



SAGE COLLEGE – POLICIES AND PROCEDURES

SAGE COLLEGE BOARDING SCHOOL

Boarding Handbook 2022/2023

An Overview

Introduction

Sage College is a private British-International school, in the city of Jerez, in Spain. We are a non-religious school who are composed of children and staff from over 50 nationalities and our admission policy welcomes families from all over the world. Sage College is a member of the National Association of British Schools in Spain (NABSS). The school is authorised by the Ministry of Education and the Junta de Andalucía, for age groups pre-Nursery to Year 13.

From the start, SAGE COLLEGE has always been a student - centred school where we have focused on not only trying to obtain the best academic results, but also encouraging our students to have an International mind-set based on respect and behaviour. Every member of the staff and student is a part of the way forward to academic excellence and leadership: including our Teaching staff, Administration staff, Management, Maintenance, Cleaners, etc. We believe that we have the opportunity to inspire and motivate our students, so that they obtain skills and can work towards a better future world with proficiency in English and a holistic outlook.

Sage Boarding officially opened in September 2022, providing full and weekly boarding to national and international students.



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STANDARD 1 - Statement of Boarding Principles and Practice

1.1 Introduction

Sage Boarding Mission Statement

Our mission is to provide a secure, caring environment where each boarder receives the attention and support he/she needs in their home away from home

Aims of Boarding

- To provide opportunities for each boarder to develop physically, socially, culturally, morally and spiritually.
- To develop boarders' qualities of leadership, ability to work as part of a team and self-responsibility.
- To safeguard and promote the welfare of each boarder, by providing an environment that is, as far as possible, free from physical hazards and dangers.
- To provide accommodation which is comfortable and suited to the needs of boarders, according to age and maturity, and which provides adequate levels of privacy

STANDARD 2 - Boarders' Induction and Support

2.1 Induction Process and Guidance

A "[Welcome Pack](#)" is issued to all new students on arrival at Sage Boarding.

This pack includes:

- Welcome Letter from the Director of Boarding
- Daily Routine Schedule
- House Rules

New boarders arrive at Sage College 2 days prior to the start of their first term. Boarders are taken on a tour of Jerez with the following desired outcomes:

- Understanding of the outlay of the town
- Directions to convenience stores and general shopping areas
- Understanding of bus routes and taxi operations

As early as possible, usually within the first 3 weeks, a residential trip with all boarders to organised to Cadiz. The purpose of this is to:

- Familiarise boarders to the area around Jerez
- Provide a sightseeing opportunity for foreign boarders
- Allow boarding staff to interact with boarders outside of the normal school routines.

A session is held during induction week to introduce the staff to the boarders and lay the expectations of staff. ([Boarding Inset Presentation](#))

2.2 Personal Staff Guidance



Each boarder is assigned a houseparent who will act as a mentor throughout the boarders' time in Sage Boarding.

While the numbers are still low, the Director of Boarding, assisted by the assistant houseparent, acts in this role.

Once the numbers have increased, as well as the number of staff, allocations will be made, linking staff and boarders.

This does not exempt other boarding staff members from providing council, guidance and mentorship to all boarders.

At Sage Boarding, boarders have access to:

- Houseparent mentors
- Medical professionals
- Psychologists

2.3 Externally Appointed Person

An externally appointed person is appointed by the Director of Boarding. This person is in no way connected to Sage College, its employees, nor the boarding staff.

The contact details of this person are made available to all boarders.

The role this person is to:

- Meeting with boarders to ensure their well-being in protected
- Be available for matters which boarders feel they cannot approach the boarding staff about
- Advise the Director of Boarding on matters which may arise from boarders

The current Externally Appointed Person is Mr Michael Wickham.

STANDARD 3 - Boarders' Health and Wellbeing

3.1 Policies for the Care of Boarders

The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

Staff are trained in First Aid and Safeguarding. Nurse liaises regularly with the Director of Boarding and there is a google sheet documenting the medication and medical treatment received by boarders which all staff and the nurse have access to and update daily.

The Director of Boarding also meets weekly with the Headmaster where the wellbeing of the boarders is discussed.



3.2 Accommodation Standards

Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.

Currently, room 5 and 6 are set aside for this purpose.

3.3 Medical Support

In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.

All boarders, as minors under Spanish law, have free access to medical attention. All boarders are expected to get private health insurance before they join boarding.

All European boarders have EHIC cards and all non-European either health insurance contracted by their families or by the school.

Part of the House Parent role is ensuring boarders access all of the above services when needed.

3.4 Safety and Storage of Medication

All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed.

No boarder is permitted to self-medicate. All medicines are kept locked in the medicine cupboard.

