



Boarding Policy

HBB-POL-04 | Academic Year 2026–27

Policy reference	HBB-POL-04
Version	2026–27 v1.0
Policy date	October 2026
Date of next review	August 2027
Policy owner	Headmaster
Policy lead	Head of Boarding
Reviewed by	Leadership Team (LT)
Approved by	Board of Governors
Intended audience	Pupils, parents, prospective parents and all staff
Location	Staff Portal, Parent Portal and School website
Related policies	Safeguarding and Child Protection Policy (HBB-POL-01); Suicide and Self-Harm Risk Policy (HBB-POL-02); Weekend Leave and Visiting Policy (HBB-POL-05); Complaints and Appeals Policy (HBB-POL-12); Boarding Improvement Plan

1. Boarding principles

- 1.1 Working closely with parents, we aim to create an atmosphere in which success and achievement are championed, resilience and independence are encouraged, and confidence, maturity and responsibility are developed.
- 1.2 Every child at Haileybury Bhaluka, regardless of sex, gender, age, disability, race or ethnicity, religion or belief, nationality, sexual orientation or cultural background, has the right to be treated equally, with respect and as an individual. Through a range of activities, and to the best of its abilities, Haileybury Bhaluka promotes equal opportunity, diversity, inclusion and multiculturalism.
- 1.3 Learning is the primary focus of any school, and the atmosphere in each House should reflect this. It should be conducive to study, and should promote and value academic progress and achievement. Pupils should therefore be able to work undisturbed and have access to support whenever necessary, whether academic, tutorial, pastoral or peer support. This is achieved through well-structured study time during the school day and in the House. A pupil's academic progress, personal progress and welfare are monitored continuously, formally and informally, through their Tutor throughout their time at Haileybury Bhaluka.
- 1.4 Boarding at Haileybury Bhaluka should, as far as possible, reflect family life. We aim to be an open and trusting community where both individuality and collective responsibility are fostered. Pupils should feel safe and secure, free from the threat of all forms of abuse, discrimination and bullying, both on and offline, in an environment where they can be happy, healthy and fulfilled.

- 1.5 Boarding at Haileybury Bhaluka should develop a strong moral sense, in which pupils pride themselves on being truthful and honest. They should have a high regard for the happiness of others and respect others' privacy, welfare and property. We aim to develop leaders and team players: self-confident young people who can work with others. Prefects and other senior pupils are trained by House staff so that their duties are carried out in a fair, reasonable and supportive manner.
- 1.6 Boarders must be able to contact parents, family and friends in person, by post, by email, by telephone or online. When mobile phones are not permitted, pupils may use the HM's phone to make a call.
- 1.7 Haileybury Bhaluka provides a wide range of facilities and opportunities for its boarders: academically, in the arts, in sport and in many other ways. These are available throughout the week, and particular attention is paid to providing a full weekend programme of activities, developed with pupil voice as part of the School's *Distinctively Haileybury* provision. Haileybury Bhaluka actively encourages exercise and sport as an aid to physical and mental wellbeing. It also promotes a healthy lifestyle, with guidance on all aspects of personal and social development, including physical and mental wellbeing, diet, relationships and sex education, alcohol, tobacco, vaping and drugs, and online safety.
- 1.8 A high priority is placed on pupils' safety around the School site and in the local area. Alongside clear guidelines for pupils, the campus is covered by CCTV and has a 24-hour security presence.
- 1.9 Each House is one community of pupils, boarding staff and their families. Relationships between pupils and staff must build mutual respect and allow easy dialogue and the sharing of feelings.

2. Boarding practices

- 2.1 Boys and girls board in separate Houses on the main site. Each House is led by a Housemaster or Housemistress (HM), supported by an Assistant HM, a Resident Tutor and a Matron.
- 2.2 Boarding is the responsibility of the Headmaster, delegated to the Head of Boarding. The Headmaster meets the Head of Boarding and HMs weekly to review boarding.
- 2.3 Boarding policies and protocols are reviewed regularly against the National Minimum Standards for Boarding Schools (DfE, 2022), Boarding Schools' Association (BSA) guidance and the COBIS Patron's Accreditation boarding standards. These standards also underpin the School's Boarding Improvement Plan. All staff with boarding responsibilities can contribute to this process through the professional development programme, weekly House Tutors' meetings and the annual House Review.
- 2.4 Boarding and pastoral issues are raised and discussed at a regular pattern of meetings.
- 2.5 Pupils joining the School (aged 11+) join a House. Houses are communities of pupils living together in modern surroundings that give comfortable personal space, while building a strong sense of communal living and nurturing self-reliance and resourcefulness.
- 2.6 HMs are carefully selected senior staff who are responsible for the welfare of each pupil in their care. They live alongside pupils, which allows ready, natural and easy contact for everyone. HMs are assisted by an Assistant HM and by a team of Tutors, each of whom has special responsibility for a smaller group of pupils. The Assistant HM and one Tutor also live in the House. Each House has a Matron whose role is both pastoral and domestic. Mutually supportive relationships between pupils, their parents, the Tutor and the HM are central to a Haileybury Bhaluka education. This is supported by the on-site School Doctor and nursing team.

