



DATUS INTERNATIONAL SCHOOL

Boarding Handbook

Detailed Guide for Boarding Staff and Students

©AUGUST, 2021

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Introduction

This manual serves as the official Boarding Handbook of Datus International School. This handbook has been compiled in the interest of providing a detailed guide for boarding staff. It should be used in conjunction with the *Parent-Student Handbook* and the *Staff Handbook*. The boarding programme staff supports, integrates, and implements the following mission and vision statements into the daily operations of the boarding programme.

Vision and Mission Statements

Vision Statement

Educating children to become independently thinking, globally, socially conscious, innovative, communicative and happy young individuals.

The school shall be a community that nurtures an environment of intellectual vitality. A commitment to excellence, coupled with continuous improvement, will result in DIS being recognized internationally as an innovative, communicative, independent thinking, socially conscious and exciting community in which to learn, teach, grow and work for the good of our world.

Mission Statement

- To be recognized by the success of our students in achieving their personal goals using multidisciplinary learning opportunities, developing their full potential, individualism, and creative mindsets.
- To aspire to the highest internationally recognised performance standards
- To build and respect a culture based on internationalism
- To focus on challenge, critical thinking, social emotional development, self-actualisation, and welfare
- To embrace and cultivate the giftedness and uniqueness of all learners
- To promote an appreciation of the Ghanaian Culture
- To be curious, self-reflect and act in a caring and positive manner towards everyone in future life
- To develop self-belief and transformative leadership and entrepreneurship skills

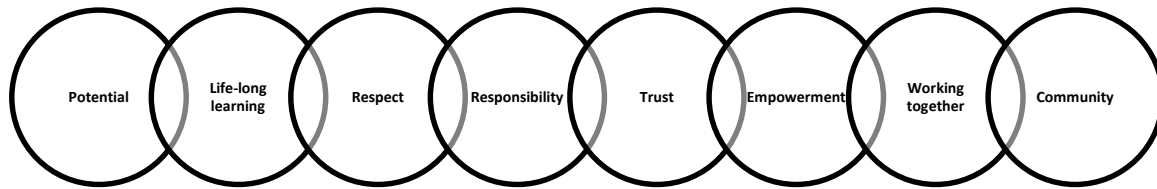
Our Mantra/ Motto

KNOWLEDGE IS POWER

The motto reflects not only our institutional commitment to continuous improvement, but our belief that all students can achieve their highest potential through challenge, hard work, and faculty support.

We Believe

- ❖ That **every child has the potential** to bring something unique and special to the world and therefore groom them to develop their full potential by believing in themselves as capable individuals. We assist our students in discovering who they are, so they can express their own opinions and nurture their own ideas and have a vision of a world where people learn to respect, accept and embrace cultural diversity.
- ❖ That **all humans have the ability to learn** and learning is a life-long process. Because individuals learn in different ways, we provide different strategies and techniques to nurture the love of learning with excellence in every student.
- ❖ The dignity and self-worth of every person must be balanced with the needs of society. Understanding the ethical values of honesty, humility, love for others and self-discipline, we pledge **to build and inspire respect**, including an acceptance and appreciation of cultural diversity.
- ❖ **Personal responsibility** builds independence and is a key to self-development. Helping students to become motivated, we monitor appropriate behaviour, building self-sufficiency and compassion our students will need as productive citizens of the global community.
- ❖ In promoting trust through the honest and free exchange of ideas and opinions showing that differences can be resolved through communication, compromise and understanding.
- ❖ That by **empowering our students** to assert themselves in the community, we can help them to build resourcefulness to take risks and to develop leadership skills. Together with teachers, parents, and administrators, students are encouraged to participate in decision-making and planning. Equally, we encourage our students to appreciate the traits of entrepreneurship and leadership.
- ❖ In the importance of **working together** and interacting in the dynamics of large and small groups, using teamwork to stimulate learning and nurture interpersonal relationships.
- ❖ Our success is built upon **solid bonds with parents and the community**, which we recognize as crucial partners in the educational process. A rich blend of American, British, French, African and other international cultures will be our greatest asset in building a special learning environment.



Our Boarding Philosophy

It is the philosophy of the boarding life program that every resident, employee, and guest possesses the right to reside within a safe and healthy living environment that is conducive to motivating and supporting the personal, social, mental, and spiritual growth and development of its residents.

It is the ethical responsibility of the entire boarding community to protect and promote the values underlying this principle, and to participate in creating, developing and exhibiting the positive attitude necessary in creating a homelike atmosphere with the foremost care and concern of the students within every action demonstrated and taken within the boarding community.

Program Goals and Objectives

Goal 1: To produce students with a strong and stable self-identity and self-worth with an experienced personal well-being.

Long Term Objectives:

1. The DIS boarding program will help students acquire an appreciation of their native cultural identity to encourage the development of a positive self-identity.
2. The DIS boarding program will help students develop and acquire a sense of personal pride, high self-esteem and self-worth by increasing their personal and cultural self-awareness.
3. The DIS boarding program will help students with their emotional growth and development as part of their personal well-being experience.

Short Term Objectives:

1. The DIS boarding program will sponsor monthly cultural heritage appreciation events and provide opportunities for all the students to design, make, and or dress up in cultural traditional attire, prepare and serve native foods, and/or make educational presentations on their cultural heritage at these events.
2. The DIS boarding program will involve every student in planning and decorating dorm halls with cultural significant educational materials.

3. The DIS boarding program will receive training in strategies to enhance the emotional growth and development of students living in residence halls.

Goal 2: To produce students with an experienced sense of strong and stable social wellbeing.

Long Term Objectives:

1. The DIS boarding program will help students develop an ability to get along with others, relate to other students, be respectful of others and their belongings, and be recognized as socially responsible individuals.
2. The DIS boarding program will help students learn to relate and trust adults and be respectful of adults.

Short Term Objectives:

1. The DIS boarding program will create weekly opportunities for students to learn about and experience good physical and mental health practices.
2. The DIS boarding program will provide weekly constructive leisure time activities and use these opportunities to educate and motivate students to learn, develop, and to maintain wholesome lifestyles.
3. The DIS residential program will demonstrate positive social attitudes and behaviours daily and serve as adult role models for students.
4. The DIS boarding program will actively protect students from social isolation daily.
5. The DIS boarding program will teach students to assume responsibility for their actions and words.

Goal 3: To produce productive citizenship among the student residents.

Long Term Objectives:

1. The DIS boarding program will prepare students to become responsible citizens.
2. The DIS boarding program will help students learn to become productive, independent, and self-sufficient individuals.
3. The DIS boarding program will help students develop good home-living skills and learn to accept personal responsibility.

