



AMBASSADOR

Education Group

Student Boarding Policy

EHS Department 2023/2024

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1. AEG SCHOOLS BOARDING PRINCIPLES

- To safeguard and promote the welfare of each boarder by trying to meet his / her intellectual, emotional, social and physical needs.
- To provide an environment in which all students feel valued and where equality of opportunity exists.
- To provide a boarding experience that will be complementary to the home experience and wherever possible to nurture a warm, caring, family environment.
- To promote an atmosphere of tolerance, trust and mutual respect.
- To provide opportunities for responsibility and leadership.
- To provide a standard of accommodation that is comfortable and suited to the needs of boarders, according to age and maturity.
- To establish and maintain supportive links with parents and guardians.
- To encourage boarders to achieve a healthy lifestyle.
- To acknowledge the right to privacy of boarders and staff within the Boarding House.
- To ensure there is equality of opportunity and respect for all boarders, regardless of ethnicity, culture, gender or disability.

2. PRINCIPLES AND AIMS

a. Encouragement & support

Staff must be routinely vigilant in supervising interpersonal relationships within the boarding house but should never intrude into individual relationships unless there is material cause for concern, with any such approach being made confidentially and discreetly.

b. A safe living environment

High routine standards of cleanliness and regular cleaning routines are integral to the maintenance of a safe and healthy living environment. Any necessary repairs should be promptly reported to the Bursar who will ensure appropriate budgetary provision is made and that the site team deal with the issue at hand.

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All of AEG schools' health and safety policies as detailed in this handbook - must be enforced within the House. Fire and other potential hazards are subject to regular Health and Safety risk assessments by the management.

At all times at least one member of the house staff on duty must be first aid qualified, and any member of staff not so qualified will be expected to undertake appropriate first aid training.

3. **BOARDING AND THE CHILDREN'S ACT**

AEG schools understand that the Local Authority Social Services Department must take steps to determine whether this duty of care to the individual is being carried out. The Act applies to all children who are accommodated at school, not just the boarders who are ordinarily resident. It is worth noting that this duty of care extends to visiting children, since it is the school that is doing the accommodating for that period of time.

The Act addresses the question of physical restraint. In the very rare cases where this may prove necessary, AEG school policy is as follow:

A member of staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purposes of preventing the pupil from doing (or continuing to do) any of the following : causing personal injury to, or damage to the property of, any person (including the pupil himself), or engaging in any behavior prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a formal teaching session or otherwise.

4. **HEALTH**

Visible efforts are made to get involved with every boarder individually – working, worrying and problem-solving with them.

Disciplinary action is discreet, specific and contextualized.

Everything is flexible and open for discussion – the children are routinely involved in all decisions and kept informed about developments having a bearing on the house.

- The level and frequency of contact with parents is monitored and maintained.
- Staff should recognize the importance of security in early dependence – this represents the foundation stone of the independence and resourcefulness we want the children to develop and

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take from boarding, so we work hard to help the children see that they can depend on our support.

Regular communication amongst staff is emphasized – in the interests of supporting both children and staff. This “web of human relationships” is the essence of good pastoral care.

5. MEDICATION

Boarding House staff must recognise their own limitations in making medical diagnoses or failing to act after reports of accidents. The school doctor / nurse are readily available for consultation and should be consulted when in doubt. Non-medical boarding staff are advised not to give any form of medication without consultation with the School Matron. In addition to this boarders have access to local dental, optometric and other specialist services or provision as necessary.

Household remedies and non-prescription medication may be administered 'in loco parentis' and strictly in accordance with manufacturer's instructions and guidelines, but only after a pupil's medical record has been checked for known allergic reactions etc and a Permission to Administer Medicine Form has been signed by the parent or guardian.

The time, date and dosage of any medication given, along with the signature of the staff member, must be recorded in the *Medical Administration Register (MAR)*. IF IN DOUBT CONSULT A MEDICAL PRACTITIONER. Courses of prescribed medicines must be kept in the School Medical Room and only issued according to the prescribing doctor's prescription. When resident staff are required to administer tablets the following guidelines must be followed:

1. Ensure that the pupil is either permitted or required to take the tablet(s).
2. Ensure that the pupil is given only one dose at any one time.
3. Ensure that the tablet(s) are swallowed in the presence of the staff member and not taken away.
4. An entry is made in the MAR.

