both in and out of lessons. By fostering trusting relationships, monitoring wellbeing, and responding promptly to any concerns, we create an environment in which pupils feel secure, valued, and understood. This holistic approach allows each child to flourish academically, socially, and emotionally, while also developing the skills needed to navigate challenges independently and confidently.

2. 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 Houseparent, Residential Tutors and Matron, aided by GAP students, supervise the health and welfare of the children with duties allocated accordingly (see separate duty list). The school Matron is always on call and there are excellent hospital facilities in Salisbury.

Boarding offers many advantages. There is no daily adjustment from home to school life and back again, and there is a sense of continuity in education that takes place both in and out of the classroom. This close integration between academic and extra-curricular life helps create a balance that is 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, although some choose to 'remain in' to take advantage of the

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weekend activities on offer.

At the same time, day pupils at Chafyn Grove are fully integrated into all aspects of school life during the day, and staying for prep is encouraged. We are pleased to welcome day pupils who wish to board for a night, a week, or longer on a casual basis—for example, when parents are away on business or for other reasons. This arrangement also gives day pupils an excellent introduction to boarding life. The boarding house offers a number of flexible options to encourage those who are not yet ready to commit to full boarding but would like to begin the process.

The resident staff all live in the main building and include the Houseparent, Boarding Assistants, and GAP students. In addition, a non-resident school Matron is on duty five days a week, to ensure information and medical care is shared with the Houseparent. The children are accommodated in dormitories with others of a similar age, and the sick bay is always available for appropriate cases, whether boarding or day pupils.

3. Parents

We maintain as close and friendly a relationship as possible with parents in order to best support their child's welfare. Open and immediate communication, whether in person, by phone, or via email, is key to fostering reassurance and trust. Any concerns are discussed promptly and thoroughly, though our guiding principle is always prevention rather than cure. Often, simply listening to the experiences and worries of parents and children proves to be the most effective form of support.

Inevitably, family circumstances can affect a child's wellbeing and progress at school. Bereavement, divorce, separation, sibling rivalry, or emotional strain at home can all have an impact. In such cases, we work sensitively to support and encourage the child within the school community.

Staff are advised not to intervene directly in the parent-child relationship or in home matters, although we are, of course, always happy to offer advice or suggest options to any parent who seeks help. All staff remain alert to any safeguarding concerns and follow the school's safeguarding procedures without hesitation whenever a child's welfare may be at risk.

4. 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. All overseas pupils must have a UK-based guardian approved by the school and registered contact details must be held by the Houseparent and the DSL.

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).

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- A record of the students absence/attendance including dates of arrival 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.

5. 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 6pm 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.

6. Discipline and Pastoral Care

(a) 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. The children help with jobs around the house such as tick off at supper time, wiping the table, saying Grace at mealtimes. They are 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. There are four 'Eights' (houses) for reinforcing the right attitude to good behaviour, hard work and inter-house sport. It is our firm belief that any boy or girl who comes to Chafyn Grove cannot fail to benefit from the surrounding and facilities, and the many and varied opportunities that will be on offer during their time at school.

(b) Rewards and Sanctions

It is always better to reward than to punish, and we make liberal use of praise to encourage positive behaviour. In addition, the "Top Boarder" award recognises pupils who have gone above and beyond within the house. It serves as a Good Samaritan-style award, celebrating kindness, helpfulness, and contributions to the boarding community.

Sanctions for poor behaviour are applied fairly and proportionately and are always relative to the nature and seriousness of the behaviour. These may include a temporary restriction of privileges or additional responsibilities designed to encourage reflection and improvement. Persistent or more serious matters may be referred to the Houseparent and, if necessary, to the headmaster for further consideration. Sanctions are applied in accordance with the school's Behaviour, Discipline and Rewards Policy and Anti-Bullying Policy, ensuring fairness, proportionality and consistency across the school.