Short Term Objectives:

1. The DIS boarding program will create opportunities for students to learn about citizenship by creating and establishing opportunities for active participation in residential activities, group sessions, academic study groups, fund-raising activities, local community fairs, parades, etc.
2. The DIS boarding program will create opportunities for students to experience learning of personal responsibility through assigned chores, duties, study, academic responsibility, and participation in school activities.

Goal 4: To provide a caring and motivating home-living environment that will result in a stable residential student enrolment and school retention.

Long Term Objectives:

1. To create an environment that is safe, caring, and nurturing to the needs of all the students.
2. To ensure the facility is free from hazardous conditions and all defective furniture, equipment, appliances, etc., are repaired or replaced immediately to ensure the safety of students and to reinforce the positive student image.

Short Term Objectives:

1. The DIS boarding program will treat all students respectfully and regard them as worthy individuals.
2. The DIS boarding program will be fair and friendly to all other staff members, students and guests.
3. The DIS boarding program will demonstrate full support and assist students in their academic studies, making sure that student research and homework is completed regularly and consistently.
4. The DIS boarding program will provide all students the opportunity to receive tutoring.

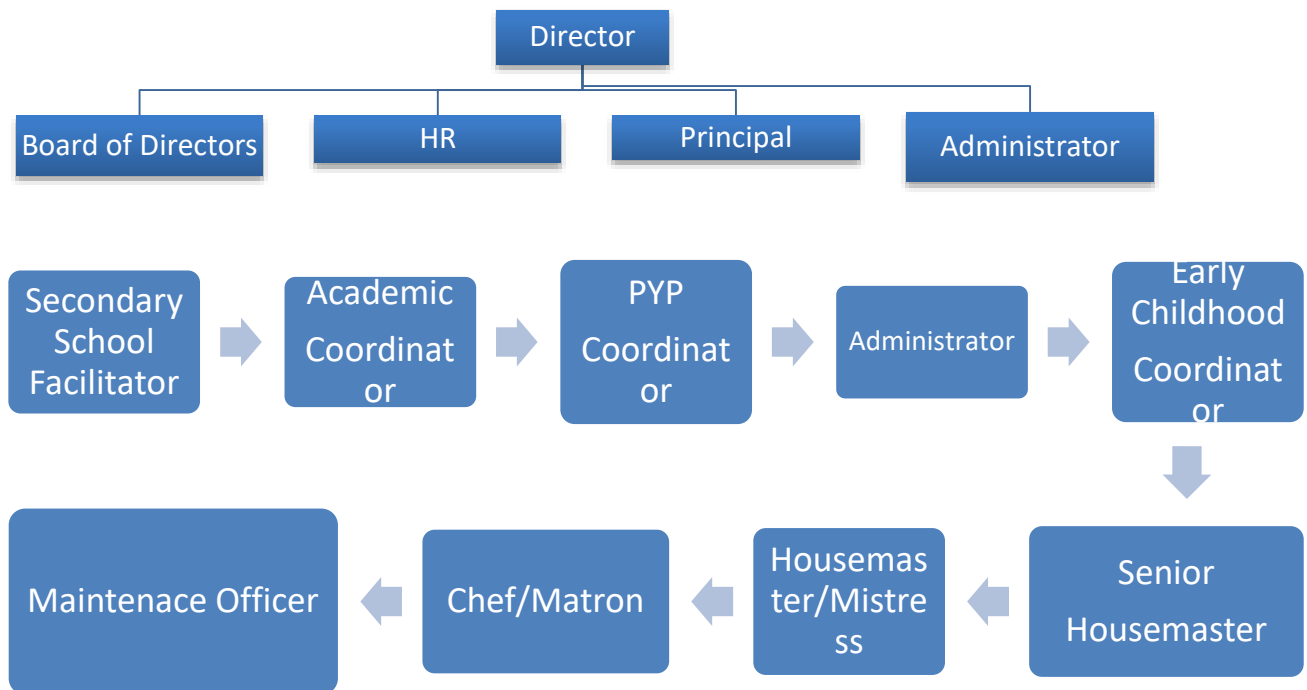
School Organization

The following charts describe the organization and reporting lines of communication for the whole of Datus International School. Boarding staff report directly to their line supervisor under the Boarding Manager. Academic tutors report directly to the Student Support Services Coordinator. Residential staff includes:

- Housekeeping- cleaning staff for dorms
- Food Services
- Laundry Services
- Supervisors (House Mistress/Masters and Assistant Supervisors)

Senior Management of the School

DIS ORGANIZATIONAL CHART



1

*At all times, there is a Senior Member of the Leadership Team on duty at the School with the housemasters.

** The School Nurse reports directly to the Student Services Coordinator who will liaise with the Boarding Manager.

Standard Boarding Program Operations

Policy Procedure: Supervision of Pupils/students

References: National Minimum Standards for Boarding Schools
Boarding Schools' Association: Boarding Self-Assessment
Parent Student Handbook
Staff Handbook

1) Policy Procedure Statement:

- i. **Scope:** This policy procedure applies to all staff at Datus International School.
- ii. **Publication:** This policy procedure is provided to all staff in print and is available on the website.
- iii. **Policy Procedure aims:** Through the operation of this policy procedure we aim to: protect the health and safety of pupils/students at the School; and ensure that staff at the School is aware of how staff are deployed to ensure the proper supervision of pupils.

2) Responsibility

All members of staff are responsible on a day to day basis for ensuring that pupils at the School are safe. The School is under a general duty to supervise pupils/students to the standard of a prudent or careful parent.

3) Remote Supervision

The housemaster/mistress in each House is responsible for ensuring that all pupils/students in his/her House are aware of the procedure for summoning adult assistance if required. This may be the duty staff in a boarding house, a member of the catering staff or the receptionist. Reception is manned 8:00 a.m. to 6:00 p.m. Monday-Friday.

This procedure must be clearly displayed on the house notice board.

4) During the School Day

During the School day, staff is deployed as follows:

- i. In Houses, there will be usually at least one member of staff on duty in a supervisory capacity.
- ii. Between 4:00 pm - 6:00 pm (Extra-Curricular Activities) and 7:00- 8:30 p.m. (Evening Tutorial or prep in Residence) the House Master/Mistress must know the whereabouts of each of their students.

- iii. All classes will be supervised by the relevant teacher or by a cover if necessary. In certain subjects (e.g. science practical), the classroom teacher may be supported by a technician.
- iv. The All Academic Heads/Coordinators have overall responsibility for supervision/discipline/welfare of pupils/students across the entire School. If he/she is absent the responsibility rests with another member of the Senior Leadership Team.
- v. In the Dining Hall there will always be a member of staff on duty.
- vi. Students should not leave the School site without signing out, either in Reception or in House. They should sign back in on return.