Any boarder unable to attend school due to ill health should remain in their own dormitory or be removed to the sickbay as the Boarding supervisor sees fit. Where there is any doubt as to the seriousness of the condition parents must be contacted or expert medical advice sought.

When any staff member is roused in the night by a pupil complaining of ill health, or a room-mate reports such a problem, they must respond immediately and investigate. A telephone call to the Medical room nurse is the recommended first point of contact where help or advice is

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needed. In the case of an emergency the Boarding supervisor must be informed. In the case of a boy and girl both being ill at the same time, the Head will use the Head's House to ensure separation.

All accidents and injuries beyond the trivial must be recorded in the *Accident Book*, as must the action taken.

Health: specific guidance to be given to boarders

All medicines must be handed in to the school office, School Matron or Housemaster whenever they are brought into school. All medicines, including homeopathic medicines, must be kept locked away in a metal medicine cabinet in Sickbay. Access to this is via the School Matron or a member of the duty staff who will record what they have given each pupil in the MAR in sickbay.

If a boarder wishes to report sick, he or she must follow the sickness procedures laid down below.

6. SAFETY

Child Protection

Rationale

AEG schools believe that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are six main elements to our policy:

1. The AEG schools' policy and procedures for dealing with concerns about a child.
2. The AEG schools' arrangements for handling allegations of abuse against members of staff, volunteers and the Head.
3. The designation of members of staff with status and authority to take responsibility for child protection matters.
4. The training of the designated person, staff, volunteers and the Head.

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5. Arrangements for reviewing AEG schools' child protection policies and procedures and of the efficiency with which the related duties have been discharged, including swift remediation of deficiencies
6. The operation of safer recruitment and admission policies

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The Schools will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know there are adults in the school whom they can approach if they are worried;
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The means

The means by which the AEG Schools seeks to meet the aims set out above include:

- Rigorous recruitment procedures to ensure that all appropriate checks are carried out on new staff and volunteers who work with children, including Criminal Record Bureau checks;
- Procedures for dealing with cases of reported or suspected abuse);
- Procedures for dealing with allegations of abuse against a member of staff and volunteers
- Designated Child Protection Officers to take lead responsibility at AEG Schools in dealing with child protection issues, including those affecting pupils in the EYFS. Liaising with other agencies where necessary (and in their absence)
- Accessible complaints procedures are in place which are clear, effective and child friendly;
- There is respect for race, culture, religion, gender, sexuality, age and disability within the ethos of the Schools
- School policies on Anti-Bullying, Equal Opportunities, Discipline, Special Educational Needs, Disability and Health and Safety are set out in the Staff Handbook and are available to parents and third parties on request.

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School Bullying

Refer to the AEG Anti-Bullying Policy and procedures

Bullying in any of its many guises is forbidden and the staff must act promptly against it.
General Awareness

Staff should be watchful of bullying. Signs might be:

- deterioration of work
- spurious illness
- isolation
- the desire to remain with adults
- erratic attendance

Every member of staff must accept the responsibility to act if they observe bullying. Staff must ensure that all accessible parts of the school are patrolled during break/lunchtime, including toilet areas, cloakrooms, stairways, etc.

Immediate Action

- Listen carefully to reports of bullying and record any incidents
- Offer support to the victim.
- Report the incident as soon as possible and certainly within the same school day, to a member of the school Senior Management Team (SMT) - The Headmaster, Deputy Heads or Director of Studies

Further Action

A member of the SMT will interview both the victim and the accused and make a written record of events. Other witnesses will be interviewed to attempt to verify statements. Depending upon the severity of the problem, in the judgment of the member of the SMT involved, the following actions may be taken:

- Both parties counseled about anti-social behavior which might lead to bullying or be the cause of stress or ill feeling.
- The matter referred to the Headmaster in cases of repetition of antisocial behavior or where serious bullying is suspected.
- The Headmaster or Deputy will be responsible for contacting the parents of the pupils involved. In serious or repetitive instances the bully may be asked to leave the

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school. In cases where a formal warning is issued the incident will remain 'active' in the pupil's file for one year

In all but the most trivial of cases the whole staff room will be informed, by written notice or special meeting, of the nature of the problem and the action taken.

Counseling

The House Parent should be the first line of recourse and defense for all the boarders. However, in some situations, a distressed boarder might find it difficult to seek help. Staff should therefore be alert for clues' to a pupil's distress:

- be aware of the pupils' moods and changes in mood
- notice the timing of particular moods
- talk to colleagues
- build up a picture of pupils.

