

St Peter's Boarding Community: Standard Operating Procedures (SOP) Booklet

Introduction

This Standard Operating Procedures (SOP) Booklet serves as a vital guide for all staff within the St Peter's, Cambridge Boarding Community. Its purpose is to translate the overarching policies outlined in the "Boarding Community Policies & Procedures" booklet into clear, step-by-step instructions for daily operations. Adherence to these SOPs is mandatory and ensures consistency, efficiency, and the highest standards of care, safety, and well-being for all boarding students.

These procedures are designed to:

- Provide clear, unambiguous instructions for common and critical tasks.
- Ensure a consistent approach across all boarding houses.
- Enhance student safety and welfare.
- Support staff in their roles and responsibilities.
- Facilitate effective training for new and existing staff.
- Promote continuous improvement in our boarding practices.

This booklet is a living document and will be reviewed periodically to ensure its continued relevance and effectiveness. Your commitment to these SOPs is crucial for maintaining the exceptional quality of the St Peter's boarding experience.

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I. Digital Device Management

SOP 1.1: Digital Device Hand in

Purpose: To ensure consistent enforcement of digital device curfews to promote healthy sleep habits, reduce distractions during study, and foster in-person social interaction.

Scope: All boarding students and duty staff in all boarding houses.

Defined Roles & Responsibilities:

- **House Directors:** Oversee enforcement, communicate rules, and manage consequences.
- **Duty Staff:** Directly responsible for enforcing the curfew, collecting devices (if applicable), and monitoring compliance.
- **Students:** Responsible for adhering to the curfew and submitting devices as required.

Step-by-Step Procedures:

1. Hand in Communication:

- At the start of each term, House Directors clearly communicate digital device hand in times and procedures to all students (e.g., via house meeting, notice board, and Cube Contract).
- Specific times for different year levels (e.g., Year 9-10: 9:00 PM, Year 11: 9:30 PM, Year 12-13: 10:00 PM - or as per school policy).

2. Device Collection/Monitoring:

- **Option A (Collection):** At the designated curfew time, students place all personal digital devices (phones, tablets, gaming devices) in a designated, secure collection point in their house (e.g., locked cabinet in common room or House Office).
 - Duty Staff supervise the collection process, ensuring all students comply.
 - Devices are returned at a specified time the following morning (e.g., 7:00 AM).
- **Option B (Self-Management with Checks):** For older year levels (e.g., Year 12-13), devices may remain in rooms but must be switched off or placed on silent/airplane mode and stored out of reach (e.g., in a drawer, not under a pillow).
 - Duty Staff conduct random spot checks after curfew to ensure compliance.

3. Monitoring During Study Periods (Prep):

- During designated prep times, recreational digital device use is strictly prohibited.
- Duty Staff actively supervise prep areas, ensuring students are using devices only for academic purposes.
- 4. **Consequences for Non-Compliance:**
 - **First Offence:** Device confiscated for 24 hours, warning issued, recorded in house log.
 - **Second Offence:** Device confiscated for 3 days, parent/caregiver informed, recorded in REACH.
 - **Third Offence:** Device confiscated for 1 week, meeting with House Director and student, parent/caregiver informed, recorded in REACH, potential further disciplinary action as per Disciplinary Consequences Policy.
 - Repeated non-compliance may lead to permanent device restrictions or other disciplinary measures.
- 5. **Reporting:**
 - All instances of non-compliance and subsequent actions are logged in the House Log and REACH.

Communication Protocols:

- Clear communication to students and parents about the curfew rules and consequences.
- Parents informed promptly of repeated non-compliance.

SOP 1.2: Digital Citizenship Education & Responsible Use

Purpose: To educate students on responsible digital citizenship, promoting safe, ethical, and healthy use of technology.

Scope: All boarding students, House Directors, and relevant school staff (e.g., IT, Counsellor).

Defined Roles & Responsibilities:

- **Director of Boarding:** Oversees the integration of digital citizenship into boarding life.