In exceptional circumstances, if the behaviour is deemed serious enough, a boarding suspension may be issued. The length and conditions of any suspension will be determined by the headmaster.

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7. Privacy

Boarders' privacy is an important part of the ethos of the house. While we live within a close community, we recognise that pupils also need time to themselves, and we ensure that they can shower, change, and rest in privacy.

We work hard to foster an atmosphere of mutual trust and respect. However, on occasion, a member of staff may ask a child, in the presence of another staff member, to show the contents of their drawers or personal area if there is reason to believe that these may contain items belonging to someone else or items not permitted in school.

If there is reason to believe that a pupil is in possession of prohibited or dangerous items—such as drugs, alcohol, fireworks, stolen property, or anything that may cause harm to themselves or others—the school reserves the right to conduct a search without the child's permission, in line with current Government guidance.

8. Complaints, Recording and Response

Complaints and concerns are recorded, whether they arise from pupils or from contact with parents. We encourage pupils, parents, and staff to raise any issue, large or small, so that it can be addressed quickly and fairly. A culture of openness and dialogue helps ensure that small worries do not develop into larger problems.

Boarders are reminded that they can speak at any time to the Houseparent, Matron, Tutor, or any trusted member of staff if something is troubling them. Concerns may also be shared through the School Council or informal conversations, all of which are treated with respect and sensitivity.

All complaints are handled promptly, confidentially, and in accordance with school policy, with the aim of finding a resolution that supports the wellbeing of everyone involved. For any serious or formal complaint, please refer to the "Boarding House Complaints Policy" (B16). The full school complaints policy is available on the school website. Records of complaints, actions taken and outcomes are retained for at least seven years in accordance with ISI and regulatory guidance.

9. Welfare

Boarding incidents are recorded on the school database (iSAMS) when they are deemed serious enough to require a formal record. Examples include severe homesickness, bullying concerns, parental separations, or breaches of school rules. Recording such incidents ensures that appropriate follow-up, support, and monitoring can take place, and that all relevant staff are kept informed. The Headmaster and Boarding LGB member review welfare records and boarding logs at least termly to ensure oversight of trends, actions, and outcomes.

Pupil welfare is a standing agenda item at the weekly boarding staff meeting, where individual needs, pastoral concerns, and successes are discussed confidentially. Any matters requiring wider attention or additional input may then be raised at the weekly pastoral team meeting, ensuring joined-up support across all areas of school life.

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At Chafyn Grove, safeguarding and child protection are central to everything we do. All boarding staff receive regular safeguarding training and understand their responsibilities in identifying and responding to concerns. The Houseparent, Charlotte Oshinsky, is the school's Designated Safeguarding Lead (DSL), and the Boarding Assistant, Stewart Bell, serves as a Deputy Designated Safeguarding Lead (DDSL). Both are available to provide guidance, support, and immediate action, when necessary, in line with the school's Safeguarding and Child Protection Policy.

10. Pupils Taking Problems to Adults

Staff Members

For each pupil, the tutor is the first point of contact within the pastoral care system. However, there are many other links in the wider network of support available to every child. "Whom Can I Talk To?" posters are displayed in every classroom and dorm, advising pupils where and how they can seek help from members of staff.

A worry box is located outside Matron's Room, near the girls' boarding entrance, allowing pupils to share concerns privately if they prefer. Pupils who are experiencing difficulties with their peers may be supported through circle time or small group discussions, which may be led by their tutor or Year Leader. Minor issues can often be resolved through open conversation at morning briefing, while more significant concerns are referred to the pastoral meeting for discussion and follow-up.

If a member of staff has any concern about a pupil, they must raise it with the Head of Year or the Pastoral Team. Where the concern involves a safeguarding or child protection matter, it must be referred immediately to the Safeguarding Team, who will respond in line with the school's Safeguarding and Child Protection Policy to ensure the safety and welfare of the pupil.