5) Outside school hours

- i. At all times boarders must be under the responsibility of an identified member of staff. This identification is the responsibility of the duty member of staff either in house during the week or overall at weekends.
- ii. This duty member of staff must be able to request staff back-up at all times.
- iii. At all times each boarder must know which member of staff is responsible for them and has the means to contact them if necessary.
 - a. Details of how staff should supervise boarding pupils outside school hours are contained in this manual.
- iv. No boarding house containing pupils should ever be left during the night without a member of the academic staff in residence.
- v. At no time should a boarding house containing pupils be left without proper arrangements having been made for adult supervisory cover.

6) Educational Visits

Details of the requirements for supervision (e.g. ratios for educational visits) are contained in the School's Educational Visits Procedures, which is contained in print and on the website.

7) Communication

Teachers or staff who is supervising in remote areas are required to take a fully charged mobile phone with them.

8) Physical Education

Academic PE is supervised by a member of the teaching staff, with enhanced supervision when necessary (e.g. swimming). During swimming there should be a qualified lifeguard and qualified PE

teacher or swimming teacher in the pool. In the case of an emergency, the Infirmary can be contacted by telephone.

9) Games, Swimming and other Hazardous Activities

Supervision ratios for games, swimming and hazardous activities are contained in the relevant departmental policy procedures.

10) The Infirmary

The Boarding House Master/Mistress (BHM) is expected to have strong links with the infirmary and to report sickness immediately to the nurse on duty. On no account should they treat sickness or personal injury themselves unless in an absolute emergency and if the BHM or tutor on duty has received some training to do so. The BHM is the only person who can refer students to the infirmary.

After reporting to the infirmary the BHM may be required to take a student to hospital, particularly in the case of an emergency. And the hospital is Nabitha Hospital, Tema.

Pupils/students who feel unwell and wish to attend the Infirmary should be accompanied by another pupil/student if necessary. Staff sending a pupil/student to the Infirmary, for example if injured during games, should consider whether they need to send another pupil/student along with the student.

The Infirmary's supervision arrangements are managed by the Senior Nurse.

11) Parents

Parents should be able to contact Boarding House Masters/Mistress at all times during the school term and accordingly they should equally be able to contact parents during the course of the term (Emergency telephone numbers should be on file).

12) Duty Rota

Following the School guidelines, the BHM should devise and publish a rota for an adult to be present within the house at all time after the school working day for activities, prep and clubs and at weekends and overnight.

At breakfast, BHM must ensure that a member of their boarding staff is on duty in the dining room. The member of staff should monitor the quality of catering and behaviour of students.

Clear instructions and guidelines should be given to about the way they conduct themselves within the house when they are on duty and what is expected of them.

When on duty, supervisors must ensure that all students are back in the house at night and that doors are locked and secured. Students within the house should know who is on duty and where to contact them in the case of emergency.

There will be a rota of meetings to discuss house issues with house supervisors/tutors.

13) Line Management to the Boarding Manager/Heads of Sections

Regular meetings will be scheduled between the Boarding Manager and the varied department sections: Laundry Service, Food Services, and Supervisors. The Student Support Services Coordinator will be present at these meetings to ensure that a balance of academic and social emotional concerns is addressed. Reports on the punctuality of students to lessons and general behaviour and participation in co-curricular activities will be part of this meeting agenda. Updates on house activities, co-curricular activities and house events will also be part of this line management. The Student Support Services Coordinator will relate to relevant academic staff any concerns or praises.

14) BHM are obliged to keep an account of any 'in-house' incidents

Nurturing and Supporting Students to Live Successfully

At Datus International School students are provided with the best environment to support their needs and the opportunities to make lifelong friendships with students from diverse backgrounds.

When a young person enters boarding school the change in environment is both an excitement and a stress. Adjustments are needed in many ways- nutritional (new foods), social (new friends), physical (new environment), and emotional (new way of life).

At DIS, we make sure that all students will adjust to their new environment safely, smoothly and successfully.

This starts with assessments, right from the admission stage of the boarding students' characteristics and their academic, social, emotional and physical needs. Guided by the assessment results, our guidance and residence staff tailors the students' room placement, residence services and residence programs to their needs. Regular follow-ups are done by our staff to ensure that students are adjusting successfully, and modifications are made as required.











Through our boarding programs, our students of all ages are guided into successful independent living, and learn to understand and accept each other, while living with their peers from other nationalities.

There are six blocks dedicated for residences. Air conditioning and ceiling fans are provided. Private baths included.

Girls' Residences: each dorm contains double beds with private bathroom.









Boys' Residence: each dorm contains double beds with private bathroom.




Weekday Schedule- There are 4 accountability checks per day for Middle and Secondary students

	<u>6:00 am</u> Morning Call Accountability check #1 prior to breakfast	Students must be ready for daily inspection by the House Tutor 6:30 a.m.	Morning Shift Staff comes on duty @ 7am Night shift goes off duty @ 7am
	<u>6:45-7:30 am</u> Breakfast	Breakfast in Dining Hall	
	<u>8:00 – 12.15 am</u> Registration and Morning Classes	Morning classes are 45 minutes in duration starting at 8.15, break between 10.30 -10.45	
	<u>12:15-1.00pm</u> Lunch Accountability check #2 prior to lunch	Lunch is served in the Dining Hall	
	<u>1:00-3:15pm</u> Afternoon classes	Afternoon classes are 45 minutes in duration	
	<u>3.15-4.00pm</u> Break		
	<u>4:00- 5.30 pm</u> Extra-Curricular	Students have option to participate in a variety of extra-curricular activities	
	<u>5:45-6:30</u> Supper Accountability check # 3 prior to supper	Supper time is flexible	Morning Shift Staff goes off duty @ 5pm Night shift comes on duty @ 6pm
	<u>7:00- 8:30 pm</u> Evening tutorial in Residence	From Monday-Thursday, students are expected to be engaged in homework and study.	
	<u>8:30-9:00 pm</u> Snack time Accountability check #4 prior to lights out		
	<u>9:30 pm</u>		








	<p>Lights out grades 7-10 <u>10:00 pm</u> Lights out grades 11-12</p>		
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Schedule for Primary Children

	<p><u>6:00 am</u> Morning Call Accountability check #1 prior to breakfast</p>	<p>Students must be ready for daily inspection by the House Tutor 6:30 a.m.</p>	<p>Morning Shift Staff comes on duty @ 7am Night shift goes off duty @ 7am</p>
	<p><u>6:45-7:30 am</u> Breakfast</p>	<p>Breakfast in Dining Hall</p>	
	<p><u>8:00 – 12.15 am</u> Registration and Morning Classes</p>	<p>Morning classes are 45 minutes in duration starting at 8.15, break between 10.30 -10.45</p>	
	<p><u>12:15-1.00pm</u> Lunch Accountability check #2 prior to lunch</p>	<p>Lunch is served in the Dining Hall</p>	
	<p><u>1:00-2.30pm</u> Afternoon classes</p>	<p>Afternoon classes are 45 minutes in duration</p>	
	<p><u>2.30 – 3.15</u> Homework</p>		
	<p><u>3.15-4.00pm</u> Break</p>		
	<p><u>4:00- 5.30 pm</u> Extra-Curricular</p>	<p>Students have option to participate in a variety of extra-curricular activities</p>	

