



MILTON ABBEY

Boarding Staff Handbook

Introduction

Milton Abbey is a unique and profoundly pastoral full boarding environment, brought about by the small size of our School and complemented by our beautiful setting and surroundings.

Statement of Boarding Practice and Principles

Milton Abbey aims to create a full boarding environment where every teacher knows every pupil, and all the pupils know each other, creating a genuine, tolerant and wonderfully supportive environment that leads to pupils enjoying boarding life at Milton Abbey. The staffing of our House system means that we have at least a Resident Housemaster/mistress, a Resident Assistant Housemaster/mistress, a Resident Tutor and a Matron per House. This deliberately strong staffing supports a clear focus on pupil welfare and a full boarding offer that includes a busy evening and weekend activity programme. Our House system provides a caring pastoral environment in which pupils learn to consider the rights and needs of others and, alongside tutors, the House teams encourage pupils to develop a lasting sense of moral, social and spiritual responsibility.

The School dedicates itself to delivering outstanding care within the classrooms and boarding

Houses, providing individual one-to-one tutoring which runs alongside an academic and co-curricular programme tailored to each pupil. Tutors and tutees meet each week to discuss the programme for the week ahead, which helps encourage academic interest and wide participation in cultural, sporting and service events and activities. Milton Abbey is proud of its full-boarding status and of the comprehensive academic and extra-curricular provision, including a full evening and weekend programme.

Boarding pupils live at the School throughout the week and over weekends during term time, and go home for a long weekend (or exeat) twice a term, half term and holidays. The School runs a comprehensive transport service to London, Hampshire, Sussex, Kent, Wiltshire, Gloucestershire, Shropshire, Somerset and Devon, as well as to major airports and train stations.

On joining the School, every boarding pupil is assigned to a House; a close-knit community where year groups are fully integrated and where every pupil is inspired to feel that they belong. Each House has a team of resident staff and matrons to help provide a home-from-home environment. Milton Abbey has five boarding Houses: Athelstan, Damer, Hambro, Hodgkinson, and Tregonwell.

Our provision is all-encompassing and centres around encouraging every pupil to lead a fulfilling and rewarding life during their time at Milton Abbey. Hard work and academic determination are balanced with a comprehensive programme of activities and social events. Pupils are encouraged to take an active role in School life; our Heads of School and Heads of Houses provide role models and guidance to younger pupils, and have a key role in the running

of the School. We operate a full boarding system at Milton Abbey with day pupils assigned to a boarding house. There are 5 houses (four boys and one girl's house). The boys' houses each accommodate approximately 50 pupils from Third through to Sixth Form (Years 9 – 13). On arrival into the school, pupils will be allocated into dormitories and graduate to smaller rooms as they move up through the school, with Sixth Formers enjoying twin or single bedsits.

Both the physical nature of our boarding and our intimate size promotes a unique boarding experience. Every pupil is integral to this inclusive environment and all pupils across all age ranges mix freely. New pupils find their feet quickly and within a matter of weeks strong friendships are established, not only within their own house but also throughout the entire school and varying age ranges. All pupils eat centrally with the staff in our magnificent Abbot's Hall, where they are provided with exceptionally high quality food, both in terms of quality and quantity by our in-house catering team.

Our Health Centre offers 24-hour cover from our team of registered in-house nurses. We also have a twice weekly Doctor's surgery and other appointments can be arranged individually by our team of health care professionals.

In the evenings prep takes place in Houses from 19:30 – 20:30 with Supervised Prep continuing until 21:00. Each pupil has their own desk space and wireless internet access. 6th Form pupils can also request to work in the Library. A rich and varied programme of activities is on offer every day of the week with something to cater for all tastes. In the evenings our Resident Tutors run a range of activities and at weekends action packed adventure training, cultural or shopping trips are regularly offered for all boarders, as well as regular social events. The Houses pride themselves on healthy rivalry and pupils display a genuine sense of loyalty and passion towards their house. This is developed through a multitude of regular house competitions, which take place on the sports pitches through to debating. House affiliation is further enhanced by HsMs all of whom work tirelessly with their team of Tutors to develop a genuine family atmosphere.

1. WELFARE AND PASTORAL SUPPORT OF PUPILS and KEY POLICIES

1.1 Safeguarding

Promoting and safeguarding the welfare of all students at Milton Abbey School is one of our core duties. It is the responsibility of all School staff. There are a number of key policies that you should be aware of in relation to Safeguarding. These policies can be found in the Shared area, school website, the Staff Workroom and the Deputy Head's office.

It is important that you familiarise yourself with the policies, and be aware of what to do in the event of you coming across a safeguarding issue.

The key principle behind safeguarding it that the school has a duty to **promote and protect** the welfare and wellbeing of all the pupils. This is done through:

- Policy (e.g. Child Protection and Safeguarding Policy, Anti-Bullying Policy, Physical Restraint Policy, Whistle Blowing Policy)
- Culture (Behaviour Policy – including rewards and sanctions, Anti-Bullying Policy)
- Training

It is the duty of all staff to monitor the welfare of all pupils, whether that be in a pastoral or academic role, and to pass on any concerns (however slight) to the HsM in the first instance. Below are brief abstracts of the key policies. You should also refer to the full policy.

1.2 Child Protection Policy

- Child protection issues can involve physical abuse, emotional abuse, neglect and sexual abuse.
- You cannot promise confidentiality, you must not probe or ask leading questions, you should keep a written record of what occurred.
- You MUST always pass the information on. Your role is to report, not to investigate or to solve.

Indications of possible abuse

- Unusual, even bizarre behaviour.
- Unexplained injuries.
- Emotional withdrawal – showing lack of trust in adults.
- Eating problems.
- Not growing or putting on weight.
- Timid and withdrawn.
- Over-demanding, mood swings, aggressiveness.
- Poor academic work, under-achievement.
- Tiredness.

Should you have concerns about any pupil you must report them. There are people within Milton Abbey School who have specific responsibilities:

The Assistant Head (Pupil Welfare), Ruth Butler, is the Designated Safeguarding Lead (DSL) to whom all child protection issues should be notified (01258 881830). She will report on such issues to the Head and will contact the LADO or Social Care as required.

Matthew Way, Chris Barnes and Ruth Dal-Din are the Deputy Designated Safeguarding Leads. In the absence of the DSL, they will take the lead.

1.3 Anti-Bullying Policy

We have a strong culture of anti-bullying at the school based on a culture of openness and dialogue. Bullying is behaviour which is meant to be deliberately hurtful to another person. Such behaviour is likely to be persistent, and difficult for victims to defend themselves against. It can take the form of physical, verbal or emotional abuse, but it can also involve the marginalisation and exclusion of individuals from specific groups. It can also be done through new technologies such as mobile phones and the internet. If you witness any such behaviour then you should report it. What may seem insignificant to you may feed into a bigger pattern of behaviour that you are unaware of.