- **House Directors:** Facilitate discussions, reinforce principles, and address digital well-being concerns.
- **IT Department:** Provides expertise on online safety and security.
- **Counsellor:** Addresses mental health aspects of digital use (e.g., screen time, social media pressure).

Step-by-Step Procedures:

1. Induction Program Integration:

- During new student induction, dedicate a session to digital citizenship, covering:
 - Online safety and privacy.
 - Cyberbullying prevention and reporting (referencing Anti-Bullying Policy).
 - Responsible social media use.
 - Impact of screen time on sleep and academic performance.
 - School's Digital Devices Policy and expectations.

2. Regular House Discussions/Workshops:

- House Directors facilitate regular (e.g., termly) discussions or short workshops on digital citizenship topics.
- Utilise resources from reputable organisations (e.g., Netsafe NZ, Common Sense Media).
- Encourage students to share experiences and best practices.

3. Addressing Misuse & Online Safety Incidents:

- When digital device misuse occurs (e.g., inappropriate content, cyberbullying), use it as a teachable moment.
- Follow the Behaviour Management and Disciplinary Consequences Policies, but also engage in restorative conversations to educate on impact.
- For explicit material posted online: If a student expresses concern about explicit material posted about them online, staff should:
 - Provide immediate support and reassurance.
 - Advise the student not to engage with the content or the person who posted it.
 - Inform the House Director and Director of Boarding immediately.
 - Guide the student (or act on their behalf, with consent) to utilize resources like TakeltDown.nz (or other relevant official platforms like Netsafe NZ), which can assist in removing non-consensual intimate images or videos.
 - Ensure the student has access to counselling support.

4. Promoting Digital Well-being:

- Encourage "digital detox" periods (e.g., during weekend activities, specific

evenings).

- Promote alternative activities that do not involve screens.
- Educate students on managing notifications and setting personal boundaries for device use.

5. Parental Communication:

- Share resources and information with parents on supporting healthy digital habits at home.
- Collaborate with parents when significant digital misuse issues or online safety incidents arise.

Communication Protocols:

- Digital citizenship guidelines prominently displayed in houses.
- Discussions and workshops announced in advance.
- Parents informed of educational initiatives and any serious incidents, especially those involving online safety.

Required Documentation/Record Keeping:

- Records of digital citizenship sessions delivered.
- Incident reports for digital misuse or online safety incidents (as per Behaviour Incident Reporting SOP).

Review Cycle: Annually, or more frequently as new digital trends and challenges emerge.

Relevant Policy Cross-Reference: Digital Devices Policy, Anti-Bullying, Harassment and Discrimination Policy, Behaviour Management Policy, Child and Young Person Protection Policy.

II. Emergency & Crisis Management

SOP 2.1: Emergency Evacuation Protocol

Purpose: To ensure the safe and orderly evacuation of all students and staff from boarding houses in the event of an emergency (e.g., fire, earthquake, gas leak).

Scope: All boarding staff, students, and visitors within boarding houses.

Defined Roles & Responsibilities:

- **House Director (or Senior Duty Staff):** Overall command, initiates evacuation,

ensures all areas are checked, accounts for all individuals.

- **Duty Staff:** Direct students, conduct sweep of assigned areas, assist vulnerable individuals, report to command.
- **Students:** Follow instructions, proceed to assembly point, remain calm.
- **Fire Wardens (Designated Staff):** Assist with safe exit, check designated areas.

Step-by-Step Procedures:

1. Alarm Activation/Notification:

- Upon hearing the fire alarm or receiving an evacuation instruction (e.g., from House Director, School Management, Emergency Services), all staff and students must immediately initiate evacuation.

2. Immediate Action:

- **Staff:**
 - Direct students to exit calmly and quickly via the nearest safe exit.
 - Do not stop to collect personal belongings.
 - Assist any students with mobility issues or special needs.
 - Conduct a quick visual sweep of assigned areas (e.g., common rooms, corridors, bathrooms) to ensure no one is left behind, but **do not re-enter a burning building.**
- **Students:**
 - Exit immediately and calmly.
 - Follow staff instructions.
 - Do not run or push.

