



Boarding Policy

*Nurturing today's young people,
Inspiring tomorrow's exemplary citizens*



Document Control

Date of Last Review	September 2023
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Approved by	AJI Governing Board
Review Period	1 Years or as and when required
Version	2
Date of Next Review	September 2024

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SECTION 1 – INTRODUCTION

- 1.1. At AJI the majority of students are boarders and most will be at the School from the age of 11 years until they complete their further Islamic and secular studies. During this time the School will act 'in loco parentis' and, as any parent would, the School expect:
 - 1.1.1. The students' development and their time here to be governed by strong and guiding principles; and
 - 1.1.2. That these principles should be applied within the context of the statutory requirement for the boarding provision to meet the National Minimum Standards for Boarding Schools (NMS).
- 1.2. The principles of safeguarding and promoting the welfare of children apply to all students irrespective of whether they board or not and therefore the following policies, which have been drafted on a school wide basis, apply equally to boarders and day students and should be read in conjunction with this Policy:
 - Aims of the School
 - Behaviour Policy including the School Rules, Code of Conduct for Students, School Attendance, Rewards & Sanctions, Anti- Bullying,
 - Behaviour Management
 - Code of Conduct for Staff & Volunteers
 - GDPR, Data Protection including CCTV Code of Practice
 - Off-Site visits Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Safeguarding and Child Protection Policy¹
- 1.3. Complaints arising under this Policy will be dealt with under the School's Complaints Policy.

SECTION 2 – GUIDING PRINCIPLES

Aims of the School

- 1.4. The published policy document 'Aims for the School' clearly sets out what we hope for all of our students whether they are boarders or not. Boarding is integral to the daily life of this School and as such the School's policies, conventions and protocols are developed using a whole school approach and apply equally to boarding and non-boarding students alike.
- 1.5. Whilst the Aims of the School remain our overriding vision we can expand on these to further develop what we look to provide for those in our boarding community and thereby ensure the safety and welfare of all of our boarders in an environment where they can be both healthy and happy.

The School's Wider Aims for Boarding

- 1.6. Boarding is about 'learning how to live' in an environment which is safe and structured and which prepares boarders for their future lives in the UK and beyond.
- 1.7. AJI aims to maintain a boarding community that ensures the safety and welfare of all boarders in an environment where they can be both healthy and happy and which supports their learning. Meeting or exceeding the National Minimum Boarding Standards and our commitment to the BSA Care Charter will be the foundation for this.
- 1.8. With an extensive and varied extra-curricular programme, peer mentoring and pastoral support structure every boarder should have the opportunity to thrive, be healthy in mind and body and achieve.
- 1.9. Boarders will enjoy a gradual increase in independence within a supportive and caring environment to enable them to develop as individuals whilst growing up in a well-ordered community.
- 1.10. The school environment should allow all students to develop a tolerance of others, a sense of personal and corporate responsibility and an ability to cope in a wide variety of social circumstances.
- 1.11. Boarders will have every opportunity to make a positive contribution both in and beyond the school community and do so with a sense of enjoyment as a willing participant in the boarding community.
- 1.12. Within our boarding community we look to uphold and promote the following important principles:
 - 1.12.1. As an open and trusting community boarding is based upon mutual respect so that:
 - Everyone is treated as a dignified individual and with respect by other students and by staff.
 - There is equality of opportunity for all boarders. All are included and supported irrespective of protected characteristics.
 - All boarders can work, play and relax free from abuse, intimidation, harassment, teasing and bullying.
 - Every boarder is able to turn to and approach members of staff or the independent listener for advice and support when they have concerns or difficulties, secure in the knowledge that they will be treated and respected as an individual, that they will be listened to and that they will be supported in seeking an appropriate outcome.
 - 1.12.2. Although living corporately, staff and boarders acknowledge the right of each other to privacy.
 - 1.12.3. Good discipline and high standards and expectations are the norm so each boarder will be able to:

- Extend their intellectual growth in an atmosphere of positive encouragement.
- Develop the whole person with an honest respect for others and one's self
- Develop strong and sustainable positive values which will allow and guide them to grow spiritually, culturally, morally and socially during their time in boarding.