1.4 Behaviour Policy

There is a clear code of behaviour that all pupils are aware of, and within which the whole school community operates. There is a clear emphasis on the promotion and rewarding of positive behaviour by colleagues (through commendations and verbal praise), and for staff to set an example by all that they do.

1.5 Physical Restraint

The relationship between any member of staff and a pupil is a formal one, and an appropriate 'distance' should always be maintained. The school's policy on physical restraint is stated in the whole School Policy.

1.6 Privacy

It is vitally important to respect a pupil's privacy. Staff must adhere to the following guidelines:

- Always knock before entering a pupil's room.
- Announce your presence before entering the communal changing rooms/toilets.
- Allow pupils to shower/take a bath in private.
- Allow pupils to make private phone calls.
- Do not open/read a pupil's personal correspondence.
- Allow pupils to have their own personal space.

1.7 Counselling

During their time at school pupils will face a number of difficult problems. It is the responsibility of the HsM, their pastoral team and other members of staff (often not involved with the specific house) to help carry a pupil through these personal problems such as bereavement, parental separation, breakdown of personal friendships or loss of self-esteem. It is therefore vital that a pupil has several possible points of contacts in or outside his house: HsM, RAHM, RHT, house tutors, Matron, the Chaplain, individual teachers known to the pupil, and the School Counsellors. HsMs must ensure that pupils are fully aware that they can turn to any of these people for support and guidance. All staff, but especially those with pastoral responsibilities, must be prepared to set aside time to talk, but HsMs must be particularly aware of the value of the school counsellor in dealing with difficult issues.

1.8 Confidentiality and Communication of Information

In the case of medical staff and the School Counsellor, information passed to them by pupils will remain confidential. However, there will be occasions when the medical staff or Counsellor considers it in the pupil's best interests or because of safeguarding concerns, or necessary for the wider protection of the school community, to breach confidence and pass information to the relevant person. Although HsMs, resident staff, house tutors and other staff do not have the same professional obligation to preserve confidentiality, it is vitally important that all sensitive information is handled discreetly. This is a potentially difficult issue and it is therefore important for all staff to be aware of a few simple guidelines:

- Do not make false promises of confidentiality to pupils, but reassure them that only those who need to know will be told.
- Wherever possible ensure that a pupil gives his/her permission before passing on sensitive information. This is particularly important before communicating with parents – it may be best to persuade a pupil to talk to his/her parents before anyone else.
- Often it is in a pupil's best interests, or possibly for the protection of the wider school community, to pass information onto others. It needs to be made clear to a pupil, however, when he/she is potentially incriminating him/herself, either in respect of school rules or the law.
- Information received from parents may be given on a confidential basis, but HsMs must ensure that such confidentiality is in the pupil's best interests. It may well be necessary to persuade parents that information given must be passed to others, such as those who teach their son/daughter.
- The communication of sensitive material to other members of staff is best achieved by face to face discussion.

1.9 Difficult Pupils

It is rare for a house to be without a small number of pupils who demand, for one reason or another, a disproportionate amount of time from the HsM and others. It is important to remember that there is usually a reason for the pupil being difficult and HsMs should consult others and draw on their experience. Parents should also be made aware of the circumstances and their help asked in finding a solution. Such conversations should start on a more low-key, informal basis to enable problems to be tackled early before they reach a more serious level.

1.10 The Role of the House Pilot

The Pilots play an important role in the pastoral support provided for other pupils in the house and in the school at large. In order for pilots to carry out their roles successfully it is important that HsMs carry out a full induction procedure and that the right pupils are entrusted with the responsibility. Typical qualities that pilot should display are:

- Concern for the interests of other pupils.
- Readiness to listen to the problems of younger pupils and act appropriately.
- Commitment and support for school activities.
- Good work habits.
- Smart appearance.
- Respect for the School and House rules.

1.11 Individual Pastoral Plans

These need to be drawn up by HsM for any pupil with significant welfare concerns. This will involve a meeting of all relevant parties to work out a way forward and to put a clear plan in place. The plan is then reviewed regularly to monitor progress.

2. PROCEDURE

2.1 Emergency Procedures

HsMs and anyone on duty in the house must be aware of what to do in an emergency. Full details of the school's Crisis Management Policy are published in the Staff Handbook, but a simpler set of instructions should be available in the HsM's study.

2.2 Fire Precautions

There will be practices each term. They should be held at different times of the day but represent a waking fire alarm and a sleeping fire alarm (either one late at night or one early in the morning). Both pupils and staff must be aware of the routines that they follow in the event of a fire. A practice early in the Michaelmas Term is important in order to acquaint the pupils, in particular, with their new accommodation exits. The fire alarms have to be tested at least once each month and always at the start of each term. Fire Record sheets must be completed and kept. School fire alarms will be decided upon by the Deputy Head and discussed at the HsM meeting during week 1 of each term.

2.3 Medical Procedures

HsMs and all house staff must maintain good communications with the staff in the Health Centre. Where necessary the school doctors and/or the Health Centre Manager should be briefed accordingly on the background to any problems that are affecting a pupil's health. Strict guidelines on managing medicines, illness, injuries and house medical records are stated in the school's medical policies which are updated each year.

Communication with Parents over Medical Matters – when a pupil is ill or injured and is admitted to the Health Centre, it is the responsibility of the HsM, or in their absence, a resident house staff or Matron to telephone the pupil's parents at the earliest opportunity. It is important that parents hear from the HsM before they hear from the pupil. If a pupil requires hospital treatment he/she must be accompanied by his/her matron or a member of the teaching staff – they must not go to the hospital alone. The pupil's parents must be contacted as soon as possible. Pupils taken ill during the day must report to their Matron who may send them to the Health Centre. If a day pupil is unable to return to school, they should be collected by their parents from the Health Centre. It is good practice for HsMs to visit any pupil from their House who are in the Health Centre.

Sports Injuries – Pupils injured whilst playing games are always taken to the Health Centre or are sent with an escort. During the recovery period, pupils are placed 'off games' on the daily lists circulated throughout the school. They may not normally play games though, where appropriate, a distinction between contact and non-contact sport is made. Boarders are not permitted to return to 'on games' until they are cleared as fit by the school doctor at their daily surgery. For day-pupils the equivalent permission is given by the pupil's parents.

Administration of Medication

Medication must only be administered by those trained to do so. If any such person is not available, then the pupil must be sent, accompanied, to the Health Centre.

Pupils with Disability and Special Circumstances

At the start of each academic year HsMs must check the lists held on PASS. During the year HsMs must ensure that these lists are kept up to date in the light of any changing circumstances/health problems that may affect a pupil.

