



# Boarding policy and practice

## Version control

Owner	Deputy Head Pastoral and Head of Boarding
Last updated	1 Jul 2025
Next Review	1 Jul 2026
Circulation	Website

## POLICY TABLE OF CONTENTS

INTRODUCTION	2	STAFF INDUCTION & DEVELOPMENT	5
SAFEGUARDING WITHIN THE BOARDING HOUSES	2	INFORMATION MANAGEMENT	5
BOARDERS' SAFETY	3	BOARDERS' VIEWS & COMPLAINTS	5
SUPERVISION & STAFFING	3	BOARDERS' CONTACT WITH PARENTS AND OTHERS	6
WELLBEING & MENTAL HEALTH	4	QUALITY OF BOARDING ACCOMODATION	7
HOUSE STAFF	4	BOARDERS' POSSESSIONS AND PRIVACY	7
EVENING ROUTINE	4	ACTIVITIES AND FREE TIME	7
PREFECTS	5	BOARDERS' CLOTHING AND PERSONAL APPEARANCE	7
BOARDERS' INDUCTION & SUPPORT	5	PROVISION AND PREPARATION OF FOOD	8

## INTRODUCTION

Cranleigh School (**the School**) is committed to providing a safe, secure, inclusive, respectful and supportive boarding environment where pupils can thrive academically, socially, and emotionally. Boarding provision is designed to promote pupils' wellbeing, safeguard their welfare, and foster independence within a structured and supervised setting.

The School strives to ensure that every boarder feels comfortable, happy, relaxed, valued and secure within their boarding house. Although separated from their family, they should feel that boarding is an extension of their home life

All aspects of boarding—including safeguarding, health and safety, supervision, pastoral care, and access to medical and counselling support—are managed in line with statutory guidance, national standards, and the school's policies, as well as the Ethos and Aims of Cranleigh. In particular, the school ensures compliance with the statutory requirements set out in *Keeping Children Safe in Education (KCSIE)*, the *National Minimum Standards for Boarding (NMS)*, and the *Equality Act 2010*, underpinning its commitment to safeguarding, inclusion, and equality.

This Boarding Policy sets out the key principles and procedures that underpin the care, safety, and wellbeing of all boarders.

Cranleigh School provides boarding for senior pupils from 13–18 across four boys' Houses (Cubitt, East, Loveday, North) and four girls' Houses (Martlet, Rhodes, South, West). Houses are twinned to enhance co-educational experiences. At the Prep School boarding is available for 7–13 year olds.

### **There are three categories of boarders at the Prep School:**

**Weekly boarders:** those who board Mondays – Fridays every week throughout the term.

**Flexi boarders:** those who board for at least two days or more each week.

**Ad hoc boarders:** those that board occasionally or as a 'one off'.

Boarders are accommodated in School House: boy boarders' dormitories are located on the second floor of School House, while girls' dormitories can be found on the first floor. An alarmed door separates the two floors.

In the senior school daily routines (callovers, prep, evening return, bedtimes) are standardised across Houses and published termly in the School Calendar. Most teaching staff are attached to Houses as Tutors, working under the direction of the Housemaster/Housemistress (HM).

## SAFEGUARDING WITHIN THE BOARDING HOUSES

The safety and welfare of pupils in our boarding community is our highest priority. Boarding house staff act as the first point of contact for pupils, working closely with the Designated Safeguarding Lead (DSL) and deputies to ensure concerns are reported and addressed promptly.

All boarding staff receive safeguarding and child protection training, including Prevent Duty and online safety, with annual refreshers. Staff are available to pupils at all times, and pupils know how to raise concerns through house staff, the DSL team, the Independent Listener, or external helplines.

Pupils also have access to medical, counselling, and pastoral support through our team of matrons and the school medical centre. Contact details for safeguarding staff and independent sources of help are clearly displayed in houses. Visitors to boarding houses are managed in line with safeguarding protocols.

Safeguarding in boarding is overseen through regular training, monitoring, and review. For full details, please see the school's Child Protection (Safeguarding) Policy.

## **BOARDERS' SAFETY**

The school is committed to ensuring that all boarding houses provide a safe, secure, and well-supervised environment for pupils. House staff are present and available at all times when pupils are in residence, including evenings and overnight, with clear duty rotas in place. The exception to this is a short window on Saturday afternoons when house staff are contactable by phone; the Duty Manager is also always contactable outside the school day, and the Medical Centre is available to all pupils. Evening routines are structured to promote wellbeing, support academic study, and ensure pupils' safety.