1.12.4. Safeguarding and promoting the welfare of boarders will be ensured by providing:

- An environment that is, as far as possible, free from physical hazards and dangers.
- Good health care for both the treatment and the prevention of illness.
- Suitable comfortable accommodation according to the age and maturity of boarders.
- Healthy and balanced food choices.
- Online safety through the School's filters and a continuous dialogue about online behaviour in boarding houses.

1.12.5. British Values will be promoted and developed in all students including boarders:

- A sense of community, loyalty and belonging.
- Responsibility for self, others and the school environment.
- The ability to work effectively as part of a team.
- Leadership opportunities and qualities.
- Aspirations and personal expectations and goals.
- Proactivity and drive when participating in the co-curriculum.

1.12.6. There will be a range of extra-curricular activities, interest clubs and opportunities so that there is the choice of something suitable for all ages.

1.12.7. Despite the often great distance separating boarders from their families, links with parents are an indispensable part of the support and development of boarders in the School.

SECTION 3 – NATIONAL MINIMUM STANDARDS (NMS)

Whole School Approach

- 1.13. The NMS are a statement of national minimum standards required to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools.
- 1.14. NMS do not expect standardisation of provision across schools rather they support schools in developing their own ethos and approach that meets the needs of all boarders. The important thing is that the NMS are applied and applied to a sufficient degree.
- 1.15. In applying NMS 'have regard to' means that the school should be able to demonstrate that it either complies with the guidance, or has considered the guidance and has good reason for departing from it.
- 1.16. The policy for this School is that there will be a whole school approach to NMS and no department will operate to a standard below NMS. There may be some variation in provision across boarding but this will be minimised, justified and at no time compromise any aspect of safeguarding. It is important therefore that boarding procedures and practice are known and documented to ensure that it fulfils the justification criteria.
- 1.17. The boarding inspection programme will ensure best practice is identified and disseminated.

Boarding Inspections

- 1.18. In order to ensure the best possible outcomes for all boarders, and to monitor consistency across the boarding, there is a biennial programme of inspections.
 - 1.18.1. The clear focus of the inspection is on evaluating and evidencing the impact of the care and support in boarding on the experiences and progress of students and the methodology closely mirrors Ofsted's, to their SCCIF, case sampling techniques and NMS compliance.
 - 1.18.2. Inspections are generally led by senior staff and include at least one other member of staff e.g. another housemaster and also a Governor.
 - 1.18.3. The inspection includes boarding visits, tours and talking to, and discussions with, a whole range of people in the boarding including the Housemaster and other boarding staff and the students.
- 1.19. The findings of the inspection are fed back to the boarding team and used to determine action plans that then feed into the operational and strategic plans for boarding.
- 1.20. The findings are shared in the wider boarding community as evidence of best practice or where things can be learned by others and actions implemented on a wider scale. They are also reported to the Senior Leadership Team and Governing Body.

Meeting NMS

- 1.21. The Governing Body's policy on boarding expects:
 - 1.21.1. That the School will meet NMS in all respects and aim to exceed them wherever it is possible to do so.
 - 1.21.2. That all staff will be fully aware of NMS standards, that they understand them and their importance and that they ensure the systems and procedures put in place to meet them are implemented, adhered to and monitored.
 - 1.21.3. All staff to be responsible for bringing to the attention of the Principle any matters which might

require attention, adjustment or updating so that the School can continue to meet or better the minimum standards.

1.21.4. All staff to be responsible for reporting to the Principle where any matters are not meeting or operating at the stated minimum standard and that they will also notify the Principal if the breach or shortcoming is of a serious nature.

1.21.5. The School to regularly audit the boarding provision.

1.21.6. The School to use the standards in self-assessing the boarding provision.

1.21.7. Staff induction to include reference to, and training in, these standards.

1.22. The boarding inspection will demonstrate how the School meets NMS. The inspection team will include a representative, or representatives of the Governing Body.