2.4 Communication with the Common Room

HsMs must ensure that the relevant teachers are informed of any issues or problems that may affect a pupil's academic performance or behaviour. The HsM must ensure that he is regularly in the Common Room at break time in order to discuss individual pupils with other colleagues.

2.5 Missing Pupil

The HsM's first responsibility to the parents is to safeguard and promote the welfare of their child. This is, therefore, a critical issue. For a pupil actually to "go missing" is a very rare occurrence indeed. Usually the other pupils know where they are. The degree of concern will vary a little with the age of the pupil and the time elapsed from when they were last seen. **If a pupil is more than 30 minutes late for a callover, the HsM should telephone the Deputy Head immediately or in his absence the Head to inform him/her that a pupil is missing.** The missing pupil procedure will then be followed.

2.6 Health and safety

HsMs must pay close regard to health and safety issues relating to their houses. This includes maintaining the Health and Safety 'Purple' file and drawing up of risk assessments with the help of the Health and Safety Advisor. They should bring to the attention of the Health and Safety Advisor any issues likely to affect health and safety in their houses. In addition guidance on safe practice pertaining to Manual Handling and Food Hygiene and Personal Hygiene should also be displayed in appropriate locations within the boarding house.

2.7 Attendance

The boarding nature of Milton Abbey School means that pupils are on site 24 hours a day during term time. Day pupils tend to arrive at 08:00 and are encouraged to stay for as long as they need to take advantage of all that is on offer at school. All day pupils must be registered in their Houses at 08:25. Registers must be filled in and entered on to the school database (PASS). The school will always contact the parent if a child fails to arrive at school without an explanation. Although there is no legal requirement to keep formal registers in Boarding Houses, Milton Abbey School has taken the decision to implement a morning and afternoon registration session for the Boarding Houses too. In addition to morning checks and checks at lunchtime, HsMs should also carry out formal checks at 19:00 and once more in the evening to ensure that pupils are present at bedtime. In addition, we make sure that we know the whereabouts of all boarding pupils at all times by operating a signing in and signing out system. There a system of Callovers to facilitate the taking of registers and to ensure that house staff know the whereabouts of pupils during the weekend.

2.8 School Alcohol Policy

Alcohol must not be served to members of the Lower School. Alcohol can be served under adult supervision to members of the 6th form. It is recommended that only 4 units of alcohol are served (e.g. two pints or two glasses of wine). No spirits, liquors or fortified wines should be served to pupils at any stage.

2.9 House Maintenance

It is the responsibility of the HsM to ensure that the house is a safe and well maintained environment. This is achieved by:

- Reporting any damage or necessary repair work to the Maintenance Department as soon as possible, through the school system (Collegiate).
- Matrons and/or HsM should make regular checks around the house.
- Any Health and Safety equipment, e.g. fire extinguishers, must be checked very regularly – ideally on a weekly basis.

The House Health and Safety Risk Assessment must be reviewed on an annual basis.

2.10 Reporting accidents

All accidents must be reported in the accidents book (held in the Bursary) and reported to the HsM, the Health and Safety officer (Gail Felgate) and if necessary the Maintenance Department.

2.11 Online Safety

HsMs and tutors have a responsibility to monitor the online practice of pupils to ensure they are not compromising their own safety, and that both school rules and the law of the land are being complied with. Please refer to full ICT policy found in the whole school policy.

3. RECORD KEEPING

3.1 Pocket Money

Pocket money is deposited with the Resident Assistant Housemaster (RAHM) who must keep an accurate record deposits and withdraws. Pupils must initial deposits and withdrawals in the presence of the (RAHM).

3.2 Incident Recording

It is good practice for a HsM to keep a written record of all significant incidents, pupil conversations or telephone conversations. HsMs should maintain a “duty log” which is kept by the HsM but maintained by all tutors on duty. A pupils’ record should be kept for up to six years after they have left school. If a pupil (or his parents) request access to his file, the Deputy Head should be consulted. Any access to a pupil’s file will be in accordance with the school’s Data Protection Policy.

4. INDUCTION PROCEDURES

4.1 Induction of HsMs.

Responsibility for the induction of new HsM is shared between the Head, Deputy Head, a Housemaster Mentor and the outgoing HsM. The HsM to HsM induction should be on-going for a good period of time. Familiarity with the new house will only come gradually and each time of year has its particular challenges. The outgoing HsM must therefore ensure the following:

- Reasonable access to the house for his successor at different times of the day, so that he can see how it runs – meals, evenings, weekends.
- A diary of events over the year with a note of when particular things have to be done.
- A chance to meet existing parents and pupils, and enabling prospective parents to be taken round the house.
- Introduction to all house staff (this should also apply to the new housemaster's wife).
- Copies of important paperwork relating to pupils, such as internal reports or choice forms.
- Each pupil in the house should be the subject of a brief discussion.
- Familiarity with important house events and functions.
- Knowledge of financial issues such as budgeting, pupils' pocket money, management of house accounts.
- At the final handover the outgoing HsM must leave detailed reference notes about outstanding issues relating to pupils, where to find important things in the house and keys.

4.2 Induction of Residential House Staff

The successful induction of all house staff is vital if the house is to provide the expected high level of pastoral care. HsMs have the specific responsibility of inducting RAHM & RHTs, Matrons, House Tutors and House Pilots.

Apart from formal procedural matters set out below such induction should include advice on the following:

- Dealing with conflict situations in the house such as bullying.
- Advice on potentially difficult pupils or possible personality clashes.
- Advice on relationships with pupils. This should include the appropriateness of being in a one-to-one situation with a pupil, how to conduct oneself during lights out procedure and the use of accommodation for hosting pupils.
- Making sure that staff are aware of key school policies, such as Child Protection, Physical Restraint, Anti-Bullying and Behaviour, as well as the house rules.
- Making clear what a HsM is prepared to delegate and which decisions he/she would always want to reserve for him/herself.

It is also important to ensure the following areas are covered within the induction:

- Duties
- Rota
- Timings

Expectations from pupils with regard to:

- Prep
- Language
- Communication
- Advice on how to run the house when on duty
- Managing Pilot / White stripe
- Constant patrolling – don't expect to do any 'academic' work (eg marking, catching up on admin, emails)
- Bed times
- House shut down
- Correct use of the Duty log sheet
- Debriefing the HsM / RAHM/ RHT

4.3 Induction of pupils

Hopefully all new pupils to Milton Abbey will have had the opportunity to visit as part of an Open Day, Taster Day or just a visit with parents. Although these experiences give the new boarder an idea of boarding life, each new pupil to the school, regardless of year group or joining date, must undertake a thorough induction process.

