



P3.5 (ISI B1B) – BOARDERS’ INDUCTION & SUPPORT POLICY

| | | |
|----------------------|---|--------------------------------|
| Policy Owned By : | Joanne Field – Head of Boarding & Pastoral Care | 1 st February 2021 |
| Reviewed By : | Leadership Team | 26 th February 2021 |
| Approved By : | Ben Gudgeon - Head | 26 th February 2021 |
| Governor Review By : | Not required | |

Contents

| | |
|--|---|
| Revision History..... | 3 |
| Abbreviations, Acronyms and Definitions..... | 3 |
| Aim / Statement of Intent | 4 |
| Actions..... | 4 |
| Additional Support | 5 |

Revision History

| Revision | Paragraph Number | Revision |
|---------------|------------------|---|
| November 2017 | | |
| Spring 2021 | Whole document | Replaces previous policy 4.2. Re-formatted to include revision history, paragraph numbers, Abbreviation, Acronym and Definitions table. This policy has been substantially expanded. |

Abbreviations, Acronyms and Definitions

| Abbreviation / Acronym | Definition |
|------------------------|--|
| NMS | Department of Education; Boarding schools National Minimum standards, April 2015. |
| Pod | Group of bedrooms in the boarding house, which usually share common facilities such as bathrooms, and are adjacent to one another. |
| | |

Aim / Statement of Intent

1. The school aims to make the induction of new boarders a smooth and happy process. It recognises that often pupils are far away from their homes, many for the first time and that this coupled with arrival at school and finding their place in their peer group is a time which needs close monitoring and early support.
2. Before their arrival, all boarding staff will be given brief information about the pupils regarding anything pertinent, including any important pastoral issues that the family have agreed to share.
3. The school meets and exceeds the requirements of the NMS 2.1-2.3 within this policy.

Actions

4. House-parents give a comprehensive briefing to all new students on the first day of their arrival about general expectations of conduct, general procedures, rooming arrangements, School and House rules and the general shape of the School week.
5. Induction packs include the pupil's timetable, school Almanac, boarding house information such as laundry rota and house map, school map, buddy information and a handy card on which essential contact details and phone numbers are printed, including contact details for the designated safeguarding lead, school counsellor and the independent listener. (The Independent listener is a volunteer and is completely separate from the leadership and governance of the School. Further information is available in our P2.5 Independent Listener Policy.)
6. Within the first 24 hours on site, all boarders are shown fire exits and the evacuation process; within the first 48 hours, all boarders take part in a fire drill or evacuation walk-through. Other Health & Safety items such as areas which are 'out of bounds', lockable spaces, how to get help at night etc., are also explained to pupils.
7. At the beginning of each academic year, all new boarders meet the house-parents and other house staff on their first evening, for a tour of the house, introductions and a warm welcome to the boarding community. This is a group meeting, which then runs into the first weekly house meeting of the term, when all returning boarders will attend to enable the whole house to meet and greet the new pupils. Boarders who arrive at School at unusual points in the academic year are treated similarly, but the timings may differ.
8. It is recognised that new pupils may well be overwhelmed in their first few weeks, and so all new boarders are assigned at least one buddy in the same boarding house. Sometimes, buddies will also share a bedroom/pod with the new boarder. Buddies are trained by

house-parents and given advice and guidance on how to support boarders, including guidance on helping new boarders follow procedure, familiarise themselves with the layout of the school, manage their timetable and identify whom they approach for help. Where possible, buddies are encouraged to make contact with the new pupil before they arrive at school, to introduce themselves, either by sending a postcard or messaging them through formal channels such as Microsoft Teams. Buddies are in place for the first two weeks that a pupil is at YMS; they will continue to be available to the new boarder, but it is expected that the formal role of a buddy need not last more than the first two weeks of term.

9. Any request to change buddy can be made by either party and is carefully discussed between the new pupil and the houseparent. It is hoped that careful consideration would have been given in the first place to match pupils with a buddy, so changing will not often be required. However, we realise that friendships form quickly in a new school and that sometimes it may be sensible to give the new pupil a different buddy.
10. Younger pupils are usually allocated a mentor upon joining the School; ordinarily this would be a senior pupil who studies with the same Principal Teacher and who is able to offer support with instrumental practice and other practical matters when required. Mentors are selected by the Director of Music in consultation with Principal Teachers, and are given verbal guidance by the Director of Music when necessary.

Additional Support

11. New boarders meet the school counsellor in small groups, in the first week of joining. She introduces herself to explain her role and tells the pupils how they can contact her. The pupils will also be made aware of how to access the Independent listener at this time. Further details can be found in our P2.5 Independent Listener Policy.
12. All new pupils are introduced to the Head, Director of Music and the Director of Pastoral Care within the first week of starting at YMS.
13. The house-parents will make routine contact with the parents of each new pupil in the first two weeks, to ensure they feel happy that their child has settled into YMS. This is especially important for those parents who have not made any other direct contact with the house staff by then, as it sets the foundations for all future communication between the families and the boarding staff.
14. Boarding staff will 'check in' with the new pupil each day to ask how the pairing is working and make sure the buddy is undertaking their role with enthusiasm and understanding. Other staff are encouraged to feed back to house staff during the first two weeks, giving

their impressions of how the pupil is settling in. Tutors are especially important in this initial stage. This will also be discussed at the regular pastoral and boarding meetings.

15. The houseparent will formally meet with each new pupil after the first two weeks to chat about the induction and make sure the pupil feels settled and secure in the boarding house. Any feedback given should be clearly documented, reviewed and acted upon. The process is continuously adjusted, considering the views of the pupils and parents.
16. Noticeboards in the Boarding Houses and around the School site contain posters and information on sources of help and support outside of the school. These include access to mental health support, the Office of the Children's Commissioner and Childline. The school has official posters which are displayed in both boarding houses.