

# Boarding Tutor Reference Materials

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# 1. Key Contacts Directory

## 1.1 School Leadership Team

Position	Name	Contact Information	When to Contact
Head of School	[Name]	Email: [Email] Phone: [Phone]	Major incidents, serious concerns, policy questions
Deputy Head	[Name]	Email: [Email] Phone: [Phone]	Operational issues, staff concerns, daily management
Head of Boarding	[Name]	Email: [Email] Phone: [Phone]	All boarding-related matters, staff scheduling, boarding policies
House Parent	[Name]	Email: [Email] Phone: [Phone]	House-specific issues, student concerns, daily operations
Academic Director	[Name]	Email: [Email] Phone: [Phone]	Academic concerns, curriculum questions, study support

## 1.2 Student Support Services

Service	Contact Person	Contact Information	Hours Available
School Counselor	[Name]	Email: [Email] Phone: [Phone]	Mon-Fri: 8am-5pm Emergency: 24/7 via phone
School Nurse	[Name]	Email: [Email] Phone: [Phone]	Mon-Fri: 7:30am-6pm Sat: 9am-12pm
Learning Support	[Name]		Mon-Fri: 8am-4pm

		Email: [Email] Phone: [Phone]	
International Student Coordinator	[Name]	Email: [Email] Phone: [Phone]	Mon-Fri: 9am-5pm
Safeguarding Lead	[Name]	Email: [Email] Phone: [Phone]	Mon-Fri: 8am-5pm Emergency: 24/7 via phone

### Emergency Contacts

- **Emergency Services:** 911 (or local equivalent)
- **Campus Security:** [Phone Number]
- **After-Hours Medical Service:** [Phone Number]
- **Mental Health Crisis Line:** [Phone Number]
- **On-Call Administrator:** [Phone Number]

**Note:** In case of emergency, ensure student safety first, then contact emergency services if needed, followed by notifying the on-call administrator.

## 2. Boarding House Policies Quick Reference

### 2.1 Daily Schedule

Time	Weekday Activity	Weekend Activity
6:30-7:30am	Wake-up and preparation	Optional wake-up (8:30am latest)
7:30-8:15am	Breakfast	Breakfast (until 9:30am)
8:30am-3:30pm	Academic classes	Free time/Scheduled activities
3:30-5:30pm	Extracurricular activities	Free time/Scheduled activities
5:30-6:30pm	Dinner	Dinner
7:00-9:00pm	Study time	Free time/House activities
9:00-10:00pm	Free time in house	Free time in house
10:00-10:30pm	Prepare for bed (Junior)	Prepare for bed (Junior)
10:30-11:00pm	Prepare for bed (Senior)	Prepare for bed (Senior)
10:30/11:00pm	Lights out	Lights out (11:30pm on Fri/Sat)

### 2.2 Leave Procedures

Type of Leave	Permission Required	Notice Period	Documentation
Day Leave (Local)	House Parent	24 hours	Sign-out book
Day Leave (Off-Campus)	House Parent + Parent/ Guardian	48 hours	Leave form
		72 hours	

Overnight Leave	House Parent + Head of Boarding + Parent/ Guardian		Overnight leave form
Weekend Leave	House Parent + Head of Boarding + Parent/ Guardian	Wednesday prior	Weekend leave form
Medical Leave	School Nurse + House Parent	As needed	Medical leave form

## 2.3 Visitor Policy

- **Family Visitors:** Permitted during designated hours (4:00-6:00pm weekdays, 10:00am-6:00pm weekends). Must sign in at reception.
- **Student Visitors from Other Houses:** Permitted in common areas only during free time. Must sign in with duty staff.
- **External Visitors:** Require advance approval from House Parent. Must be accompanied by staff at all times.
- **Overnight Guests:** Not permitted without special approval from Head of Boarding (minimum 1 week notice).

### 3. Student Support Reference

#### 3.1 Common Adjustment Issues and Strategies

Issue	Signs to Watch For	Support Strategies
Homesickness	Withdrawal, tearfulness, frequent calls home, physical complaints, difficulty sleeping	<ul style="list-style-type: none"><li>• Normalize feelings</li><li>• Encourage house involvement</li><li>• Create comfort routines</li><li>• Facilitate regular family contact</li><li>• Focus on present activities</li></ul>
Academic Stress	Anxiety about grades, procrastination, overworking, perfectionism, avoidance	<ul style="list-style-type: none"><li>• Help with time management</li><li>• Teach study techniques</li><li>• Coordinate with teachers</li><li>• Encourage balance</li><li>• Consider learning support referral</li></ul>
Social Integration	Isolation, difficulty making friends, conflict with peers, cultural misunderstandings	<ul style="list-style-type: none"><li>• Facilitate group activities</li><li>• Identify shared interests</li><li>• Teach social skills</li></ul>

		<ul style="list-style-type: none"> <li>• Address cultural differences</li> <li>• Create buddy systems</li> </ul>
Independence/ Self-Care	Poor hygiene, disorganization, inability to manage time, neglecting responsibilities	<ul style="list-style-type: none"> <li>• Establish routines</li> <li>• Teach life skills explicitly</li> <li>• Use visual reminders</li> <li>• Implement gradual responsibility</li> <li>• Provide positive reinforcement</li> </ul>

### 3.2 Mental Health Warning Signs

#### When to Refer to Counseling Services:

- Persistent sadness or irritability lasting more than two weeks
- Significant changes in eating or sleeping patterns
- Withdrawal from previously enjoyed activities
- Expressions of hopelessness or worthlessness
- Declining academic performance
- Increased risk-taking behaviors
- Substance use concerns
- Talk of self-harm or suicide (immediate referral required)
- Extreme mood swings
- Excessive worry or fear

#### Mental Health Referral Process:

1. Document observations with specific examples
2. Consult with House Parent or Head of Boarding

3. Complete referral form (available in staff portal)
4. Submit to counseling services
5. Follow up within 48 hours if no response

**For urgent concerns:** Contact counseling services directly by phone and accompany student if possible.



## 4. Cultural Competence Reference

### 4.1 Supporting International Students

Area	Considerations	Support Strategies
Language	Varying English proficiency, academic vocabulary challenges, communication anxiety	<ul style="list-style-type: none"><li>• Speak clearly, not loudly</li><li>• Allow processing time</li><li>• Use visual supports</li><li>• Check for understanding</li><li>• Encourage language buddies</li></ul>
Cultural Adjustment	Different educational expectations, cultural values, social norms, food preferences	<ul style="list-style-type: none"><li>• Explain unwritten rules</li><li>• Respect cultural practices</li><li>• Facilitate cultural sharing</li><li>• Accommodate dietary needs</li><li>• Recognize cultural holidays</li></ul>
Family Communication	Time zone differences, language barriers, different expectations	<ul style="list-style-type: none"><li>• Schedule communication at appropriate times</li><li>• Use translation services when needed</li></ul>

		<ul style="list-style-type: none"> <li>• Clarify school expectations</li> <li>• Provide regular updates</li> <li>• Be sensitive to cultural communication styles</li> </ul>
Academic Integration	Different learning styles, educational backgrounds, assessment expectations	<ul style="list-style-type: none"> <li>• Explain academic expectations explicitly</li> <li>• Provide study skills support</li> <li>• Connect with EAL/ESL resources</li> <li>• Allow cultural perspectives in assignments</li> <li>• Recognize different educational backgrounds</li> </ul>

## 4.2 Religious and Cultural Observances

Respect and accommodate students' religious and cultural practices:

- **Prayer/Meditation:** Provide appropriate space and time
- **Dietary Requirements:** Ensure dining hall accommodates religious dietary restrictions
- **Religious Holidays:** Be aware of major observances and make appropriate accommodations
- **Dress Codes:** Respect cultural and religious dress requirements within school guidelines
- **Cultural Celebrations:** Encourage sharing of cultural traditions and celebrations

**Note:** Consult the school's cultural calendar for major religious and cultural observances throughout the academic year.

## 5. Professional Resources for Boarding Tutors

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### 5.1 Recommended Reading

#### **Boarding School Syndrome: The Psychological Trauma of the 'Privileged' Child**

By Joy Schaverien - Explores the psychological impact of boarding school experiences and how to support students effectively.

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#### **What Every Teacher Needs to Know About Psychology**

By David Didau and Nick Rose - Practical psychological insights for educators working with young people.

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#### **Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools**

By Ron Ritchhart - Strategies for creating meaningful learning environments.

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#### **Helping Children Succeed: What Works and Why**

By Paul Tough - Evidence-based approaches to supporting student development and success.

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#### **The Boarding School Survival Guide**

By Justin Ross Muchnick - Insights into the student perspective of boarding school life.

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### 5.2 Professional Development Organizations

#### **Boarding Schools' Association (BSA)**

Professional association offering training, resources, and networking for boarding school staff. [www.boarding.org.uk](http://www.boarding.org.uk)

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#### **The Association of Boarding Schools (TABS)**

North American organization providing resources, research, and professional development. [www.boardingschools.com](http://www.boardingschools.com)

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### **International Boarding & School Services (IBSS)**

Resources for international boarding schools and staff working with international students. [www.ibss.info](http://www.ibss.info)

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### **Australian Boarding Schools Association (ABSA)**

Professional development and resources for boarding staff in Australia and beyond. [www.boarding.org.au](http://www.boarding.org.au)

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## **5.3 Online Resources and Tools**

### **Boarding School Review**

Information and resources about boarding schools worldwide. [www.boardingschoolreview.com](http://www.boardingschoolreview.com)

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### **Orah (formerly Boardingware)**

Boarding management software with resources for boarding staff. [www.orah.com/resources](http://www.orah.com/resources)

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### **TeacherToolkit**

Teaching resources and professional development materials. [www.teachertoolkit.co.uk](http://www.teachertoolkit.co.uk)

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### **Education Support**

Mental health and wellbeing resources for education professionals. [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

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