Parents/Guardians of all new pupils are given or sent the school's 'Parent Handbook' which contains important information about the School and school life. In addition, all pupils are given a House Handbook which contains key information about the running and organisation of their particular House. Housemasters/Housemistresses and Tutors spend extra time during the first few weeks and meet regularly with new pupils in order to help individuals settle into school quickly, smoothly and happily. Senior pupils play an important role in helping new pupils settle. The Housemasters/Housemistresses oversee the induction of new boarding and day pupils. An induction checklist is used by all Housemasters/Housemistresses and they record the date when pupil induction is completed.

Standard 2 of the National Minimum Standards for Boarding Schools, Boarders'

Induction and Support, states:

2.1 There is an appropriate process of induction and guidance for new boarders.

2.2 Each boarder has a choice of staff to whom she/he can turn for personal guidance and help with a personal problem.

2.3 The school identifies at least one person other than a parent, outside the boarding and teaching staff of the school, who boarders may contact directly about personal problems or concerns at school. The school ensures that boarders know who this person is, and how to contact them.

Boarders are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Children's Rights Director, to ring in case of problems or distress.

The school's Independent Listener is Angie Hicks. Contact numbers for Angie and other helplines are published in the school Calendar and on House notice boards. A group of Peer Mentors are also available to help pupils. The school also has a counsellor, Harry Susser, whose contact details are displayed in houses.

The beginning of the new academic year is especially busy and there is a range of activities particularly for Boarders at the weekends and this helps to reduce the possibility of homesickness. Boarders will be supported by House staff if they become homesick. Other staff may also be called upon to support pupils including, the Deputy Head (Pastoral), the Chaplain, Medical Centre Staff and the Independent Listener. Parents/Guardians are informed if their child appears unduly homesick.

Boarders, in particular young Boarders, are strongly encouraged to take part in the weekend Activities Programme and sign up for other activities which are organised during the week. All boarders will sign a form indicating that they have received an induction, and this list is kept by the Housemaster/ Housemistress.

A notional induction programme may look like this:

Notional Induction programme:

Sunday 3rd September

Time	Instruction
1500	New pupils arrive in uniform (tea in Houses).
1545	Head's welcome to new parents (Abbey).
1630	Parents depart. Unpacking in Houses
1800	Supper in the Abbots Hall
1900	House meeting with Tutors and Head of House Pilots: Introductions and 'getting to know you task' House ethos – Trust and Communication
2000	Day pupils return home.
2030	<p>Main Boarders induction: HSM , Matron and Head of House and Pilots.</p> <ul style="list-style-type: none"> • Fire alarm procedure • What to do in an emergency • Out of bounds • Behaviour in house • Room and area tidiness • Behaviour in and Lateness to lessons • Resident members of staff • Device use during free times and after lights out • Shadows • The shape of the day • Communications and PIN codes <p>Matrons Induction:</p> <ul style="list-style-type: none"> • Personal Hygiene • Laundry routine • Illness out of school hours • Medical centre. Location and role. • Kitchen Rota • Exeats and travel routines <p>Possible extra activity</p> <ul style="list-style-type: none"> • Orientation walk / Campus Quiz with Pilots and Head of House • Duvet Making Game

Induction Programme for new Third and Fourth Form Pupils
Sunday 3rd September

Time	Instruction
1500	New Third and Fourth Form pupils arrive in uniform (tea in Houses)
1545	Headmaster's welcome to new pupils and parents (Abbey)
1630	Parents depart. Unpacking in Houses
1800	Supper in the Abbot's Hall
2000	Day pupils return home

Monday 4th September

Time	Instruction				
0730	Breakfast in Abbot's Hall for boarders (accompanied by Pilots)				
0810	Day pupils arrive				
0815	Call over in Houses				
0830	Pupils to NBT to be welcomed by the Assistant Heads				
0900 – 1100	<u>Hodgkinson</u> 0900 ICT Induction 1000 MidYIS	<u>Tregonwell</u> 0900 Pre-medicals 1000 ICT Induction	<u>Hambro</u> 0900 Book Signing 1000 Pre-medicals	<u>Athelstan</u> 0900 MidYIS 1000 Book Signing	<u>Damer</u> 0900 MidYIS 1000 House Time
1100 – 1115	Break in Houses				
1115 – 1315	<u>Hodgkinson</u> 1115 Pre-medicals 1215 House Time 1215 YELLIS (4 th Fm)	<u>Tregonwell</u> 1115 MidYIS 1215 House Time 1215 YELLIS (4 th Fm)	<u>Hambro</u> 1115 MidYIS 1215 House Time 1215 YELLIS (4 th Fm)	<u>Athelstan</u> 1115 ICT Induction 1215 House Time 1215 YELLIS (4 th Fm)	<u>Damer</u> 1115 Book Signing 1215 House Time 1215 YELLIS (4 th Fm)
1315 – 1400	Lunch in Abbot's Hall				
1400 – 1600	<u>Hodgkinson</u> 1400 House Time 1500 Book Signing	<u>Tregonwell</u> 1400 Book Signing 1500 House Time	<u>Hambro</u> 1400 ICT Induction 1500 House Time	<u>Athelstan</u> 1400 House Time 1500 Pre-medicals	<u>Damer</u> 1400 Pre-medicals 1500 ICT Induction
1600	Call Over in Houses and change for sport				
1630 - 1730	Sport: <ul style="list-style-type: none"> Girls meet at the Astro Boys meet at the Pavilion 				
1800	Term begins – supper in the Abbot's Hall				
1900	Call Over in Houses – evening in Houses.				
2000	Day pupils depart				

Notes:

- The ICT Induction will be in the Creative Media Studio and will include key card photographs, Chromebook issue and log on details and phone PIN numbers.
- Pre-medicals will be in the Health Centre. The whole house group should go at the start of the time window and then return to Houses when they have been seen.
- Book Signing is in the Headmaster's Study.
- House Time is a chance for Matrons to spend some time with the new pupils.
- New 4th Form will do YELLIS at 12:15.

4.3 House Pilots

During the L6th year all pupils should have the opportunity to take on more responsibility and be monitored to give the HsMs further insight into which pupils will respond positively to being a School Pilot in their final year.

Towards the end of the Summer Term of the L6 year, a formal induction process is imperative. This may well take place over several evenings and tutors can play an important role in the process. The key areas of pilot induction are:

- Pastoral responsibilities – getting to know the younger pupils, listening skills, demonstrating emotional intelligence, offering advice, reporting key information to the HsM.
- Child protection procedures.
- Dealing with bullies and victims of bullying.
- Disciplinary responsibilities – reporting offences to the HsM.
- Duties – clear instructions and expectations must be conveyed to the house pilots (a sheet of instructions and their role should be given to the new pilots). Pilots must recognise that they are always on duty.
- Need for regular contact and discussion with the HsM/matron and tutors (especially when new pupils are settling into their new environment).
- Setting standards in the house (and school) – dress, punctuality, courtesy.