1.23. Reports on various aspects of boarding and the boarding community will be made to the Governing body periodically. As boarding is integral to the whole school community, which encompasses both boarders and non-boarders alike, many of the reports will be on a whole school basis. These reports will include, but not be limited to:

1.23.1. Termly reports on boarding, safeguarding, behaviour, health & safety and facilities,

1.23.2. Annual reports on equality & diversity, general behaviour and extra-curricular activities.

1.23.3. Additional reports may be requested by the Governing Body if they consider it appropriate.

The Governing Board's expectations in respect of meeting NMS are attached as Appendix A.

SECTION 4 – MEETING THE SCHOOLS NATIONAL MINIMUM STANDARDS (APPENDIX A)

Standard		Expectations of how the School will meet the minimum standard ⁴
1.	Statement of boarding principles and practice	
1.1.	A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice.	<p>The statement of boarding aims forms part of this Policy. As a minimum it should be included in the staff hand book and published on the School's website.</p> <p>The Boarding Policy, along with all school policies, should be available to all staff.</p>
2.	Boarders' induction and support	
2.1.	There is an appropriate process of induction and guidance for new boarders.	Induction programmes should be designed to suit, and be implemented for, each year of entry. Those joining in a year other than a main entry year should have a programme designed to ensure their integration into an existing year group.
2.2.	Each boarder has a choice of staff to whom he can turn for personal guidance or for help with a personal problem.	It is a fundamental principle that students may turn to anyone they trust. They should however also be allocated to specific named staff members who will act in a support role and additionally students should be made aware that they have access to the School Counsellor, a Governor and the School's independent listener.
2.3.	The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers, including the Office of the Children's Commissioner, to contact in case of problems or distress.	<p>The School has an independent listener and their contact details should be readily displayed and accessible in all boarding houses.</p> <p>Helpline numbers, including the Office of the Children's Commissioner, should similarly be displayed and accessible in all boarding floors and students should be made aware of where they can find this information.</p>
3.	Boarders' health and wellbeing	
3.1.	The school has, and implements effectively, appropriate policies for the care of boarders who are unwell. The school ensures that the physical and mental health and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.	<p>The School has a fully equipped and staffed medical centre which provides 24-hour care.</p> <p>There is a Boarders Unwell policy for Supporting Students at School with Medical Conditions which covers the care of those with medical conditions and medical protocols for illness</p> <p>Provision for dental and other care, including a school counsellor are accessible.</p> <p>The Policy should be implemented, adhered to and monitored. Policy should be reviewed at least annually and more frequently if the need arises.</p>
3.2.	Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for boarders where this is necessary.	

Standard		Expectations of how the School will meet the minimum standard ⁴
	In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.	The School’s medical protocols and practice provide for this and should continue to do so. The policies as approved should be implemented, adhered to and monitored. Policy should be reviewed at least annually and more frequently if the need arises.
3.3.	All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so.	
3.4.	The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be “Gillick Competent” to give or withhold consent for his own treatment.	
4.	Contact with parents/carers	
4.1.	Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.	The school has provision for boarders to communicate with their parents through the use of both telephone and electronic communication in school if they need to do so.
5.	Boarding accommodation	
5.1.	Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders.	Boarders will be allocated sleeping accommodation in their allocated boarding rooms. All boarding provisions have and should continue to have: <ul style="list-style-type: none">• Study and living accommodation. Additional areas around the site, such as the common room and Library for example are available for social use, recreation and study.• Accessible toilet and washing facilities with privacy.• Appropriate heating, lighting and ventilation.• Suitable furnishings and soft furnishings. Provision for students with restricted mobility will be available on site but not necessarily in all rooms. Boarding organisation is the responsibility of the Housemaster who, along with the boarding house team, will be responsible for identifying repairs and hazards in the boarding areas. The Boarding Managers will: <ul style="list-style-type: none">• Programme and manage all routine servicing and health & safety checks in Houses and around the site.• Allocate and managed cleaning staff to boarding accommodation.• Provide laundry services for Houses from both the central laundry facility and on each floor. Boarding refurbishment and development projects will be
5.2.	Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.	
5.3.	Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet and shower facilities are provided for boys under the age of 16 and boys over 16. Toilet and washing facilities provide appropriate privacy for boarders.	
5.4.	Boarding rooms, corridors, floors and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.	

