



Boarding Policy

Prepared By	Chris James-Roll Head Teacher
Approved by the Proprietor	Keith Boulter
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Boarding Policy

(Weekly and Flexi-Boarding for Boys with Special Educational Needs and Disabilities)

1. Introduction

At Broadlands Hall School, boarding is provided during term time as a small weekly and flexi-boarding provision. The normal weekly pattern is Monday to Thursday, with Sunday evening boarding available where agreed. Boarding provides pupils with a safe, structured and nurturing environment in which they can develop independence, social skills and confidence while experiencing a strong sense of belonging.

The boarding provision supports boys with special educational needs and disabilities, including autism and associated social, communication, emotional and learning needs, where the school is satisfied that boarding can meet the individual pupil's assessed needs safely and appropriately.

2. Aims of Boarding

- To create a **home-from-home environment** where pupils feel safe, respected, and valued.
- To **support individual needs** and provide structured routines that help pupils thrive.
- To encourage independence, resilience, and self-care skills.
- To promote **positive friendships and social development** in a small, supportive community.
- To work in partnership with parents, carers, and professionals.
- To ensure that safeguarding and wellbeing are central to all boarding practices.

3. Accommodation

- Pupils are provided with **single-occupancy bedrooms**, most with **en-suite facilities**; where this is not available, bathrooms are close by and easily accessible.
- Bedrooms include **modern conveniences**, such as a TV, storage, and study space.
- Pupils are encouraged to **personalise and decorate their rooms**, making them a space where they feel relaxed and at home.
- The boarding house has comfortable communal areas for relaxation, activities, and shared meals.

4. Staffing & Supervision

- Boarding is overseen by the Headteacher and managed day to day by the boarding lead, supported by appropriately recruited and trained residential staff. Staffing arrangements, rotas and on-call support are organised so that boarders are supervised safely at all times.
- Boarding staff receive induction, safeguarding training, first aid and training relevant to the needs of current boarders. They receive regular supervision and appraisal, and their training and development needs are reviewed throughout the year.
- A suitable member of staff is on duty and available whenever boarders are in residence, with clear arrangements for overnight supervision, emergency support and escalation to senior leaders.
- Staff provide **predictable routines** and support individual needs sensitively, recognising the importance of structure for pupils with autism.

5. Safeguarding & Wellbeing

- Safeguarding is paramount; all staff follow the school's **Safeguarding and Child Protection Policy**.
- The **Designated Safeguarding Lead (DSL)** works closely with boarding staff.
- Pupils are supported to express concerns in ways that suit them, including through key workers, visual supports, or structured conversations.
- Boarders are given accessible information about how to raise concerns and how to contact the school's Independent Person, Childline, the Children's Commissioner and other relevant advocacy or safeguarding services. This information is displayed in the boarding house and explained to pupils in a way they can understand.
- Regular wellbeing checks and "check-ins" are part of daily routines.

6. Routines & Structure

- **Evening routines** include homework support, supper, activities, and calming wind-down time before bed.
- **Bedtimes** are age-appropriate and supported by staff to ensure good rest.
- Predictable routines are supported by **visual timetables** and structured activities.
- Flexibility is provided for individual sensory and emotional needs.

7. Activities & Social Development

- A weekly programme of structured activities is offered, such as sports, creative clubs, ICT evenings, and film nights.
- Activities are designed to build confidence, develop friendships, and provide opportunities for fun.
- Quiet spaces are always available for pupils who prefer low-stimulation environments.
- Staff encourage teamwork and respectful relationships, helping pupils to manage social challenges.

8. Health & Medication

- All medication is stored securely and administered by trained staff in line with the **Boarding Medication Policy**.
- Parents must provide medication in its original packaging with clear instructions.
- Health needs and care plans are reviewed regularly in partnership with parents and healthcare professionals.
- Staff are trained in first aid and the use of emergency medication (e.g. inhalers, EpiPens).

9. Food & Nutrition

- Pupils enjoy **healthy, balanced meals**, with choices to suit dietary, cultural, and sensory needs.

- Meals are served in a shared dining space to promote social interaction, but flexibility is available for those who require a quieter setting.
- Pupils are encouraged to try new foods, but familiar alternatives are always available.

10. Behaviour & Expectations

- Boarding operates on principles of **respect, kindness, and responsibility**.
- Staff provide positive reinforcement, clear boundaries, and consistent expectations.
- Behaviour is managed in line with the school's **Behaviour Policy**, adapted for boarding.
- Pupils are encouraged to take responsibility for their actions in a supportive, structured way.

11. Communication with Parents

- Parents are partners in their child's boarding journey.
- Staff provide regular updates on wellbeing, progress, and any concerns.
- Pupils are supported to keep in touch with parents via phone, email, or video calls if they wish.
- In emergencies, staff will contact parents immediately.

12. Complaints & Concerns

- Pupils and parents are encouraged to raise concerns directly with the House Parent.
- If unresolved, concerns can be escalated to the Headteacher and, where appropriate, the Proprietor in accordance with the school's Complaints Policy. Safeguarding concerns are dealt with under the Safeguarding and Child Protection Policy and are not delayed by the complaints process.
- An independent complaints procedure is available.
- Pupils are provided with clear information about how to raise concerns in a way that is accessible to them.

13. Monitoring & Review

- Boarding provision is monitored by the Senior Leadership Team and Proprietor, including through records, supervision, pupil and parent feedback, safeguarding oversight and the school's independent monitoring arrangements.
- Parents and pupils are invited to give feedback each term.
- Policies and practice are reviewed against the National Minimum Standards for Boarding Schools, updated May 2026, Keeping Children Safe in Education 2026, the Independent School Standards and current inspection requirements.

14. Policy Statement

Broadlands Hall School is committed to providing a **caring, supportive, and fun boarding experience** that enhances pupils' education, supports their individual needs, and prepares them for future independence. Boarding is not just about staying overnight – it is about belonging to a community that values, understands, and nurtures every pupil.