All boarding houses operate secure access systems, including regularly updated door codes, to prevent unauthorised entry. Lock-up procedures are followed each evening, and visitor arrangements are managed in line with the school's Visitors' Policy, ensuring that all visitors are signed in, supervised where appropriate, and their presence recorded.

Regular fire drills are carried out so that pupils are confident in evacuation procedures. Boarding houses are subject to routine health and safety audits, including checks on security, fire safety, and maintenance. Formal boarding risk assessments are completed and reviewed to ensure the environment remains safe and appropriate for pupils.

Boarders are made aware of safety expectations and procedures through induction and house meetings, helping them to take responsibility for their own safety and that of others within the boarding community.

See also the school's Health & Safety Policy, Fire & Emergency Evacuation Safety Policy, and Visitors' Policy.

## **SUPERVISION AND STAFFING**

Boarding houses are staffed at all times when pupils are in residence (with the exception given above), with clear duty rotas ensuring appropriate supervision during the day, evenings, weekends, and overnight. A member of staff sleeps in each boarding house or in close proximity, and is contactable at all times.

Duty staff are responsible for ensuring pupils' safety, welfare, and adherence to routines. They monitor prep, meals, and evening activities, as well as ensuring quiet time and lights-out are respected. Staff presence is visible and supportive, while also allowing pupils age-appropriate independence.

Cover arrangements are in place to ensure continuity of supervision during staff absence, with duty rotas reviewed regularly by the Head of Boarding. Staff receive training in safeguarding, health and safety, fire procedures, and mental health awareness to support their supervisory responsibilities.

Supervision expectations are explained to pupils during induction and reinforced in house meetings, ensuring that both staff and boarders understand the standards of care and behaviour within the boarding community.

All staff are subject to safer recruitment in line with KCSIE.

## **WELLBEING AND MENTAL HEALTH**

### **Senior School**

The School aims to provide accommodation that is comfortable, clean, suited to the needs of the children and which gives them sufficient levels of privacy.

The school is committed to supporting the mental health and wellbeing of all boarders. Pupils have access to on-site counselling services, with qualified counsellors available for confidential support. Pupils may self-refer (senior school only) or be referred by staff, with procedures in place to maintain confidentiality and safeguard pupils appropriately. House staff receive regular training in mental health awareness, including Mental Health First Aid (senior school house staff. Deputy Head Pastoral at , to identify concerns early and provide appropriate support. Pupils also have access to the school Medical Centre, linked with Shere Medical Practice, to ensure timely medical care. Out-of-hours support is available through duty staff and on-call medical cover.

Wellbeing is promoted proactively through structured evening routines, pastoral activities, and house meetings, as well as through the broader PSHE and wellbeing programme across the school, with information of outside agencies where support and information can be found. For full details, please see the school's Mental Health and Wellbeing Policy and Medical Centre Policy.

## **HOUSE STAFF**

- Housemasters/housemistresses (HMs): Resident, with overall responsibility for pupils' welfare, discipline, and development.
- Deputy/Assistant HMs: Support the HM, with at least one resident. Roles are adapted to the needs of each House and clearly defined in job descriptions.
- Tutors: Supervise academic progress and provide pastoral support within horizontal tutor groups. They also undertake regular evening duties in the House. Tutors receive induction, a Tutor Handbook, and ongoing mentoring.
- Matrons: Provide daily pastoral, domestic and welfare support. Each House has 2–3 Matrons, working closely with the HM and Tutors.
- Prefects: All Upper Sixth pupils act as Prefects, supporting staff in running routines, mentoring younger pupils, and modelling positive behaviour.

House staff meet weekly, with minutes shared with SMT. The Head of Boarding and Deputy Head (Pastoral) oversee consistency, safeguarding, and strategic development of boarding.

## **EVENING ROUTINE**

### **Senior school**

- Tutor duty: 7.00–10.45 pm, covering prep, supervision of activities, ensuring return of pupils, and supporting bedtime routines.
- After prep: Activities and socials may be organised for year groups.

- Tutors and Prefects jointly ensure routines run smoothly, with Prefects developing leadership through supervised responsibility.
- Duty staff register pupils for attendance, ensure security (computers shut down, lights off, doors locked), and they write the nightly notes on the Pastoral Module.
- At least one senior member of House staff (HM, Deputy, Assistant, or Matron) is always available and easily accessible.