House Parents should always try to be “approachable” to pupils - children don't learn from people they don't like, and equally they don't approach people that do not have their respect. However, over familiarity should be avoided.

If it becomes necessary to meet privately with a pupil either to pursue concerns raised in the House Parents' minds or in response to a request from the pupil, then the following guidelines should be borne in mind.

- Qualities which a pupil will be seeking in a confidant:
- trustworthiness
- discretion
- open mindedness
- sympathy
- non-judgmental
- someone who shows them respect.

Trustworthiness is absolutely key - if a boarder thinks his or her confidence has been betrayed then the relationship can be destroyed. However, it is important to emphasize that there are certain areas where the school has a legal obligation to alert third party agencies, and when presented with such a case the House Tutor must warn of the possibility of non-confidentiality at the outset. The following situations fall into this category.

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- Abuse
- Pregnancy
- Theft
- Bullying
- Drugs
- Medical

The House Parent should therefore inform the pupil that it may be necessary to involve senior staff, who may in turn bring in outside agencies. Try to maintain the trust and the relationship. If the pupil “clams up” after the warning about possible non-confidentiality, then follow it up – do not let matters rest there; senior staff should also be informed. Remember: the intergenerational relationship within the boarding house is absolutely key.

The Counseling Session itself

This may begin on a very informal basis but the following guidelines should be adhered to.

- Non-vocal communication is said to convey 70% of the information!
- The purpose of all counseling sessions is ultimately to help people to help themselves
 - Make notes: date, day, time – but FACTS ONLY - not opinions; so:
 - o “Mary said ‘...’”, or “Mary was crying” – NOT
 - o “Mary looked fraught ...”
- Get the pupil to agree the note is possible
- Dynamic reflection is critical: pick out important aspects and check them out: “Did I get that right?” Ask yourself - What are they trying to say? (If necessary say it back to them)
- Summarize at several stages (“Let’s see where we’ve got to”)
- Ask OPEN ENDED questions, not questions that will permit a simple yes or no answer – so rather than
 - o “Are you looking forward to ...?”
 - o “Did you like...”
 - o “Did you do...”
 - o “Is it because of...”

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- try the following:
 - “How do you feel about ...?”
 - “What do you think about ...?”
 - “Explain ...”
 - “Describe ...?”
- Remember to use SILENCE and to take time.
- A self-disclosure by the staff member can often be a very good way to get children to talk about themselves.

Additional safety policies

Fabric maintenance

Staff should routinely check the furniture, fittings and fabric of the boarding houses for damage and danger to the boarders as part of their daily activity. Items requiring remedial action should be reported to the Bursar immediately.

Electrical Equipment

If electrical equipment is brought to the Boarding Houses then it must have the relevant up-to-date safety checks (Portable Appliance Test certificate or a means of proof that the appliance is less than 12 months old.) If the relevant documentation cannot be presented to the Housemaster/Housemistress, a PAT test will be arranged. Unsuitable electrical equipment will be confiscated and returned to parents. Pupils are not allowed to bring kettles, fridges, televisions or other high rated electrical items as these can overload the house systems.

7. FIRE SAFETY

1. ACTION WHEN THE FIRE ALARM SOUNDS

All occupants are to exit the building by the nearest available escape route, closing all doors behind you. Make your way to the muster point.

Each member of the duty boarding staff (Duty House Tutor) is to sweep one boarding floor to ensure all children have left the building. A house parent should ensure that the Boarding Register is collected before leaving the boarding house. Once all of the pupils and staff have been mustered in the school gym the House Tutor will then follow the instructions below for the operation of the Fire Alarm.

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- Observe the fire alarm panel and identify the location of the sounding detector.
 - If it is safe to do so, go to the detector and check if there is a fire.
 - If there is a fire immediately call the Fire Brigade by dialing 1639.
 - If there is no fire, reset the alarm.
 - Do not allow anyone to re-enter the building until the alarm has been reset.
- DISABLED PERSONS: it is the responsibility of the Duty House Tutor to ensure any disabled persons are evacuated via the nearest accessible route.

2. ACTION ON DISCOVERING A FIRE

Close the door on the fire and activate the Fire Alarm by breaking the nearest Break Glass. Call the Fire Brigade by dialing 1639. Attack the Fire if possible but do not take any personal risks.

