



Handbook for Boarding Tutors



Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with Keeping Children Safe in Education (KCSIE, 2024)

Reviewed: August 2024

Next Review: August 2025



Welcome



Boarding at the School is not compulsory, and yet we have nearly a hundred different pupils boarding each week. The flexibility in our boarding arrangements clearly appeals to both the pupils and the parents alike. Pupils sign on for any number of nights and we can also accommodate the occasional overnight stays when parents are temporarily away from home.

Supervised prep sessions contribute significantly to the academic programme and the wide range of evening activities and academies ensures personal enjoyment, learning of new skills and self-confidence.

Having an attractive programme of activities is one way of encouraging pupils to board, but just as important is having staff who enjoy talking and really listening to the pupils, and in this way contributing to the special atmosphere of the House.

We look forward to welcoming you to the School.

Yours sincerely,

Ryan Torrie
Head of Boarding

Why have a boarding handbook?

We have a duty of care to pupils and staff, and their safety and welfare is our highest priority. The handbook reflects what we actually do and should ensure consistency with the expectations of pupils, staff and parents understood by all.

The Head of Boarding is responsible for the induction of boarding staff. The boarding induction programme will focus on the procedures in the boarding house and specific Health and Safety issues such as supervision of fire drills, house security and risk assessments.

The Head of Boarding has a large amount of material relating to homesickness, meeting the emotional needs of boarders and the impact of boarding on young people's lives, should this ever be of interest or of use in dealing with your tutees.

Please be aware that any medical, pastoral, academic reference, family or other information you are told about pupils should be regarded as confidential within the tutor team, unless made clear otherwise.

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The following regularly updated information is found on the House noticeboard, which is outside the Boarding Study.

- List of Boarders
- Evening Routine
- Weekend Arrangements

Statement of Boarding Aims

Staff involved in boarding at the School will, in many cases, fulfil the role of parent for the boarders present. This role is delivered in a compassionate and supportive way and although the school is a very busy place, there is time for the creation of a family atmosphere amongst the boarding community. By creating a tolerant and child-centered environment, we aim to inculcate a sense of respect, humanity and moral courage in all pupils and at the same time recognise that all will need resilience in facing the challenges that school and life will bring. We aim:

- To produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or pupil), confident in the knowledge that he or she will be treated and respected as an individual;
- To develop the whole person - a desire for truth and a respect for others;
- To create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty in developing;
- To provide the conditions for boarders to develop their intellectual talents through well-structured homework conditions, access to staff and other pupils, participation in activities and in an atmosphere which values effort;
- To provide a range of activities, hobbies and opportunities related to age and maturity that will assist in the personal, social and cultural development of each boarder;
- To safeguard and promote the physical and mental health, and emotional well-being of each boarder, by providing a nurturing environment that is, as far as possible, free from physical hazards and dangers of any sort;
- To provide accommodation that is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy;
- To develop boarders responsibility for self, for others and for the environment; to develop boarders' qualities of leadership and ability to work as part of a team;
- To encourage boarders to contribute to the needs and welfare of others in the house and school, as well as those in the wider community;
- To provide suitable conditions for boarders to feel able to turn to members of staff to share the good things in their lives, as well as seeking advice, counselling and support during times of difficulty.

Commitment to Care Charter

BSA schools are committed to the highest duty of care and safeguarding

Keeping boarders safe, secure and cared for are the main priorities for members.

Everyone working in a BSA school will raise any concerns immediately

'Everyone' includes all full or part-time staff, volunteers, governors and contractors. It also means pupils, such as prefects in boarding houses. 'Immediately' is without hesitation or delay, and 'abuse' is any suspicion, belief or evidence of abuse by an adult against a pupil or by a pupil against another pupil.

BSA schools will follow all statutory safeguarding guidance and laws and report concerns to the relevant authority and the BSA

Follow all 'safeguarding guidance and laws' means that all policies and procedures, including a school's guidelines for reporting, must comply with any applicable rules and expectations¹, and in relation to any requirement to report to the police where necessary. 'Report concerns to the relevant authority' means to follow those guidelines and, if an unsatisfactory response is received, to escalate the concern. Report 'to the BSA' means to inform the BSA that a referral has been made, but without disclosing any details by which a case or an individual can be identified.

