





House Parent Map

This document intends to provide house parents and those assisting them with everything they need to know about the safe and smooth running of a boarding house. Please read it carefully and let us know if you have any questions or concerns.

I: Preparation

I.1: Key documents

Before arrival please carefully read the following documents:

- This ECS **House Parent map**
- The document **Notes for Staff** gives general information for all staff about employment with English Country Schools.
- **Notes for Students and Parents** is a document that we send to all students and parents before the course begins. It contains essential information such as school rules, clothes list, etc. The students attend on the understanding that they have read and agree to the Notes. Please read them carefully so that you are aware of our expectations of behaviour etc. from our students.
- We have two documents about homesickness, one for parents and one for staff. Please read both so that you have a good understanding of the causes of homesickness and how to respond to it.
- You must read, understand and accept our **Child Safeguarding Policy**. As you will be living in close proximity with the children it's essential that you have a complete understanding of the responsibilities of all staff in this regard.

I.2: Boarding house aims

Our aim in the boarding houses is to provide a comfortable, safe environment in which children from many different countries will relax, coexist sociably and develop independence through daily routines. This is part of the 'learning for life' that we promise on our courses. As far as possible we want them to speak English together.

I.3: Accommodation

I.3.1: Physical orientation

Before the children arrive take time to get to know your accommodation inside out. Layout can be confusing. Make sure you know where fire exits are, which rooms are for staff, out of bounds to children, etc.

I.3.2: Student accommodation

At Port Regis School near Shaftesbury in Dorset this summer there are two separate age groups. 8 – 12 year

olds will be accommodated in dormitories in the main school building, The Mansion, with boys and girls in separate areas.

Teenagers live in separate boarding houses called Prichard (boys) and Grosvenor (girls). Most teenagers have their own room. In Prichard there are a few double rooms and one 4-bed room with its own bathroom. Boys are not allowed in the girls' boarding house. Boys and girls share the recreation area in the boys' boarding house under supervision during evening free time.

1.3.3: Student lists

We will provide you with lists of students showing their name, age, gender, the language(s) they speak and their dates of attendance. The list will also include any requests that we have received for any of the students to be accommodated near a friend. We will also provide you with welfare notes for the children in your care (sensitive information: see below).

1.3.4: Room allocation

Using your student list, allocate students to rooms:

- Make sure you are aware of any requests for students to be accommodated together. Talk to Sarah about the best way to accommodate the youngest children in Grosvenor.
- Our aim is to accommodate students with others of the same age and different mother tongue, so that they will speak English and make new friends.
- Be aware that students may have a different nationality but still speak the same language. For example German-speaking students may come from more than one country.
- Sort your list by age and allocate each child to a room, ensuring that there is a good mix of nationalities and students who speak different languages. This will take a bit of juggling. You will also need to take into account when students will be attending: students staying for the whole summer should be accommodated together if possible, but still keeping nationalities in mind. It's not a disaster if we have to move them half way through the summer, but try to avoid this if possible.
- When you have allocated rooms, put the name of the occupant or occupants on or above each door. Use blu-tack to avoid marking the door or wall.

1.3.5: Bedroom / fire lists

When you have allocated students to rooms, produce floor plans so that anyone can see clearly who is in each room. If you do not have floor plans you will need to produce a fire list. This must answer two questions that might be asked in an emergency:

- Who sleeps in this (burning?) room?
- Where does this (missing?) person sleep?

Copy your floor plan / list as many times as needed:

- Place one copy on a clipboard at the entrance to the accommodation, together with a biro and torch. Attach these to the clipboard if possible. Use a fluorescent pen to write 'FIRE LIST: DO NOT REMOVE'
- Give a copy of the fire list to the Course Manager.
- Each House Parent should also keep a copy in their room.

It's very important that bedroom / fire lists are kept up to date. Watch out for students who try to swap rooms, especially at the start of the course. Don't accept any requests for students to be placed next to each other unless the request is already on your student list. Explain to them that fire lists have been produced and

that it is not possible to move them. If they are not happy with this they must talk to the office about it, but in the meantime they must go in their allocated room.

If students must move rooms for whatever reason you will need to redo the list and provide everyone with a fresh, up to date copy.

1.3.6: Signage

Each room should show the name(s) of the occupants. Staff bedrooms should have the following on the door so that students know where to get help if they have a problem: 'Staff bedroom: do not enter.' Indicate which bathrooms are for staff and which for students. For young children, put up signs showing the way to the toilets. Indicate any no-go areas with a suitable 'no entry' sign.