5.5.	Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm.	prioritised and allocated funding each year under the Governors' Finance & Resources Committee agenda.
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Standard		Expectations of how the School will meet the minimum standard ⁴
5.6.	Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.	Suitable guidelines should be provided to students as to what is acceptable in personalising their own space.
5.7.	Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils.	Suitable security arrangements should be made to prevent access to accommodation by unauthorised persons. Lettings and use of the site by others when boarders are in residence should not generally be permitted but on those occasions when there are others on site suitable arrangements must be in place to safeguard students and prevent unauthorised access to boarding accommodation.
5.8.	Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy.	CCTV is not permitted to be installed in any area where boarders may reasonably expect privacy. A code of practice has been drawn up to regulate the use of (CCTV) as required by legislation.
6.	Safety of boarders	
6.1.	The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.	The School has a Health & Safety Policy which should be implemented, adhered to and monitored. Policy should be reviewed at least annually and more frequently if the need arises.
6.2.	The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.	The Boarding Managers will: <ul style="list-style-type: none">• Programme and manage all routine servicing and health & safety checks in Houses and around the site.• Arrange for any essential maintenance to be carried out without delay. Refurbishment and development projects will be prioritised and allocated funding each year under the Governors' Finance & Resources Committee agenda.
6.3.	The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.	The School has arrangements in place to safeguard and promote the welfare of students. A risk assessment policy will signpost how this is achieved. Integral to this will be the School's Safeguarding Policy, Behaviour Policy, Health & Safety Policy, medical protocols and Educational Visits Policy which will be followed at all times.
7.	Fire precautions and drills	
7.1.	The school complies with the Regulatory Reform (Fire Safety) Order 2005.	Gulfam Khan will ensure that the School is fully compliant in respect of both precautions and drills.
7.2.	In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'.	
8.	Provision and preparation of food and drinks	

8.1.	All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.	<p>The School has catering facilities.</p> <p>All food provision should follow the national guidelines on catering for schools with a specific focus on boarding provision.</p> <p>Due regard should be had to any students with special dietary requirements.</p>
8.2.	Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation.	

Standard		Expectations of how the School will meet the minimum standard ⁴
8.3.	In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarder's individual needs in this respect.	Main meals and regular snacks should be taken in the dining hall but provision will be maintained within the boarding sufficient for boarders to make small snacks.
9. Boarders' possessions		
9.1.	Adequate laundry provision is made for boarders' clothing and bedding. Boarders' clothing is satisfactorily stored and issued to the right boarder following laundering.	Laundry facilities will provide for this.
9.2.	Boarders are able to obtain necessary personal and stationery items while accommodated at school.	Students are able to leave the site and visit shops under given conditions which are largely age dependent.
9.3.	Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.	Provision will be available in each room.
9.4.	Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the State Secretary of State. ⁵	The School's Behaviour Management and Search and Confiscation policies provides for this and takes account of guidance issued.
10. Activities and free time		
10.1.	There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm.	The School has a range of extra-curricular activities that will provide students opportunities. The provision and uptake of provision should be monitored.
10.2.	Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.	The School site provides a range of facilities. These should be made available to boarders as much as possible but within reasonable hours mindful of younger boarders earlier bedtimes.
10.3.	Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.	The House and tutor system will provide the required support.

