



## Boarding Handbook 2023.24

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SCHOOLS'  
ASSOCIATION  
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## Introduction

Welcome to the Hamilton and Meynink Boarding Houses!

Boarding life is not just about the relationship between staff and pupils: parents play a key role in the development of their children and it is essential that they work in partnership with the boarding teachers to ensure that their son or daughter gains the maximum possible from their boarding experience.

Familiarity of parents with procedure is crucial in helping us to establish and reinforce the important structures, which are the necessary foundation for the smooth running of the community. Similarly, when pupils have a clear knowledge of expectations and standards required, they are able both to contribute more positively and to gain more from the opportunities available.

## Audience

This handbook will be of use to parents, pupils and guardians of St. Christopher's Schools. It outlines key features in the day-to-day life and routines of a boarding pupil, as well as providing contact details of key staff and detailing School policy and practice in a number of important areas.

## The Boarding Experience

St. Christopher's boarding houses embrace those intangibles that transform a place of residence into all the best qualities of home. The boarding houses provide academic support giving residential pupils a real advantage as well as an active and rich social and recreational life.

Life in the boarding house is based on the understanding that a boarding house is a home rather than just a residence, and the presence of senior adult presence provides greater consistency of supervision.

From rising time until lights out, the life of a boarder is an active and fulfilling one, with age appropriate routines designed to help them flourish academically, physically, socially and spiritually. On weekends, activities are driven by the interests and initiatives of pupil with the support of the boarding staff

By focusing on the whole individual, our boarders learn how to utilize time effectively and manage commitments, gain clear academic advantages, establishing good working habits in a structured environment, thus raising academic achievement and undergo an ideal preparation for university life in a multicultural environment

Most importantly, when pupils board at St. Christopher's they do not just join a school, they become part of an extended family. They have a sense of belonging and know that they are accepted as individuals; that problems will be shared and triumphs celebrated. Living and working within a genuine community provides a safe training ground within which to develop critical life-skills, such as the importance of communication, consideration and compromise, lessons which cannot be taught as effectively in the classroom.

## **The Boarding Staff**

### **Deputy Head Pastoral (Secondary)**

The Deputy Head Pastoral is a key figure in the strategic development of boarding provision and facilities, and has the overview of the day to day operation of the boarding houses, ensuring that best practice is followed and that there is consistency of provision and approach between houses and school; this also applies to disciplinary issues. They are in charge of the boarders' activity programme and pastoral care. The Deputy Head Pastoral is available to parents, pupils and staff who may wish to discuss any issues with regard to the boarding community, or more specifically in respect of pastoral, social or academic matters relating to an individual pupil.

### **Head of Boys Boarding/Head of Girls Boarding**

The overriding aim of the Head of Boys/Girls Boarding is to enable each pupil to achieve his or her full potential in all aspects of school life within a safe and harmonious setting. They work closely with the Deputy Head Pastoral to plan and run the extra-curricular programme in the boarding house. They have overall responsibility for the welfare of the boarders, monitor the balance between academic and extra-curricular activities and encourage all pupils to play a full part in the School community.

### **Resident Boarding Teacher & Tutor**

Resident Boarding Teachers are in the boarding House on a daily basis, as well as on their duty days and nights. Boarding Teachers take responsibility for procedure in the event of a fire or other emergency when the Housemaster/Housemistress/Houseparent is absent. They also help facilitate the smooth running of the boarder's extra-curricular programme.

### **Resident Nurse**

The Resident Nurse is responsible for assisting in ensuring good communication between the pastoral care teams, liaising on a regular basis with the Deputy Head Pastoral, and for the provision of the best possible nursing care to boarding pupils through the pastoral care structure. In addition to duties in the Medical Centre, she provides evening and emergency nursing support for the boarding Houses, including providing triage and accompanying the boarders to hospital if it is necessary.

### **Hamilton and Meynick House**

The Hamilton and Meynick Boarding Houses at St. Christopher's have been in existence since 1998. It they are one of a kind; fostering a secure, safe and comfortable environment with clear behaviour expectations, along with a variety of activities after school and weekends.

Accumulatively, both houses have a capacity for nearly 120 boarders with two wings; one for boys (Hamilton House) and one for girls (Meynick House). Each wing has its own common room, satellite television and internet access. There are also two large games rooms, which are shared by the boarders and used for debates, games nights and quizzes. They also have additional TV's for movies, console gaming

and they are also equipped with a variety of fun games including, pool/snooker, table tennis and foosball table. The bed-rooms accommodate four students with every room containing its own en-suite bathroom.

In addition, there is a kitchenette equipped with a kettle, sandwich toaster, microwaves, refrigerator and cooker, so that tea, coffee and snacks are within reach at appropriate times.

### **Communication with staff**

Please feel free to contact the relevant House staff at any time on the numbers above; they will be happy to take your call. If staff are unavailable, please leave a message and your call will be returned as soon as possible.

Alternatively, you may prefer to use email as a method of communication and this is also acceptable; emails will normally receive a response within 24 hours of receipt.

Communication with the boarding section tutors by e-mail is through;

[boarding@scsinternational.sc.ke](mailto:boarding@scsinternational.sc.ke)

#### **Admin Office**

07:00 – 17:00

(254-20) 2084267/2084270

Mobile: (254) 723 318833

[Info@scsinternational.sc.ke](mailto:Info@scsinternational.sc.ke)

#### **Deputy Head Pastoral**

**Mr. Kenny Andola**

0723318833

[kandola@scsinternational.sc.ke](mailto:kandola@scsinternational.sc.ke)

**Boarding Teacher (primary contact for the boarding house)**

**Ms. Dorothy Chepkemai**

0723318833

#### **Boarding Tutor**

**Ms. Sheila Asangire**

0723318833

#### **Boarding Tutor**

**Mr. Castro Kipng'etich**

0723318833

#### **Boarding Tutor/Head of Music**

**Mr. Julius Watatua**

0728 018 844

#### **Resident School Nurse**

**Ms. Millicent Mathu**

0722 316 267

#### **Head of Housekeeping**

**Ms. Carol Nyaguthii**

0722 644 905

## **Communication with pupils**

### **By telephone:**

Parents are welcome to ring the boarding Houses, but please do not ring during prep or after their bedtime; late phone calls later disturb dorms and cause problems in settling people down for sleep. The optimum time is between 20:30 and 21:30.

Pupils and parents are reminded regularly that the main House phone (via the Admin Office) is to be used as a method of contact by relatives only. The teacher on duty monitors the use of this phone.