BSA schools will support any present pupils affected by abuse and those who report concerns, and offer support to past pupils

'Support' means to provide open, honest communication, provide counselling or similar services or referral to them. 'Offer of support' means referral to other organisations (e.g. the police for past pupils), counselling or similar services. Support will be given if there is no conflict of interest or legal restriction.

BSA will support member schools which responsibly follow the Charter

The BSA will support member schools to help them to follow the Charter. Member schools are expected to endorse the Charter clearly and strongly. The Safeguarding Governor is expected to have a clear oversight of safeguarding procedures and practice. BSA will review any instances where the Charter has not been responsibly followed (especially where cases and allegations have not been reported to the BSA as soon as it is permissible to do so) and consider any appropriate action.

¹For member schools in England and Wales, this includes, but is not limited to, statutory guidance set out in Keeping Children Safe in Education (as updated from time to time). In other UK regions and overseas, this includes any relevant guidance or legislation.

REPORTING SAFEGUARDING ISSUES TO BSA

The following guidance indicates the circumstances where, under the terms of the Charter, a school should inform BSA of a safeguarding issue:

WHEN must BSA be notified?

BSA must be notified, as soon as it is permissible to do so, of any allegation against a member of staff, whether recent or non-recent, which the school has referred to the Local Authority Designated Officer (LADO) or equivalent, to the police or to Children's Services.

BSA must also be informed of any allegation of peer on peer abuse.

WHAT information should be given?

BSA needs to know only that an incident has been alleged and which statutory agencies are involved. BSA does not need to know specific details (unless a school chooses to provide them), nor will it normally be appropriate for BSA to know as soon as the allegation is received. At a later stage, schools should update BSA with any information which is in the public domain (eg. copies of letters to parents etc).

WHO sees the information?

BSA's Safeguarding Case Log is password protected and accessible only by the Chief Executive, Operations Director and Head of Safeguarding and Standards. Generic and statistical information, but not information which can identify a school, a case or any individual, may be shared with the Board and with the membership from time to time.

WHY does BSA need the information?

BSA needs this information to ensure schools are meeting their obligations under the Commitment to Care Charter, to maintain an overview of safeguarding practice within the sector and to be in a position to offer help and support to individual schools and to the membership as a whole. It is vital that BSA is seen as proactively promoting good safeguarding practice within our schools.

HOW do I inform BSA?

Please contact **Dale Wilkins**, Head of Safeguarding and Standards: dale@boarding.org.uk (+44 (0)7905 127 650) or email safeguarding@boarding.org.uk

PROCEDURE FOR DEALING WITH ALLEGED BREACHES OF THE BSA "COMMITMENT TO CARE" CHARTER

BSA can become aware of alleged breaches of the "Commitment to Care" Charter (the Charter) through inspection reports, media coverage, by other sources of information or by a school's own disclosure.

When BSA becomes aware of a suspected breach of the Charter, BSA will:

- Write to the Head/Principal and Chair of Governors asking for full clarification
- Make any other enquiries which are appropriate in the circumstances
- Offer, where practical and appropriate, BSA support and guidance

If it is clear that NO breach has taken place, continued support and guidance will be offered to help manage any remaining issues.

If it remains unclear as to whether a breach has occurred, the Head of Safeguarding and Standards will gather any further relevant information, and make a report to the Board. If the evidence indicates that, on the balance of probability, there has been a breach of the Charter, appropriate action will be considered, which may include a review by the Board of a school's membership of BSA. Such review may result in suspension of a school's BSA membership for a specified period.

If a school is suspended from membership, BSA will consider whether it is appropriate to offer support and guidance during the period of suspension. Member schools may choose to appeal against the decision, in writing, to the Chief Executive of BSA for review by the Board.

Once all relevant matters relating to the breach have been addressed satisfactorily, including any recommendations made by inspection bodies, the school may apply for the suspension to be lifted.