10.4.	Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.	The School will ensure that boarders have access to online, broadcast and published news media. Age appropriate access to the town will be permitted, taking due note of any prevailing safety considerations.
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Standard		Expectations of how the School will meet the minimum standard ⁴
11.	Child protection	
11.1.	<p>The school ensures that:</p> <ul style="list-style-type: none">• arrangements are made to safeguard and promote the welfare of pupils at the school; and• such arrangements have regard to any guidance issued by the Secretary of State⁶	<p>The School has a Safeguarding Policy which takes account of statutory and LA guidance and the BSA Commitment to Care Charter. It must be followed at all times with any matters arising properly actioned, monitored and recorded in line with policy.</p> <p>The Policy should be reviewed at least annually and more frequently if the need arises.</p> <p>The School has a Designated Safeguarding Lead and nominated deputies. In addition a number of other staff have been DSL trained which provides additional surety that there is a depth and spread of safeguarding knowledge underpinning the day to day operations of the School.</p>
12.	Promoting positive behaviour and relationships	
12.1.	<p>The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:</p> <ul style="list-style-type: none">• measures to combat bullying, including cyberbullying, and to promote positive behaviour;• school rules;• disciplinary sanctions;• when restraint, including reasonable force⁷, is to be used and how this will be recorded and managed; and• arrangements for searching pupils and their possessions.	<p>The School has a Behaviour Policy which takes account of statutory and LA guidance. It should be implemented, adhered to and monitored.</p> <p>The policy should continue to be developed in consultation with staff, students and parents to ensure ownership by all interested parties.</p>
12.2.	<p>The policy complies with relevant legislation and has regard to guidance⁸ and is understood by staff and pupils.</p>	
13.	Management and development of boarding	
13.1.	<p>The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.</p>	<p>The House Inspection Programme will include a representative of the Governing Body.</p> <p>Regular reports to the Governing Body are scheduled. The reports should be meaningful and complete.</p>

13.2.	There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.	The School has a management structure that clearly defines leadership. There is a crossover of staff between boarding and education which will promote understanding of all parts of a students' day.
13.3.	The school's leadership and management demonstrate good skills and knowledge appropriate to their role.	Only suitably qualified and experienced staff should be recruited in key roles.
13.4.	The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.	This Boarding Policy expects the School to: <ul style="list-style-type: none"> Regularly audit the boarding provision across each boarding facility and as a whole. Use NMS in self-assessing the boarding provision. Include reference to, and training in, NMS as part of staff induction.

Standard		Expectations of how the School will meet the minimum standard ⁴
13.5.	The school's leadership and management and governance actively promote the wellbeing of pupils.	The Boarding Inspection Programme will include a representative of the Governing Body. Regular reports to the Governing Body are scheduled. The reports should be meaningful and complete. Student Welfare is one of the dual aspects of the Governor's Curriculum & Pupil Welfare Committee. There is a Governor with responsibility for Boarding.
13.6.	Senior boarding staff have an adequate level of experience and/or training.	Only suitably qualified and experienced staff should be recruited in key roles.
13.7.	<i>The school follows and maintains the policies and documents described in Appendix 1.</i> Appendix 1 Policies: <i>1. Countering bullying, including cyberbullying</i>	Anti-Bullying Policy and Behaviour Policy
	<i>2. Child protection</i>	Safeguarding Policy E-Safety Policy
	<i>3. Discipline (including sanctions, rewards and restraint)</i>	Behaviour Policy
	<i>4. Staff disciplinary, grievance and whistleblowing policy</i>	Staff Behaviour Policy Whistleblowing Policy Safer Recruitment Policy
	<i>5. Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies</i>	Medical Protocols Boarding Unwell Policy for Supporting Students at School with Medical Conditions
	<i>6. Safety and supervision on school journeys</i>	Off-Site Visits Policy Health & Safety Policy

7. Access to school premises by people outside the school	Behaviour Policy CCTV Code of Practice
8. Pupil access to risky areas of school buildings and grounds	Behaviour Policy
9. Health and safety	Health & Safety Policy
10. Pupil access to a person independent of the school staff group	Home-School Agreement Boarding notice boards
11. Provision for pupils with particular religious, dietary, language or cultural needs	Equal opportunities Policy Disability discrimination policy Menus Behaviour Policy
12. Supervision of ancillary, contract and 'unchecked' staff	Safer recruitment Policy Staff Behaviour policy

Standard	Expectations of how the School will meet the minimum standard ⁴
Documents: 13. Staff Handbook/guidance for boarding staff	Staff Handbook Boarding induction
14. Statement of the school's boarding principles and practice	Within this Policy
15. Requirement for staff to report concerns or allegations of risk of harm to pupils	Within Safeguarding Policy
16. Complaints procedure	Within Complaints Policy
17. Procedure for enabling pupils to take problems or concerns to any member of staff	Home-School Agreement Boarding Notice Boards Guide for Parents and Students
18. Responses to alcohol, smoking and substance abuse	Within Behaviour Policy
19. Plans for foreseeable crises	Boarding safeguarding policy
20. Staff induction, training and development programme	Safer recruitment staff Induction Staff Behaviour Policy
21. Prefect duties, powers and responsibilities	Boarding Handbook Induction Programme
22. Key written information for new boarders	Induction pack for Parents & Pupils
23. Job descriptions for staff with boarding duties	All Boarding staff have completed relevant training and are aware of their duties within the premises. They have also received guidance on duties.