5. JOB DESCRIPTIONS

5.1 Resident Housemaster

RESIDENT HOUSEMASTER (RHM)

Job Description

JOB PURPOSE: Responsible for the welfare, social and academic well-being of the pupils in his or her House.

RESPONSIBLE TO: Head, through the Deputy Head.

Specific responsibilities include the following, although this list is by no means exhaustive:

Duties and Responsibilities

House responsibilities

- Reside in the Boarding House through the term, and for at least seven days prior to the beginning of the Michaelmas term, a day before the start of other terms, and to be available throughout the term
- Attend all main school services, and ensure a member of House staff is present if RHM is off duty
- Establish, in conjunction with the Deputy Head clear and appropriate House routines, making parents and pupils fully aware of them
- Be a visible presence at all times around the house, and specifically on call three nights a week, as well as undertake weekend duties in negotiation with the RAH and the Deputy Head
- Commence off duty evenings after a handover with duty staff at 1900
- Have full awareness of current best practice in respect of child protection procedures, an excellent understanding of the School's policies on child protection and follow the guidelines for safe practice
- Manage the House budget, in liaison with the Bursar

Pupils

- Provide sensitive pastoral care and support for the pupils in his / her charge in line with the Christian ethos of the school, acting as a positive role model

- Know each pupil in the House as an individual, ensuring that each one is challenged to develop his / her potential in line with the school's aims and objectives
- Maintain all pupil records, following the school policies and procedures, in relation to registration, reporting of missing pupils, fire records, tutor records, the incident book and the house handbook
- Oversee the discipline of pupils in the House, along the guidelines laid out in the staff handbook
- Inform parents of disciplinary decisions, up to exclusion
- Prepare, write and be responsible for all reports and references as requested by the Head
- Collate information about pupils and distribute to all staff as appropriate
- In conjunction with the Head, to advise the Head on the Head of House appointment, and to appoint House Pilots, ensuring that they understand their duties and responsibilities
- Assist with, and check, the travel and accommodation arrangements of pupils at half-term and at the beginning and end of term
- Organise activities and events – especially at weekends – for the pupils in the house, and assist the Head of Total Curriculum as required
- Monitor guardian arrangements and, if necessary, arrange a school appointed guardian for overseas pupils
- Liaise with the School Nurses / Doctors over medical matters

Parents

- Establish good and appropriate working relationships with parents, offering advice and guidance
- Ensure, through effective management of the tutor team, that there is appropriate and accurate communication over matters of academic progress and pastoral matters
- Manage parental expectations, foresee problems and anticipate issues
- Be available, during term time, 24 hours a day to parents, and reply to emails within 24 hours, or ensure their Out of Office reply is activated to direct parents to the Resident Assistant Housemaster
- Arrange social evenings with individual year group parents through the year
- Contact parents regularly, including writing a termly House newsletter, and organising regular drinks evening with year group parents

Housestaff

- Appoint, in liaison with the Head and Deputy Head, his / her resident tutors and matrons
- Make significant contribution to the appraisal, performance management and professional development of the tutor team, in liaison with the Deputy Head and the Staff Tutor
- Manage a resident and non – resident tutor team, ensuring that duty nights and weekends are fully covered, in liaison with the tutors, taking responsibility for all weekend duties
- Run weekly, minuted meetings with tutors and house matrons, sending the information to the Deputy Head within 48 hours

House fabric

- Take full responsibility for the opening, and locking, of House at the start and finish of each term, at exeat weekends and half terms
- Take full responsibility for liaising with the Bursar to ensure that the House is well maintained, and that damage is reported, and meeting with the Bursar formally once a term
- Conduct a House audit at the start and finish of each term to assess wear and tear of the House
- Ensure that pictures, pupil work and other items of interest are displayed throughout the house to ensure that it has a family feel, and a clear identity

Marketing

- Visit prep schools and support the Head in the marketing of the school as required
- Entertain prospective parents and pupils on visits in the house
- Be available for 2 / 3 tours of the school each week, and liaise with admissions when this can be possible

- Oversee and update the House website

Academic responsibilities

Under the direction of a Head of Department/Director of Studies:

- Contribute to the teaching of the Department and in other areas of the curriculum where appropriate qualifications are held or suitable experience has been gained
- Participate in the development of appropriate syllabuses, materials and schemes of work

Additional Specific Responsibilities

- Contribute to the school's extra-curricular programme
- Participate in appropriate meetings with colleagues and parents relative to the above responsibilities
- Participate in appraisal arrangements
- Assist in promoting and marketing the school
- Attend weekly meetings with fellow RHM and the HM/DHM

Accommodation and residence

The RHM is provided with a four bedroom self-contained property within the boarding house, with all services, including council tax, heating and electricity included. A RHM is expected to pay for private calls. A RHM is required to be resident throughout term, and must have the Head's permission to be away overnight in term time. A RHM must also be available to deal with parental communications when public examination results are released.

House Staff

The RHM will be supported by two resident tutors, one of whom will be an Assistant Housemaster. There will also be two matrons who will share morning and afternoon shifts. Medical cover is provided through the medical centre and is staffed 24hrs a day during term time.

The RHM will be allocated, by the Deputy Head, a tutor team, consisting of a minimum of one tutor for each year group.

The RHM has management responsibility, in terms of pastoral care, over his / her House Staff.

Additional information

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the School's published timetable.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years (as part of the appraisal process) and it may be subject to modification or amendment at any time after consultation with the holder of the post. The School undertakes to provide appropriate induction, mentoring and professional development for all RHMs.

5.2 Resident Assistant Housemaster

RESIDENT ASSISTANT HOUSEMASTER (RAHM)

Job description

JOB PURPOSE: Responsible for assisting the Resident Housemaster in the welfare, social and academic well-being of the pupils in his or her House.