	<u>5:45-6:30</u> Supper Accountability check # 3 prior to supper	Supper time is flexible	Morning Shift Staff goes off duty @ 5pm Night shift comes on duty @ 6pm
	<u>6.30-7.30</u> Down time and snack Accountability check #4 prior to lights out		
	<u>7.45 pm</u> Lights out		





Weekend Schedule- Saturday

	<u>6:30 am</u> Morning Call		Morning Shift Staff comes on duty @ 7am Night shift goes off duty @ 7am
	<u>6:30-8:00 am</u> General Cleaning		
	<u>8:00 am</u> Inspection of rooms		
	<u>8:00-8:45 am</u> Breakfast	Breakfast in Dining Hall	
	<u>9:00- 12:00 am</u> Leisure time	Recreational excursions or other scheduled activities for the day	
	<u>12:00-12:50</u> Lunch	Lunch is served in the Dining Hall	
	<u>1:00-5:00 pm</u> Leisure time	Recreational excursions or other scheduled activities for the day	

	<u>5:30-6:30 p.m.</u> Supper	Supper time is flexible	Morning Shift Staff goes off duty @ 5pm Night shift comes on duty @ 6pm
	<u>7:00- 9:00 pm</u> Entertainment	This is an opportunity for "house" competition	
	<u>9:00-9:30 pm</u> Snack time		
	<u>9:30 pm</u> Lights out grades 7-10 <u>10:00 pm</u> Lights out grades 11-12		

Weekend Schedule- Sunday

	<u>7:30 am</u> Morning Call		Night shift goes off duty at 7:30am
	<u>8:00-8:45 am</u> Breakfast	Breakfast in Dining Hall	
	<u>9:00- 12:00 am</u> Personal time	Students have opportunity for Sunday worship	
	<u>12:00-12:50</u> Whole School Formal Sitting	Lunch is served in the Dining Hall. Students must come dressed in formal uniform.	
	<u>1:00-5:00 pm</u> Visiting Hours		

	<u>5:30-6:30 p.m.</u> Supper	Supper time is flexible	Night shift comes on duty @ 6pm
	<u>7:00- 8:30 pm</u> Evening prep time <u>8:30-9:00</u> House Meetings		
	<u>9:00-9:30 pm</u> Snack Time		
	<u>7.45 pm - Light</u> out Primary <u>9:30 pm</u> Lights out grades 7-10 <u>10:00pm</u> Lights out grades 11-12		

Responsibilities of Boarding program staff

Morning Tour of Duty

1. Check in with the night staff
2. Read the log Book
3. Awaken all the students so they get ready for breakfast
4. Take roll call to assure accurate accountability of the students
5. Check medication charts and give needed medication and make a record of it in the chart. Make certain the medication policy is followed.
6. Supervise student details (that are done in the morning)
7. Encourage good hygiene and grooming
8. Make a thorough check of the dormitory to see that all room are neat and clean and that all details have been done. Turn off light and any radios or appliances that may have been left on by students. Be observant for any safety issues.
9. Monitor any student that is sick in the dorm.
10. Make specific checks through the building to see that there are no conditions which should not exist or unauthorized people inside.
11. Check any incoming or leaving supplies or materials to verify the count
12. Put away supplies neatly and check storage areas for safety and cleanliness.
13. Check for repair or maintenance needs and prepare work orders
14. Work on the bulletin board, post activity calendars and other schedules
15. Check students' records and update as necessary

16. Check the area around the outside of the dormitory to ensure safety and cleanliness
17. Clean assigned areas within the dormitory.
18. Maintain an atmosphere suitable for the students' well-being in the dorm, and on the campus in general.

Student Lunch Hour Duty

1. Open the dormitory during the lunch hour.
2. Promote students brushing their teeth and washing up.
3. Make periodic checks throughout the building to see that there are not unauthorized people in the building and that no unsafe conditions have developed.
4. Continue to monitor the health isolation room in the dorm.

Afternoon/Evening Night Tour of Duty

1. Check the building to ensure that all students have gone to their classes and lights and other electrical appliances are off.
2. Check to make sure the washrooms have been left clean and well supplied.
3. Meet with co-workers who are coming duty to discuss student issues and unfinished jobs from the morning.
4. Record all necessary information in the logbook. Read the logbook carefully.
5. Continue to monitor any student sick in the dorm.
6. Check students in from their classes using appropriate forms.
7. Take care of student needs as they return from school. This is a time when students may need to check out, need equipment, seek counselling, feel sick, or want to discuss problems.
8. Check students out to activities and know where their activities are taking place
9. Assist getting students back into their proper places at curfew time.
10. Make sure details are done before study hour begins.
11. Supervise study hour and provide tutoring if necessary. Ensure a proper study atmosphere in the dormitory.
12. Encourage proper cleanliness and personal hygiene among the students.
13. Night attendants must physically check student rooms once every hour between the time the lights are turned out at night and the students are awakened in the morning.
14. See that all students are accounted for before going off duty.
15. Record the necessary information from hour tour of duty in the logbook and return it to its proper place.

Security Personnel- General Duties and Responsibility

1. Walk the school grounds to prevent fire, theft, vandalism, illegal entry or any situation that might jeopardize the safety of students, staff or government property. Go between buildings and listen for strange noises. Be observant of things out of place, excessive heat or water, lights on or off that should not be, strange vehicles, or unknown people.
2. Carry a fully charged two-way radio at all time you are on duty.

3. Check all doors, windows, and gates to determine that they are secure.
4. Confront unauthorized people for explanation or assistance. Call the police for assistance if necessary.
5. Sound the fire alarm to alert students, school personnel, and fire department in the event of a fire. Assist in the evacuation of the building and accounting for students.
6. Report any unusual conditions, maintenance problems, or safety issues to the proper person or office.
7. Patrol the campus to check for vehicles parked in restricted areas, such as fire lanes or driveways.
8. Check exterior lighting and turn on all lights that should be on. Report any not working properly.
9. Check doors and windows of all unoccupied buildings for any potentially dangerous situations such as a fire or flooding from leaks.
10. Be sure you know what is happening when there are large numbers of students gathering.
11. Check school vehicles to make sure they are locked and secured in their proper places.
12. Assist with moving students into the dormitory at curfew time and after night time campus activities.
13. If you are called on the radio for assistance, respond immediately. If you hear that something may be happening on the campus, respond in case you may be needed.