### **By mobile phone:**

A high proportion of pupils have their own mobile telephones. Their numbers have to be registered with the Boarding tutor for use in an emergency or as otherwise required. It is very important that any changes to mobile numbers are passed on to the relevant Boarding tutor. Phones should not be used after bedtime in a dorm. Pupils must have their phones set to silent during lessons and other school events. Calls must never be made or taken around the School; in addition, no alerts nor ring tones should be audible, having headphones on or inserted is not acceptable and no camera nor video functionality should be used without permission from a member of staff. Parents should understand that we reserve the right to confiscate mobile phones if they are found to be in use at inappropriate times. We will also intervene and apply school sanctions in cases of text messaging, emails, social media postings or similar communications if they might be considered to be intrusive, hurtful or offensive.

### **By e-mail:**

There is wireless connectivity in the House. All pupils have a St. Christopher's e-mail address which they use at school and these can also be used by boarders to contact family members during term time. They are expected to agree to the School's published code of conduct.

For student's discreet views such as complaints, seeking counseling:

E-Mail: [studentwellbeing@scsinternational.sc.ke](mailto:studentwellbeing@scsinternational.sc.ke) (**Independent Listener**)

### **By mail:**

St. Christopher's Schools  
Hamilton House/Meynink House  
FAO  
P.O. Box 21378 - 00505 Nairobi, Kenya

## **House accommodation**

All pupils have their own bed, wardrobe and desk.

### **Sharing:**

Each room has four beds, wardrobes and desks; however sharing will be dependent on the number of boarders currently in residence and the age of the pupils. Where possible, pupils will be housed in Year groups or Key stages.

Upper Sixth pupils, wherever possible, will have a single room, although this cannot be guaranteed. Wherever possible pupils' wishes are taken into account in the allocation of rooms to pupils, but it is the ultimate responsibility of the Boarding tutor to allocate rooms; allocations may be changed, in exceptional circumstances, during the year.

### **Privacy and personal space:**

- Pupils do not have authority to enter other pupils' study bedrooms without either the express permission of the pupil concerned, or that of the Boarding tutor.
- All House members, including staff, will knock before entering pupils' rooms.
- No visitors from other Houses are allowed into pupil bedrooms at any time unless given the exceptional permission of the Boarding tutor.
- Boys and girls may socialise together in Common Room areas, but are not allowed to visit each other's dorm areas without exception, unless accompanied by the Boarding tutor.

### **Tidiness:**

- Each pupil is responsible for keeping his/her bed area and study tidy. It is the collective responsibility of pupils to keep shared areas tidy, so that cleaners can maintain high standards of cleanliness and hygiene.
- Floor space, including areas under beds, should be clear of clothing etc. and these and other possessions should be stored as far as possible in desks, cupboards and on shelves.
- Beds must be made each morning before leaving the House for breakfast.
- Perishable foods and drink (such as milk) must not be kept in bedrooms for reasons of hygiene and cooked meals (including takeaways) should not be taken into bedrooms.
- No kitchen equipment, such as kettles, rice-cookers, refrigerators, coolers, toasters, is allowed in rooms for Health and Safety reasons; the same applies to irons, hair straighteners, electric fans, heaters and televisions.
- Housekeeping completes a daily room check after lunch break and reports any concerns as appropriate. Where repeated warnings are given for failings in tidiness, Housekeeping and/or boarding staff will supervise the pupil in question to ensure that his/her room is tidied satisfactorily. The School Matron is always happy to help pupils who find it challenging to organise their belongings effectively and will demonstrate how to pack wardrobes and drawers.



## **Common areas of the House**

All furniture, fixtures and fittings are regularly inspected and replacements/repairs requested as appropriate.

Any deliberate damage or breakage of furniture or fittings by pupils is reported to the parents billed for replacement items.

## **Food**

### **School Meals:**

Attendance at all school meals in the Dining Hall is compulsory for all boarders. All meals are provided by the School and are varied, nutritious and balanced. Breakfast takes place between 06:45-7:30am, lunch between 12.20-1.30pm depending on year group and supper at 6pm. Meal attendance may be monitored if deemed appropriate.

On Saturday morning, breakfast is served from 08:00, however supper takes place on Saturday and Sunday at the usual time of 6:30pm.

## **Bounds**

Bounds refer to those places where pupils may go, those to which they may not, and those where they may go only with permission from their Head of Boys/Girls Boarding. The reason why bounds exist is so that the School can ensure that pupils are safe and that their whereabouts are known by those members of staff who are responsible for them.

All pupils are required to let the teacher know of their afterschool activities so that follow up is done when needed.

### **All pupils:**

The following areas are at all times out of bounds to pupils: building works sites, gas tank houses and maintenance buildings, laboratory prep rooms and stores, the school kitchens and stores, cleaning stores. Pupils are not allowed to use the Kindergarten or Prep playgrounds and/or play equipment.

Boarders are not allowed to use the pool or access the Farm, unless they have the permission of the Boarding tutor and they are under their supervision at all times.

Pupils are not allowed to leave the school site without permission and must be under the supervision of a parent, guardian or St. Christopher's staff member.

In the event of a pupil breaking this rule, the sanctions will be as follows:

- 1st offence: SLT Detention
- 2nd offence: Head's DT
- 3rd offence: Suspension

Suspension, however, may occur after the first or second offence in any case of breaking bounds, depending on circumstances.

## **Boarders at Weekends**

### **Boarders staying on site at the weekend:**

Boarders who remain on the School site for the whole weekend are under the supervision of their Boarding Teachers and/or Boarding tutor and normal weekday rules apply to bounds. This is with the exception of dress, and certain activities and outings which are permitted as part of the weekend programme in order to enable pupils to maximise their social and cultural opportunities. Although boarders are welcome to stay at school at weekends it is expected that pupils will spend at least two weekends each term with their parents or guardian.

### **Weekly boarders**

Weekly boarders may depart from the School site on Friday afternoon once their School commitments have been fulfilled. Weekly boarders may stay in school on Friday evening, in which case they are strongly encouraged to follow the Saturday morning programme. If they do not wish to follow the programme, the expectation is that they will be collected from the House by 08:30 on Saturday morning.

Weekly boarders are expected to return to the boarding houses by 21:00 on Sunday so that they are ready for the week ahead.

### **Whole School term time/holiday exeat weekends:**

There are two exeat weekends per term and a midterm break in which all boarders are expected to spend with their parents or guardians. During these times the boarders are expected to depart at the normal end of school time and return by 21:00 on Sunday evening before school resume on Monday morning. Any problems with this arrangement should be raised with the appropriate Boarding tutor at least two weeks prior to the exeat.