Any member school failing to engage with BSA concerning suspected breaches of the Charter will be considered to be in breach of the Charter.

The Board may terminate, without right of appeal, the membership of any BSA member establishment which fails to address breaches of the Charter during any period of suspension or at any other time. No re-application for membership will be considered within two years from the date of such termination.

Key Boarding Staff

| | |
|---------------------------------------|--|
| Head of Boarding: | Ryan Torrie |
| House Parents: | Mark and Sophie Templeman Emily Wilson, Jackie Torrie |
| Head Matron: | Jackie Torrie |
| Senior Matron/HeadHousekeeping | Theresa Mannion (resident) |
| Assistant Matron: | Emma Traill |
| Boarding Tutors: | Toby Walters Tess Walters Henry Emmott Ashlyn Dickinson Jaco Meyer Cliff Rowley Jonathan Cassidy Harvey Hughes Jay Enright Sheldon Graddon Bronwyn Raeburn-Ward Stuart Raeburn-Ward |

Contact Numbers

| Extension | Contact |
|-----------|--|
| 201 | Rachel Harper |
| 202 | David Fleming |
| 229 | Stuart & Bronwyn Raeburn-Ward |
| 231 | Emily Wilson |
| 209 | Mark & Sophie Templeman |
| 232 | Theresa Mannion |
| 208 | Shelley Hern |
| 207 | Finance Office – Julie Wooldridge |
| 206 | Staff Room |
| 218 | Girls' Dormitories |
| 216 | Boys' Dormitories |
| 214 | Outside Swimming Pool – Turner Centre Corridor |
| 217 | Senior Science Lab |
| 225 | Servery |
| 222 | PE / Swimming Office |
| 223 | The Boarding Study |
| 224 | Surgery |
| 226 | PAC |
| 228 | Reception |

Emergency contact number for Ryan Torrie

07394 165 698 (on 24 hours)

Staff in Boarding Houses

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people in accordance with *Keeping Children Safe in Education*.

It is important that all resident staff are aware of and abide by the guidelines as set out in the Job Description for the respective positions held as residents within the boarding house. This additional material is written from a Child Protection point of view and should be understood as complementing the Staff Code of Conduct. Houses cannot run without you, and these thoughts are as much to protect you as they are to highlight proper conduct in line with good practice in Child Protection.

The primary provider for the duty of care of each child rests with the Head of Boarding and thus all activities and interaction with pupils in the boarding context must be in line with their ethos, which, in turn, upholds the School's requirements. There should be no confusion as to the role held by each resident.

'To be friendly, but not a friend'

This is a simple rule of thumb. No matter the age of a pupil, we maintain a deeply caring but professional approach. For various reasons, a pupil of any age may begin to seek to form a strong emotional attachment to a teacher, and the occasions for this can be even more problematic with residential staff. We must always ensure that the time we invest in the pupil is for their benefit and not our own.

In short, pupils are always pupils; they do not fulfil our needs for friendship, companionship, professional reassurance or emotional fulfilment. If you were to find that this was the case, then you must seek advice immediately from the DSL or his Deputy.

As points of reference on good practice within the house, the following simple thoughts help to illustrate the relationship the School wishes to foster and that which it rules as inappropriate.

- Be friendly, but not a 'friend'.
- Pupils should feel that a problem they have will be dealt with professionally, so be professionally approachable – not just on official duty nights, but around school and house.
- Be clear of your commitments and responsibilities.
- Pupils should only be given access to residential staff accommodation **in exceptional circumstances** and be arranged through the DSL and Head of Boarding – please assist where asked as a second adult must always be present for such occasions.

- Otherwise, residential staff should never entertain pupils in their own accommodation; all meetings should take place in a public space within the house, such as the Boarders' Common Room and the Surgery.
- Do not allow pupils to believe it is appropriate for them to enter your accommodation.
- Be careful with your dress – because you live in the same building, it can be tempting sometimes to dress very informally. If you are called in the middle of the night to assist with an emergency, please ensure you are suitably attired.
- Ensure pupils are dressed appropriately at all times, particularly in the presence of adults.
- Particular care must be taken when overseeing bedtime or dealing with an issue in communal changing rooms or shower areas. Always knock and make your presence known before entering a pupil's personal space and leave the door open.
- Take appropriate time to chat with individuals when on duty but avoid any prolonged time in an individual study. Extended meetings should happen in public areas.
- Do not give out your mobile phone number.
- Avoid any behaviour that could be interpreted as 'favouritism' – all pupils should be treated equally.