	<p><i>Where applicable:</i></p> <p><i>24. Clarification of whether any educational guardians or lodgings are arranged by the school or parents</i></p> <p><i>25. Agreement with any adult providing lodgings to pupils</i></p> <p><i>26. Guidance on welfare to host families accommodating pupils on behalf of the school</i></p>	Not Applicable
13.8.	<p>The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.</p> <p>Appendix 2</p> <ol style="list-style-type: none"> <i>1. Child protection allegations or concerns</i> <i>2. Major sanctions</i> <i>3. Use of reasonable force</i> <i>4. Complaints</i> <i>5. Individual boarder's records</i> <i>6. Administration of medication, treatment and first aid</i> <i>7. Significant illnesses</i> <i>8. Significant accidents and injuries</i> <i>9. Parental permission for medical and dental treatment, first aid and non- prescription medication</i> <i>10. Risk assessments for risky activities and in relation to premises/grounds</i> 	The School is expected to maintain and monitor the required records and to report to Governors where requested to do so.

Standard	Expectations of how the School will meet the minimum standard ⁴
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	<ol style="list-style-type: none"> 11. Staff recruitment records and checks including checks on others given substantial unsupervised access to children or residential accommodation 12. Staff duty rotas 13. Staff supervision, appraisal and training 14. Fire precautions tests and drills 15. Risk assessments under the Regulatory Reform (Fire Safety) Order 2005 16. Menus 17. Pocket money and any personal property looked after by staff 18. Care plans for pupils with special needs 19. Parental permission for high risk activities 20. Checks on licensing of relevant adventure activities centres 21. Assessments of lodgings arranged by the school 22. Assessment of off-site accommodation used by the school 	
13.9.	<p>The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate.</p> <p>Appendix 3</p> <ol style="list-style-type: none"> 1. Records of complaints and their outcomes 2. Records of major sanctions 3. Records of any use of reasonable force 4. Systems and management of medical welfare 5. Records of significant accidents 6. Records of all risk assessments carried out 7. Action taken in response to all risk assessments carried out 8. Suitability of any guardianship arrangements made 	<p>The School is expected to monitor the required issues and take the action to improve welfare for children if appropriate. The review should be by an appropriately senior member of staff and a report made to Governors annually on these matters and compliance with NMS in general.</p>
14.	Staff recruitment and checks on other adults	
14.1.	<p>Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.</p>	<p>There will be sufficient members of senior staff with safer recruitment qualifications to ensure that all recruitment is to those standards.</p> <p>At least one, preferably two, governors should also be trained.</p> <p>The School has a Recruitment Policy which takes account of statutory and LA guidance and will provide the required level of surety. It must be followed at all times.</p> <p>The Policy should be reviewed at least annually and more frequently if the need arises.</p>
14.2.	<p>For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS).</p>	<p>The School does not have adults that are not employed by the school living in school accommodation within Boarding</p>

Standard	Expectations of how the School will meet the minimum standard ⁴
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14.3.	There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.	The School does not have adults that are not employed by the school living in school accommodation within Boarding The School has a Code of Conduct for Staff and Volunteers which should be followed at all times.
14.4.	All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.	The School has a Code of Conduct for Staff and Volunteers which should be followed at all times.
14.5.	The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.	The School does not appoint guardians.
14.6.	Any guardians appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils is monitored.	
15.	Staffing and supervision	
15.1.	Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.	All staff will have job descriptions suitable for their post. The School has guidance for Induction, Appraisal and CPD which should be followed at all times. A list of volunteers, their role and safeguarding status will be maintained. Volunteers will be under the management of a staff member at all times. They must not be unsupervised in the company of students unless they are qualified to an approved standard in safeguarding. The School will maintain a database of training and the monitoring of staff practice will include a formal process of review. Those employed in boarding will have suitable and appropriate boarding objectives set, and be assessed against these, during the normal annual appraisal cycle.
15.2.	Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.	The School does not have adults that are not employed by the school living in school accommodation within Boarding The School has a Code of Conduct for Staff and Volunteers which should be followed at all times.
15.3.	The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.	The Headmaster is responsible for arranging adequate and suitable staffing.
15.4.	Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.	The Headmaster is responsible for arranging adequate and suitable staffing.