3.5 Rights and Confidentiality of Boarders as Patients

Confidentiality and rights of each boarder are points which are laboured during induction and throughout the academic year too. Boarders are also made aware of these rights pertaining to them and are encouraged to inform safeguarding leads, House Parents, or any staff member should they feel that these rights have not been respected.

STANDARD 4 - Contact with Parents

4.1 Boarders' Contact with Parents

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

Boarders are able to Facetime, Skype or call their parents from their own mobile phones or use the duty phone to call should they need to. The ICT department has set up firewalls for safeguarding and



child protection reasons. We have a reporting system in place to monitor any unsafe practice by the boarders.

STANDARD 5 - Boarding Accommodation

5.1 Sleeping Accommodation

Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls.

Risk assessments carried out by our Health and Safety team, termly. Boarders are strictly prohibited from mixing in opposite sex rooms.

Security of the boarding area has been increased through:

- CCTV
- Bedroom Keys
- Access Key Cards
- Pin Code access for Cleaning and Maintenance staff

5.2 Study and Common Areas

The Common room and study centre are supervised areas at prep times. Senior boarders are allowed to study in their rooms, at their desks, if their grades are maintained at a pleasing standard.

Students achieving below their expected level, regardless of year level, are required to study in the study centre.

High achieving students, who receive only A and B symbols (with only 1 subject below an B) are placed on the Director's Academic List and have "Free Prep". They may complete their homework where and when they wish, assuming that their work continues to be done and their grades do not drop.

5.3 Hygiene and Facilities

Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders.

All boarders rooms are equipped with en suite toilet and shower facilities.

2 cleaning staff members are assigned to the boarding area. Sheets and towels are cleaned everyone Monday and rooms are cleaned every Thursday.

Maintenance is on all at all times in case of emergencies.



5.4 Lighting, Heating and Ventilation

The Boarding area and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.

5.5 Boarding Furniture and Fittings

Accommodation is suitably 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 or cool as appropriate to the climate. Each room is either single or double and both are ensuite. Mixing of sexes is prohibited except for the common areas in the common room, boarders' kitchen or boarders' terrace.

5.6 Personalisation of Boarding Area

Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish, however, these must be on the hanging decoration or on a corkboard. Boarders are encouraged to make their room their own by decorating it with personal items.

5.7 Areas reserved for Designated Use

Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils.

Access is strictly monitored. Maintenance, ICT and catering services (not allocated to TH) must ask for permission (in advance) to enter the building should a job be required of them.

5.8 Use of Surveillance Equipment

Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy. All cameras on bedroom floors look OUT onto the corridors so that neither boarders bedrooms. There are cameras on the common area floor which record all areas, as well as cameras recording the entrance and periphery of the building. None of these cameras intrude where boarders would expect to have privacy.



STANDARD 6 - Safety of Boarders

6.1 Health and Safety Legislation and Implementation

The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.

There is strict and clear guidance in this regard which is frequently referenced by houseparents and the Health and Safety officer on site.

6.2 Maintenance of Facility

The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. Boarding provides an excellent standard of accommodation. Cleaning and maintenance staff ensure that the health, safety and welfare of pupils is ensured.

6.3 Safeguarding of Boarders and Assessment of Risk

The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, [Risk Assessment Document](#) and appropriate action is taken to reduce risks that are identified.

All excursions, trips to the supermarket, airport shuttles etc are risk assessed prior to the journey/excursion.

Parents are required to sign an [Indemnity form](#) to cover the legal responsibility of the school

STANDARD 7 - Fire Precautions and Drills

7.1 Compliance with Fire Standards

The school complies with fire standards which are at least as stringent as the Regulatory Reform (Fire Safety) Order 2005.

There is at least 1 fire drill a term in boarding, as well as the school wide drills of which Sage Boarding plays a part. The Head of Boarding liaises with The Director in the case of all drills to discuss any issues which may arise.

7.2 Fire Drills

See Evacuation Plan - School and Boarding plans the in the school policy documents.



STANDARD 8 – Provision and Preparation of Food and Drinks

8.1 Dietary Requirements

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.

There are 12 different nationalities represented in boarding and this means that boarders have a range of dietary requirements. All are met and provided with meals which are adequate in nutrition, quantity, quality, choice and variety, ranging from muslim to hindu to vegan requirements.

8.2 Hygienic Preparation of Food

Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation.

Sage College has a kitchen situated within the school, which is periodically inspected by the Health and Safety authorities. The boarders also have their own kitchen which boarders may use whilst in house to prepare their own meals should they wish to.

An example of the [Weekly Meals](#) served is linked.

8.3 Access to Food outside of Meals

In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarder's individual needs in this respect.

Boarders have water fountains on each floor and a kitchen to prepare food should they wish to. They are expected to maintain a clean kitchen area themselves; however, it is also cleaned by the house matron.