Check that fire exit routes are clearly indicated: signage may not be sufficient for students unused to the building. A student should be able to see a fire exit sign within a few feet of emerging from any room. Put up our temporary 'fire exit' signs (left or right pointing) where necessary, taking care not to mark walls (use blue tac or similar). Grosvenor building has a 'no shoes' policy.

1.3.7: Notice board

In your house, remove any existing signs and notices that might confuse the students. Prepare an ECS notice board. Include on the board the daily timetable, advance notice of trips and excursions, laundry arrangements, bedroom tidy results and any other relevant information such as how to conserve energy and water (see 3.10 below). All houses should have a notice advising pupils to hand in any medicines they may have brought with them. Make sure you display a notice advising students to return their pocket money after excursions.

1.3.8: Check rooms

Walk around the building and carefully list any damage: cracked windows, marked walls, loose doors on furniture, stained carpets, etc. We will report these to the host school so that they can make repairs and we will not be blamed for the damage. Just before students arrive check that all rooms are clean, tidy and ready to welcome the occupant. Are the showers and washing facilities all working? Report any problems as soon as possible to the course manager.

1.4: Pocket money log

Pocket money is administered by house parents using a pocket money log that we will provide. Write a name for each pupil at the top of each page, arranging the pages alphabetically by first name so that you can find any student's page quickly. Please always use black ink in the pocket money log as pages are photocopied and sent home with the pupil at the end of the course. Some parents send money in advance for their children; other children may start with an account in deficit. Please ask us for a pre-arrival balance list and show any positive or negative balances in the 'Pre-arrival balance' row in the log. It's best to write the word 'minus' (as opposed to a minus symbol) deficit balances in order to be completely clear: eg. 'Minus £15'. In 2023 we have asked students to bring prepaid cash cards with them if possible. Please deal with credit cards as you would cash. They need signing out and each time they are used.

1.5: Box file

A plastic box containing hanging files is provided to keep students' passports, tickets etc safe. Arrange the files alphabetically by first name. Each hanging file will contain a plastic wallet for the student's travel documents. Help to get the box file ready for your house and when you have collected in documents bring the box to the summer school office for safe storage. You will need to 'borrow' the box when you collect or return travel documents.

1.6: Welfare notes

We will provide medical and related information that we have been sent for each student. Go through these carefully, highlighting any information that you need to remember for the students in your house. Please keep the children's personal information private and share it only on a need to know basis, eg. with others who are helping to care for the children. If in doubt please ask. If you keep pupil information on a memory stick make sure you password protect the stick and delete or shred all pupil information at the end of the course. In case of emergency (eg. if a pupil has to go the hospital suddenly) in the summer school office we keep a medical and contact essentials sheet for each child.

1.7: First aid box

Make sure there is a first aid box for your house and check to see what it contains. There will be a list of contents in the box. Put up a notice somewhere public (for example in the entrance hall to the building) stating where the first aid box is kept. This must not be in a room that is ever locked. Put a notice on the first aid box, 'First Aid Box. Emergency only. Replace after use.' Don't store anything potentially dangerous in the box: for example children's medicines and analgesics like Paracetamol should be locked away.

1.8: Emergency contacts

We will provide you with a short list of emergency contact numbers for the course management and for local medical services. Keep the numbers handy in case you need them, for example by putting them on your bedroom wall. Program them into your own mobile phone if possible.

1.9: Two-way radio

Two-way radios are essential for liaising with the summer school office on arrival and departure days. They are also very useful for communications generally - for example if a student doesn't show up at the start of a lesson or other scheduled activity. We'll show you how they work and will give you an opportunity to practise during induction. Each house has its own charging base and you'll have a named radio. Try not to lose it. Don't let students get their hands on it.

2: Arrivals

On arrivals day please look smart and presentable to welcome students and meet their parents. Wear your ECS polo shirt. Make sure you have your fully charged walkie-talkie with you. Many parents bring their children to Port Regis. They are asked to arrive after lunch but sometimes arrive earlier. Introduce yourself and show them to their room. Explain that you want to see them again in a few minutes with their travel documents, any pocket money and any valuables they wish to give you for safe keeping (see below). If the student's English is weak you can use pictures to show what you are collecting. Offer to answer any questions that parents may have. If you don't know the answer, refer them to the summer school office. Don't get involved in showing parents around the school - you are needed in the house. If possible provide a plan of the school with a suggested route.