Someone Outside the School Community

Some pupils may wish to speak with someone outside of school. In such cases, they may benefit from speaking with the independent listener, Rev Andy Bousfield. Pupils can refer to a "Whom Can I Talk To?" poster for his contact details, as well as for information about other support outside of Chafyn, including children's charities, which are displayed on the walls of every classroom and dormitory.

11. Bullying

The boarding house does not tolerate bullying of any kind. If staff discover that an act of bullying or intimidation has taken place, they act immediately to stop any further occurrences, and the matter is treated as a safeguarding concern (child-on-child abuse). While it is very difficult to eradicate the potential for bullying completely, we do everything in our power to ensure that all pupils within the boarding house can live free from fear of being bullied. Children at Chafyn are taught that "Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

12. Safeguarding

At Chafyn Grove, safeguarding is at the heart of everything we do. We recognise that there is a fine boundary between support, care, and relationships between staff and pupils, and an excessive degree of intimacy. Our ethos ensures that no member of staff is prevented from comforting or supporting a distressed child

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appropriately, while always maintaining professional boundaries.

Any safeguarding concern or incident is referred immediately to Chafyn Grove's designated safeguarding team. The Designated Safeguarding Lead (DSL) is the Houseparent, Charlotte Oshinsky. The Deputy Designated Safeguarding Leads (DDSLs) are Lynsey Hearsey, Stewart Bell, and Faith Martin. The DSL and DDSLs undertake formal training every two years in line with KCSIE guidance. Staff training is annual (a Safeguarding refresher in each termly INSET) and includes online safety and peer-on-peer abuse. Our safeguarding officers have the responsibility to refer cases promptly to the appropriate statutory authorities, who may intervene if necessary. This approach reflects Chafyn Grove's commitment to creating a safe, supportive, and caring environment, where every child's welfare is prioritised. For full details, please see the school's Safeguarding Policy on the website.

13. Technology

Chafyn Grove operates a no personal mobile phones or devices policy. We believe that children of this age do not benefit from personal gadgets while boarding. Pupils are provided with a boarding mobile phone, using school Wi-Fi, for calling home and are generally happy without personal devices.

Children must only connect to the internet via school iPads and the school Wi-Fi system. The school operates secure monitoring and filtering systems for online activity in line with KCSIE and the school E-Safety Policy. Any gadgets that need to be stored during the school week will be kept securely in the boarding office. Pupils should note that personal gadgets are not covered by the school's insurance.

We take a zero-tolerance approach to internet misuse or inappropriate use of gadgets. Pupils must not connect to the internet outside the school-provided systems. Any child found to have brought in a personal device without handing it in, particularly one with internet access, will have it confiscated immediately.

14. Health

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).

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15. Catering

Catering at Chafyn Grove is provided in-house by our dedicated catering team. The Catering Manager liaises closely with the Houseparent and Matron, regularly meeting to review menu choices, snacks, and packed lunches, and incorporates feedback from pupils. Each week, the Catering Manager and Houseparent discuss and plan the boarding weekend menu, ensuring it complements planned boarding activities. Pupils are offered a varied and nutritious diet, and staff encourage them to try new foods. The School Council, comprising staff and elected year-group pupils, also contributes to menu planning. Boarders with specific dietary requirements—such as coeliac disease, dairy intolerance, or allergies—are carefully catered for, with tailored options to complement the main menu. For safety, nuts are not served anywhere in the school.

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

Chafyn Grove is committed to inclusion and celebrating diversity across all aspects of school life. Pupils are encouraged to respect and value differences in culture, faith, language, ability, and background. The boarding community fosters an environment where every child feels valued, supported, and included, and where diverse perspectives are welcomed and celebrated. Staff are trained to recognise and address bias or discrimination, ensuring that all pupils can participate fully in academic, social, and boarding activities.

The school ensures that the needs of pupils with special educational needs or disabilities (SEND) are met in line with the school's SEND Policy.