Any last minute changes of plan involving pupil's exeat from school at any time must be arranged directly with the Boarding tutor by the parents. A pupil's word alone will not be accepted under any circumstances.

## **Money**

### **Budgets**

An annual budget is agreed each year with the executive Headmaster, and this is allocated to each boarding House. There are separate budgets for maintenance and major expenditure. The budget for major and routine items such as furniture, mattresses, painting etc. is drawn up by the Boarding tutor during the start of each year and submitted to the Deputy Head Pastoral (Secondary) and the Executive Headmaster for consideration. Pupils are encouraged to feed back their thoughts to their Boarding tutor on possible items for expenditure, and to use the house meetings in order to explore ideas.

### **Pocket Money**

Pupils need enough pocket money to cover normal expenses and are strongly encouraged not to lend or borrow, so it is important that they receive a regular allowance. This is a matter for negotiation between parents and their children, but should not be excessive. The recommended amount of pocket money depends on the usual weekend travel and social arrangements of boarders. Those remaining in school are likely to require more. Money should always be held securely by the Boarding tutor or the Bursar who will operate a house banking system, enabling pupils to withdraw money at set times.

## **Guardians**

All boarding pupils at St Christopher's Schools whose parents live overseas, or more than half a day's travel from the School, are required to have a Guardian, resident within one hour of road travel of the School. Guardians will be appointed by the parents to act in "loco parentis" and must be able to respond readily to an urgent call to be at the school on behalf of their charges. The resident Boarding Teachers also act in "loco parentis" and it is important that the role of the Guardian is complementary to that of the Boarding Teacher. Listed below are guidelines developed by the School for appointed Guardians, to ensure that pastoral partnership between the Guardian and the School is effective.

### **1. Communication**

The first contact for all Guardians is the Boarding tutor of the boarding House in which their pupil has been placed. Newly appointed guardians are expected to attend the welcome tea in the House in which their child has been placed.

Guardians should ideally have a fluent knowledge of English, to be able to communicate with the Boarding tutor and other relevant parties at the school. They should also be able to speak and write the pupil's mother tongue well.

The information that the guardian provides to the School should be accurate, especially in the case of contact numbers; any changes should be forwarded to the Admin Office, with a copy to the Boarding tutor. Guardians should always inform the Boarding tutor if they are away from home on holiday or business, and provide alternative contact numbers.

We expect guardians to maintain regular contact with the pupil. This can be by telephone, letter or by guardian visits to the pupil at school.

After any main holiday period, pupils will always have a brief chat with the Boarding tutor about their stay in order to provide useful information that will enable us to support the guardian and/or pupil where necessary.

There are other special occasions when Guardians may wish to support their charge; whilst at the School he/she may participate in School concerts, productions or matches. It is important to remember birthdays in term time, so that students feel cared for when away from home.

### **2. Academic issues**

It is very important that pupils are represented by their guardians at parents' meetings in cases where parents are unable to be present. Discussions with teachers, tutors and boarding teachers on these occasions raise awareness of any problems at an early stage, and can help in advising and encouraging the pupil, as well as keeping the parents informed of their child's academic progress.

Guardians should always report back to parents as soon as possible after parents' meetings, which are published online.

Guardians who provide accommodation for pupils over holiday periods should contact the Boarding tutor to discuss academic work that might have been set for the pupil over the holiday period, particularly if progress has been sporadic.

A Guardian is expected to ensure that there is always appropriate adult supervision in place to safeguard pupils under their care.

### **3. Weekend arrangements**

Guardians should be aware of the wishes of parents with regard to the arrangements that are made for the care of their children over the weekend period.

We also encourage pupils to visit their guardians at least once per half term for a weekend, to maintain a well-informed relationship, and give the pupil a break from the school environment should they require it.

### **4. Guardian accommodation provision**

#### **In case of illness:**

There are two full time qualified nurses to attend to pupils when they are unwell, and a resident Nurse. However, if a pupil is too ill to attend lessons he/she may be sent home. Guardians must therefore be prepared to accommodate their charge s in these circumstances.

- In the event of a pandemic such as COVID-19, Avian or Swine Flu:
- In the case of an outbreak of a pandemic the School may be closed and all services suspended. It is therefore important that all overseas boarding pupils are able to be accommodated in the first instance - within the first 12 to 24 hours – by their Guardian.

### **5. Suspension**

On rare occasions a pupil may be suspended for a period of time for serious misbehaviour. If the pupil is from overseas, it will usually be necessary for him or her to serve the period of suspension at the appointed guardian's home. It will always be necessary in these cases for the parents or guardian to visit the School to discuss the circumstances of the suspension.

### **6. Holiday accommodation**

If for any reason a pupil cannot be accommodated by their guardian, guardians must, unless the pupil is returning to his/her parents, inform the Boarding tutor of this fact, giving the reasons for, and full contact details of, the pupil's alternative arrangements; parents must also give their written agreement to any changes.

Pupils are not permitted to stay in a hotel or residence without a responsible adult present.

### **7. Medical issues**

Guardians should have knowledge of any special medical conditions or medical history relating to their pupil, from the parents and ensure that the School is made aware of problem areas.

### **8. Travel arrangements**

Guardians often undertake the responsibility for travel arrangements for pupils to and from school, and should always notify the Boarding tutor of these arrangements.

Please ensure that air tickets are booked well in advance so that pupils are not missing important lessons, meetings and social events at the beginning and the end of each term. If the period of leave required exceeds 24 hours, then permission must be sought directly from the Deputy Head Pastoral.

### **9. Personal Belongings**

Guardians are expected to ensure that pupil's valuable personal effects are collected and stored safely during holiday periods, and that all their personal effects are removed at the end of the year or their last term at the School.

Pocket money can be lodged with the Boarding tutor at the beginning of each term.

### **Fire Procedures**

The School's fire safety strategy is directed at maintaining high levels of fire safety awareness in both pupils and staff, thus minimising the potential for fires to occur. Procedures are in place to ensure the safe evacuation of pupils, staff, and other persons who may be in the school, if a fire occurs. These procedures should be practised regularly.

Details of fire evacuation procedures are explained to all pupils, resident teachers and visiting staff, and the fire exits and house assembly points are made known.

Fire notices are displayed in House.

It is School policy to carry out at least one evacuation drill per term in the boarding house, in the presence of all pupils, Nurse and Head of Boys/Girls Boarding. The object is to ensure that each pupil and member of staff has experience of what to do in the event of a real fire emergency.