Residence Hall Procedures and Policies

Accountability Checks- Residential employees are responsible for knowing where every child is at all times. The use of student - ins/outs, roll calls, bed checks, passes, and general observation and supervision of students are required procedures. All students must be physically accounted for four times daily. If a student is unaccounted for, the House Master/Mistress must follow its established search procedures; and when a BHM is aware of a student who is going to be absent from school, the BHM is required to notify the Deputy Head of School.

Alcohol and Drug/Substance Use- Use of alcohol, inhalants and or other chemical substances are not allowed in the residence halls or on the school campus.

Appropriate room decor- All staff members should periodically monitor and check the rooms to make certain the sleeping rooms are free from insults to traditional cultural beliefs, particularly inappropriate and sexually explicit posters and or pictures on the walls as well as sexually suggestive or offensive adult video tapes that tend to lead to sexual abuse or sexual harassment of the opposite gender, and or bedroom arrangements that would lead to or encourage inappropriate sexual behaviours. Upon locating such items or arrangement, the staff member must immediately have an educational conference with the student to explain and educate the individual on why such an item is offensive and inappropriate, and that, as substitute parents, students are to be taught to be respectful for the opposite sex, with corrective and appropriate behaviour.

Bulletin boards- Each residence hall should have at least one bulletin board posted where students, parents, and other guests can see it. It should provide activity calendars and special dates for the students/parents. It should be attractive and interest provoking and changed at least every two weeks.

Bullying/Violence- The dorms must be safe environments for students to love. Bullying activities and violent behaviour can interfere with the learning process. Staff must be aware of bullying and violent behaviour and be trained on handling the unacceptable behaviour. Staff must never bully students emotionally or verbally. Staff must know the policy.

Chaperones- there will be times that supervisors will be required to chaperone student trips off campus and activities on campus. Always be highly visible. If you are off campus the students should know how to find you at any time. Remember you are on the trip to take care of children and maintain a safe environment, not to be entertained.

Check In/Out Procedures- Students must sign out for all activities other than meals and classes. so they can be located at any time. Any person checking out a student must be authorized by the parent/guardian and listed on the checkout card maintained in the office. No telephone checkout is to be permitted. If you are in doubt of a person's identity, ask for identification.

Child Abuse/Neglect- Any staff who has reasonable cause to suspect that a child has been abused or neglected is required to report the incident immediately to the Deputy Head and/or Student Services Coordinator or officer in charge. This also applies to children threatened with abuse or neglect. Failure to report could result in criminal liability and/or personal action up to and including termination of employment.

Cleanliness- Each student is expected to perform details or community service work. No student should be engaged in a detail after the beginning of study period.

Computer Usage Policy- Students: Computers are provided for students to conduct research, complete assignments and communicate with others. Access is a privilege not a right and parents and students must sign a Computer Usage Contract form that student's must abide. Violations may result in loss of access or other disciplinary or legal action. (See Parent/Student Handbook for more details).

Staff: The same concept applies to staff usage of computers. School computers should only be used to conduct school business. Disciplinary action for employees caught on "banned" sites will be dealt with in a harsh manner. 1st offense: Verbal warning; 2nd Offense, written warning; 3rd Offense, suspension from work.

Confidentiality- Confidentiality of students and their families shall be maintained under guidelines of Country laws and professional ethics. Staff shall not discuss students in public places, at work or in the community in any manner that might allow the student to be recognized by someone listening.

Corporal Punishment or Harassment- Datus International School does not allow corporal or humiliating punishment. This includes physical contact, emotional harassment, and or humiliating behaviour toward a student. If a substantive accusation is made, the employee may be put on leave or detailed to

another assignment and/or location while the allegation is investigated. This is for the protection of both the employees and the students.

Curfew- Lights go out in dorms at 7.45 for Primary; 9:30 for grades 7-10; 10:00 for grades 11-12. All students must be in the dorms by 9:30 (after snack time).

Discipline- the Parent/Student Handbook has the complete Code of Student Conduct and Consequences. Please refer to the handbook. The foundation of discipline is not fear but confidence brought about by mutual respect.

Student Representative Council- SRC members should ensure that student voice in their living environment is important. The SRC provides an opportunity for students to develop leadership skills and provide input into school policies and procedures.

Dress Code- All staff members should be neat, clean and appropriately dressed at all times. If you do not have a formal uniform, please speak to your line supervisor. Hats, buttons, clothing, or other personal items which display vulgar or obscene ideas or which promote drugs, alcohol, sex, suicide are not allowed on the campus. Earning respect from students requires that you dress like the professional employee you envision yourself to be.

Employee Evaluation- You will be evaluated annually. Evaluation conferences between you and your supervisor will be held at least once every six months. Contract renewal and other incentives are usually based upon the evaluation of your performance.

Emergency Procedures and Contact Numbers- The school Emergency Preparedness Plan procedures must be reviewed and each staff member must be familiar with the requirements. Emergency contact numbers must be updated and posted at staff desks and on bulletin boards for immediate access.

Family Groups- You will be assigned a family group by your supervisor. The purpose of the group is to create a more homelike atmosphere in the residence hall. Family groups will meet at least twice each month to teach and nurture the students.

Field Trips- All field trips must be thoroughly planned (See Manual for Field Trips). A written field trip request form (extracted from the Field Trip Manual) must be submitted to the Deputy Head's office at least two weeks before the planned trip. The request must include the following

1. Clearly stated objectives of the trip
2. Names of the students going on the trip
3. Destination and dates of the trip
4. Meal and lodging plans for the trip
5. Detailed itinerary for overnight trips

Personal or private vehicles may not be used for the trip. The school's Deputy Head must approve any field trip involving an overnight stay.

Fire Alarms- If the fire alarm goes off evacuate the people from the building immediately; contact the supervisor in charge with your radio. Check the fire alarm box to determine the trouble location. DO NOT SILENCE THE ALARM. Go to the trouble location indicated to confirm smoke, excessive heat, fire or false alarm. Report it to the responsible person. Remember that the safety of lives is your first responsibility.

Fire Drills- At least one fire drill must be held each month in the residence hall. Buildings must be evacuated rapidly and orderly. Do not allow people to stop and pick up personal belongings or re-enter the building. Develop a written plan for holding doors open for others; checking rooms; and taking an accurate count once outside the building. Evacuation routes must be plainly posted in strategic locations throughout the dormitory.

Illness- An isolation/sick room is provided for both boys and girls. Students suspected of being contagious must be placed in the sick room until other appropriate provisions are made. When a student is placed in the isolation room he/she must be monitored closely. Visual checks on the student must be made every thirty minutes at a minimum. There may be students so ill that an employee will have to remain in the room.