3. Boarding aims

- 3.1 In boarding, we aim to:
 - develop the whole person, encouraging confidence with respect for others;

- build an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or pupil), confident that they will be treated and respected as an individual;
- create an atmosphere of tolerance, openness and trust in which abuse, harassment, discrimination or bullying of any kind has no place;
- provide the conditions for boarders to develop their intellectual talents, through well-structured prep, access to staff and other pupils, participation in activities and an atmosphere that values effort;
- provide a range of activities, hobbies and opportunities suited to age and maturity that support each boarder's personal, social and cultural development;
- safeguard and promote the welfare of each boarder by providing an environment that is, as far as possible, free from physical hazards and dangers of any sort;
- provide accommodation that is comfortable, suited to boarders' age and maturity, and gives adequate privacy;
- develop boarders' responsibility for themselves, for others and for the environment;
- develop boarders' leadership qualities and their ability to work as part of a team;
- encourage boarders to contribute to the needs and welfare of others in the House, the School and the wider community;
- provide conditions in which boarders feel able to turn to staff to share achievements, and to seek advice, counselling and support in difficult times.

4. Medical arrangements

- 4.1 Medical matters are the responsibility of the School Doctor, who operates from a 24-hour on-site Medical Centre. A nurse is available 24 hours a day, either on duty in the Medical Centre or on call. The School has links with a local hospital in Mymensingh for clinical check-ups and x-ray examinations, and with Evercare Hospital, Dhaka, for emergency procedures.

5. Supervision

- 5.1 Each House is supervised by an identified member of staff at all times. Each member of the boarding team has a clearly defined role and job description setting out their responsibilities. Duty rotas are published, and pupils know who is on duty.
- 5.2 The HM organises the supervision rota, with each member of the team supervising the House in line with their job description. Staff on duty must be on site throughout their duty.
- 5.3 Boarding staff know the House rules, systems and fire procedures, and have access to emergency telephone numbers, including those of the Deputy Head, the Head of Boarding, the DSL and the security team. Regular formal and informal meetings of boarding staff make sure information is shared effectively. A formal handover takes place whenever the member of staff on duty changes, with all relevant information passed on.
- 5.4 A House log of events and issues is kept. Any pastoral or safeguarding concern is recorded on **CPOMS**.
- 5.5 Registers, including details of any absences, are kept centrally on the School's information management system (iSAMS). The Security Manager also keeps a register of pupils in each House.

6. Privacy

- 6.1 Living with others in a boarding House places obvious limits on personal privacy. Boarding staff and pupils are expected to respect the privacy of others. Staff must "knock and wait" before entering bedrooms. Pupils should be able to dress, undress and wash free from unnecessary staff intrusion. Washroom facilities are monitored discreetly for health and safety purposes, and staff may only enter if there is no response.
- 6.2 Staff living in a boarding House must be discreet, as their accommodation is close to pupils' rooms, and must behave appropriately in it, mindful at all times that pupils are nearby. Only

appointed House staff (HM, Assistant HM, Resident Tutor and Matron) may supervise pupils in, or enter, pupils' rooms. Other staff are not permitted in boarding areas. Staff do not enter the boarding areas of a House for pupils of the opposite sex unless they are members of that House's team or are responding to an emergency.

- 6.3 In a boarding House, conduct is guided by the School's current Safeguarding and Child Protection Policy and the Staff Code of Conduct.

7. Complaints and pupil voice

- 7.1 Pupils should know how to make a complaint. Pupils are given access to the Complaints and Appeals Policy at the start of each academic year through the Pupil Handbook.
- 7.2 Each House has an anonymous suggestions box for pupils to make comments, suggestions and complaints to the HM or Peer Supporters. Pupils can also raise matters through the Student Senate and House councils.

8. Prefects

- 8.1 Senior pupils play an essential part in the smooth running of the House and carry significant responsibility. They are expected to be good role models for younger boarders and to uphold the School rules at all times. Prefects must never be given responsibility for disciplining other pupils, and must refer concerns to staff.

9. Review record

Summary of changes (October 2026 review)

Area	Change made
Title	Retitled "Boarding Policy" (full title: Boarding Principles and Practices); moved to the standard policy template.
Dates	Policy date October 2026 (the previous version was overdue for review, August 2025); next review August 2027.
Co-education	Updated for co-educational boarding: separate boys' and girls' Houses, each led by a Housemaster or Housemistress (HM). Gender-neutral wording throughout.
Out-of-date facts	Removed "In AY24-25 the School has 1 house" and the year-group dormitory note.
Standards	Replaced the broken BSA "NMS" link with the National Minimum Standards for Boarding Schools (DfE, 2022), BSA guidance and the COBIS Patron's Accreditation boarding standards, which the Boarding Improvement Plan is benchmarked against.
Recording	Boarding records are now kept on CPOMS ("to be moved to My Concern shortly" removed).
Medical	Corrected the 24-hour nurse wording.
Pupil voice	Added the Student Senate and the weekend programme ("Distinctively Haileybury").
Safeguarding	Cross-references the current Safeguarding and Child Protection Policy instead of the 2024 version.

Version history

Date	Version	Reviewed by	Notes
August 2024	2024-25	HM	Original Boarding Principles and Practices, consistent with principles in Haileybury UK
October 2026	2026–27 v1.0	Headmaster (SOG)	Full review: dates, statutory references, roles and consistent Haileybury Bhaluka policy format

Approved by the Board of Governors	
Signed (Chair of Governors)	
Date	