A written record is maintained of all drills and copies sent to the Senior Deputy Head.

### **In The Event of a Fire**

#### **1. Raising the alarm**

It is critical that the discovery of a fire be immediately communicated to those persons in the building, or area, who might be at risk from the fire.

The general strategy for raising an alarm is:

Anyone discovering a fire will activate the nearest fire alarm.

Any pupil discovering a fire will, in addition to activating the nearest fire alarm, inform the nearest member of staff.

#### **2. Evacuating the area**

The general strategy for evacuation is as follows:

When the fire alarm sounds, boarding staff will instruct pupils to leave the building and proceed without running, in a quiet and orderly manner, to the designated assembly point

Any persons with disabilities will be assisted to evacuate in accordance with pre-arranged procedures.

#### **3. Roll call**

The assembly point will initially be under the control of the senior person present. A designated staff member will take a roll of pupils present, whilst G4S investigate the cause of the alarm and contact the emergency services.

## **Security and safety**

### **1. Grounds**

The St. Christopher's grounds are walled and secured by CCTV, G4S Security and St. Christopher's guards. All boarding teacher and emergency contacts are available and displayed to all boarders.

### **2. Theft**

Theft erodes trust within a community. If 'borrowing' of items takes place without the permission of the owner, then this is deemed to be reckless borrowing, which is regarded by the School as theft. Theft is treated as a severe offence and it could result in suspension, or permanent exclusion.

### **3. Safeguarding Valuables**

- Pupils are responsible for the security of personal property within their rooms. Lockable space is provided for all pupils in their rooms, but if they wish to add further lockable space, they may equip themselves with their own tuck boxes. All valuables should be securely stored.
- Large sums of money should never be held by pupils in house. Money, passports, tickets etc should be passed to the Head of Boys/Girls Boarding for safe-keeping.
- PIN numbers of cash cards should never be divulged even to friends.
- Items should be security marked with a UV invisible ink pen/engraver/permanent marker.
- At the start of each period of holidays all pupils must take valuables home or to guardians.
- Pupils and parents should be strongly discouraged from bringing valuables to School, to avoid risk of damage/loss. The School carries no insurance for pupils' personal belongings.
- Pupils are expected to be strictly honest with regard to money and/or property that they find and which does not belong to them. They should hand in anything that they find at the soonest possible opportunity to a member of staff.

#### **On suspecting theft:**

Pupils should always check rigorously in case the item in question has simply been mislaid or lent to someone and then forgotten.

If the item is not found after these steps have been taken, the matter should be reported to The Boarding tutor within 24 hours.

#### **Action:**

Full details will be taken and passed to the Deputy Head Pastoral for the central records.

The Boarding tutor will investigate as appropriate and refer the findings to the Deputy Head Pastoral. A search may be carried out in line with the School's Searches Policy.

Sanctions will be applied where necessary in line with school policy. The matter may be referred to the Police.

## Health and safety

### 3. Accident Book

An accident book should be held in the San where any accident occurring in house is recorded by the Nurse.

### 4. Hazardous Items

There are some items which pupils are not allowed to keep in their rooms for health and safety reasons as they present a fire risk. These are as follows:

- Fridge
- Kettle
- Hair straighteners
- Irons
- Televisions
- Electric fans or heaters
- Toaster
- Rice cooker

If the house staff see any of these items they will be removed immediately and stored safely until the end of term where they will be returned to either parents or guardians, not to pupils.

Any confiscation must be recorded and passed on to the Deputy Head Pastoral who will keep a central record of the confiscation. A school sanction, normally a detention, will take place if a pupil breaches this rule.

### 5. Health and safety checks

The boarding staff in conjunction with Housekeeping and the Estate Manager will carry out a weekly review of the boarding house, checking critical areas such as wires, windows, adaptor and fire extinguishers.

## Medical Centers

Parents and guardians must indicate on the registration form if the pupil has a specific medical centre/practitioner they wish them to be taken to. For regular checkups and dental appointments, parents or guardians must sign the pupil out and accompany them to the appointment.

St. Christopher's does not provide individual medical cover for boarders and recommends that all parents purchase some form of medical cover before entering the boarding house. **In the event that a pupil requires medical treatment and they do not have cover or the cover is not sufficient, all bills will be passed onto the parents.**

In the event of an emergency, pupils will be taken to the nearest hospital or medical surgery. This is either:

**Karen Hospital**

**Langata Rd, Karen, Nairobi**

**+254 736 200 001/2/3**

**Karen Surgery**

**333, Ngong Rd, Karen, Nairobi**

**0733 642246**

## **Administration of medicine**

### **Pupil Self-Administration**

A pupil's ability to self-medicate both prescribed and 'household' medication will be assessed in consultation with the School Nurse, Boarding tutor and parents. The relevant medication should be kept securely in the pupil's room ensuring no other pupils have access to it. Assessment should be made considering the pupil's age, maturity, level of understanding, level of responsibility and appropriateness of the storage facility. A form with the pupil's signature agreeing to the set conditions is completed for everyone who self-medicates and a copy of this kept. The School Nurse and the children's parents must also sign the form indicating their awareness and approval.

### **Prescribed Medicines**

Before any prescribed medicine is distributed, prescriptions are noted in duplicate by the School Nurse and recorded on iSAMS medical center. All dispensing of prescribed medication can be seen in the day book and on pupils' individual treatment sheets. Any surplus medicine is recorded in the duplicate book and returned to the School Nurse for disposal.

Once the medication has been prescribed, it should be administered by the Nurse or other appropriate member of the boarding staff to the pupil taking into account the type of medication, frequency of administration, the difficulty or otherwise of taking the medication, the need to monitor administration and the availability of staff to administer it. The pupil's ability to self-medicate should also be taken into account. For example, a course of antibiotics might be given on a daily basis with the pupil collecting the day's supply first thing in the morning; pain killers which would be taken 'as necessary' might be supplied in individual doses when needed; an asthma inhaler might be given to the pupil with some supervision initially to check that it was being used correctly; a pupil whose Nurse was off duty for a 24 hour period might be given a two day supply of tablets at one time where that pupil is assessed as able to self-medicate in this manner.

All prescribed medications should come with an information sheet which the person administering the medication should read which gives information such as indications for use of the drug, contra-indications, side effects, dosage, precautions regarding administration, clear reasons for not giving the drug and the duration of treatment before medical advice is again sought. As a rule, however, dispensing of medicines should, wherever, possible be left in the first instance to the School Nurse.