The school promotes equality of opportunity and inclusion regardless of gender, background or any protected characteristic, in line with the Equality Act 2010.

While the school operates broadly on Christian values, children from other faiths are warmly welcomed, and their dietary and cultural needs are accommodated and respected.

Pupils for whom English is an additional language often come from countries abroad, and are fully integrated into the boarding community. The school provides EFL support, and some Spanish-speaking teachers are available to assist where needed. A chaperone service is provided to accompany international pupils to and from the airport, ensuring a smooth transition and safe arrival.

17. Boarding Routine

Monday to Friday:

7.00-7.20am: Wake Up, Wash & Dress. Registration.
 7.20 – 7.50am: Breakfast & Daily Announcements.
 7.50- 8.10am: Brush teeth & clean dorms.
 8.20am: School Day Starts.

5.00-5.30/5.45pm	Prep, younger pupils are heard to read, given help with tables and spellings.
5.30/5.45pm	Boarders change into casual clothes, change sheets on Mondays.

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6.00pm	Registration & Supper – hot meal (including vegetarian), plus fruit and bread if requested. The Houseparent and duty staff to supervise manners and ensure proper meal is eaten.
7.00pm	After supper various activities are offered by the evening duty member of staff. These can range from sporting activities to art, bingo or cookery. The sports hall is available during this time on a Tuesday evening.
7.45pm	Showers. Staggered by age group if required.

BEDTIMES (these are subject to change):

Year 3/4 - Reading 8.00pm. Lights out by 8.15pm
 Year 5/6/7 - Reading 8.25pm. Lights out by 8.45pm
 Year 8 - Late Night Option:
 Reading 8.50pm. Lights out by 9.05pm.

Various 'offline' boarding activities take place before lights out, including stories, cards, puzzles, tea and films. All children are offered a dorm story or encouraged to read quietly before lights out and 10 minutes each evening is allocated to this. At the weekends and later in the summer term getting up times and bedtimes may change. Staff complete daily and weekly boarding logs recording attendance, wellbeing, incidents, and routines.

Children must shower every night. Year 8 may also shower in the mornings from 7.00am, as well as their evening shower. Hair is washed at least twice a week. Toe and fingernails are checked and cut if needed. Nit checks are administered by the Matron.

18. Washing

All the washing is laundered on the premises, unless requested otherwise. School uniform and sports kit is changed on a formal and regular basis. The children are encouraged to put out casual clothes for washing as necessary. The staff supervise and assist the younger boarders with this. There are clear signs to support children with the laundry rota.

19. Personal tidiness

Children are responsible for making their own beds and keeping their possessions tidy. They may have a lockable toy box for books and toys. All members of the House staff encourage the children to improve their personal tidiness within the House.

20. Tuck

The children have tuck (a half cup of sweets) on a Wednesday night. Pupils are given the opportunity to run this, assisted by the Gaps and overseen by the Houseparent.

21. Saturdays & Sundays

Children will go into Salisbury to spend pocket money and partake in an onsite activity or local country walk on Saturdays. They have a scheduled off-site activity on Sundays, chosen based on weather, numbers, abilities

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and preferences. A typical weekend may involve a trip to Bath or Bristol Rugby Club, or to the local countryside, the beach, ice skating, bowling, swimming, a trip to London or to the cinema. The pottery, art studio, sports hall, performance hall, computer room and swimming pool (outdoor) can also form part of what is on offer. Meals are catered for based on dietary requirements, numbers and activity plans. This may be hot meals at school or packed lunches based on sandwich requests.

22. Conclusion

Just as the National Curriculum sets out current framework for academic aims and expectations, so too does the Children Act 1989 and NMS 2022 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.

This policy complies with the National Minimum Standards for Boarding Schools (September 2022), the Children Act 1989, and Keeping Children Safe in Education (KCSIE, September 2025). This policy is reviewed annually by the Houseparent, DSL, and the Headmaster, and approved by Boarding LGB member.