Incident Reporting (Behaviour) - All staff members will be trained and are responsible for reporting and writing incident reports. The person on duty who observes the incident will fill out the incident report and counsel with the student involved. The Student Services Support Team Coordinator will follow-up on incident reports.

Injury on the Job- If you are injured on the job, report it your supervisor immediately. Keep your supervisor informed of your medical status.

Keys- School keys are the property of Datus International School and must be returned at the end of the year. Staff members should never loan keys to students. Special care must be given to any master key you may have. If you lose your keys, report it immediately to your supervisor. Staff members will assist students who are locked out of their rooms. Keys for students are addressed in the student handbook.

Laundry and Washing Machines- Students are responsible to gather their laundry on prescribed days in order for laundry services to clean them. Students are also responsible to pick up their clothing on prescribed days and times.

Law enforcement on campus- When law enforcement officers come onto the campus, the officer in charge is to be contacted immediately. Valid identification as an officer should be requested when they present themselves. If a student is to be interviewed by the officer, he/she must be apprised of his/her rights to participate. The person in charge will sit in with the student during the interview if the student is under 18 years of age. The student has the option of whether or not to take in the interview or respond to questions. No minor student may be removed from the school premises by law enforcement personnel without the consent of a parent or legal guardian, except upon service of a valid warrant of arrest or if a threat to self and others.

Log Books- the logbook is used to maintain an open line of communication between residential staff members with changing tours of duty, and to convey messages on any special information others need to know for the continued smooth operation of the residence hall. Accountability issues, illness, problems, schedule changes, or other out of the ordinary pieces of information must be recorded in the log book. The book is to be read carefully. Notations must be accurate and reflect a professional manner. Confidentiality dictates that the log book is for staff use only and should never be available for students or visitors.

Medication Administration- Absolutely no medication is to be kept by the students in their rooms. The residential staff must document all medicines, including over the counter medicines that are dispensed to students with the name of the student, medicine dispensed, date, time and dosage given. All medicines are to be kept in the medicine cabinet which is to be locked when not in use. Avoid cabinets with glass doors.

Native Language or Cultural Activities- The school program makes available native language or cultural activities for students residing in the dormitory, a monthly schedule of those activities including speakers and activities must be posted so students are aware of the activities and have the opportunity to participate.

Missing Students- For a complete listing of procedures, please refer to the emergency Preparedness Plan for the School.

Any student not accounted for, must be reported immediately to the supervisor.

Money/Valuables- Staff members are discouraged from loaning to students (and other staff members). Staff members are not allowed to borrow items from students. Items frequently asked for in loans are money, vehicles, keys, clothing, hand held electronic objects, CDs, and other entertainment items. As we advise the students, you should not bring large amounts of money or valuable items to the school. Keep purses locked up at all times. The school is not responsible for the loss of your personal property.

Parents- Parents are welcomed to the dorm on visiting days. Be friendly and courteous to them at all times.

Privacy- All students have the right to a reasonable degree of privacy, but that privacy does not extend to the endangerment of the health and safety of other students or the staff. The school recognizes and will preserve the student's right to privacy and security of personal effects. However, the right to inspect each room and student locker is for safety and health hazards and or violation of school regulations is reserved to the administration. A student's personal belongings including luggage, bags, storage containers, backpacks, purse, or wallet will be inspected only in the student's presence and with the student's permission unless there is a clear indication with reasonable suspicion that a law or school regulation has been broken.

Proselytizing- Staff members are not allowed to impose their own values or beliefs such as religious or political views or beliefs upon students.

Referring Students- If a staff believes there is a need for a student to be seen by a counsellor or doctor, or if the student asks to be referred, you must fill out a referral form located in the office file. The staff will need to complete the form and give it to the supervisor. We have available on campus, counselling services.

Relationships- Staff members are not to establish or attempt to establish a relationship with a student that is or might resemble a dating relationship. Employees may not show favouritism to any individual student at the expense of other students. Staff must ensure a quality of care for all students.

Safety and Welfare of students- Each staff member will be assigned a reasonable number of students with whom to make daily contact. Male employees will be assigned only male students and female employees will be assigned only female students. You will not be assigned students already in your family group. The purpose of the daily contact is to look for signs of any problems or needs that the student may need help with but is reluctant to reveal. Such things as bruises, missing glasses, inappropriate clothing, and mood changes should be noted and reported.

The following are examples of changes to watch for:

Moods

Withdrawn and quiet
Complaining
Defiance
Defensiveness
Aggressiveness
Talkative
Anger
Avoidance
school

Physical Appearance

hygiene (good or bad)
not bathing
not washing clothes
not changing clothes
body odor
not brushing teeth
not wearing eyeglasses
changing styles of dress

Academic

poor grades
improving grades
tardiness to class
incomplete homework
avoiding homework
failing grades
poor attendance
complaints about

Sexual Harassment Policy- The welfare and safety of children and staff is a priority. Unwelcome sexual advances, derogatory or pornographic posters, requests for sexual favours or any other verbal or physical conduct of a sexual nature constitutes sexual harassment and will not be tolerated.

School Bank- Staff members are to encourage students to use the student bank for the safe keeping of their money. Employees are to be honest with the funds of clubs or residence hall activities. You are not allowed to co-mingle funds with your personal money. Accurate and timely records of all transactions are required. Club funds must be placed in the school bank the next working day. The money in club or dorm accounts is strictly for the use of the residence hall or club and never for personal (employee) use.

School Supplies and Equipment- Staff members are not to remove any school purchased items from the school for their personal use. This includes food whether cooked or uncooked, cleaning supplies, tools, school supplies, or any other materials provided at the school.

Services Available- The following services are available for students:

- dining hall- breakfast, lunch, supper and snack
- laundry services
- shop- school and personal supplies
- internet access
- Medical Centre- infirmary (all boarding staff must receive minimum First Aid Training)
- academic tutoring
- range of extra-curricular activities
- international programming (7/8 IGCSE, and IB DP) and the WASSCE (10-12)

Staff meetings- Regular staff meetings will be held for general announcements, to review schedules, discuss safety issues, consult on student progress and discipline, and provide in-service training.

Study/Prep time- A minimum of 1 hour per day has been scheduled for evening study time for all students. Additional study time for students "at risk" for succeeding academically will be provided. Academic tutors will provide subject -specific assistance. Boarding staff may also be required to provide assistance to students that are in need.

Supervision by movement- Supervision of students and their activities is most efficiently done by both observation and constant movement among them not be being seated or standing in one place where you become the observed. Talking with students as you move among them will increase your power of observation as well as your rapport with students.

Tobacco Use- DIS is a "Smoke-Free" environment. The use of tobacco is forbidden on school premises. (See Parent/Student and Staff Handbook).