### **Household' Medicines**

There is a list of agreed 'household' medicines to be used by the Nurse, which is kept in the boarding houses San. In addition the Matrons have a gel ice pack and a wheat heat pad. All 'household' medicines used are similarly logged and handled.

### **Special Medical Diet and Allergies**

Close liaison between the School Nurse, Boarding tutor and the School's Catering Department, Specific food needs exists. Special medical diet programmes are implemented in line with medical and parental advice.

Catering staff are trained in anaphylaxis management by the School Nurse.



## **Pupil Wellbeing**

The wellbeing of all pupils at St. Christopher's is paramount. Our boarding programme works in conjunction with our Safeguarding and Child Protection Policy and also our Anti-Bullying Policy, which can be found on our website. These policies ensure the utmost safety for all of our boarders. More information about pupil wellbeing and where to get help can be found in Appendix 6.

Tailored wellbeing sessions are provided to our boarders by the Deputy Head Pastoral and the Boarding tutors that are inclusive of the lessons our pupils would otherwise be learning at home. These include but are not limited to;

- Online safety
- Self-awareness and self-respect
- Global citizenship and awareness
- International values

As well as the various boarding staff members who are experienced and trained at providing support to our boarders, the School Counsellor is available to all boarders both physically during school hours and via [studentwellbeing@scsinternational.sc.ke](mailto:studentwellbeing@scsinternational.sc.ke) outside of school hours. The school counselor serves as the independent listener for the students to voice any issues they may have.

## **Wellbeing Program: Sundays 2-3pm**

St Christopher's School Boarding the Wellbeing Programme is an essential part of the well-rounded curriculum that is offered throughout a pupil's time at school. There are a number of key strands in the PSHE Curriculum that form the basis of the programme and the courses are not limited to only the timetabled curricular topics. The boarding house system and ethos of school life intrinsically contribute to the development of emotional resilience, well-being, values, attitudes and learning of important life skills. There are a diverse range of teaching methods. The sessions vary from personal in-House sessions, single sex or mixed plenaries to smaller tutor groups. The sessions can also be more formal in nature with Guest Speakers and PHSE lessons including cross curricular links with other subjects. Sunday Church service offers the time for reflection whereas wellbeing tutor groups provide a more intimate and informal atmosphere for discussion. We have an experienced PSHE team delivering the various strands which include members of academic staff, the Medical Centre staff, as well as outside speakers.

Our Boarding Programme aims to provide all pupils with appreciation and understanding of the issues that they are experiencing or could experience in the future. We aim to provide good, relevant information relating to areas of their personal, social and emotional development by offering opportunities for them to develop key skills such as resilience, resourcefulness, healthy relationships, decision making, risk assessment, communication skills and strategies for coping. Our programme aims to develop major themes in the curriculum covering but not limited to:

- Health and Wellbeing (Nutrition, Mental Health, Wellbeing & Mindfulness)
- Citizenship, Personal Values & Life Skills
- Drug Awareness

- Positive Relationships
- Counter Bullying
- Internet Safety

Each strand will be discussed during each year group; building and expanding on certain areas as the pupils move up the school.

**The sample topics covered in a term include:**

	<b>Key Stage 3</b>	<b>Key stage 4</b>	<b>Key Stage 5</b>
Week 1	<b>Boarding Handbook inset</b>		
Week 2	<b>First Aid</b>		
Week 3	Drugs - Introduction	Mental Health Issues Addiction Online	Reputation -Career/Work
Week 4	Counter Bullying	Radicalism	Learning to Drive – Young Driver program
Week 5	Personal Safety Use of Social Media & Screen Time (Cyberbullying) Indulgence Safety	Female Genital Mutilation	Consent & Legal Issues Fake ID's
Week 6	Nutrition – practical & theoretical	Self Esteem & Risk Taking Behaviours	Relationships – Their Issues
Week 7	Risks & Consequences	Nutrition for Success	Finance (Careers)
Week 8	Diversity	Contraception & STI's/Porn in Society	Mindfulness & Combat Stress
Week 9	Sleep	Creating the Right Online Profile	Nutritional Life Skills
Week 10	Body Image	Stress Management (and Nutrition impact of sugar)	Finance (Credit Cards/Loans)
Week 11	Personal Values	Personal Finance	Bold Voices – university
Week 12	<b>Health &amp; Wellbeing Carousel</b>		

## Appendix 1 Boarders Weekly Programme

### BOARDING SECTION TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00am	Wake up	Wake up	Wake up	Wake up	Wake up
6.05-6.10am	Temperature check	Temperature check	Temperature check	Temperature check	Temperature check
6.10-6.30am	Year 12&13 morning run	Year 9&10 morning run	Year 11 morning run	Year 7&8 morning run	Perimeter run
6.30-6.50am	Personal Hygiene	Personal Hygiene	Personal Hygiene	Personal Hygiene	Personal Hygiene
7:00am -7:30am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
3.30-4.45pm	Sports and clubs	Sports and clubs	Sports and clubs	Sports and clubs	Sports and clubs
4.45-5.25pm	Common room time	Common room time	Common room time	Common room time	Common room time
5:30pm	Registration and announcements in dorms	Registration and announcements in dorms	Registration and announcements in dorms	Registration and announcements in dorms	Registration and announcements in dorms
5.45-6.15pm	Dinner	Dinner	Dinner	Dinner	Friday Movie Night and Pizza
6.15-6.55pm	Common room time and prepare for preps	Common room time and prepare for preps	Common room time and prepare for preps	Common room time and prepare for preps	
7:00-9:00pm	Supervised Prep	Supervised Prep	Supervised Prep	Supervised Prep	
9:15pm	Tea and refreshments	Tea and refreshments	Tea and refreshments	Tea and refreshments	Tea and refreshments
10:00pm	Lights out	Lights out	Lights out	Lights out	Lights out

#### WEEKEND PLAN (in house weekend)

	7.45-7.50am	8-8.30am	9am-11am	11.15-1pm	1.pm-2pm	2-4pm	4-5.30pm	5.30 5.45pm	5.45-9pm	9:15pm	10:00 pm
<b>SATURDAY</b>	Temperature check	Breakfast	Supervised Prep	Sports/ clubs/ Co-curricular/ Service Activities	Lunch	Sports/ clubs/ Co-curricular/ Service Activities	Common room	Registration and announcements in dorms	House BBQ and Entertainment	Tea and refreshments	Lights out
<b>SUNDAY</b>	Temperature check	Breakfast	Church service	Common room time	Lunch	Optional Sports/ clubs/ Co-curricular Time/ Personal items shopping/ Common room	Wellbeing /PSHE	Registration and announcements in dorms	Dinner +inter house in door games + Tea and refreshments <b>No tech time (Student led)</b>		Lights out

#### Definitions:

1. Common room time-Time for students to socialize in the common rooms
2. Wellbeing-Time set aside for students safeguarding discussions and debate
3. Inter-house indoors games- a variety of fun games including, pool/snooker, table tennis and foosball table.
4. Morning run-morning health and fitness session led by boarding tutor for a specific year group.
5. Perimeter run- morning health and fitness for **all** boarders.
6. No tech time- no electronics allowed. Time for house activities organized by students to create a house culture and traditions.
7. House BBQ and Entertainment- themed Saturdays with picnic atmosphere at the pool or Boarding outdoors with Music/quizzes, etc.