RESPONSIBLE TO: Resident Housemaster

Specific responsibilities include the following, although this list is by no means exhaustive:

Duties and Responsibilities

House responsibilities

- Deputise for the RHM in his absence
- Reside in the Boarding House throughout the term
- Attend school services as directed by the RHM
- Support the RHM with House routines, making parents and pupils fully aware of them
- Undertake one night's duty per week as well as one weekend duty in negotiation with the RHM
- Oversee the House play, House Sport and other performance evenings
- Have full awareness of current best practice in respect of child protection procedures, an excellent understanding of the School's policies on child protection and follow the guidelines for safe practice
- Oversee the House Bank

Pupils

- Provide sensitive pastoral care and support for the pupils in his / her charge in line with the Christian ethos of the school, acting as a positive role model
- Know each pupil in the House as an individual, ensuring that each one is challenged to develop his / her potential in line with the school's aims and objectives
- Support the RHM in the discipline of pupils in the House, along the guidelines laid out in the staff handbook
- Advise the RHM on the Head of House and House Pilot appointments, ensuring that they understand their duties and responsibilities
- Assist the RHM in organising activities and events – especially at weekends – for the pupils in the house, and assist the Director of Adventure Training & Activities in any whole school social evenings
- Support pupils in the House at all school and House events

Parents

- Manage parental expectations, foresee problems and anticipate issues
- Be available during term time, and reply to emails within 24 hours, or ensure Out of Office reply is activated to direct parents to the House staff member on duty
- Contact parents regularly, assist the RHM in writing a House newsletter, and help to organise regular drinks evenings with year group parents

House fabric

- Assist the RHM in the opening, and locking, of House at the start and finish of each term, at exeat weekends and half terms

- Assist the RHM in ensuring that pictures, pupil work and other items of interest are displayed throughout the House to ensure that it has a family feel, and a clear identity

Academic responsibilities

Under the direction of a Head of Department:

- Contribute to the teaching of the Department and in other areas of the curriculum where appropriate qualifications are held or suitable experience has been gained
- Participate in the development of appropriate syllabuses, materials and schemes of work.
- The RAH will have a reduced timetable in liaison with Director of Studies

Additional Specific Responsibilities

- Contribute to the school's extra-curricular programme
- Carry out a share of supervisory duties in accordance with published schedules
- Participate in appropriate meetings with colleagues and parents relative to the above responsibilities
- Participate in appraisal arrangements
- Assist in promoting and marketing the school

Accommodation and residence

The RAH is provided with a two bedroom self-contained property within the boarding house, with all services, including council tax, heating and electricity included. A RAH is expected to pay for private calls. A RAH is required to be resident throughout term, and must have the RHM's permission to be away overnight in term time.

Additional information

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the School's published timetable.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years (as part of the appraisal process) and it may be subject to modification or amendment at any time after consultation with the holder of the post. The School undertakes to provide appropriate induction, mentoring and professional development for all RAHs.

5.3 Resident House Tutor

RESIDENT HOUSE TUTOR (RHT)

Job Description

JOB TITLE: Resident House Tutor

JOB PURPOSE: Responsible for assisting the RHM in the welfare, social and academic well-being of the pupils in his or her House.

RESPONSIBLE TO: Resident Housemaster and the Resident Assistant Housemaster

Specific responsibilities will include, but are by no means exhaustive:

Duties and Responsibilities

House responsibilities

- Reside in the Boarding House through the term
- Support the RHM with House routines
- Have full awareness of current best practice in respect of child protection procedures, an excellent understanding of the School's policies on child protection and follow the guidelines for safe practice
- Support the RHM and RAH as directed

Pupils

- Provide sensitive pastoral care and support for the pupils in his / her charge in line with the Christian ethos of the school, acting as a positive role model
- Know each pupil in the House as an individual, ensuring that each one is challenged to develop his / her potential in line with the school's aims and objectives
- Support the RHM in the discipline of pupils in the House, along the guidelines laid out in the staff handbook
- Assist the RHM and RAH in organising activities and events – especially at weekends – for the pupils in the House, and assist the Head of Extra Curricular Activities in any whole school social evenings
- Support pupils in the House at all school and House events in liaison with other resident House staff

House fabric

- Assist the RHM and RHT in the opening, and locking, of the House at the start and finish of each term, at exeat weekends and half terms

Additional Specific Responsibilities

- Contribute to the school's academic and extra-curricular programme as directed by the Director of Studies and the Head of Extra Curricular Activities
- Teach as directed by the Director of Studies
- Carry out a share of supervisory duties in accordance with published schedules
- Participate in appropriate meetings with colleagues and parents relative to the above responsibilities
- Participate in appraisal arrangements

Accommodation and residence

The RHT is provided with a flat within the boarding house, with all services, including council tax, heating and electricity included. A RHT is expected to pay for private calls. A RHT is required to be resident throughout term, and must have the RHM permission to be away overnight in term time.

Additional information

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the School's published timetable.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years (as part of the appraisal process) and it may be subject to modification or amendment at any time after

consultation with the holder of the post. The School undertakes to provide appropriate induction, mentoring and professional development for all RHTs.

JOB DESCRIPTION

TITLE: Boarding House Matron

DEPARTMENT: Matrons

JOB PURPOSE:

To supports the Housemaster/mistress in all aspects of pupil well-being whilst the pupil is at school. The importance of the Matron's role cannot be quantified but it is extremely important to the smooth running of the house and more importantly the welfare of the pupils. The Boarding House Matron will be expected to care for pupils with minor health issues (although she/he does not need to be a qualified nurse) and to be generally supportive and understanding of their day to day needs. In addition she/he will have responsibility for ensuring that the house is maintained to a satisfactory standard in both cleanliness and repair.

RESPONSIBLE TO: Housemaster/Mistress

BOARDING HOUSE TEAM:

Each Boarding House has a team of staff reporting to the Housemaster/mistress. A House will normally have **one** Housemaster/mistress, an Assistant Housemaster/mistress or Live-in Tutor and **three** Live-out Tutors and **one** Matron. In addition each house has a team of cleaning staff supervised by the Housekeeper.

The Matron reports to the Housemaster/mistress for day to day issues within the House and ultimately to the Bursar for matters of employment.

The Housekeeper is responsible for providing housekeeping services to the House. There must be good communication between Matrons and the Housekeeper to ensure that high standards of Housekeeping Services are maintained.

The Matron is responsible for management of the house cleaning staff during term time only.

Duties and Responsibilities

KEY FUNCTIONS:

Welfare

This is an important aspect of the Matron's role and the Matron should ensure that wherever possible she/he is aware of any issues relating to the welfare of pupils in their house including unhappiness, homesickness, health, domestic problems and be able to offer appropriate levels of care and support to the pupil. The Matron is also required to assist the Housemaster/mistress with various errands and requirements for the House as the need arises. The Matron must have regular communication with Housemaster/mistress, tutors and Health Centre staff and, where necessary, parents in respect of pupil welfare, including meeting with resident house staff once a shift.

General Responsibilities

Tidiness – Ensure each morning that all accommodation is clear of clothes and debris and ready for cleaning. Beds should be made by pupils. Clean linen is distributed once a week and a check should be made to ensure that it has been used. Ensure that the kitchen areas and communal areas in the house are used appropriately by pupils.