Promoting Positive Behaviour

Boarding is a positive and dynamic part of the school of which we are proud and it is our wish to promote and protect it for all present members and for the future. As a 'home from home', every step should be taken to ensure good manners, mutual respect and due care and attention for the fabric of the House, its activities and ethos. A spirit of positive cooperation amongst and across all age groups should be fostered and nurtured. Real respect is earned by service, camaraderie, performance and loyalty.

If boarders deliberately break the rules, they may be sent to bed early or have some 'time-out' when others are taking part in evening activities or playing outside. If they persist in talking during silent reading, they may be asked to read their book sitting outside the dormitory, so that others can read in peace and if they are persistently noisy after lights out, they may be asked to move into a different dormitory. Please record any incidents of poor behaviour on 3Sys. The Head of Boarding will inform the boarder's Form Tutor if a pattern of poor behaviour emerges or if there is a serious breach of discipline. Boarders must not be given 'Break Time Forfeits' or 'Detention' during the evening.

Please note: children can be particularly vulnerable in residential settings and we must be alert to pupil relationships and the potential for peer-on-peer abuse. Please report any concerns to the DSL immediately.

Boarding Induction and Support for the New Boarder

Brockhurst and Marlston House pupils have a good reputation for being friendly and welcoming to newcomers. As a member of the boarding team, please make every effort to help the new boarders settle in. They will be given someone to look after them, called their "guide". He or she will be a pupil of their own age, in their own dormitory and probably in their class. Their job is to "show them the ropes". He or she will introduce them to adults, take them to meals, lessons and games, and answer their questions.

At the start of term meeting, the following points are covered by the Head of Boarding:

- Welcome
- New Pupils (Guides) & Staff – Induction
- Health & Safety (report any hazards) + out of bounds areas defined
- Fire Safety
- Medical – all medicines must be clearly labelled and handed in
- Renovations/redecoration (respect fabric of the boarding house)
- Display boards
- Suggestion box
- Routine
- Signing in/registration
- School telephones (dial 9 to get an outside line)
- Mobile phones (only full boarders and may only be used on Wednesdays and weekends at agreed times)
- Electronic devices (name clearly labelled) and policy of use
- Cameras (request permission from member of staff)
- Moving dorms (discuss with Miss Wilson only; pupils may not move dorms after lights out)
- No moving around after lights out
- No aerosols, chewing gum, jewellery
- Early morning swimming
- Reading book
- Supper (including balanced meals)
- Laundry/uniform set out before Tuck, changed into Mufti
- Curtains, doors (common room and surgery)
- Brushing teeth
- Own pillow and duvet covers
- Permission to go upstairs (you must ask)
- Saturday mornings
- Absent/inform 48 hrs
- Strangers
- Parents must be introduced before going into the boarding house
- Responsibilities
- Common Sense Approach
- Open & Honest
- Where to go for help (staff, buddy, tutor etc.) & independent listener
- Be caring, courteous and considerate

Senior Boarders' Responsibilities

8.30 p.m.

Abandoned Apparel

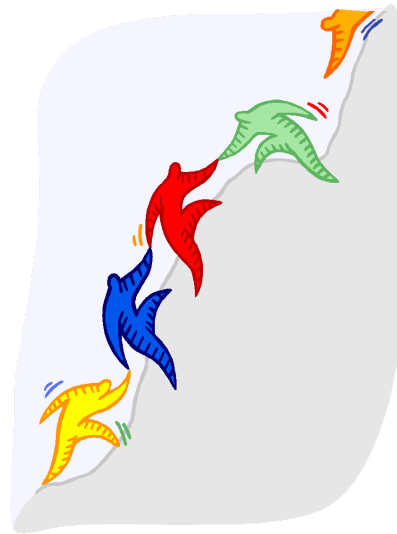
Tidy:

Surgery

Musical Instruments

Stairwell

Common room



Dormitory Duty

Morning: Assist younger pupils with getting ready for school & tidying dormitories.