## Appendix 2 Guardianship regulations

A parent whose main place of residence is located further than one hour's road journey from the School is required to nominate a suitable adult to act as guardian for their son/daughter whilst at the St. Christopher's.

The following regulations are compulsory for guardians:

1. A Guardian is normally the nominee of the parents but the executive Headmaster reserves the right to refuse to accept the nominee as a guardian at any time should he feel that the person nominated was or has become unsuitable.
2. A guardian must reside within one hour's road journey of the School.
3. A guardian must be no younger than 23 years of age.
4. A guardian must attend all important occasions in their wards' lives at School. These include academic parents' evenings that are calendared.
5. A guardian is expected to inform the relevant Boarding tutor if leaving the country at any point during term time and a temporary guardian must be appointed before the period of absence commences.
6. A guardian is expected to act in loco parentis in any involvement with the School and to assume the duties and responsibilities which that entails including providing a home for the pupil at weekends when required and during any school holidays in which the pupil is not returning to his/her home. Pupils are not permitted to stay in a hotel or residence without a responsible adult present. If a guardian is unable to accommodate a pupil then the School must be informed of this before the holiday commences and any alternative arrangements must be approved by the School.
7. A guardian is expected to assume responsibility for the care of the pupil if he/she is suspended or his/her removal required from the School by the Executive Headmaster.
8. A guardian is expected to assume responsibility for the pupil if he/she is too ill to remain at School and on the recommendation of the School Nurse is sent home.
9. A nominated guardian must be prepared to provide character references if requested by the School.
10. The School accepts no responsibility for any financial agreement or dealings between the parents and the Guardian.

Appendix 3 Pupil Self administration form

PUPIL PERMISSION FOR SELF MEDICATION		
Surname:	Forenames:	House:
I, _____, understand the need for _____ and I agree to take it as prescribed by the School Doctor. The dosage and any side effects have been discussed with me and I understand them. I also understand, and agree to, the necessity for secure storage of the medicine concerned.		
Signed:		
<b>To be completed by Doctor:</b>		
Student Name:		
Year Group:		Date of Birth:
Diagnosis:		
Name of Medication:		Dosage:
Patient/Student is capable and has been instructed in the proper self-medication of his/her medication:		Yes/No
Doctor's Name (please print):		
Doctor's Signature:		Date:
<b>Parent/guardian signature required:</b> I hereby give permission for my child to self-administer medication as prescribed by his/her physician. I accept full responsibility for my child's self-medication and will not hold the School responsible for any injury arising from self-medication.		
Name (please print):		
Signature:		Date:
<b>St. Christopher's Medical Centre signed and approved:</b> This permission slip is to be used under Gillick competency and Fraser Guidelines only and will be discussed with, and a copy sent to, the relevant Boarding tutor, if the pupil has given consent.		
Medication seen by Medical Centre Yes/No		Date:
Storage seen and approved by the School Nurse: Yes/No		Date:

#### Appendix 4 Household Medications and First Aid Box

Each house has a Medical kit bag as well as a fully stocked Sanatorium. The School Nurse monitors the stock and supply in both of these.

Below is a list of the household medicines and first aid equipment in each first aid kit.

Crepe bandages
Sterile dressings
Adhesive dressing (assorted sizes)
Cotton wool
Cleansing wipes
Elastoplast
Clean gloves
Scissors
Antiseptic solution
Antiseptic cream
Antihistamine ointment
Burn cream
Salbutamol inhaler
Paracetamol syrup
Paracetamol tablets
Aspirin cardio (for heart attack only )
Actal tums
ORS (oral rehydration salts)
Deep heat rub
Deep freeze spray
Clean water

## **Appendix 5 Pupil complaints procedure**

### **COMPLAINTS PROCEDURE**

- If you ever feel that you have been treated very unfairly, or in a way which has upset you very much, then you have a right to tell someone that you are not happy about what has happened; this person will help you to work out the problem.
- If something happens at school to make you unhappy and this has something to do with the way a teacher has acted or behaved, then the first person you would talk to is your form tutor or your Head of Boarding.
- You will then talk everything through with you and you will both decide whether or not your feelings should be written down and passed on to the Head of School so he knows what has happened.
- Your form tutor/Head of Boarding will also talk to your parents about what has happened.
- If you still feel unhappy about what has happened you can talk to the Deputy Head Pastoral and if that doesn't help to solve the problem, you can explain your feelings about things to the Head of School or Executive Headmaster.
- If your complaint is about a boarding member of staff , you can tell the Deputy Head Pastoral about what has happened.
- After talking to the teachers who are helping you, if you still feel that you have not been listened to in a fair way at school, then the Head of School will direct you to the Directors or bring in someone from outside school to look at what has happened.
- At any stage, you can always have a friend with you for support so that you feel secure.

## Appendix 6 Wellbeing and where to get help



ST. CHRISTOPHER'S  
INTERNATIONAL  
SCHOOL  
NAIROBI

# CHILD FRIENDLY VERSION OF SAFEGUARDING POLICY

A child is anyone who is under 18 years of age. As a child it is your right to:

- go to school;
- receive health care; and
- be protected from RISK AND abuse.



## People should never hurt children.

Unfortunately some people (adults and children) do hurt children.

## What is Safeguarding about?



All of the adults at the SCIS think that your health, safety and welfare are very important. In our school we respect our children and help to protect their rights. We do our best to help children make excellent educational progress. We teach children how to recognise risks in different situations and how to protect themselves and stay safe.

## How we safeguard children at St Christopher's International School?

We try to provide a safe environment for children to learn in.



Where everyone has the right to feel **SAFE**; the right to **LEARN** without undue distraction or disruption; the right to **RESPECT**.