3. ROLL-CALL

Before 8.15pm a member of the duty staff will bring the Boarding Register and checklist out to the assembly area and check that all registered occupants are present. After 8.15pm Houseparents will collect the register. The register should include details of any visitors to the Boarding House and off duty resident boarding staff.

4. FIRE DRILLS

Boarding house fire drills will be carried out periodically and recorded in the log maintained by the Bursar and in the Boarding register. It is usual to have a minimum of one each school term, alternating between in and out of school-day periods.

5. ABSENCES

Refer to part 3.

6. VISITORS AND CONTRACTORS

All visitors and contractors out of school day hours must report to the Duty House Staff member on arrival in the boarding house, and before leaving the premises, and have their details added to the register. In the event of a fire evacuation the person hosting the visitor is responsible for escorting him/her to the fire assembly point. Contractors, working on the premises, shall be informed of the fire and emergency procedures that apply:

- Action to be taken on hearing the fire alarm or discovering a fire
- Fire evacuation procedures including means of escape, location of fire assembly points and name of person in charge of evacuation procedures.

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- The location of fire fighting equipment and fire alarm call points in relation to the area of work.

Contractor's employees working on the premises when full time staff are absent (e.g. holidays, at night or at weekends), shall have adequate fire evacuation arrangements in place and will know how to call the fire & rescue service. The risk of fire arising out of the work of any contractor at the premises must be assessed (use of contractor hazard exchange form/checklist) and appropriate precautionary measures put in place. Any hot work activities shall be closely monitored using the Hot Permit to Work system. Persons who organise evening events must be informed or given written instructions as regards what action to take in the event of discovering a fire or on hearing the fire alarm sounded.

7. EVACUATION ROUTES

Evacuation routes will be kept free from obstruction and adequately and clearly marked. Sufficient notices are displayed at appropriate places, including each bedroom and by each fire call point. These will indicate the action to be taken on discovering a fire or upon hearing the fire alarm.

8. FIRE ALARM TEST

The Fire alarms are tested each Tuesday at 8.30am.

9. FIRE FIGHTING EQUIPMENT

Fire fighting equipment will be examined and tested at least once a year by a competent service engineer. Fire fighting equipment should only be used by staff trained in its use and only when safe to do so. Safety: specific guidance to be given to boarders Pupils must carry out the instructions given to them by members of staff and older boarders acting with the knowledge and consent of members of staff. 20 Younger pupils should be supported by older boarders who must set a good example in regard to manners, attitude and behavior. Bullying, either physical or mental, is not tolerated in any of its forms; neither is theft or sexual harassment. Violation of these particular rules will result in severe punishment, which may include expulsion from the school. Boarders MUST notify House staff whenever they leave the House for any reason; the details must be recorded in the boarding register. Staff must know where everyone is at all times to ensure that any boarder can be located promptly should the need arise, and to prevent unnecessary delays or uncertainty in the event that the building has to be evacuated.

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Pupils who have had an accident and/or damaged something

Pupils must notify a member of staff IMMEDIATELY. This is vitally important as to how it will be treated. If a pupil owns up to it the staff member will look at the damage and assess whether it is:

- a genuine accident (the pupil may be charged something towards the cost of replacement);
- an accident caused by carelessness (the pupil will probably be charged);
- a deliberate act (the pupil will certainly be charged and admonished - and the parents necessarily notified - but credit will be given for owning up).

Code of behavior

Any “serious” crimes - e.g. stealing, smoking, bullying, malicious damage - must be recorded on an Incident Report Form and passed on to the relevant Head of Station and Deputy Head. The word 'bullying' must be interpreted widely, but whilst behavior such as malicious 'queue jumping' for meals need not be the subject of a written report it should not be tolerated by staff. All reports by pupils of bullying must be acted upon promptly by staff according to the procedures for bullying outlined in this handbook.

Fixed rules

- No boys allowed in girls' rooms, nor girls in boys'. Our default position. However, it must be recognised that the situations this rule implicitly guards against do not constitute the sole reasons why a boy might wish to visit a girl's room and vice versa, and tolerance and trust should be allowed where the visitor has shown due respect for - and an understanding of the need for - such a prohibition; so if the visitor has a genuine reason to be there beyond simply occasional socializing (perhaps to borrow something), does not unnecessarily delay his or her departure, and ensures that the door is kept open for the duration of the visit, this need not be interpreted as a breach of the rule. However, staff should be aware of those boarders regularly testing the boundary, and early steps taken to remind them of the reasons why such a rule exists.
- Senior pupils going “out” during the working week is not permitted unless the circumstances are exceptional and they are supervised by a parent and all have their own parent's permission.