Evening: Ensure younger pupils have done their duties, brushed their teeth; assist with tidying dormitories and silent reading.

Important: Prefects may not give out punishments.

Try to take a genuine interest in the younger boarders. Ask them how their day has been. Praise them for their achievements and encourage them to try hard in all areas of school life. Please report any concerns to a member of staff.

Daily routine for boarders

7.20 a.m. Rising bell. Time to get up, wash, make your bed (and take a shower if you wish) and then go to music practice if you learn a musical instrument, complete any preparation for the day's school work and tidy your dormitory

7.45 a.m. Dormitory inspection and breakfast

8.15 a.m. Registration in your usual Form classroom

5.50 p.m. Supper in the Coach House

6.35 p.m. Evening assembly in the Great Hall: arrangements for the evening, including prep and free time activities are announced

6.45 p.m. Supervised prep for all boarders (excluding junior academies)

7.10 p.m. Tuck shop opens; all boarders must be changed into mufti (or sports kit if they are doing a sporting activity that evening)

7.15 p.m. Evening activities. These include *academies* (football, cricket, tennis, rugby, netball, hockey) and activities led by boarding tutors, such as art, a variety of sports in the Memo Hall or on the astro. The Boarders' Common Room is available for any boarder to relax, watch a film, play board games, read a book or use the school telephones to contact home.

The idea of evening activities is that they are designed *for pupils*. If you would like a certain activity organised, you have only to ask and if others would like to join, then there is a good chance that it will be laid on.

8.00 p.m. Bell: Forms 4 and below: hot chocolate and sign in. Go up to dorms to shower and get ready for bed.

8.15 p.m. Bell: Forms 1 to 3: hot chocolate and sign in. Go up to dorms to shower and get ready for bed.

8.30 p.m. Silent reading for younger pupils.

8.45 p.m. Silent reading for older pupils; Forms 4 and below lights out.

9.00 p.m. Forms 1 to 3 lights out (earlier if not everyone is reading!)

NB. There is no evening prep for boarders on Wednesdays.

Where can boarders go for help?

If you think you need help for one of these reasons:

- You feel that you are being bullied
- You think a member of staff is being unkind to you
- You think that you are being treated unfairly
- You believe you are being asked to do something that you know is wrong
- Someone else is being upset by something
- Something at home or at school is worrying you
- There is an emergency and no-one seems to know

THESE ARE THE PEOPLE YOU COULD SPEAK TO:

- Mr Fleming
- Mr and Mrs Torrie
- Mr and Mrs Raeburn-Ward
- Mrs Harper
- Miss Wilson
- Mr and Mrs Templeman
- Your Form Tutor
- Your House Tutor
- Any member of staff you know well
- Independent Listener: Mrs H. Olivier

USEFUL NUMBERS TO RING FROM ANY PHONE

- Miss Wilson - phone 231 (evening / overnight)
- Mr and Mrs Raeburn-Ward - phone 229, 07787 567 517 or 07468 696 635
- Mrs Harper – phone 201 (school hours)
- Childline – 08001111 (dial 9 first)
- Children's Commissioner 0800 528 0731 (dial 9 first)
- NSPCC helpline on 0808 800 5000 (dial 9 first)

FIRE, POLICE OR AMBULANCE: 999 (Remember to **dial 9 first** from the school phones)

Fire Safety during Boarding Hours

All pupils will be made aware of the fire and evacuation plan of the School and of the Boarding House. Whole-school fire drills are held at least three times a year during the school day and fire drills will also be held during the night.

Action to be taken in the event of a fire

Raising the Alarm:

It is critical that the discovery of a fire be immediately communicated to those persons in the building or area. Anyone discovering a fire will activate the nearest fire alarm. Any pupil discovering a fire will, in addition to activating the nearest alarm, inform the nearest member of staff.