We think it is important for our children to know where to get help if they are worried or unhappy about something. We try to provide you with as much information and support as we can.

We help to ensure that children remain safe, at home as well as at school. We think it is important for our children to know where to get help if they are worried or unhappy about something.

## What should children do?

Speak to an adult at school if you are worried about something.



1. Drop your concern in the listening boxes or jars around the school/class; or
2. Speak to your form tutor; or
3. Talk to any teacher you feel comfortable to; or
4. Speak to your Key stage coordinator; or
5. Speak or write to Mr. Andola ([kandola@scsinternational.sc.ke](mailto:kandola@scsinternational.sc.ke))
6. Write to Mr. Jones, the Counselor ([studentwellbeing@scsinternational.sc.ke](mailto:studentwellbeing@scsinternational.sc.ke))



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To start a conversation you can always say or write: **Please can I talk to you?**

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You can find useful help and supporting information on your 'Stay Safe' display in the classroom.



### **Pupil Wellbeing: How Can I Get Help?**

At St. Christopher's Schools, we want everyone to feel part of a safe and happy community. We aim to create an environment in which you feel safe, secure and your points of view are valued. We encourage you to talk to us about issues and to know that your views will be listened to.

From time to time, you may be worried or upset about something. There are lots of people available to help you and we hope you can choose someone you feel you can trust. The experience of pupils all over the world is that, no matter how bad the problem may seem to be, it is almost always a great help to talk about it.

#### **Is something worrying you?**

Are you having difficulty with one or more of your academic subjects?

Do you think you may be ill and are too afraid or embarrassed to tell someone?

Do you feel very depressed?

Are you or your friends being treated unkindly or bullied by another pupil?

Do you think that another pupil is not eating properly, or might be harming themselves?

Are you worried, angry or hurt about something happening at home?

Do you think that another pupil has done, or is about to do, something seriously wrong or dangerous?

Are you caught in a serious situation that you do not know how to get out of?

Do you feel you are being treated unfairly by a teacher?

Do you feel that you are not being given enough privacy or independence?

#### **What should you do?**

If any of these things are happening, please talk to someone about it, even if you feel you can handle the situation. It may be that what is going on affects other people at school or that you are unaware of all the different ways a problem can be tackled.

There are a number of different people who will be very happy to talk to you and to help you to try to find a solution to the problem. It may help to talk first with another pupil who is a trusted friend. However, sometimes you may also need help and support of an adult. Choose whoever you feel most comfortable and safe talking to: your Form tutor, Key Stage coordinators, the Deputy Heads, School Nurse, The School Counsellor or any member of staff.

If you have a complaint about our school or a member of staff, speaking to one of these people is normally the quickest and most effective way to get to the heart of the problem and resolve it. You might find that dropping a note in the "Listening Box" in the library is the right thing to do.

#### **Who else needs to know?**

We understand that you may wish to talk about a problem only if it is kept secret. In some cases, this is possible, but there are times when the adult you talk to will need to pass information on someone else at school - this is usually because we feel you might be at risk or in some danger.

Please do not let this stop you from raising complaints or saying when you are worried or upset. Most young people who speak up, say afterwards that it helped them enormously and that the problem did not seem quite as bad once they had a chance to talk it through with someone experienced and helpful.

#### **Making a formal complaint**

If you feel that you have not been able to sort out a problem or complaint on an informal basis you may make a formal complaint. You may wish to involve your parents at this state if you have not already done so. You or your parents should write to the Head of School setting out the complaint and what you want to be done about it. The Head of School may suggest a meeting to discuss the complaint but will in any case give you a written answer explaining what she has decided to do about the complaint. You will not get into trouble for making a complaint if you believe that you have a good reason for doing so.

The Head of school will keep a record of serious complaints from pupils and what happened to those complaints and will review them from time to time.

Once the Head of School has provided their written decision, this will be the final stage of this procedure. If you are unhappy with the outcome, you should talk to your parents who may wish to use the formal complaints procedure which is available on the school website or alternatively can ask for a copy of the procedure to be given to them.

**Bottom Line: Speak up!**  
**“A problem shared is a problem halved”**

#### **What can you do if you are being bullied?**

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what’s been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.

- Never be afraid to do something about it and quick.
  - Don't suffer in silence.
- Don't blame yourself for what is happening.

**What can you do if you see someone else being bullied? (The role of the bystander)**

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
  - Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
  - Let the victim(s) know that you are going to get help.
    - Tell a member of staff as soon as you can.
    - Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
  - Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Listening' box which can be found in the library.
  - Tell a teacher

## **Appendix 7 Searches Policy**

St. Christopher's Schools recognise that on some occasions it may be necessary, in the interests of a pupil/pupils and for the safety of pupils and staff, to search a pupil. The school has developed the following guidance for conducting a search/searches of pupil/s and/or their property which is in line with UK Government guidelines including section 550ZA of the Education Act 1996. Parents will be informed of any incident where it has been necessary to search their child/children.

### **1. Search of a pupil's person**

Personal searches should be avoided, as they risk violating a pupil's right to privacy and may lead to allegations of assault.

If a pupil is suspected of carrying an illicit item (for example, alcohol) staff should ask, where possible, in the presence of a second adult witness, for the pupil to turn out his/her pockets or bag.

If the pupil refuses to comply, full details should be passed to a member of the School Senior Management Team ['SMT'] for further investigation and possible sanction in line with the school's Discipline policy. The School will then contact the pupil's parents with details of the incident where appropriate.

Staff must not under any circumstances:

- Touch the pupil against his/her will, other than in those circumstances specified in the Foundation Policy on the Restraint of Pupils;
- Physically search the pupil's person, even outer clothing and pockets
- Remove the pupil's clothing – e.g. coat - for the purpose of searching it
- If a pupil is suspected of possessing illegal drugs or weapons, it remains inappropriate for staff to conduct a personal search. An effort should be made, in the presence of a second adult witness, to persuade the pupil to hand the drugs or weapons over to staff voluntarily.
- If a pupil refuses to comply, the School will inform the pupil that the police will be called. The police may then conduct a personal search if they believe that a crime has been committed, or to prevent harm to themselves or others following an arrest.