Two-Way Radios- You may be assigned a two-way radio for use at school. It is a valuable piece of school property you should protect from damage or loss. It is also an excellent communication tool. Use it as you need, but always remember that your message is being heard by many people including our students and your supervisor.

Vehicles- Employees are NOT to allow students to drive employee or school-owned vehicles. Keys to vehicles are not to be given to students for any reason.

Visitors in the Residence Hall- All visitors in the residence hall must check in at the office. Each visitor must sign in (and sign out) with a definite destination or person to wait. They must be given a visitor pass to wear while on campus. No one should be permitted to wander through the dormitory without an escort.

Wellness Program- A wellness program has the elements of a safe and nurturing environment where students are known and activities such as character development, preventative education, healthy choices and other wellness services are provided. Students are provided the opportunity to identify and implement practical, meaningful, long-lasting improvements that promote health and wellness.

Housekeeping/Sanitary Guidelines

The Boarding House Master/Mistress is responsible for the cleanliness of the dormitory. He / She will assign cleaning duties, schedules, and other activities which will ensure all areas are safe and provide a healthy environment for the staff and students. Students will be assigned an appropriate degree of community service work that promotes the responsibility of maintaining a healthful and pleasant living area.

Basic Cleaning Guidelines

The following list should be done daily and/or weekly

- all hard surfaces will be swept and mopped
- all carpeted floors will be vacuumed
- all bathrooms will be cleaned and sanitized including water faucets, toilets, urinals, sinks, floors and mirrors
- shower stalls/rooms will be cleaned and sanitized
- all water fountains will be cleaned and sanitized
- all beds will be made each and linens must be changed and cleaned weekly
- each room will be cleaned daily and checked for safety hazards and any work order that may be needed
- any non-working light bulb or tube will be removed and replaced. Remember that some of these fixtures are considered hazardous material
- food items left in student rooms should be thrown away or stored in a proper receptacle to deter spoilage, rodents, and insects in the dormitory
- check bathrooms and replenish soaps, toilet tissue, and paper towels as needed
- hallways will be buffed
- As needed: clean and pick up trash from areas around dorms; wash all windows both inside and outside at least once per month;

After the students have left the dorm, the staff should check on what the students cleaned, put away all supplies and equipment and do cleaning in areas not done by students or not done well by students. At no time should a student be kept from going to class in order to complete a cleaning assignment. You will have to work with students to teach them to do their community service work properly. Explain the need for students to do their part in keeping their dormitory home a pleasant, clean and an inviting place to live.

Tips for Family Groups

A weekly Social Emotional Learning (SEL) group meeting has been scheduled to enable you to meet your "family group".

- Show affection. Let your students know you care for them. Tell them often. Let your actions also show you care for them.
- Build your students' sense of worth.
- Listen to your students. Give them a chance to talk about both the positive and stressful events in their lives. Let them know that you understand their worries and take them seriously.
- Help them develop their own problem-solving skills.
- Encourage their interests and abilities.
- Treat them as individuals with their own special qualities.
- Give your students some attention every day.
- Have regular family meetings. Discuss activities, routines and problems.
- Give everyone a chance to speak and don't allow angry or negative attitudes. Work with them at problem-solving rather than conflict.
- Talk about any changes affecting or that might affect your students. Let them know that there are always professional counsellors at the school to help them and you would be happy to arrange a session for them whenever they would like.
- Use humour and empathy, not orders, anger or sarcasm when asking your students to do something.
- Find activities that can be done as a family such as exercise, meals, or trips. Make sure the activity is of real interest to the students and not your own.
- Never forget that your students have problems also. They need patience and understanding just like you. What may be a small thing to you can be a very big problem to them.
- Use humour and empathy, not orders, anger, or sarcasm when asking your students to do something.
- Take special interest in each of them. Learn their likes and dislikes, know family names, and pay attention to activities in which they participate.
- Visit their classrooms when you can. Keep up with their academic progress and grades. Urge them to do as well as they can in school.
- Discuss their futures with them. Help them see the bright future that lies ahead as they continue their education.
- Help them plan for their futures after graduation. Talk about different careers, college, and trade school to help them realize that they can achieve.
- Invite guests to talk with your family group. Small groups are an excellent means to bring out meaningful thoughts and promote open discussion.

Addendum

Boarding Schools' Association Standards

Standard 1 Statement of boarding principles and practice

1. A 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.

Standard 2 Boarders' induction and support

- 2.1 There is an appropriate process of induction and guidance for new boarders.
- 2.2 Each boarder has a choice of staff to which s/he can turn for personal guidance or for help with a personal problem.
- 2.3 The school identifies at least one person other than a parent, outside the boarding and teaching staff of the school, who boarders may contact directly.

Standard 3 Boarders' health and well being

- 3.1 The school has and implements appropriate policies for the care of boarders who are unwell. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.
- 3.2 Accommodation for boarders who are unwell is adequately staffed by appropriately qualified personnel. It is adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.
- 3.3 In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.
- 3.4 Prescribed medicines are given only to the boarder to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so.
- 3.5 The confidentiality and rights of boarders as patients are appropriately respected.

Standard 4 Contact with parents/carers

- 4.1 Boarders can contact their parents/carers and families in private and the school facilitate this where necessary. This does not prevent the school from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.

Standard 5 Boarding Accommodation

- 5.1 Boarding houses complies with any requirements set out in regulations relating to school premises, 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. Toilet and washing facilities provide appropriate privacy for boarders.
- 5.2 Accommodation is suitable, furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm.
- 5.3 Boarders can personalize an area of their accommodation with suitable posters and personal items if they wish.
- 5.4 Suitable facilities for both organized and private study are available to boarders.
- 5.5 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorized persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organized groups using school facilities) substantial and unsupervised access to children, or to boarding accommodation while occupied by children.
- 5.6 Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonable on children's privacy.

Standard 6 Safety of Boarders

- 6.1 The health, safety and welfare of the occupants are reasonable assured in every part of the school's land and buildings.
- 6.2 The school has regard to guidance issued by the Health & Safety Department of Education.

Standard 7 Fire precaution and drills

- 7.1 The school complies with the requirements and regulations relating to school premises.
- 7.2 IN addition, fire drills are regularly (at least once per term) carried out in "boarding time".

Standard 8 Provisions 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.
- 8.2 There are adequate facilities for the hygienic preparation, serving and consumption of food.
- 8.3 Boarders have access to drinking water and to food or the means of preparing food at reasonable times in addition to main meals.

Standard 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.
- 9.2 Boarders are able to obtain necessary personal and stationary items while accommodated at school.
- 9.3 Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuable looked after by the school.