Evacuating the area:

When the fire alarm sounds, boarding staff will instruct pupils to leave the building by the nearest exit, and proceed in a calm and orderly manner to the designated assembly points. If the alarm is activated during the night, leave quickly, but wear an item of warm clothing and shoes / slippers.

Assembly Point: outside Senior Science Lab


Fire Evacuation procedures for boarding - Roles & Responsibilities

- **Staff:**

| Alarm | | | | | | |
|---------------------------|---|---------------------------------|---|--------------------------|---|----------------------|
| Duty Fire Officer |  | Sweep Boys' Dorms/ Phone 999 |  | Report to Assembly Point |  | Start rollcall |
| Assist. Duty Fire Officer |  | Sweep Girls' Dorms |  | Report to Assembly Point |  | Assist with rollcall |
| Girl Gap Student | | | | | | |

***If it is your duty evening you are the Duty Fire Officer. If you are not in the building after lights out, a Gap Student must be allocated to sweep the girls' dorms. This must be logged in the Duty File.**

- **Pupils:**

| Alarm | |
|---|---|
| Turn the light on | |
| Wake everyone up | |
| Put on warm clothing (NOT a duvet) | |
| Put on shoes | |
| Last one out must check that the door is closed | |
| Leave the light on |  |
| Report to Assembly point and line up according to dormitories | |

Electronic Safety in Boarding

All of the rules and procedures contained within the School's E-Safety policy apply at all times.

Only full boarders may bring a mobile phone to school, which is only used at agreed times on weekends and on a Wednesday evening.

Mobile phones and other electronic devices may only be charged in 'The Study' but may not be left charging overnight.

Safety and Security

The Head of Boarding, the House Parents and a number of other staff all live on site in accommodation with their families. The House is covered by CCTV and pupil entrances all have coded locks. There is CCTV coverage in all boarding areas to protect entrances, exits and potentially vulnerable areas. However, CCTV coverage does not invade pupil's personal space or private areas of boarding.

Supervision arrangements for Boarders outside of teaching time

- The School has a duty rota to ensure that there are adequate Supervision arrangements in place for Boarders at all times.
- Boarders will be appropriately supervised outside of teaching time (including during breaks, prep time, during evenings outside of prep time, at night time and before school, and on Saturdays and Sundays).
- Supervising staff will be sufficient in number and deployment for the age, number and needs of Boarders, and the locations and activities involved.
- The School will ensure that there are satisfactory contingency arrangements in place to cover in the event of unexpected house staff sickness and absence.
- Supervision may be close or remote. Boarders temporarily away from the School premises remain under the overall responsibility of a designated Supervisor at all times.
- The School will ensure that Boarders are aware at all times of:
 - the identity of their designated Supervisor;
 - how to contact their designated Supervisor and have the means to do so;
 - the arrangements to contact an alternative member of staff in the event that their designated Supervisor is not available and/or in an emergency.

- Boarders permitted to leave the School premises must follow the School's signing in and out procedures each time they leave or return to the School premises.
- The School will ensure that there are a sufficient number of Supervisors present and accessible to Boarders in each boarding house at night.
- Supervision in the boarding houses at night will be by means of appropriate patrolling and/or availability of Supervisors.
- Apart from exceptional circumstances, access for male staff to the Girls' Landing after 7.00 pm will be limited to senior boarding staff and avoided where possible.
- Supervisors will be sensitive to the need for privacy, particularly at times when Boarders are dressing, undressing or showering, and will avoid intruding unnecessarily on Boarders' privacy, while balancing health and safety requirements. Supervisors are reminded that they should be "supervising, not watching".

Conducting a Search

If there is a need to conduct a search of a pupil's belongings, please inform the Head of boarding immediately. Wherever possible, a search must be conducted in the presence of the pupil and with their consent. In all cases, two members of staff must be present. The member of staff actually conducting the search must always be of the same sex as the pupil.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Concerns and Complaints

General concerns about day-to-day administration, academic progress, pastoral care or extracurricular activities should be addressed to the Form Tutor in the first instance. However, parents may wish to talk directly with the Head of Boarding when there is a concern about the operation of the pastoral system or the way a tutor has handled a concern.

Concerns/Complaints about boarding should initially be referred to the Head of Boarding. For concerns regarding Safeguarding (Child Protection), the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead should be contacted directly.

Concerns/Complaints will be handled in line with the School's Complaint Policy, a copy of which is available on the School website.

When a concern is raised about a pupil, whether by a parent or another individual, confidentiality cannot be guaranteed as we have a duty of care to pass on any information we receive when it involves any aspect of safeguarding.



BROCKHURST AND MARLSTON HOUSE SCHOOLS



Job Description

JOB TITLE

Boarding Tutor (residential and non-residential)

LINE MANAGER

Head of Boarding

JOB PURPOSE

To be a member of the team of House Staff and to make a positive contribution in all areas concerning the welfare of the boarders, and to carry out a range of duties and responsibilities as required by the Housemaster/mistress.

MAIN DUTIES AND RESPONSIBILITIES

- To be responsible to the Head of Boarding for the general welfare and personal development of all the boarders in the House and to build strong personal relationships with each of the pupils in the House in accordance with the policy of the School.
- To encourage involvement and to provide the pupils with an interesting and innovative programme of evening and weekend activities (for example - creative, musical, sporting or similar, depending on the skills and experience of the member of staff).
- To respond to the needs of parents as required by the Head of Boarding.
- To assist with the bedtime routines in the House.
- To support pupils with their prep as required.
- To work with colleagues in maintaining high standards of behaviour by pupils in the House and to deal with disciplinary problems in a firm but caring manner, and to consult the Head of Boarding in any matter of serious concern.
- To liaise with the Head of Boarding concerning the general health (including mental health) and life-style of the boarders, and to keep closely in touch with them and with the Matron in case of individual illness.
- To assist the House Team in ensuring that the presence of boarders is checked as required and that anyone missing is reported immediately to the Head of Boarding.
- To maintain high personal standards of prompt arrival for House responsibilities and events, and appropriate professional appearance.
- To participate in appropriate supervisory duties shared by all members of staff.
- To be prepared to provide additional cover in an emergency.

- To attend all relevant staff meetings and INSET days, and any relevant external courses recommended by the Head of Boarding.

CHILD PROTECTION

Brockhurst and Marlston House is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the School's Safeguarding and Promoting the Welfare of Children policy and procedures at all times.

HEALTH AND SAFETY

All staff at Brockhurst and Marlston House are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, and report all accidents and incidents.

EQUALITY, DIVERSITY AND INCLUSION

Staff at Brockhurst and Marlston House are expected to promote equality of opportunity for all pupils and staff, both current and prospective, and to support an environment that values diversity.

DATA PROTECTION

All staff at Brockhurst and Marlston House have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the School, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role at the School, shall not be kept for longer than is necessary for that purpose or those purposes are in accordance with the Data Protection Act 1998.

Note: This job description is not a comprehensive definition of the post. It will be reviewed as part of the cycle of appraisal, and it may be subject to modification or amendment at any time after consultation with the holder of the post. Further guidance on the duties and responsibilities of members of staff is found in the Staff Handbook.

Key Policies

1. Anti-bullying
2. Child protection and safeguarding
3. Behaviour policy
4. Staff disciplinary, grievance and whistleblowing
5. First aid / medicines for boarders
6. Safety and supervision on school journeys
7. Access to school premises by people outside the school
8. Pupil access to risky areas of school buildings and grounds
9. Healthy and safety
10. Pupil access to a person independent of the school staff group
11. Provision for pupils' particular needs
12. Supervision of 'unchecked' staff

Key Documents

1. Staff Handbook
2. Statement of boarding principles (p.4)
3. Requirement for staff to report concerns and allegations
4. Complaints procedure (p.19)
5. Procedure for pupils to raise concerns
6. Responses to alcohol, smoking and substance abuse
7. Risk assessment and plans for foreseeable crises
8. Staff induction, training and development programme
9. Prefect duties, powers and responsibilities (p.12)
10. Key written information for new boarders
11. Job descriptions for staff with boarding duties and safeguarding responsibilities (p.20)