### **Prep School**

- 17:45 all boarders return to the boarding house after the formal end of the school day. Pupils return to dorms to change for support
- 18:00-18:40 - Boarders supper and evening registration
- 18:40-19:40 - Supervised activities
- 19:40-20:00 - Staggered bedtime snack (muck)
- 20:00-21:00 - Showers, phone calls home, bedtime routine
- 21:00 - Lights out

## **PREFECTS (SENIOR HOUSES)**

- In senior Houses, all Upper Sixth perform duties in the boarding house, such as Prep Supervision, organising socials and other activities etc Prefects. There are also House Prefects with specific roles and responsibilities including supporting routines, mentoring, modelling behaviour, and fostering House spirit.
- Receive training and clear role descriptions.
- Work alongside Peer Mentors to provide peer support.

## **BOARDERS' INDUCTION AND SUPPORT**

### **Senior School**

- New boarders follow an induction programme before term begins.
- Boarders and parents receive a Boarders' Handbook outlining routines, expectations, and sources of support.
- Each new boarder is assigned a peer buddy/"big brother/sister".
- Houses display 'Who to Contact' posters, complaint procedures, and safeguarding information.
- Peer Mentors and Prefects provide additional support.

### **Prep School**

- All pupils boarding for the first time receive close care and attention, including safety considerations inc fire.
- Parents receive a Boarders' Handbook outlining routines, expectations, and sources of support.
- Common Rooms and Matron's Office displays 'Who to Contact' posters, complaint procedures, and safeguarding information.

# STAFF INDUCTION AND DEVELOPMENT

## Senior School

- All new staff receive induction on boarding and pastoral responsibilities.
- House-specific induction is provided by the HM.
- Tutors receive a Tutor Handbook and are introduced to colleagues, Prefects, and routines.
- Ongoing support, appraisal, and pastoral performance reviews ensure development.
- The annual House Review provides feedback for staff development and informs Professional Review and Development (PRD).

# INFORMATION MANAGEMENT

Pastoral and welfare information is recorded on the Pastoral Module and securely managed by the Safeguarding Team. Information includes STEER Tracking (senior school), rewards/sanctions, reports, and health/welfare notes. Appropriate access is granted on a 'need-to-know' basis, in line with safeguarding protocols.

Nightly Notes/Matrons' Notes (senior School) ensure communication across pastoral staff. Teaching staff see relevant pastoral indicators but not full sensitive details.

# BOARDERS' VIEWS AND COMPLAINTS

The School aims to give the boarders confidence to raise any issue or concern with any member of the boarding community and know they will be treated with honesty and respect. Pupils may air their views or make complaints via the following channels:

- Directly to House Staff, Tutors, Prefects, or Peer Mentors.
- Via House Council, School Council, Food Surveys, Safeguarding Questionnaires, House Reviews or QR-code feedback.
- By email to [suggestions@cranleigh.org](mailto:suggestions@cranleigh.org).
- Through pupil committees (Cranleigh Being, Diversity Alliance, Eco-Group, Charities Committee).
- Via Senior Prefects or SMT (open-door policy).
- Through the Independent Person, who visits regularly and is contactable via advertised channels
- Through the annual House Review (Deputy Head Pastoral).
- Complaints are logged, investigated sensitively, with feedback given to the complainant (if not anonymous). Patterns are monitored to improve provision.

# BOARDERS' CONTACT WITH PARENTS AND OTHERS

Regular contact with parents, guardians, and significant others is encouraged to support boarders' wellbeing. Boarding houses provide access to phones and electronic communication, and staff can assist pupils where needed, particularly younger boarders. Staff do not routinely monitor private communications but will intervene if safeguarding concerns arise.

Boarders' access to personal devices is managed according to year group:

- **Prep pupils:** mobile phones are not permitted, with the exception of overseas boarders (overseas boarders may call their parents using mobile phones with permission, but should return mobile phones to boarding staff when the call is finished.) Boarders can contact their parents/carers and families in private and the school will facilitate this where necessary. Boarders are able to phone home at specific times of the day, which are decided upon by the Head of Boarding.
- **Year 9:** Smart phones are not permitted during the working week; use is allowed at weekends. They may use Matron's phone or the House phone to call home at any time and are encouraged to email home regularly.
- **Year 10:** Devices may be used after supper and before prep, for 30 minutes a day.
- **Year 11:** Access is permitted between 5–7 pm.
- **Year 12 & 13:** Devices may be used during the day in the boarding house but not around campus, under an “invisible phone” policy. Year 12 hand their phones in overnight; Year 13 may retain phones to support their transition to independence.

All boarders are also provided with a school e-mail account in order to contact parents, and prep pupils in particular are encouraged to use this means of communication to contact their parents. The school is able to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. The children's emails have permissions set so that messages can only be sent to the email addresses that their parents gave when registering for the school. Parents are also able to request that their children do not have access to an email account. If this is the case the parent needs to inform the Head of Boarding.

Full boarders (senior school) have an Exeat weekend once every half term, during which they are looked after by their guardian. See also the school's *Guardianship Policy*.

Parents and guardians are encouraged to engage with boarding through a variety of events, including charity days, PSHE talks, social events, pastoral carousels, and webinars. Parents receive regular newsletters updating them as to what has been happening in the boarding house.

Emergency or urgent contact is facilitated at any time, and pupils are guided on safe and responsible use of electronic communication.

See also the school's *Safeguarding and Child Protection Policy*.

## QUALITY OF BOARDING ACCOMODATION

Cranleigh School is committed to providing boarding accommodation that is safe, comfortable, and conducive to pupils' wellbeing and learning. All boarding Houses are maintained to a high standard, with regular inspections to ensure compliance with health and safety requirements. Rooms are appropriately furnished and offer adequate personal space, storage, lighting, and ventilation. Shared facilities, including bathrooms, common rooms, and study areas, are clean, welcoming, and accessible, supporting both social interaction and independent study. The school continually reviews and upgrades accommodation to meet pupils' evolving needs while fostering a homely and inclusive environment.

Pupils should feel able to find time and a physical space where they may be restful, quiet and contemplative.

## BOARDERS' POSSESSIONS AND PRIVACY

Boarders are entitled to privacy and security regarding their personal possessions. Staff will respect boarders' privacy and will only access their rooms or belongings with the boarder's consent or in line with safeguarding, safety, or welfare requirements. Boarders are responsible for the care of their personal items, and the school will provide secure storage where appropriate. Any searches will be conducted respectfully, following established procedures, and always documented.

## **ACTIVITIES AND FREE TIME**

Cranleigh School provides pupils with a balanced programme of structured and recreational activities alongside opportunities for personal free time. Weekday provision includes access to sport, music, drama, academic societies, and quiet pursuits, ensuring choice for all pupils.

For the weekend boarders (senior school), planned activities include use of school facilities and organised trips to local cultural, recreational, and sporting venues. Sixth Form pupils are given appropriate levels of independence in managing their free time within a safe and supportive framework.

This ensures all boarders have age-appropriate, enjoyable, and purposeful opportunities for leisure, personal development and building friendships..

## **BOARDERS' CLOTHING AND PERSONAL APPEARANCE**

The school ensures that all boarders have suitable clothing for daily school life, extracurricular activities, and leisure time. Clear guidance is provided on uniform, sports kit, and acceptable standards of dress, while allowing pupils to express individuality appropriately in their personal appearance.

Laundry facilities are accessible and reliable, ensuring that clothing and bedding are regularly cleaned and maintained to a high standard. Boarders are supported in developing independence and responsibility for their personal appearance, appropriate to their age. All pupils, from Prep upwards, are expected to look after their own belongings and dormitory.

This approach ensures that boarders are well-presented, comfortable, and confident, with clothing and personal appearance managed in a way that promotes self-respect, equality and a sense of inclusion.

## **PROVISION AND PREPARATION OF FOOD**

Cranleigh School provides pupils with a varied, balanced, and nutritious diet that supports health, wellbeing, and concentration throughout the school day. Meals are freshly prepared on site, with regular input from qualified catering staff, and offer choice to reflect different tastes, dietary requirements, and cultural or religious needs.

Boarders have access to snacks and drinks outside of mealtimes, and kitchen facilities are available in boarding houses for appropriate supervised use. The school actively encourages healthy eating habits and provides education on nutrition, wellbeing, and food preparation skills to promote independence, particularly for older pupils preparing for university life.

Catering provision is monitored through regular pupil feedback, food committees, and external reviews, ensuring that standards remain high and responsive to pupils' needs. Weekend boarders are given specific opportunities to contribute ideas and requests for weekend menus, ensuring meals reflect their preferences and create a homely atmosphere.

This policy is reviewed annually by SMT and Governors incorporating pupil/parent surveys, inspection findings, and House Reviews.