Boarders are on a rotation system to look after the kitchen each week.

The boarders have a weekly budget for items they would like in the boarders kitchen. This has to be planned and budgeted and the shopping for these items is done by the boarders over the weekend, during their free time.



STANDARD 9 - Boarders' Possessions

9.1 Laundry and Cleaning

Adequate laundry provision is made for boarders' clothing and bedding. Boarders' bedding is satisfactorily stored and changed each Monday

Boarders' laundry is the responsibility of the individuals to clean. A washing machine and tumble dryer is kept in the boarders kitchen. Laundry detergent is provided to boarders.

A washing line is available on the roof for when the weather is good.

9.2 Personal and Stationery items

Boarders are able to obtain necessary personal and stationery items while accommodated at school. Boarders are able to go to the local supermarket to source these items as we do not have a tuck shop. Younger boarders are accompanied and older boarders have a 'shopping' day. Boarders also have a weekly 'boarders' shop where they can also buy personal and stationary items.

9.3 Protection of Personal Belongings

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school. There is a safe in the office in which boarders are encouraged to keep large sums of money or valuables. Boarders also have drawers in their rooms.

9.4 Search of Possessions Policy

Any search of boarders' personal belongings should be carried out in accordance with local regulations, where these exist. Searches are always conducted in the presence of 2 or more members of staff and the occupant.

The rulebook states that searches may be conducted in the absence of the occupant of the room should there be imminent risk or suspicion of illegal substances. When searches have been conducted, we have always endeavoured to ensure that the boarder is present for the search.

STANDARD 10 - Activities and Free Time

10.1 Range of Activities

There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm.

There are a range of activities on offer to boarders outside of teaching time which range from horse riding, tennis, to the gym. All have Risk Assessments in place. Boarding also offers an excursion each Saturday for all boarders.



10.2 Range of Safe Recreational Areas

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.

We have ample recreational areas both indoors and outdoors and should a boarder wish to be alone, they would not find it difficult with the acres of space available here.

10.3 Adverse affects on Boarders' Welfare

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 Access to Information

Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age. Use of the internet and news media, as well as house briefings with Staff and boarders. Weekly roundup of news items of interest to boarders at the World News Forum.

STANDARD 11 - Child Protection

11.1 Safeguarding of Boarders

The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school.

All staff are safeguard trained and are able to upload comments and concerns to Alexia which alerts the Director of Boarding as the safeguard lead in house. This means that concerns which are flagged up at school are immediately made known to the Director of Boarding in house.

STANDARD 12 - Promoting Positive Behaviour and Relationships

12.1 Policy to Promote Good Behaviour

The school has and consistently implements a written policy to promote good behaviour amongst pupils.

These policy include:

- measures to combat bullying, including cyberbullying, and to promote positive behaviour;
- school rules;
- disciplinary sanctions;
- arrangements for searching pupils and their possessions.



These are all included in the schools' Policy Documents

12.2 Behavioural Legislation

The policy complies with relevant legislation and has regard to relevant guidance, and is understood by staff and pupils.

STANDARD 13 - Management and Development of Boarding

13.1 Monitoring of Effectiveness of Boarding Leadership

The school's Ownership and Senior Director monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.

The owners and Senior Director visits boarding regularly to meet with the boarders and staff, separately. They have intervened on occasions where they have felt it necessary to take action.

13.2 Leadership and Management of Practices

There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.

Boarding staff also form part of the teaching body and as such, have a direct link to the house in terms of raising concerns at school or liaising with teaching staff about concerns they have flagged up.

13.3 Levels of Knowledge and Role Appropriateness

The school's leadership and management aims to demonstrate good skills and knowledge appropriate to their role. The Headmaster line-manages the Director of Boarding as has extensive experience in the field. The Director of Boarding is part of the Senior Management Team and as such ensures that boarding has a voice equal to other departments in overall decision making.

13.4 Managements' Commitment to uphold Standards

The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. The Headmaster and Director of Boarding meet regularly to ensure that this is the case.

13.5 Promotion of Boarder Wellbeing by Management

The school's leadership and management and governance actively promote the wellbeing of pupils. The Headmaster, Director of Boarding and Owners discuss the wellbeing of the boarders and actively promote it at school amongst teaching staff and medical staff.



13.6 Senior Boarding Staff Level of Experience

Senior boarding staff have an adequate level of experience and/or training. All boarding staff have been safeguard trained and years of experience with regard to certain staff.

13.7 Review of Policies and Procedures

As boarding is new at Sage, all initial procedures are in place, but will be adapted as matters arrive.

13.8 Record Keeping

Relevant records are maintained and monitored by the school and action taken as appropriate. Alexia records are maintained and monitored as well as hard copies kept in the boarding team drive and safe.

