



# Boarding Policy

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



## Document Control

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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, Students Code of Conduct, 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 Policy<sup>1</sup>
- 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 Principal 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)

Part	Standard	Description	Expectations of how the school will meet the minimum standard
<b>Part A: Governance, Leadership, and Management</b>	<b>Standard 1: Statement of Boarding Principles and Practice</b>	The school must have a clear written statement of boarding principles, reviewed regularly and available to all.	The statement of boarding aims forms part of this Policy. As a minimum it should be included in the staff handbook and published on the school's website. The Boarding Policy, along with all school policies, should be available to all staff.
	<b>Standard 2: Management and Development of Boarding</b>	Leadership and management of boarding must be effective, ensuring high standards of care with regular reviews.	The House 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. 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. Only suitably qualified and experienced staff should be recruited in key roles. This Boarding Policy expects the school to: <ul style="list-style-type: none"> <li>Regularly audit the boarding provision across each boarding facility and as a whole.</li> <li>Use NMS in self-assessing the boarding provision.</li> <li>Include reference to, and training in, NMS as part of staff induction.</li> </ul>
	<b>Standard 3: Inclusion, Equality, and Diversity</b>	Schools must promote inclusion, equality, and diversity, ensuring no boarder is discriminated against.	The school will promote an inclusive environment where diversity is respected, ensuring no boarder experiences discrimination.
<b>Part B: Boarding Provision</b>	<b>Standard 4: Boarding Accommodation</b>	Boarding accommodation must be safe, suitably maintained, and promote privacy and dignity for 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"> <li>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.</li> <li>Accessible toilet and washing facilities with privacy.</li> <li>Appropriate heating, lighting and ventilation.</li> <li>Suitable furnishings and soft furnishings.</li> </ul> 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"> <li>Programme and manage all routine servicing</li> </ul>

			<p>and health &amp; safety checks in Houses and around the site.</p> <ul style="list-style-type: none"> <li>• Allocate and managed cleaning staff to boarding accommodation.</li> <li>• Provide laundry services for Houses from both the central laundry facility and on each floor.</li> </ul> <p>Boarding refurbishment and development projects will be prioritised and allocated funding each year under the Governors' Finance &amp; Resources Committee agenda.</p>
	<b>Standard 5: Boarders' Possessions</b>	Boarders must be able to keep their personal possessions safe; guidelines must cover storage and care of belongings.	Laundry facilities will provide for this. Students can leave the site and visit shops under given conditions which are largely age dependent. The School's Behaviour Management and Search and Confiscation policies provides for this and takes account of guidance issued
	<b>Standard 6: Provision and Preparation of Food and Drinks</b>	Nutritious, balanced meals must be provided, catering to dietary needs, with drinking water accessible at all times.	Nutritious meals will be provided, catering to diverse dietary needs, and drinking water will be readily accessible.
<b>Part C: Health and Wellbeing</b>	<b>Standard 7: Boarders' Health and Wellbeing</b>	Schools must promote and protect the physical and mental health of boarders with access to healthcare professionals.	<p>The school has a fully equipped and staffed medical centre which provides 24-hour care. 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>
<b>Part D: Safeguarding</b>	<b>Standard 8: Safeguarding</b>	Effective safeguarding policies must be in place; all staff must receive regular safeguarding training.	<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 always followed 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 nominates 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>
<b>Part E: Health and Safety</b>	<b>Standard 9: Safety of Boarders</b>	The physical environment for boarders must be safe and risk assessments must be regularly conducted.	<p>The school has a Health &amp; Safety Policy which should be implemented, adhered to and monitored. Policy should be reviewed at least annually and more frequently if the need arises. The Boarding Managers will:</p> <ul style="list-style-type: none"> <li>• Programme and manage all routine servicing and health &amp; safety checks in Houses and around the site.</li> <li>• Arrange for any essential maintenance to be carried out without delay.</li> </ul> <p>Refurbishment and development projects will be prioritised and allocated funding each year under the</p>

			Governors' Finance & Resources Committee agenda. 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 always followed.
	<b>Standard 10: Fire Precautions and Drills</b>	Suitable fire precautions and regular drills must be in place, with proper maintenance of fire safety equipment.	Fire safety procedures will be in place, with regular drills and equipment checks to ensure boarders' safety.
<b>Part F: Boarders' Rights, Advocacy, and Complaints</b>	<b>Standard 11: Boarders' Induction and Individual Support</b>	Boarders must receive appropriate induction, and individual support must be available throughout their school life.	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. 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. The School has an independent listener and their contact details should be readily displayed and accessible in all boarding houses. 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.
	<b>Standard 12: Contact with Parents/Carers</b>	Boarders must have regular contact with parents, who must be informed of any significant events related to welfare.	We will facilitate regular and appropriate contact between boarders and their parents, keeping parents informed of significant events.
	<b>Standard 13: Securing Boarders' Views</b>	Schools must have formal mechanisms to secure and respond to boarders' views and feedback.	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.
	<b>Standard 14: Complaints</b>	A clear complaints procedure must be in place, accessible to boarders and parents, and complaints must be handled fairly.	A clear complaints procedure will be accessible to boarders and parents, ensuring all complaints are addressed fairly and promptly.
<b>Part G: Promoting Positive Behaviour and Relationships</b>	<b>Standard 15: Promoting Positive Behaviour</b>	Clear policies must be in place to promote positive behaviour, with proportionate disciplinary measures.	The school has a Behaviour Policy which takes account of statutory and LA guidance. It should be implemented, adhered to and monitored. The policy should continue to be developed in consultation with staff, students and parents to ensure ownership by all interested parties.
	<b>Standard 16: Preventing Bullying</b>	Effective anti-bullying policies and procedures must be in place to prevent and address incidents of bullying.	Anti-bullying policies will be rigorously enforced, with proactive measures to prevent and address any incidents.

	<b>Standard 17: Promoting Good Relationships</b>	Schools must promote good relationships between boarders and staff, ensuring respect and mutual care.	We will encourage positive relationships between boarders and staff, promoting mutual respect and care.
<b>Part H: Boarders' Development</b>	<b>Standard 18: Activities and Free Time</b>	Schools must provide a suitable range of activities and free time for recreation and social interaction.	The school has a range of extra-curricular activities that will provide students opportunities. The provision and uptake of provision should be monitored. 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 boarder's earlier bedtimes. The House and tutor system will provide the required support. 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.
<b>Part I: Staffing, Guardians, and Prefects</b>	<b>Standard 19: Staff Recruitment and Checks on Other Adults</b>	Schools must ensure all staff and adults in contact with boarders undergo appropriate background checks.	There will be sufficient members of senior staff with safer recruitment qualifications to ensure that all recruitment is to those standards. At least one, preferably two, governors should also be trained. 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 always followed. The Policy should be reviewed at least annually and more frequently if the need arises. The school has a Code of Conduct for Staff and Volunteers which should always be followed.
	<b>Standard 20: Staffing and Supervision</b>	Adequate staffing levels must ensure boarders' safety, and staff must receive appropriate training.	All staff will have job descriptions suitable for their post. The school has guidance for Induction, Appraisal and CPD which should always be followed. A list of volunteers, their role and safeguarding status will be maintained. Volunteers will always be under the management of a staff member. 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. The Principal is responsible for arranging adequate and suitable staffing. The school has a Code of Conduct which should always be followed.
	<b>Standard 21: Prefects</b>	Prefects or senior boarders must have clear guidance and training for their responsibilities and receive support.	Prefects will receive clear guidance, support, and training to fulfil their leadership roles effectively.
	<b>Standard 22: Educational Guardians</b>	Schools must ensure educational guardians are suitable and understand their responsibilities.	We will ensure that all educational guardians are vetted, suitable, and fully understand their responsibilities.

<b>Part J: Children Accommodated Off-Site</b>	<b>Standard 23: Lodgings and Host Families</b>	Lodgings and host families must be safe and suitable, with regular checks and monitoring in place.	The School does not provide or arrange any lodgings other than in the School's boarding houses.
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## 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.