Standard 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.
- 10.2 Boarders have access to a range of choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.
- 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.
- 10.4 Boarders have access to information about events in the world outside the school, and access to local facilities which is appropriate to their age.

Standard 11 Child Protection

- 11.1 The school ensures that:
- arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - such arrangements have regard to any guidance by the Ministry of Education, CAIE and IBO.

Standard 12 Promoting positive behaviour and relationships

- 12.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:
- measures to combat bullying and to promote positive behaviour;
 - school rules;
 - disciplinary sanctions;
 - when restraint is to be used; and
 - arrangements
- 12.2 The policy complies with relevant legislation and guidance and is understood by staff and pupils.

Standard 13 Management and development of boarding

- 13.1 There is clear management and leadership of the practice and development of boarding in the school, and effective links are made between academic and residential staff.
- 13.2 Senior boarding staff has an adequate level of experience and/or training.
- 13.3 Records are maintained and monitored by the school and action taken as appropriate.

Standard 14 Staff recruitment and checks on other adults

- 14.1 Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance issued by the Ministry of Education.
- 14.2 For all persons over 16 (not on the roll of the school) who live on the same premises as boarders but are not employed by the school, there is a Criminal Records Bureau check completed at standard level.
- 14.3 There is written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with boarders, 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 children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offense.
- 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.
- 14.5 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.
- 14.6 Any guardians appointed by the school are subject to the same recruitment checks as staff, and their care of pupils is monitored.

Standard 15 Staffing and Supervision

- 15.1 Any person 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.
- 15.2 Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.

- 15.3 The staff supervising boarders outside teaching time is sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.
- 15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.
- 15.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.
- 15.6 Staff working within the school know and implement the school's policy in relation to children going missing and their role in implementing that policy. Staff actively searches for children who are missing, including working with police where appropriate.
- 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.
- 15.8 Boarders have a satisfactory means of contacting a member of staff in each house at night.
- 15.9 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.

Standard 16 Equal Opportunities

- 16.1 Boarders should not experience inappropriate discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Standard 17 Securing boarders' views

- 17.1 Boarders have an opportunity 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. Pupils are not penalized for raising a concern or making a complaint in good faith.

Standard 18 Complaints

- 18.1 The school has, and follows, an appropriate policy on responding to complaints that is compliant with the relevant regulatory standards.

Standard 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 and measures to counter possible abuses of the role.

Audits- issues to be monitored by the school

It is the responsibility of the Boarding Manager to ensure that adequate records in relation to boarders are kept. The purpose is to identify whether review or change in welfare practice is needed.

Record	Relates to Standard	Location	Last Monitored by	Date
Records of complaints	18			
Records of major sanctions	12			
Records of any use of physical restraint	12			
Systems and management of medical welfare	3			
Records of significant accidents	6			
Records of all risk assessments carried out	5,6,7			
Action taken in response to risk assessments carried out	5,6,7			
Suitability of any guardian arrangements made	14.5, 14.6			

Audit of Records

(Types of Records that are to be kept at the school)

Record	Relates to Standard	Location	Last Monitored by	Date	Type of Monitoring
Child Protection Allegations or concerns	11				
Major Sanctions	12				
Use of Physical Restraint	12				
Complaints	18				
Individual boarders' records (containing health and welfare info)	3				
Administration of medication/treatment first aid	3				
Significant illnesses	3				
Parental permission for medical & dental treatment, first aid and non-prescription medication	3				
Risk Assessments (or risk activities and in relation to premises/grounds)	6				
Staff recruitment records & checks	14				
Staff duty rota	15				
Staff supervision appraisal and training	15				
Fire precautions test and drills	7				
Risk Assessments *under Fire Precautions- workplace-regulations	5.7				
Menus	8				
Pocket money and personal property looked after by staff	9				
Care plans for boarders with special needs (where applicable)	6				
Parental permission for high risk activities	6				
Pupils signing in and out	6, 15				
Recruitment of guardians	14.5, 14.6				
Agreements with adults other than staff	14.2, 14.3, 15.2				
Parental responsibility/contact details	4				

Boarders' views (e.g. minutes of meetings if held)	17				
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Evidence from surveys and reports

The Boarding Manager is responsible to evaluate our provision of services by the use of surveys, reports and audits. He/she will do so in collaboration with the Deputy Head of School, Student Services Coordinator and other relevant staff. The table below assists to demonstrate the different ways in which this information may be collected for purposes of auditing, and to help in mapping out the relevant standards.

Description	Standard	Evidence Gathered	Type & Date of Survey
Boarders' Induction	2.1		
Support to boarders	2.2; 2.3		
Quality of health & medical provision	3		
Quality of Accommodation	4		
Do the boarders feel safe?	6		
Quality of food services	8		
Activities and free time	10		
Behaviour	12		
Relationships	12		
Quality of management & leadership	13		
Supervision	15		
Equal opportunities	16		
Securing boarders; views- quality of systems	17		
Effectiveness of prefect system	19		

Quality of Boarding Questionnaire

The following questions are asked in the Quality of Boarding Self-Evaluation (Boarding Manager and Line Supervisors)

In what ways has boarding provision changed since the last inspection?

How would you rate the boarding provision change?

Excellent Good Sound Unsatisfactory

What are the strongest features of boarding?

- Outcomes for boarders
- quality of boarding provision and care
- the effectiveness of arrangements for welfare and safeguarding
- the effectiveness and management of the boarding provision

How would you rate these features?

Excellent Good Sound Unsatisfactory

What areas are you seeking to improve or develop?

How would rate the suggestions?

Excellent Good Sound Unsatisfactory

How did you identify this need?

How would you rate the means to identify?

Excellent Good Sound Unsatisfactory

What actions are you taking?

How would you rate your actions?

Excellent Good Sound Unsatisfactory

Safeguarding Audit Tool

The following is a listing of principles that ensure outstanding arrangements for safeguarding has been achieved.

Principle	Evidence
High quality leadership and management that makes safeguarding a priority across all aspects of a school's work	
Stringent vetting procedures in place for staff and other adults	
Rigorous safeguarding policies and procedures in place, written in plain English, compliant with satisfactory requirements and updated regularly; in particular, clean and coherent child protection policies	
Child protection arrangement that is accessible to everyone, so that pupils and families as well as adults in the school, know who they can talk to if they are worried.	
Excellent communication systems with up-to-date information that can be accessed and shared by those who need it.	
A high priority given to training in safeguarding generally going beyond basic requirements, extending expertise widely and building internal capacity.	
Robust arrangements for site security, understood and applied by staff and pupils	
A curriculum that is flexible, relevant and engages pupils' interest; that is used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others; safety	
Courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected	
Well thought out and workable day-to-day arrangements to protect and promote pupils' health & safety	
Rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly	
Risk assessment taken seriously and used to good effect in promoting safety	