13.9 Monitoring of Relevant Issues

Relevant issues are monitored, and action is taken to improve outcomes for children as appropriate. Relevant issues are always discussed at staff meetings and meetings with the Headmaster. The wellbeing of the child is always at the forefront of any decision made.

STANDARD 14 - Staff Recruitment and Checks on Adults

14.1 Recruitment Policy

Schools operate safe recruitment and adopt recruitment procedures.

14.2 Agreement between School and other persons residing on the Premises

A document similar to the one linked below is used by the Sage Hostel Department for staff who reside on site.

14.3 Visitors to the Boarding Facility

The Sage Hostel runs programs which bring groups into the school premises. A [contract](#) is signed by groups with the Sage Hostel

14.4 Visits by Parents/Guardians

Parents are welcome to visit students. Where possible, this is outside of school hours and before quiet time.



Boarders will always be informed prior to the visit of parents or guardians to the boarding area so that they can ensure the area is neat and that they are appropriately behaved and presented.

14.5 Appointment of Guardians

Any guardians appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils is monitored.

STANDARD 15 - Staffing and Supervision

15.1 Boarding Job Descriptions

Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

Induction occurs before the arrival of the boarders at the start of term and then throughout the year as ongoing good practice.

Job Descriptions of The [Director of Boarding](#) and [Assistant Houseparents](#) are clear and available to view

15.2 Role of Spouses, Partners and other Adult Members of Staff Households

Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear. A clear document of this will be written shortly.

15.3 Number of Supervising Staff

The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.
What the school thinks: Correct.

We have one staff member on duty at any one time and can also count on the 'on call' houseparent should a situation arise in which they are needed.

15.4 Duties of Staff

Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. Staff Timetable available to boarders and posted on the notice board.

15.5 Whereabouts of Boarders



Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times. They boarders must sign in and out and must have a mobile phone on them outside of teaching time.

A sign-in and sign-out document is kept up to date by the houseparent on duty and is available to all members of the house staff. This is available for viewing on request as it contains personal information.

15.6 Missing Boarders

Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.

15.7 Night Duty of Staff

There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house. Staff apartments are located within the boarding tower.

15.8 Contact with Duty Staff

Boarders have a satisfactory means of contacting a member of staff in each house at night. Staff have a duty phone which all boarders are advised to call should they need to. They can call using mobile or data usage and as the wifi is never switched off in house, boarders are always able to call even if they have no credit on their phone.

15.9 Accommodation of Duty Staff

Suitable accommodation (consisting of accommodation, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.

15.10 Access to Staff Accommodation

Any boarder's 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 Non-Discrimination

Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or because of their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

STANDARD 17 - Securing Boarders' Views

17.1 Boarders' Contributions

Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising concerns or making a complaint in good faith.

Boarders meet with the Director of Boarding bi-weekly to discuss concerns and ideas in House Meetings. Once implemented for the 2023/2024 year, The boarding Leadership Team will also meet bi-weekly with the Headmaster and weekly with the Head of Boarding, to discuss their wider views of the school.

STANDARD 18 - Complaints

18.1 Recording and Responding to Complaints

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

The policy exists and boarders are encouraged to put their complaints in writing, where necessary, upon which the Director of Boarding deals with the complaint or passes it onto the relevant body. Parents are also notified should the case require such a response.

18.2 Written Records of Complaints

The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).

STANDARD 19 - Prefects

19.1 Prefect System and Duties

As Sage Boarding is new this year, no prefect system is currently in place. Prefects will be elected from year 12 and 13 students for the 2023/2024 academic year.



Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

Job descriptions will be created and an interview process conducted. Transparency is key. The induction process begins the year before the role is taken up and meetings are held between staff and leadership team.

STANDARD 20 - Lodgings (Long-Stay)

20.1 Lodging Accommodation

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly.

Examples of this includes:

- School groups staying for STEM week
- Golf exchange tours
- Other school / PAR related groups
- Residential trips by boarders

20.2 Location of Lodgings

It is clearly stated to parents whether any lodgings accommodating pupils are to be arranged by the school. The East Tower and West side of the school is used for Lodging.

No lodging is permitted within the secured boarding area.

20.3 Standard of Lodgings

Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.

As this building was purpose built for lodging, this is no problem.

20.4 Supervision of Lodging Groups

The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there.

20.5 Safeguarding with regards to Lodging

The school ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training that is updated regularly, and that they understand the school's policies.



20.6 Agreement with Lodging Groups

The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf.

20.7 Information of Lodging Group

The school provides satisfactory [written guidance](#) to host families accommodating pupils on behalf of the school, covering the school's policy and practise for lodging pupils.

20.8 Meetings to discuss Lodging Groups

At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints.