



INTRODUCTION TO BOARDING MANAGEMENT

A RESOURCE GUIDE FOR BOARDING SCHOOLS
AND EDUCATORS



**RIPLINGTON &
ASSOCIATES**

...where potential is activated

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PREFACE

Students spend the vast majority of their time in the boarding houses, thus providing these institutions with the opportunity of being ‘a nurturing environment with enormous potential.’ This is the belief that the Boarding Schools’ Association (BSA) took at their annual conference in 2007 and a philosophy that we here at Riplington & Associates believe we should adopt when it comes to boarding welfare and practices.

So, what makes a successful boarding school? Studies on boarding schools that have exceeded the minimum standards required by the law in their home countries point to the following: meeting the children’s needs, fulfilling their duty of care to promote and safeguard the welfare, growth and development of each child. Further, there is an acknowledgement that an outstanding boarding school is dependent on the boarding house team. This is because they create the appropriate ethos, including many of the initiatives and opportunities that boarders positively respond to collectively within the house and school. All of which hinges on being delivered within a framework of strong ethics and clear values — a critical role not just for the housemistresses/masters but for all boarding staff. They should articulate these values, set high standards and have consistent expectations.

There is a general agreement that the environment and conditions by the boarding house team are crucial in providing opportunities for boarders to make something of their life. We should point out that the boarding house team is not just limited to the boarding masters/mistresses, matrons and members of the senior management team. It is abroad term used to describe all the various departments that have a role to play in the running of the boarding house such as medical, maintenance, human resources, counsellors, teaching, security and catering staff - those who contribute to the welfare, security and well-being of the student.

There is a growing interest focused on non-traditional measurements of achievement to develop the ‘whole child’ and the importance of pastoral care and well-being as the ‘heart of education’. This is because by enhancing the quality of pastoral care and well-being in schools; academic achievement is increased indirectly and directly. In recent times, a growing number of schools have sought to implement pastoral care. This concept can be described as a holistic approach by a school to meet the “personal (including spiritual), social, intellectual and emotional” needs of a student thus ensuring that they benefit fully from what the school has to offer. However, if these needs are not met; it would be difficult to develop good citizens with 21st century skills and competences.

The concept of student well-being is relatively new in the education sector. Within the school level, it can be defined as “ a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school” Further, the evidence that a student has demonstrated a high level of well-being is displayed through their “effective academic and social and emotional functioning and appropriate behaviour at school” . So how does a school ensure that they are meeting the pastoral care and well-being requirements of children and young people?

This revised version of the resource guide outlines the requirements for providing ‘pastoral care and well-being’ in schools. However, we must point out that meeting the ‘pastoral care and well-being’ needs of school staff is integral to the quality of student care a school provides. It is imperative that in meeting the needs of student, the needs of staff must not be neglected or overlooked.

The case studies, essays and news articles have been chosen to encourage reflection and demonstrate areas of good practice. In addition, the topics are based on our work in Nigeria, which confirmed that these are some of the areas that many schools are need of improved service delivery. In compiling the workbook, our efforts centred on supporting boarding schools in improving standards in residential settings.

As a result of the above research, Riplington & Associates have created a boarding management self-audit checklist (with legal requirements related to all areas) to serve as an effective monitoring tool for boarding schools. The checklist includes areas such as Education Acts, Welfare, Health and Safety of Students and Staff, Suitability of Proprietor and Staff, Premises and Accommodation. We firmly believe that self-regulation is a form of good practice that can lead to improved standards and a good reputation for the school concerned. More importantly, in an environment where the enforcement of the law is patchy at best, educational institutions do have a ‘Duty of Care’ to the children and young people who have been entrusted in their care and the boarding management check list could be used as monitoring tool to ensure that schools undertake their legal/moral responsibility.

It is hoped that this resource guide will serve as additional information tool for boarding institutions and those who work — or are interested — in boarding management about their professional obligations and to aid professional development. It is hoped that people will contact us should they have additional information that could contribute to later updates of the resource guide.

Riplington & Associates would like to express our gratitude to our consultants, schools and individuals who have contributed to the resource guide in various ways.

Thank you.

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Twenty things to find out

01 WHAT ARE THE AIMS AND OBJECTIVES OF THE BOARDING HOUSE AND HOW WILL YOU MEET THEM?

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02 WHAT IS THE COMPLAINTS PROCEDURE, HOW AND WHO WILL IT BE MADE ACCESSIBLE TO?

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03 WHAT IS YOUR UNDERSTANDING OF WHAT CONSTITUTES CHILD PROTECTION?

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04 WHAT ARE THE DISCIPLINARY PROCEDURES IN THE BOARDING HOUSE AND UNDER WHAT CIRCUMSTANCES WILL THEY BE USED?

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05 WHAT IS THE MAIN PURPOSE OF SUPERVISION?

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06 WHAT RECORDS ARE REQUIRED IN THE BOARDING HOUSE AND WHERE WOULD YOU FIND REGULATIONS WHICH DETAIL THESE?

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07 WHAT SPECIFIC RECORDS ARE REQUIRED REGARDING INDIVIDUAL CHILDREN?

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08 WHAT EVENTS SHOULD BE CONSIDERED AS SIGNIFICANT AND WHO SHOULD BE NOTIFIED?

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.....

09 HOW DO YOU FIND OUT ABOUT WHO IS PERMITTED OR WHO IS NOT PERMITTED TO VISIT THE CHILD/ CHILDREN AND HOW OFTEN?

.....

.....

Discussion Points: Self-Care

Self Reflection

Reflect on the following and identify those areas that you need to pay more attention to in order to have a more balanced life, both professionally and personally.

Physical Self-Care

Tick ☒

- 1 Eat regularly
- 2 Eat healthily and in moderation
- 3 Daily exercise
- 4 Drink plenty of water
- 5 Take time off when sick
- 6 Get medical care when needed
- 7 Find ways to relax: eg exercise, hobby
- 8 Do physical activity that is fun
- 9 Get enough sleep
- 10 Take care of personal grooming – treat yourself
- 11 Take regular holidays
- 12 Take time away from your mobile phone, other electronic gadgets and social media access
- 13 Take time out for fun and laughter with family and friends

Psychological Self-Care

Tick ☒

- 14 Make time for self-reflection
- 15 Sometimes just listen to others
- 16 Write in a journal
- 17 Read literature that is unrelated to your work
- 18 Do something at which you are not expert or in charge
- 19 Decrease stress in your life

*****DUE TO THE TRAGIC EVENT, NAMES AND DETAILS HAVE BEEN CHANGED TO PROTECT IDENTITIES ESPECIALLY THE UNDERAGE STUDENTS*****

Discussion Points : Duty of Care 1

- Where did things go wrong?

- What needs to be addressed to improve policy and procedure at the school?

- Who is responsible for each step?

- What can the school do to minimise the risk of such a tragic event happening again?

- Share your professional views and opinions

06 APPENDICES

SOME DESIRABLE
QUALITIES
OF A STAFF
MEMBER WITHIN
A BOARDING
HOUSE - MUST
BE STUDENT
CENTRED

Life – long learner – ethical moral 1

Committed and involved, collaborate
and co-operative, supportive of the
ethos of the house and school 2

Professional, accessible, visible 3

Has stamina, proactive, searches for
selfimprovement, patient and flexible 4

Good interpersonal skills, caring,
supportive, approachable, friendly 5

Models the behavior of students,
encourager, observant 6

Learns from mistakes, maintains
confidentiality 7

Aware of legal obligations and fulfils
them 8

Have good counseling and
communication skills 9

Glossary

This glossary is intended to be of general assistance to the reader in interpreting the standards. The definitions provided do not affect any meaning that a term may have under any relevant legislation.

ABUSE

Something that causes actual or likely significant harm to a child. May be physical, emotional or sexual or neglect of the child

AGENCY/EXTERNAL STAFF

Staff not directly employed by a school, but provided by an agency/external organisation for a specific purpose over a period of time.

ANCILLARY STAFF

Staff working in school in non-teaching positions, e.g. administrative, cleaning, catering, maintenance and grounds staff and drivers etc

CHILD DEVELOPMENT DEPARTMENT

A government department set up to determine and ensure policies and procedures are followed concerning Child Protection Issues. This department is usually under the Ministry of Women's Affairs.

BULLYING

Bullying in this context will comprise the intentional or perceived causing of pain, distress, anxiety, humiliation or social exclusion to one or more children by one or more other children, by verbal, physical means or through damage or loss of property

CHILD PROTECTION

Taking reasonable measures to reduce the risk of physical, emotional and sexual abuse, neglect or significant harm of a child, enabling children and staff to report concerns about actual or potential abuse or significant harm, and responding appropriately to allegations, occurrences and suspicions of abuse or significant harm of a child— in the school or outside the school.

CHILD PROTECTION ENQUIRY

An enquiry into possible significant harm to a child (e.g. through physical, emotional, sexual abuse or neglect etc) carried out by the School Authority (SMTs) in accordance with relevant Federal/State laws and procedures as bounded by their (SMTs) Duty to report. May include police investigations or investigation by stakeholders (NGO's, State Teacher Investigative Panel (a sub-division of the Teachers Registration Council of Nigeria) if allegations are against a registered teacher within the school etc.)

CHILD PROTECTION PLAN

A plan identifying strategy and actions to be taken by (possibly)the Federal and State Government, a number of agencies (NGO's), relevant organisations and individuals to protect a child at risk of significant harm. such plan(s) is/are likely to follow a Child Protection Enquiry. Should be clearly and concisely mapped out and made accessible to all designated school staff.

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A RESOURCE GUIDE FOR BOARDING SCHOOLS
AND EDUCATORS

- Ideal for those working in boarding management or with children and adolescents in residential settings
- Starting point for those looking to establish boarding schools
- Suitable for early years, primary, secondary and day schools
- Reference point for key issues in boarding management
- Designed to be easy to understand and learn from
- Includes case studies and contact details of relevant organisations

KEY AREAS OF WORK:

- Policy, Research and Advocacy
- Teacher Training & Placements
- School management & improvement services
- Civic Education



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