Communication – Answer the house telephone, deal with parental queries and pass on messages as appropriate. Use the school's computer system for emails, updating medical records and keeping up to date with pupils' administration, etc. Familiarity with Microsoft Office would be helpful although training on the School's other software packages will be provided. Assist in the maintenance of the House diary.

Medical – Ensure that pupils' medical information is recorded accurately and any drugs issued are recorded in the Over The Counter Medication book. Keep the medicine cupboard replenished and order any medication required by pupils e.g. repeat prescriptions, in line with the Administration of Medication Policy and the Controlled Drugs Policy. Liaise with the Health Centre as necessary and update Housemaster/mistress on a regular basis and always as soon as possible with regards to urgent matters. Take pupils to the Health Centre when necessary and to A&E as required. Collect prescribed medication from the Health Centre for pupils under the age of 16 and ensure that medication is kept secure in the house and administered under supervision. Ensure that first aid boxes are maintained; liaise with Health Centre for replacement items.

Laundry – Sort and pack dirty laundry ready for collection by Housekeeping on appointed days. Train pupils to use the correct laundry bags and not to overfill bags as these may be returned to the house unwashed by the Laundry. Also ensure that pupils empty all pockets. Ensure that coloured and white clothing is kept separate. Receive and sort clean laundry. Ensure that health and safety procedures are followed with regards to contaminated items.

Mending – This is restricted to minor repairs such as replacing buttons, small seam repairs to uniform and games clothing and single name tapes. Larger repairs and multiple name tapes should be referred to the School Seamstress.

Pupils' Appearance – Ensure that all pupils are clean and well turned out. Contact housemasters/mistresses or parents if uniform is worn out or outgrown. Arrange haircuts, etc.. Dry cleaning should be taken to the Laundry as appropriate.

Taxis – Ensure that the chit has in no way been altered before signing otherwise this may be rejected by the Taxi company. (Please ensure that all taxi chits are kept securely locked away).

Food – Maintain stock of foodstuff for break and tea.

Maintenance and repairs – Report all defects on Collegiate and liaise with Caretaker on daily basis as required.

School Policy and Rules – Keep a copy in the Matron's room and assist Housemaster/mistresses in the observance of the policy. Refer behavioural issues by pupils to the Housemaster/mistress who will follow up.

Beginning and End of Term

In consultation with the Housemaster/mistress, Matrons are expected to work as required for a week at the start and end of each term and be in attendance for pupils' return to school after holidays. Matrons will not normally be expected to work at half-term.

Start of Term / Signing in Room Audit

- Check the house is absolutely clean and report any deficiencies to Housekeeping.
- Place a clean mattress cover on all beds – domestic staff will assist.
- Make up all beds only at the start of the new term – all pupils thereafter are required to make their own beds.
- Label all laundry racks, dorms, drawers, laundry rooms (as required in each House). Doors named.
- Sort and distribute laundry for overseas pupils. (Trunk rooms).
- Welcome pupils and supervise unpacking. Both Matrons to be present at beginning and end of terms – first and last day as instructed by Housemaster/mistress.
- Collect all medicines from pupils returning.

End of Term

- Ensure that all pupils clear their rooms and communal areas of all personal possessions and clothing.
After end of term:
- Ensure all beds are stripped by pupils before they depart.
- Send overseas pupils' washing to the laundry.
- Clear the House of any belongings, papers/magazines and other rubbish left behind.
- Supervise end of term packing and ensure safe keeping of overseas pupils' belongings.
- Supervise the initial cleaning of the House and check with the Housekeeper/Bursar that domestic staff know what to do during the holidays e.g. carpets shampooed, curtains washed, etc.
- Coordinate House damage checks prior to pupils leaving and log repairs on Collegiate and necessary billing.

Health and Safety

- Have an involvement and awareness of health and safety issues within the House which may have an effect on staff and/or children. See Matron's Handbook.
- Keep records of reported accidents and refer these either to the Health Centre or to the Bursary as they may need to be RIDDOR reported.

Training

- First Aid Awareness training on a 3 yearly basis.
- Child Protection training every 3 years.
- Other relevant Matron courses as required/discussed with Line Managers.
- Appropriate Health & Safety training.

Other responsibilities include:-

- Assisting on Open Days
- Assist the Housemaster/mistress in organising house events
- Supporting the House on House events
- Matrons may also wish to support pupils taking part in other extra curricular activities
- Ensuring a full handover is completed between Matrons.

HOURS OF WORK

Monday to Friday 0745-1500 (7.25 hours)

Monday to Friday 1445-2200 (7.25 hours)

Saturday 0745-1300 (5.25 hours)

Saturday 1245-1630 (3.75 hours)

No job description can fully cover all aspects of such an appointment and additional tasks and responsibilities may arise from time to time. This job description should be read in conjunction with the Matrons' Handbook.

Resident Staff Guidance

This is a living document therefore subject to change.

This document is to be referred to in line with:

- *The Staff Handbook*
- *Individual Job Descriptions*
- *Staff Code of Conduct*
- *Milton Abbey Safeguarding and Child Protection Policies and Procedures*
- *National guidance and documentation on Keeping Children Safe in Education.*
- *Boarding House and Duty Handbook/Guidance*
- *Milton Abbey Visitors Policy*
- *Teaching Standards*

Aims:

To establish formal expectations and general guidance in maintaining personal and professional boundaries when living alongside pupils.

Rationale:

Milton Abbey aims to create a safe environment that enables young people to reach the very best of their potential, living and working alongside young people during some of the foundational stages of their development allows you a extraordinary opportunity to support the building blocks of the journey pupils take to the next phase of their educational careers. Young people can be engaging, dynamic, forward thinking and independent; and in the same breath vulnerable, demanding and incredibly impressionable.

Living in with young people at such a challenging time in their life can be as rewarding as it is exhausting. Boarding life also presents it's own unique challenges of establishing personal space, boundaries and lifestyle in an environment within which you are first and foremost a professional.

Your relationships with pupils are fundamental to the very fabric of Milton Abbey and are to be cherished and nurtured within the parameters of all your professional responsibilities within the school. This guidance should be referred to in supporting the daily decision-making processes and subsequent actions of living with the pupils you are employed to work with.

Staff Handbook 2015 Reference:

3.2 Relations with Pupils (Edited)

- *Pupils respect commitment, competence, trustworthiness, fairness and friendliness.*
- *Teaching in a boarding School does not begin and end in the classroom.*
- *There is an expectation that your commitment should be to the whole life of the School.*
- *Pupils will trust you if they know where they stand, that you will do what you say, that you will listen without prejudice or impatience to any sincere point they wish to make, and if you treat them as fellow human beings.*
- *While you cannot like all pupils equally, you must always endeavour to treat them with equity.*
- *Be friendly, but not over familiar.*
- *Be open, but never indiscreet.*

In Addition:

- Your personal and private life is exactly that, what you share with the pupils about yourself cannot be 'unshared'. Personal 'testimony' should be avoided to maintain clear boundaries.
- Personal values and viewpoints are shared and discussed in line with the Teacher Standards 'Part Two: Professional Conduct'.
- E-Friendships with pupils on social media platforms is not acceptable.
- Maintain your personal values and expectations of self.

Personal Space:

As resident staff, your home is provided in line with your responsibilities as an employee of Milton Abbey. For some the physical boundaries of your home are next-door to and sharing corridors with the pupils themselves. It is important to establish and maintain personal boundaries around your home, and this should be reflected in your conduct with pupils and if and how you choose to share this space with them.

Recommendations:

- **Plan**
 - If you wish a pupil to visit your home, consider and plan for perceived risks and the intentions of their visit. *For example: a tutor meal, board games evening, year group 'hot chocolate' evening.*
- **Communicate**
 - Communicate your plans and intentions to your Housemaster.
 - Ensure Duty staff are aware which pupils are under your care in your home.
 - Update the House Duty Book to reflect your intentions.
 - Housemasters share this information in their daily morning reports where appropriate.
 - Don't use hindsight or 'after the fact' approaches.
- **Consider**
 - *Why is this the most appropriate space?*
 - *Are any pupils being excluded?*
 - *Perceptions of your actions verses your best intentions.*
 - *Have you discussed your intentions with anyone else?*

Visitors/Visiting:

Common sense and discretion are important when inviting people to your home, particularly during term time, even if they are a member of the MA staff/community. Access to many of your homes will often be in direct line of pupil corridors, communal spaces and in some areas washing facilities. Pupils will have a reasonable expectation of people other than their house staff being in their boarding house, but resident staff must be mindful of the lives pupils lead during term time.

Times of High Vulnerability:

- Being escorted through a boarding house isn't 'risk free'.
- Where possible avoid being in boarding houses during times when pupils are preparing for the day or lessons such as CCF, Sport or Bedtime.

Duty:

- When on Duty this is the primary role and there is a minimum expectation of your presence in the boarding house. This includes overnight.
- Housemasters and pupils have a reasonable expectation of being aware of the location of their resident staff, particularly if there is an emergency. If you are not planning to stay in your residence overnight, it is your duty to inform your Housemaster, especially if you will not be on site.

Support:

- If in doubt, ASK. Housemasters, Line Managers, Colleagues.

- There is no harm in clarifying, questioning and healthy conversation to broaden your own understanding and experiences.
- Talk to each other, share best practice. The best ideas and consistency come from within the community.

Code of Conduct and contact with pupils

Milton Abbey School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. **All staff must abide by the School's Child Protection Policy and this Code of Conduct at all times.**

Both policies are intended to encourage and sustain an atmosphere of mutual trust and to promote the positive, caring and professional relationships between staff and pupils that are essential in a boarding environment. All pupils have access to staff who can offer a variety of perspectives.

All staff undergo an Enhanced disclosure check with the Disclosure & Barring Service prior to commencing employment. Until this disclosure is received, no unsupervised access to children will take place.

Staff must always think carefully about their own conduct and the way in which they build relationships. Staff cannot step fully into the shoes of parents and patterns of caring in families vary. What one child has experienced as normal conduct may be intrusive and disquieting to a child from a different family background or culture. During adolescence a young person's responses and attitudes to personal contact change and we must be sensitive to these changes. The Housemaster is in loco parentis and therefore any queries about individuals must be addressed to the relevant Housemaster or, if not available, the Head or Deputy Head. Staff should be aware that some actions may be misconstrued by pupils as unprofessional conduct. We should also all be alert to situations where we (ourselves) and other staff (including visiting staff) are potentially vulnerable to false allegations of abuse.

Inappropriate behaviour with or towards pupils of any age is unacceptable and likely to constitute gross misconduct. In particular, it is unlawful for any member of staff who works with the pupils and is therefore in a position of trust, to have a sexual relationship with a child aged 18 or under, even if the relationship is consensual.

1. No physical contact between staff and students

- A physical response to student misbehaviour is unlawful, unless it is intended to restrain the student from: causing harm to him/herself or others; committing a criminal offence; or causing damage to property (including their own). In such situations 'reasonable force' may be used. A copy of the School's Restraints Policy is available from your Line Manager. Well-meaning but gratuitous contact such as ruffling hair, or even putting a hand on a shoulder should be avoided.
- Exceptions to the 'no physical contact' rule might include:

Administering essential First Aid

The technical coaching of games, drama, music etc

Action to prevent harm or injury to the pupil or to others

In cases of distress where a student might benefit from an arm round the shoulder as he/she is taken to the Health Centre.

- Any physical contact must be reported to the Designated Safeguarding Lead or your Line Manager immediately.
- You must report any situation where inappropriate physical contact with a student has arisen to the Designated Safeguarding Lead, Deputy Head or the Head as quickly as possible. A written record should be made immediately, giving factual details. A copy of this should also be given to the relevant Housemaster.

2. Pupil privacy

- Staff should be sensitive to the pupils' needs for privacy and personal space. This is particularly so in changing and boarding areas. In Houses, all members of staff should knock before entering a study bedroom
- All staff should avoid entering, except in the case of an emergency, the washing, changing and toilet facilities in House. If your job requires you to enter these areas then you must comply with the School's work schedules and standard procedures for carrying out your tasks.

At the start of each year, with reminders given as appropriate, the Housemasters should convey to pupils the guidelines above that relate to boarding accommodation. Pupils should be aware that they should change in private and that they should not wander into public areas such as corridors in a state of undress. This will help to ensure that they too are aware that adults will, at times, be in boarding areas. It is important that the pupils conduct themselves appropriately to avoid embarrassment on either side.

Meetings with pupils

- Staff must always be aware of the potential dangers arising from private interviews with students. It is essential that due regard is given to location (classroom or office would be an appropriate venue), visibility and audibility (e.g. keeping the door open). Always consider carefully whether it might be better if another adult were present.
- Staff (residential or non-residential) should not entertain pupils (including Personal Tutees) in their private accommodation without the prior knowledge and consent of the relevant Housemaster.
- Alcohol should not be served to pupils below the 6th Form. No pupil should be given alcohol without the prior knowledge and consent of the Housemaster and ideally should only be given when accompanied with food.
- Meetings with students off School premises (during term time or holidays) should only take place with the prior knowledge and consent of the Housemaster.

- Car journeys must be approved by the Housemaster, Deputy Head or the Head prior to the event except in an emergency.
- No private or regular one-to-one teaching arrangements should be made between staff, pupils and their families without the prior knowledge and consent of the Housemaster.