Once the children have unpacked and you have collected travel documents etc. try to direct them towards an activity with other pupils. They have been travelling for quite some time and the fresh air will do them good. It's also helpful to get any potentially homesick students involved with other children as soon as possible.

After the fire drill and welcome talk (see below) make sure everyone goes to bed. Be quite strict with bed times at the start of the course so that the children come to accept it as the norm. Be firm but fair with any child talking after lights out. You will all need a good night's sleep.

2.1: Phones and electrical items

Students will arrive with phones and possibly other mobile devices. These are potentially problematic with children from different time zones wanting to make and receive calls at different times of day and night. Some

students hide behind their devices. There is also the possibility of homesickness caused by excessive contact with home, whether by over-anxious relatives or by the children themselves. Phones and chargers can all look very similar. It will help if you have plastic wallets - one per student - ready to keep them in.

Allow 8 – 12 year olds to keep their phones on the day of arrival but collect them in that evening. Have a named folder or plastic wallet ready for each child. These should be kept in a box file in your room. Devise a signing out system so that you know who has taken / returned their phone and when. 8 – 12 year olds can use their mobile phones 17:00 - 18:00 daily. This should be adequate for most but there may be problems with time zones for some children. If so, arrange a separate time for these children (eg. after lunch) and make sure other students understand the reason for this. Make sure pupils return their phones to you after use: it's not fair for some students to be on the phone to friends and relative when others are not allowed.

Teenagers 13 - 17 will hand in their phones before morning lesson and these will be given back following the afternoon activity. This means teenagers will have their phones overnight - they tell us they like to listen to music and catch up with friends in the evening - but we reserve the right to collect in phones before bed time if necessary. Teenagers must not use their phones during lessons or workshops (unless part of the session) or during organised activities or meals.

2.2: Passports, tickets and pocket money

House Parents are responsible for collecting in the students' pocket money, travel documents and any other valuables such as credit cards.

It's very important that other staff - eg. teachers meeting students at the airport or helping in the house - don't agree to look after passports or pocket money temporarily for students as this can easily lead to misunderstandings. Students should hand in pocket money and documents to house parents themselves.

In addition to the plastic box file for keeping pupils documents there is also a separate pocket money cash box for each house that is also kept safely by the school office and 'borrowed' when you need to hand out pocket money.

Shortly after arrival, ask each student to give you their travel documents, pocket money and any valuables such as credit cards. Record these in the pocket money log and ask the student to sign to verify this. If a student professes not to have any pocket money check that it has not been sent in advance. If this is not the case, ask the student again. If they can understand, make sure they know that it really is best to hand in pocket money for safekeeping. If they still don't appear to have any pocket money, make a note of their name and inform the office so that we can check with parents.

Sometimes a student will try to give you a wallet or envelope containing their pocket money. They think that you will keep 'their' notes safe for them. We cannot do this. Instead, ask them to remove their money and count it together. Place the money in a named plastic wallet in their hanging file and record it in the student's pocket money log. Do not accept small change. If the student wants to you look after his or her wallet (minus money) place it in their plastic wallet with their travel documents.

Credit cards will often be requested last-minute by pupils before an excursion. You can keep credit cards at the bottom of the metal pocket money box so that you can hand them out with pocket money, but if you have a lot of these it may be simpler to keep them in pupils' hanging files. Remember to record credit cards out / back on the pupil's pocket money log.

Students may bring pocket money in currencies other than Sterling. We cannot be expected to change this. Instead, place the foreign currency in an envelope. Write the student's name, the currency and the amount of money on the outside of the envelope. Also record this in the separate column in the pupil's pocket money log. Place the envelope in the plastic wallet (with their travel documents) in the student's file. They will need to find somewhere to change their money when they are out on excursion or shopping. Each time they draw from their envelope, write this on the envelope and in the log and ask them to sign the withdrawal.

If a student gives you travel documents belonging to a brother or sister please make sure this goes in the sibling's own separate file, liaising with another house parent if necessary.

Once all the students have arrived and you have collected their money etc inform the office as this is inform the office as they will then be removed and locked away for safe keeping.

During the first few days of camp go through the pocket money log to see if any students have not handed in pocket money or travel documents. Talk to them and if necessary refer omissions to the school office.

2.3: In-house welcome meeting

Good orientation helps students to feel more comfortable in their new surroundings. The in-house welcome meeting is an important part of this. Before bedtime assemble your students together in their accommodation. Make sure you have with you some of the other staff who will be helping to look after them in their accommodation. Adjust the content according to the age of the students.

- Welcome them. Explain that you understand some of them may be very tired, especially if they've travelled a long way.
- Introduce yourself and any other members of staff who are there.
- Ask the students which countries they come from. Ask for a show of hands who's been to ECS before.
- Talk about yourself a little: what you're doing at the moment, where you're studying or working, countries you've visited, etc. Anything really to help the students regard you as a real person.
- Refer to the Notes for Students and go through each of the rules in turn, explaining why they are important.
- Explain about the 'Signals' procedure (see 'Discipline' below). Agree with pupils what kind of behaviour merits a warning.
- Talk to the students about use of mobile devices – see above – and encourage them to avoid overuse: ECS is all about mixing, making new friends and speaking English.
- Ask students if they have any medicines that they need you to look after (see the separate 'Medical' section of this map.) Explain to them why they must not share medicines.
- Show the students the house notice board and refer to the normal daily timetable (which should be on display in common rooms)
- Show the timetable for Placement Day. Explain that due to student placement the timetable is different to the normal day.
- Talk to pupils about environmental responsibilities: see the separate section 3.10 below.
- Invite questions / general discussion.
- Ask students if they have any immediate problems - lost baggage, missing bedclothes, etc. Remind them of the importance of talking to a member of staff if they have problems or concerns of any kind. Assure them that we have many years experience and that it is our job to help them to have an enjoyable and worthwhile stay at English Country Schools.
- Explain why it is important for all students to hand in passports and tickets. Collect these if they have already not been handed in or ask students to hand them in at the school office.
- Collect in mobile phones (8 – 12 year olds) and explain when they can next be used.
- *Show the fire list, explain why students cannot move rooms and finish with a walk-through fire practice.*

2.4: Fire drill

On the first night of the students' stay you must walk them through the fire drill. Before you do this make sure you have help from other staff and make sure you have an up to date list of students who have arrived. At the assembly area show the students how to line up in bedrooms or corridors for quick counting. Choose a student from each corridor/bedroom to be a monitor and ask them to count the students when in line so they can give you the number when asked. When the fire drill is complete please make a note of it in the separate Fire Log Book.

You will have already put up any extra fire notices necessary to indicate which way the students should go in the event of a fire. These will show primary - and, if the route is blocked - secondary escape routes. The primary route will be the safest and quickest way out of the building for a given accommodation area.

Walk around the accommodation with the students. Show them the primary and secondary escape routes and the fire assembly area. This is normally a little way in front of the accommodation building in an area that will be out of the way of attending emergency vehicles. Make sure everyone knows the primary route that you are expecting them to use in this practice. Explain that if there is an alarm in the night they must try to make sure that everyone in the room (or, if they are in a single room, in the rooms next to them) is awake before they leave. They should put on some footwear (Why? To protect against anything hot on the floor) and a dressing gown or other protection. (Why? Because they may be waiting around outside for a while until the alarm is over.) A blanket is not advised (Why not? Because they might trip over it on the way out.) Explain that it's important to walk quickly, not run; and don't talk or scream. Please don't talk in the assembly area either. (Why? So that you can quickly check who is there and not there.) Ask everyone to go to their room and wait for the signal.

On the signal students should leave their rooms and walk along the fire route you have shown them, to the assembly area. Encourage them not to talk or run. At the assembly area make sure the students have lined up correctly, check that everyone is there and provide feedback. If students have been unruly about the practice (it's not unusual for them to get quite excited and scream and chatter) do it again until everyone takes it seriously.

3: During the course..

3.1: Day to day

Create a simple daily checklist so you know things need to be done eg. Laundry put out, dorm tidy scores, check all rooms to make sure things are ok etc..

It is a good idea to carry a notepad and pen around with you. There are always lots of things to remember during the day and you want to make sure that everything gets done.

You will know when everything is starting to run smoothly as there will be a very relaxed atmosphere around the house. Smile, be social and talk to the children in English. They really do enjoy being spoken to and made to feel at home.

Be on the lookout for signs that children are not happy and try to find out the reason. Children do not always know when they are becoming ill; or they may be reluctant to tell you if for example another student is being unkind. Record all incidents in the Incident Book.

3.2: Discipline

Make sure you have read the rules in Notes for Parents and Students so that you know what standards of behaviour we expect from our students.

We operate a 'signals' procedure: pupils start on green, move to 'amber' on a first warning and 'red' on a second warning or if the offence is serious. Keep a record and bring pupils to the office if they reach a red signal. We will decide if parents need to be informed. Signals 'reset' so everyone is on green at the start of each week. Other than giving signals you must not apply your own punishments. If a student is misbehaving sufficiently to require punishment you must involve the school office who will decide what to do.

At the start of the course, bear in mind that some children will be getting used to a new time zone or to a bed time that is earlier (or later) than their normal time. They just have to get used to this. We suggest that at Port Regis 'lights out' means exactly that - and try to keep this as regular as possible. Allow teenagers to read

quietly in their rooms if they want, but be strict about noise or anything that might disturb other students.

General disobedience - not going to bed when asked, rudeness - counts as antisocial behaviour and must be challenged as soon as it happens. If the offence is minor, talk to the student(s) involved (taking care to observe necessary child safeguarding guidelines) and ask them to remind you of the school rules that they have agreed to and why they are necessary. Try to elicit an apology and a promise not to do it again. If the offence is serious - eg. bullying, going off site without permission, smoking, alcohol - please tell the school office immediately.

3.3: Lost property

Students have been advised to label their clothes and possessions with their name. They do not always do this. Set aside a place in the house for lost property. These will usually be clothes. Do not leave anything valuable there. Periodically throughout the course - and increasingly as student departure date arrives - check for lost property left around the house and school.

If a student reports something missing, check with them in the usual places - their room, the lost property table, bathrooms, the school's general lost property table in the dining room (ie. for items found around the school and grounds). If it's something electrical, check the 'electrical' box to make sure it has not been handed in for safekeeping. (And if not, ask them why not..) If, after searching, the item is still missing, make a note of the colour, brand, etc. Describe the missing item to all students in the house in the evening and ask them if they have seen it.

Usually lost items do turn up. Sometimes a number of small items appear to go missing at the same time and students can begin to worry that there is a thief around. This can become something of a self-fulfilling prophecy as students jump on the 'me too' bandwagon. Or maybe someone really is stealing. The only solution is to itemise and look for everything the students say they have lost. Inform everyone when things turn up. And keep reminding students that you are very happy to look after any money or valuables for them. If they prefer to keep them, this is at their own risk.

3.4: Laundry

The Notes for Students and Parents state:

>Make sure **all** items are named: we need to know who they belong to. There is a weekly basic laundry service for underwear, sportswear, tee shirts, etc. We do not generally wash jeans, jackets or other heavy clothes. Your house parent will tell you when to put out your clothes for washing. Laundry is returned folded but not ironed.< Some pupils will bring a laundry net for keeping items together in the wash.

Possible problems with laundry are:

- Students don't know or ignore the instruction to put laundry out for washing. Solution: regularly remind them and put up notices in obvious places.
- Students expect clothes to be washed when they are not dirty or they put out the wrong type of clothes (see above). Solution: check to make sure students are only putting in clothes that really need cleaning.
- Students cannot find their clothes when they come back from laundry. Solution: try to supervise the return of clean laundry so that it does not get scattered around. See also 'lost property' in this map.

Laundry arrangements change from year to year so check current arrangements with the summer school office. The washing will be washed and tumbled dried but not ironed.

Each house at Port Regis has its own coloured laundry bags. Put a couple of signs up showing the children what the bags are for. The dirty laundry should be placed in an agreed place the night before, will be collected at 8 am and will be returned within 24 hours. Clean laundry should be returned systematically, preferably supervised, so that the children collect it and put it away. Most houses have their own washer / dryer for

staff use. Do not allow the students to use the house washing machines as they tend to use them inefficiently and sometimes break them. Staff may use the students' laundry service or they may prefer to use the machines in the house.

3.5: Pocket money

It's easy for small errors to creep into pocket money administration, particularly when you are rushed. Try to set aside sufficient time for the administration of pocket money before each excursion and be disciplined about collecting in any remaining pocket money and updating pocket money balances after excursions. Some children may not be used to budgeting so for them this is a learning opportunity. Suggested procedure:

- Young children (8 – 10 year olds) must only be allowed a proportion of their pocket money. We assume that older children (11+) can manage their own pocket money. However you will need to remind them how many excursions and shopping trips remain so that they can budget accordingly.
- For ease of administration it is best for pupils to request pocket money in multiples of £5.
- Many pupils will bring payment cards. You should offer to look after these and make sure they are signed in and out in the pocket money log so there is no doubt who currently has the card.
- Before an excursion, collect pocket money boxes from the school office. Pocket money is given out for each age group just before each excursion. This helps to reduce the risk of pupils losing money before an excursion (as opposed to giving it out the night before.) Pupils line up, usually one line for boys and one line for girls (to reduce queuing time), and say how much they want or take their payment card. This is entered on their pocket money log, pupils initial the entry, and the money or card is then given to them. Try to preserve an element of privacy: this is best done by making sure pupils remain in a line and do not crowd around the table.
- After excursions make sure you remind students to return any remaining pocket money and any payment cards. Do not collect in loose change unless this is a significant amount. Collect notes in and ask each student to initial their log showing the return.
- Students must not be allowed to go into the red with pocket money. If there is an issue, alert the summer school office.

3.6: Excursions

House parents do not normally go on excursions. However there are some aspects of excursions that you will need to assist with:

- At the start of the course make sure you put up a list of excursions on the house notice board.
- Try to find out about and provide more detail about each excursion as it approaches.
- Pupils will be organised into groups for each excursion. You might be asked to assist with this. 8 - 12 year olds will stay in these groups with a teacher, so try to put friends together. It's usually best to put junior boys in a separate group from junior girls. Teens (13 – 17) are only grouped in order to check everyone is present and to get them on and off coaches. Once they get to the destination they are free to go around with whoever they want so long as there are at least three pupils together. All the same, friends will probably want to be in the same group so that they can sit together on the coach.
- One or two days before the excursion the excursion leader should meet with all staff involved to go over excursion details. It will be helpful if you can attend this meeting to share any medical or other information about the students that you think might be useful.

- The evening before the excursion (or earlier if necessary) talk to the students about suitable clothing, when they need to get pocket money, mobile phones, etc. Remind them about safety issues - not going off on their own, making sure they have the school's telephone number (on wristbands). Remind them you need to collect in any remaining pocket money and (for 8 - 12 year olds) mobile phones etc when they return.
- After the excursion, try to meet the bus on return. Greet pupils and make sure they have not left anything on the bus. Make sure your students see a notice reminding them to return any pocket money. This is to protect you (and us) in case any money is left lying around the house and goes missing. Talk to the students to gain a general impression of how things went.

3.7: Bedroom tidiness

Children vary in the degree to which they are accustomed to keeping their room tidy. A tidy room reduces the chance of things going missing. So it is in your interest and that of the children to keep their room tidy. For some, this will be a useful lesson in independent living.

The Notes ask students not to bring food or drink into their rooms. So if this is a problem - for example if there is food on the floor or if there is a lot of litter - we can insist on students removing all food and drink from their rooms. Realistically though students are likely to use their room to store their possessions - including sweets, etc - so our approach has to be more nuanced. Normally it's sufficient to tell students: 'You know you aren't allowed food and drink in your rooms. If I don't see then it's not a problem. But if your room is very untidy or unhygienic I will ask you to remove them.'

Periodically check rooms to make sure they are reasonably tidy. You can run a 'tidy bedroom' or 'tidy corridor' competition if you wish. Talk to the office about a suitable prize. If you find you have persistent offenders, ask them to tidy their room under your supervision during break time and in the evening before bed.

3.8: Bed wetting

If a child has wet a bed note it in the Incident Book and liaise with the host school's domestic staff and the summer school office over how to respond. We can provide a protective sheet for the mattress. We can also talk to the child / to parents to see if this is a recurrent or occasional problem. Bedwetting can be a symptom of unhappiness, so check if there is a problem of some kind. Among young children bedwetting is sometimes caused by fear of going to the toilet in the night. We can help by showing them the route, by making sure lights are left on and by discouraging them from drinking liquids before bed. Our Terms and Conditions state that children must not attend our course if they are severely incontinent and in extreme cases we can ask for the child to be removed from the course.

3.9: Medical

Be aware of and regularly monitor any medical issues. Communicate them to other staff through the Accident / Incidents book and by talking to the school office. Assist students in receiving professional medical advice / treatment if necessary.

We have asked parents if they give permission for us to give mild painkillers (eg. for a headache or sore throat) if necessary. The consequence of providing aspirin (for example) to someone who is allergic to it could be very serious. Do not give students any kind of medicine without first checking that parents have given their permission. If you give medicine, make sure you log this in the accident / incident book. You must not administer any type of cream, homeopathic remedy, lotion, etc.

We need to avoid students sharing medicines as this can lead to problems such as allergic reactions (for example some people are allergic to aspirin) and overdose. **All** children must hand in medicines to the house parent for safekeeping. You will already have asked pupils to hand in any medicines at the in-house

welcome meeting. Sometimes these will need refrigerating. If a child needs to take regular medication you will need to create a log so that you / the child avoid forgetting; and in order to prove to parents that we have fulfilled our duty of care. Label the medicine box, bottle etc with their name. Children are allowed to keep their own asthma inhalers if they wish.

You will find a list of qualified first aiders in the school office. Make a copy of this for display on the house notice board.

If medical advice / treatment is necessary, you will usually be the person to accompany the student to the medical centre or hospital. Emergency contact details, date of birth, address and medical notes will be needed and these are kept in the summer school office.

Sometimes it's not easy to determine if a student is genuinely ill. Sometimes a student just needs to rest. Young children may not even be aware that they are ill. Watch out for signs such as not eating and lethargy. When you are trying to decide if a child is really ill a temperature, cough or cold are obvious signs.

If a child is ill to the extent of needing to be in bed it's important to establish a regular checking routine. Put a timetable on the door and check progress at regular intervals. There is a separate 'san' in the school that can be used if necessary.

If a child has a contagious illness such as a cold it's important to try to limit the spread to other students. Antibacterial hand gel is helpful. In addition, please ask students to be careful to wash their hands regularly using soap and hot water. If we are unfortunate to have a repeat of COVID or similar there is a separate document detailing how we will respond.

3.10: Environment

ECS has a strong commitment to environmental responsibility and this has been given added impetus by the climate and ecological crisis – see <https://www.countryschools.co.uk/why-ecs/environmental-responsibility>. The residential situation provides an opportunity for students to practise things like avoiding wasting water, food and electricity and not littering. You might like to prepare some positive imaging and messaging around this. We will provide further information at induction.

3.11: Hot Weather

If we experience any very hot weather during the summer make sure the students have a water bottle with them at all times. During the day keep all the windows/doors in the accommodation shut and all blinds/curtains are closed. Once the sun has gone down open them to allow fresh air to enter. Make sure students have sunscreen when they are on excursions and sports field. You must not administer the sun cream, they must use their own or buy some on an excursion.

3.12: Security

The houses are accessed through codes. These must not be passed onto the students at any time. Students are not allowed to enter the accommodation unless a member of staff is in the house. Prichard (13 -17) house students are allowed to enter the entrance hall, but the kitchen and the doors into the accommodation are coded and must be kept locked at all times. If you discover a student has the code please inform the office straight away.

4: Changeover / End of course

Changeover refers to the two days during the course when some students depart and others arrive. The few days before changeover and the end of any course will be particularly busy. You will need to be organised and systematic about dealing with report writing, pocket money, travel documents, photos and certificates, packing, laundry and lost property.

4.1: Report writing

Towards the end of each child's stay you must complete a report on the child's participation and progress in your house. Reports are completed online. We will show you how to do this at induction.

The House Parent's report will take as its starting point the following sentence: 'Our aim in the accommodation is to provide a comfortable, safe environment in which children from many different countries will relax, learn to live sociably together, speak English and develop independence through daily routines. We understand that little things can mean a great deal and we help to deliver the best experiences to exceed expectations' You must then add a few sentences about the child's participation and progress. Remember that you may have children in your house from the same family, or close friends, so avoid being too formulaic. Try to say something that will give parents a genuine insight into what their child was like in the residential situation away from home. The following questions may help:

- What two or three adjectives would you use to describe this child while in your care?
- Social progress: Did the child get on well with the other children? Did you notice any social progress? For example did the child make new friends / learn to get on better with others? Did the child become noticeably more independent / confident during his or her stay?
- English progress: Did the child mix well among the various nationalities? (If the child didn't mix much with other nationalities, the following formula may help: "X tended to stay mainly with other children from his / her own country but undoubtedly benefitted from the generally English atmosphere in the house and on the course as a whole.")
- Organisation / punctuality: Was the child helpful? Did the child become more organised, for example with regard to keeping the room tidy and getting to activities on time?
- Did you enjoy having this child in your house? (If not, remember that the most challenging children are probably the ones who potentially benefit most from their stay...) You might finish with something like: "I enjoyed having X with me in the house and hope to see him/her again in the future." – but only if it's true!

4.2: Returning money

After the last excursion before students leave you will need to total their pocket money. Tell students that you are going to do this as they will not be able to take out or return any pocket money after this.

For each student, go through their pocket money log making sure there are no errors and write the total amount of money they have left (the balance). If you have been keeping a regular tally of how much pocket money each child has there should not be any negative balances. However this does sometimes happen and if you find that a child has a negative balance please inform the summer school office so that we can follow this up with parents.

Assuming the balance is positive, write a final entry in the pocket money log (Returned + date + your initials) and place this amount of money in an envelope. Write on the envelope the student's name and the amount of money it contains. Do not seal the envelope as the student will need to check the contents in front of you that evening. Photocopy the pocket money log; keep the original and place the photocopy in the envelope.

That evening (the evening before departure) show each student their pocket money log and ask them to check that any returned balance is in the envelope. Check the log for credit cards and foreign money and make sure these are also returned and signed for. Seal the envelope. Ask the student to initial the sealed flap **and** the original pocket money log so that we have a record to say that the student has received his or her balance. **DO NOT GIVE THE MONEY TO THE STUDENT** as we don't want accommodation awash with money the night before leaving. Instead, place the sealed envelope in the plastic wallet containing their travel documents that you will find in the hanging file box.

Students will be given their pocket money and travel documents on the morning of departure.

4.3: Travel documents

Students' travel documents will be contained in a plastic wallet in each child's hanging file. A few days before students depart we will put up a list outside the dining room showing how each student will be departing (with parents, by taxi or by coach) together with any flight details. Please ask pupils to check this and let us know if anything is wrong. Refer to the pocket money log of documents handed in and make sure everything is ready to return. Check that if a student is flying home they have a ticket and passport. Pupils increasingly travel with e-tickets and don't necessarily have paper documents, but check with them.

If students are leaving by taxi, make sure you know when and double check with the office that this has been arranged. Check that arrangements have been made for them to have something light to eat and drink before they leave. As taxis are usually arranged for students travelling outside our scheduled airport transfer times this sometimes means getting up very early. Sorry - this is part of the job. Double check your alarm; set a duplicate if possible to make sure you wake up in time. Give the student his or her passport and ticket, a packed breakfast and say goodbye when you put them in the taxi. There will be time to rest when everyone has left. The exception to this is on the changeover day at Port Regis when you should ask for help from other staff as you will have a long day ahead.

4.4: Photos and Certificates

A few days before changeover / end of course ask the summer school office for course photos and end-of-course certificates. Put these in folders that we will provide, adding a name label for each pupil. During packing hand them out to all departing students so that they can pack them into their suitcases.

4.5: Packing

Ask students to start packing at least one full day before departure. There will be a timetabled period for this. If clothes or other items are missing, follow the procedure described above at **3.3**

Some children buy more things than they can take home in their bags. You will have to reach some kind of compromise with them as overweight or extra luggage will be charged extra at the airport.

Make sure that you return any phones, chargers, other electrical items, credit cards, etc. that you have been given to look after.

When students have packed, tour each room checking carefully for anything left behind. Look in cupboards, drawers, behind doors, etc. Encourage them to put all litter and unwanted items in the bins. Ask the domestic staff for extra bin bags and try to get the students to separate out recycling rubbish and general rubbish.

Make sure each student knows how they will be departing: on the airport transfer coach, being collected by parents, by taxi, etc. Using your departure list put stickers on each student's baggage showing how they will be leaving: with parents, by taxi or on the airport transfer coach. If leaving by taxi write 'Taxi' on the sticker and write the departure time from the school. For students leaving on the airport transfer coach, write 'airport transfer' and write the terminal (T2, T3, T4 or T5) that they will be leaving from. You may also need to write the number of the coach that they will be travelling on: check with the office on this.

4.6: Morning of departure

Students departing by coach must bring their baggage to the dining room foyer or other designated place before breakfast. Students departing by taxi or being collected from the school should leave their baggage in the entrance hall of their accommodation. Ensure that emergency exits are not obstructed.

On the morning of departure ask departing students to strip their beds and put bedding in the laundry bags. Ask them to place any remaining litter in the bins provided. These are time-consuming jobs that you will

have to do if they forget! When this is done have a last look around the rooms to make sure nothing has been left behind.

When you have said goodbye to the students you will need to make sure that each room in the boarding house is ready for new occupants (at Changeover) or is shut down (at the end of the course). Go through each room checking cupboards and drawers for things left behind. This should have been done before students leave. At Changeover try to get some rest before your new charges arrive. If this is the end of the course take down any additional fire notices and other notices that you put up during the course. Ask the office about doing a damage check. Replace any furniture to where it came from and generally return the house to the way you found it. You will hopefully have finished by around lunchtime allowing time to rest and to complete any students reports before the final staff party.

Finally: we hope these Notes will provide you with all the information you need to run (or help to run) your boarding house. It's an important job and the happiness and smooth running of the boarding house plays a significant part in the success of the ECS experience for our pupils. At any stage if you have questions, please ask and we will be happy to assist.