### **2. Searching of pupils' property**

The UK Department for Children Schools and Families ['DCSF'] suggests that, even where the possession of drugs is suspected, staff should not search personal property (such as a bag, or even a pencil case) without consent

If the pupil objects (which he/she has the right to do) staff should inform a member of the SMT, who will depending on the circumstances, either notify parents who may persuade the child to give consent, or consider calling the police

If suspicions are raised whilst the pupil is absent from School, this does not permit staff to carry out a search; pupil consent has to be sought and given. If the situation is urgent (to use an extreme example: if the pupil is suspected of leaving a bomb in his bag) the police should be called

For a minor item such as a lost CD, it is more appropriate to ask the pupils to search their own property to see if the item had been misplaced

### **3. Searching of School property**

The Boarding tutor may be asked to assist in the search for a lost/stolen item', or where there is a suspicion of illegal drug possession.

The new DCSF guidance on drugs draws a distinction between the right of staff to search personal property and the right of staff to search School property and states that:

"Staff may search school property such as pupil's lockers or desks if they believe drugs to be stored there. Prior consent should always be sought. Individuals should be made aware that if consent is refused the school may proceed with a search. However, where consent is refused, the school will need to balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause."

A search will always be undertaken at school where possession, supply or manufacture of illegal drugs is reasonably suspected as it is:

- an offence under s.8 of the Misuse of Drugs Act 1971 for the management of schools knowingly to permit the supply or production of any illegal drugs on their premises
- it is also an offence to allow the school to be used for the smoking of cannabis or opium and the preparation of opium
- In such cases, or where pupils may be seriously at risk of injury, for example, through storage of a fire arm, then:
- the pupil's consent will not be deemed necessary for the search to go ahead
- the search may go ahead in the pupil's absence
- the School has the right to access locked storage by effecting forcible entry

### **4. Before commencing a search**

As a general rule, School property will only be searched if the search is legitimate and has a reasonable prospect of success. Staff must therefore consider whether:

- the extent and nature of the search proposed is proportionate to the value of, or "risk factor" of, the item sought (even in the case of stolen property), otherwise there is a danger that it will be considered unreasonable and perhaps lead to a suspicion of an ulterior motive/allegation of intrusion
- there is sufficient justification to target particular pupils
- the balance between the nature of the item sought and the likelihood of it being found, and the extent of the search in terms of protecting the privacy of others, is a reasonable one
- The pupil's consent for a search will then be sought

### **Carrying out a search**

If consent is refused, and the matter is considered sufficiently serious, the Boarding tutor may proceed regardless of the pupil's objections, as outlined in the criteria listed above. If, however, the allegation is sufficiently serious to warrant this degree of searching, then a member of the SMT and the pupil's parents should be informed, and/or the police called. Such searches must not, however, include searches of personal belongings.

Where possible, the pupil should be present during any search of school property used to store belongings; if the pupil is absent and it is not possible to seek consent, the Boarding tutor should consult with a member of the SMT as to whether the particular circumstances are serious enough to warrant the search. Any search should always be witnessed by a second adult to minimise the risk of a claim that a pupil has been unfairly targeted, or that discrediting evidence has been planted.

A written record of the search should be made setting out the main details of the search, including the date, time, people present and the outcome; this should be passed to the relevant member of the SMT and copied to the Deputy Head Pastoral for the central records.

The extent of the search must be proportionate to the value of the lost item or the danger involved. It is not necessary to search the belongings of every pupil in the house each time that an item goes missing or there is a suspicion of drugs use. Equally, the Boarding tutor must have clear reasons/evidence for limiting their search to specific individuals, to avoid giving rise to accusations of bullying or victimisation, or targeting of specific racial/gender groups that may lead to a complaint of discrimination

### **4. After the search**

SCIS will always contact the affected pupil's parents after any search, regardless of the outcome. A proper record should also be kept and held centrally.

If an illegal item is found as a result of the search (for example, drugs, a knife or a firearm) it should be handed to the police. In other cases, confiscated items should be returned to the pupil's parents, and should not be destroyed or kept by staff for their own use.

## **Appendix 8 Internet Code of Conduct**

### **CODE OF CONDUCT FOR THE USE OF ELECTRONIC EQUIPMENT BY BOARDING PUPILS AT ST. CHRISTOPHER'S SCHOOLS GENERAL GUIDANCE**

The following guidelines for acceptable use apply at all times:

All boarding pupils are subject to the St. Christopher's ICT Code of Conduct when using any laptop, tablet or mobile phone device.

- Pupils are not allowed to:
- download music/film which breaches copyright laws
- access gambling sites
- use file sharing sites such as LimeWire and Bit-Torrent
- use a proxy server and in doing so, by-passing the school's "safe" internet connection which is filtered appropriately

Pupils accept responsibility for any such electronic equipment they bring into school and must ensure that it is stored securely and properly insured.

If the code of e-conduct is abused, sanctions may include confiscation of devices, or restrictions on the use of the internet during the evening and the weekend.

### **SOCIAL NETWORKING AND VIDEO DOWNLOAD SITES: ACCESS POLICY**

#### **1. Social Networking Sites**

Social networking sites are a key form of communication with family and friends for boarders, however, computer access for work will necessarily be prioritised during the day. Social networking sites are available in School at set times and on the following basis:

- Access is conditional on safe and responsible use and in accordance with the ICT Code of Conduct.
- Pupils must take responsibility for making their web pages private and with restricted access.
- Access to sites may be reviewed by the School on a case-by-case basis to ensure that sufficient levels of privacy are maintained and that users are using the system responsibly.
- Pupils are expected to have visited an on-line safety site with their parents so that they are aware of on-line safety recommendations. Examples of appropriate sites are [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk); [www.childnet-int.org](http://www.childnet-int.org) or [www.cybermentors.org.uk](http://www.cybermentors.org.uk)

Pupils must follow the e safety-code of conduct published in houses.

#### **2. Video on Demand and Video Sharing Sites**

Sites like YouTube, Netflix and Google Video use substantial internet bandwidth. Simultaneous access by many therefore degrades service for other school users. Sites should therefore never be accessed by pupils during lesson time or prep.

Sites may not be accessed by any pupils after their published bed time.

### **3. Age Certificated Materials**

Games/DVDs (or similar) which do not have an authentic age-rated certification will be deemed to be suitable for 18s and over only and as such will not be permitted for pupils under this age.

Pupils may not use material which is certificated above their age.

At the discretion of their Boarding tutor a boarding pupil may be prevented from viewing or using any materials considered to be unsuitable for a school environment, regardless of age certification and the age of the pupil.

The School may examine e-mails, personal study areas or other storage and communications media used on school premises, or that used via a school communication network, if it believes the investigation may result in finding evidence that is contrary to school rules, or which breaches the law. This can include telephones and personal e-mails.