15.5.	Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.	The boarding handbook will include relevant guidance and procedure.
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Standard		Expectations of how the School will meet the minimum standard ⁴
15.6.	Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.	The boarding handbook will include relevant guidance and procedure.
15.7.	There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.	The Headmaster is responsible for arranging adequate and suitable staffing.
15.8.	Boarders have a satisfactory means of contacting a member of staff in each house at night.	The boarding handbook will include relevant guidance and procedure.
15.9.	Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.	Suitable accommodation is for residential staff.
15.10.	Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.	The School has a Code of Conduct which should be followed at all times.
16.	Equal opportunities	
16.1.	Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or because of their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.	The School has an Equal Opportunity Policy which takes account of statutory guidance and will provide the required level of surety. It must be followed at all times. The Policy should be reviewed at least annually and more frequently if the need arises.
17.	Securing boarders' views	
17.1.	Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith.	The School must have both formal and informal routes for students to express their views and this should include a survey as part of the boarding inspection process. The School has a Complaints Policy which makes provision for students to raise concerns or make complaints.
18.	Complaints	
18.1.	The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards.	The School has a Complaints Policy that will be implemented, adhered to and monitored.

18.2.	The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).	
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Standard		Expectations of how the School will meet the minimum standard ⁴
19.	Prefects	
19.1.	Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.	The senior advocate role should be defined and the School will provide training for prefects appropriate to their role.
20.	Lodgings (long-stay) ¹¹	
20.1.	Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly.	The School does not provide or arrange any lodgings other than in the School's boarding houses.
20.2.	Schools alert the local authority to any arrangements made by the school that may constitute private fostering.	If the School becomes aware of privately arranged lodgings for day pupils they must have regard to this requirement.

SECTION 5 – BOARDING BEHAVIOUR POLICY

Students boarding at AJI are expected to behave in accordance with the school behaviour policy and also the rules, regulations, standards and expectations specific to boarding.

Unacceptable behaviour contrary to a cohesive home environment is not tolerated. In most cases, students will receive a sanction appropriate to the issue in keeping with the consistent parental approach adopted by all boarding staff. This may include, but is not limited to:

- Verbal warning and advice
- Stern warning
- Sanctions determined under the whole school behaviour policy
- Removal of privileges
- Earlier bedtime
- Evening Detentions
- Restriction from excursions, trips and activities
- Exclusion from boarding for a specific time period
- Withdrawal of boarding place

During any sanction boarders will not be denied food or refreshments available to all other boarders and arrangements will be made to ensure the availability of basic provision. Where appropriate boarding students following a behaviour or disciplinary incident may be asked to provide a written statement of events and may be interviewed by a member of the boarding staff.

Boarding staff reserve the right to search students and their property should the boarding staff have reasonable suspicions that students are in possession of offensive material, weapons, drugs, alcohol, tobacco, stolen items or other items deemed potentially harmful to themselves or others in boarding. Such searches will take place in the presence of two members of boarding staff and the student and the police will be informed where necessary. This is in accordance with regularly reviewed guidance.

Leaving on-time, Room Tidiness and Bedtime Routine

Boarders must cooperate with the expectations as follows:

1. Leave the boarding rooms in the morning for school every day at the time stipulated and agreed beforehand.
2. Keep a tidy bed area. Students must follow requests to tidy their room promptly.
3. Remain in their designated bedroom after light-out time unless seeking assistance from boarding staff for reasonable requests or medical emergencies.
4. Be in bed, having taken care of pre-bedtime routine within sufficient time before the designated lights out time. Boarding students may face a sanction if out of bed or the member of staff deems their behaviour or actions to be inconsistent or disruptive.