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Induction of new boarders

New boarder induction should ideally take the following format.

- The new boarder should, where possible, be met and welcomed by one of the House Parents, who will take them up to the boarding house and introduce all resident staff members.
- The new boarder should be shown to their bedroom and provided with plans of the school and grounds. As part of the induction procedure for all pupils, the new boarder should be paired with an established pupil from the first day of term – this “buddy” should be appointed before the new boarder arrives or as soon as practicable thereafter, with his or her role being fully explained.
- A copy of the “Boarders’ Handbook” (pupil version) should be provided, and the contents briefly described; the new boarder should be encouraged to ask any questions. The Fire/Evacuation drill in particular should be highlighted.
- If necessary – and only if there are reasons to suspect reassurance is needed on this point - it should be explained that no form of “Initiation Ceremony” is tolerated in the school and that under no circumstances should a new boarder allow him/herself to be induced to participate in such activity; instead it must be reported immediately to a staff member.
- Access to telephones and the Internet should be explained.
- The boarding house’s provision for the safe storage of valuables should be explained, and spare pocket money/passports collected for safe keeping.
- The role of the “independent listener” should be explained.
- Any special dietary requirements for the new boarder should be noted and passed to the Catering Manager.

Supervision

For much of the time the role of House Parent is supervisory but this must be done with some vigor - i.e. staff should move about the building and grounds from time to time. Misbehavior when found must never be ignored or the staff member's authority is lost.

Discipline

The general rule whenever a House Parent is obliged to admonish or warn a boarder for breaches of a recognized boundary is that this should be done firmly but discreetly, and not – unless the circumstances dictate otherwise, for example if another boarder has been directly prejudiced by

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the behavior – in view and earshot of other boarders. Sanctions are to be used only as a last resort – for repeated breaches, willful ignorance of a boundary issue, or willful disobedience – and should be “targeted” to the individual: that is, there is no policy approach to sanctions, and the House Parent should use experience and instinct when deciding upon a course of action. Early bed-times, withdrawal of computers, enforced daily chores are all possibilities. Serious breaches of discipline should be recorded on a Pupil Incident Report, which must be passed to the pupils Head of Station and the relevant Deputy Head. The use of restraint follows the whole school behavior policy. A copy of the wider school disciplinary procedure is included in the appendices to this handbook.

8. Accommodation

Each room caters for 4m2 / boarder.

Bunk beds are 2 levels only, the top level has a guardrail that has the following size: the distance from the top of the mattress to the top of the guardrail is minimum 260 mm.

Space between bunk beds is 1.2 m.

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Risk Assessments

HAZARD IDENTIFICATION											
Electr icity	Manua l handli ng, ergono mic hazard s	Wo rk at hei ght	Work equip ment & machi nery	Weather, or hot/cold temperat ures	Thre at of viole nce	Vehic les & transp ort	Hazar dous chemi cals, dust & fumes	Sli ps, tri ps and fall s	Fire, explo sion	Medic al/ other emerg ency	Food safet y & hygi ene issue s
Y	Y	N	N	Y	Y	N	Y	Y	Y	Y	Y

Hazards	Who might be harmed and how?	What control measures are already in place?	Likelihood	Severity	Risk	What other control measures might be necessary?
Electricity	Staff & pupils Other users Electrocution, burns, fires from faulty electrical installations or equipment.	• Fixed (building) wiring properly maintained • RCD protection fitted to consumer unit • Portable appliance inspection and testing in place in line with current HSE guidance • No overloaded sockets or extensions used	2	3	6	• Staff trained to spot and report any defective plugs, discoloured sockets or damaged cable or equipment • Staff and pupils reminded not to bring in their own appliances (CD, radio etc.) without authorisation

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		• Defective equipment taken out of use safely and promptly replaced • Pupils own equipment PAT tested or RCD tested before use				
Manual handling, ergonomic hazards	Staff & pupils Other users Risk injuries or back pain from handling heavy/bulky objects or equipment	• Minimal lifting policy • Appropriate storage • Training, information and supervision	3	3	9	• Ensure members of staff who have to carry out regular manual handling activities receive adequate training
Slips, trips and falls. General hazards from fixtures and fittings	Staff & pupils Slips causing sprains, fractures and trapped fingers etc from doors/windows etc.	• Defects reported immediately. • Adequate lighting provided. • No trailing cables or leads • Work areas and walkways kept clear. • Good housekeeping. • Floors cleaned on a regular basis. Spillages cleaned up immediately. • Floor surfaces maintained to good	2	3	6	• Staff to report any defective or damaged equipment fixtures or fittings

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		standard, defects reported • Windows and doors checked for condition • Windows restricted or protected from fall hazards • Tables, chairs, cupboards, draws, beds etc. checked for condition and suitability				
Display Screen Equipment	Staff & pupils Back pain, headaches, eyesight deterioration.	• Appropriate desk, chair and equipment available to meet DSE requirements	2	2	4	
Fire & Emergency	Staff & pupils Other users If trapped, people could suffer fatal injuries from smoke inhalation or burns. Property damage & other loss	• Houseparent or their cover present whole time. • Fire Risk Assessment carried out by a 'competent person' • Regular fire & emergency drills carried out • Good housekeeping – Storage and waste management	2	3	6	All users made aware of fire & emergency procedures and contacts

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		• Equipment switched off at night wherever possible • Passive fire resistance designed in to building (fire doors & compartmentation) • Extinguishers in place and maintained • Detectors in place and maintained • Emergency escape plan in place • Emergency signage and information in place • Emergency exits lead to marked assembly points				
General safety & security. Threat of violence, medical emergency	Staff, visitors & pupils Unauthorised access and possible medical emergency	• Building secure with restricted access • All activities and visitors to be authorized • First aid kit available • Trained First Aiders available • Written arrangements in place for recording	2	3	6	• Opening/closing procedure • All 'non-school' users to provide own insurance and safety information or declaration prior to use • All 'non-school' users to be aware

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		and reporting of accidents				of parking arrangements
Hot, or cold temperature	Staff & pupils Other users Extreme temperature can cause hypothermia, heat exhaustion or heatstroke	• Appropriate heating in all rooms • General ventilation (windows) in place • Temperature monitored	2	2	4	Monitor temperatures
Slips, trips & falls	Staff, visitors & pupils Possible fractures, sprains, cut, grazes or other injuries, if tripping over objects or slip on spillages	• Area to be supervised. • General good housekeeping. • Appropriate footwear to be worn at all times. • Floors well maintained and in good condition. • All areas well lit, including stairs. • No trailing leads or cables. • Spillages to be cleaned up immediately. • Equipment and personal belongings to be stored when not in use.	2	3	6	• Staff trained to spot and rectify slip and trip hazards • Any defects in flooring to be reported and activities restricted

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		• Daily cleaning schedule in place.				
Food safety & hygiene issues	Staff, visitors & pupils Possible infection, anaphylactic shock or food poisoning	• Houseparent or cover always present. • Daily cleaning schedule in place • Reporting procedure for hygiene issues • Food safety management system in place • Limit type and range of foodstuffs allowed in accommodation area • Appropriate storage of foodstuffs (including any allergy management issues)	2	2	4	House parent liaison with parents and School Matron

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Risk Assessment Methodology

Risk Assessment Risk Rating Matrix		LIKELIHOOD				
		VERY UNLIKELY (Freak event – no known history)	UNLIKELY (Unlikely sequence of events)	LIKELY (Foreseeable under unusual circumstances)	VERY LIKELY (Easily foreseeable – incidents have occurred)	ALMOST CERTAIN (Common occurrence – aware of many incidents)
SEVERITY	ACCIDENT OR INCIDENT WHERE NO HARM ARISES 1	1	2	3	4	5
	MINOR INJURY 2	2	4	6	8	10
	INJURY RESULTING IN 3 OR MORE DAYS OFF 3	3	6	9	12	15
	MAJOR DISABLING INJURY 4	4	8	12	16	20
	FATALITY OR MULTI FATALITIES 5	5	10	15	20	25
Likelihood X Severity = Risk Rating						
If above a score of 6, then control measures need to be put in place, Score above 12 Action needs to be taken.						

- All assessments follow the OHS Hierarchy of Control and will remove or reduce identified hazards, ignoring the trivial and concentrate on serious hazards and risks.
- Actions must be both “reasonable and practicable” and “suitable and sufficient” with being informed of any H&S hazards that affect them in an appropriate manner.