Boarders who leave late in the morning will be given an early bedtime sanction that evening and will face further sanction for accumulating several lates in a week. Those boarders persistently not adhering to these basic expectations may face further sanction including early to bed, loss of break- time, and being withdrawn from trips.

Returning Late After Out-time

In order to ensure appropriate care and supervision boarders must return from their out-time on- time or risk sanctions. Sanctions include, but are not limited to, restriction of out-time, early bedtime, detentions and restriction of activities.

Years 7, 8, 9 must return to the boarding provisions straight after school, unless involved in an after school club, fixture or event that has been pre-arranged with the boarding staff. Failure to return to their rooms straight after school may result in out-times being withdrawn for a set period or other sanctions at the discretion of the boarding staff.

Persistent failure to adhere to returning to the boarding provisions on-time and also absconding from the boarding provisions will result in the students' suitability for boarding being reviewed.

Alcohol, tobacco and illicit substances

Boarding staff will put in place all the necessary precautions in order to ensure the health and safety of students in relation to alcohol, tobacco and illicit substances.

Any student suspected of being intoxicated will be immediately denied any further time out of the house until an investigation has been completed. Statements from the students, staff and any witnesses may be taken and a decision will be made following this review.

Boarding staff are constantly assessing and observing students to ensure their safety in relation to illicit substances. The use and storage of illicit substances or related paraphernalia in boarding is strictly prohibited and will result in the student's suitability for boarding being reviewed.

Students found to be using tobacco products may be referred to health support agencies and items found in boarding will be disposed of and additional sanctions may be imposed. The use of tobacco products is forbidden in AJI and such actions will result in the student's suitability for boarding being reviewed.

We will work closely with the local police, Safer Schools Team and other agencies to ensure the appropriate care and support of boarders in relation to alcohol, tobacco and illicit substances and may refer to any of these outside agencies as necessary.

Promoting positive behaviour and relationships

The boarding staff are committed to promoting positive behaviour throughout the boarding programme and adopt all school-based policies related to behaviour, bullying and cyberbullying in addition to the expectations within the boarding programme itself. The expectations of tolerance, respect, and positive attitude and good behaviour and constantly reiterated and enforced in addition to the values and virtues associated with British Values.

Behaviour logs and suitability for boarding

Behaviour incidents are logged on the behavior log. The Headteacher reviews all disciplinary measures half-termly to ensure oversight and is in constant dialogue with the Vice Principal/Head of Boarding about the behavior, safety and wellbeing of the boarders. Parents will not always be contacted following each individual behaviour incident unless deemed necessary by the Head of Boarding or other boarding staff.

A boarding place will be withdrawn, following a review of suitability for boarding by the Headteacher and Head of Boarding, if they both feel that a student is no longer benefitting from the boarding experience, has been involved in disciplinary issue of a serious nature and/or poses a threat to the experience, safety and security of other boarders. A withdrawal of a boarding place does not necessarily mean an exclusion from school.

Boarders may speak to the staff who gave sanctions to discuss their actions and to discuss ways of improving their cooperation with the boarding house expectations. Behaviour expectations and standards are under constant

review and this policy is in addition to all school-based behaviour, safety and safeguarding policies.

Absconding from boarding

The safety and the security of the boarders within the boarding house is paramount and we take multiple steps to ensure the perimeter fencing and grounds are safe from intruders and that boarders are prevented from absconding. The use of CCTV externally is to aid the boarding staff in maintaining a secure perimeter.

Boarders who deliberately abscond from boarding during a period of time when they are not permitted any out-time (such as grounding or just during the course of day-to-day schedule) or at any other time will be sanctioned according to the behaviour policy

A boarder who is informed that they have no out-time will be deemed to have absconded if they go out during this time and this includes through the main front door, fire exists or any other means.

Boarding students will have their suitability for boarding reviewed in the event of another instance of absconding from the boarding house. This also applies to students who re-enter the boarding house grounds through any other means than the front main entrance.

If a student is deemed to be missing having absconded, the missing child policy will come into effect.