3. Proceed to Assembly Point:

- All individuals proceed directly to the designated assembly point for their house (clearly marked on evacuation plans).
- Walk, do not run.

4. Roll Call & Accountability:

- House Director (or Senior Duty Staff) takes a physical roll call of all students present at the assembly point using the most up-to-date roll.
- Duty Staff report to the House Director on their sweep results and any missing individuals.
- Any unaccounted individuals are immediately reported to the Director of Boarding and/or emergency services.

5. Await Further Instructions:

- Remain at the assembly point until an "all clear" is given by the House Director, Director of Boarding, or Emergency Services.

- Do not re-enter the building until authorized.

Communication Protocols:

- **Internal:** House Director immediately notifies Director of Boarding and School Management upon evacuation.
- **External:** Director of Boarding/School Management liaises with emergency services (111).
- Parents/caregivers will be informed via standard school communication channels once safety and accountability are confirmed.

Required Documentation/Record Keeping:

- Evacuation Drill Log (date, time, duration, observations).
- Incident Report Form for any actual emergency evacuations.
- Updated student rolls (physical copy at assembly point and digital backup).

Review Cycle: Annual mandatory drills, and review of procedures after each drill or actual event.

Relevant Policy Cross-Reference: Evacuation Policy, Hazards + Safety Policy.

SOP 2.2: Missing Boarding Student Protocol

Purpose: To establish a rapid and systematic response protocol for any student discovered to be missing from the boarding house or school grounds when they should be present.

Scope: All boarding staff, School Management, and Emergency Services.

Defined Roles & Responsibilities:

- **Duty Staff (Initial Responder):** Initiates immediate checks, reports to House Director.
- **House Director:** Leads initial search, coordinates staff, notifies Director of

Boarding, liaises with parents/caregivers.

- **Director of Boarding:** Notifies Campus Principal, Police (if necessary), coordinates wider school search, manages external communication.
- **School Management:** Supports search efforts, manages media (if applicable).

Step-by-Step Procedures:

1. Initial Discovery (Duty Staff):

- Immediately upon discovering a student is missing from a required location (e.g., roll call, prep, lights out, designated area), the Duty Staff member conducts an immediate, thorough check of the student's room, common areas, and immediate house vicinity.
- Check if the student has signed out via REACH or has authorized leave.
- Attempt to contact the student via their mobile phone (if permitted).

2. Notification to House Director:

- If the student cannot be immediately located or accounted for within 5 minutes, the Duty Staff member immediately notifies the House Director.

3. House Director's Immediate Actions:

- House Director takes charge.
- Confirms all initial checks have been made.
- Initiates a systematic search of the entire boarding house, including all rooms, bathrooms, common areas, and immediate outdoor areas around the house. Assigns specific staff members to search designated zones.
- Checks the student's recent activity (e.g., last known location, friends they were with).
- Reviews CCTV footage if available and relevant.

4. Notification to Director of Boarding:

- If the student is not located within 15 minutes of the initial discovery, the House Director immediately notifies the Director of Boarding.

5. Director of Boarding's Actions:

- Director of Boarding takes command of the search.
- Notifies the Campus Principal.
- Decides whether to involve Police immediately based on risk assessment (e.g., age of student, known vulnerabilities, suspicious circumstances, duration missing). **Generally, Police should be contacted without undue delay if the student's safety is a concern.**
- Coordinates a wider school search, involving additional staff if necessary (e.g., Security, other House Directors).
- Liaises with parents/caregivers, informing them of the situation and actions being taken. Maintain regular contact.

6. Police Involvement (if required):
 - If Police are contacted, provide all available information: student's name, description, last known location, circumstances, any known vulnerabilities or concerns.
 - Cooperate fully with Police instructions.
7. **Resolution & Debrief:**
 - Once the student is located, ensure their safety and well-being.
 - Conduct a debrief with the student and relevant staff to understand the circumstances and implement preventative measures.
 - Complete a detailed incident report.

Communication Protocols:

- Internal: Immediate escalation from Duty Staff -> House Director -> Director of Boarding -> Campus Principal.
- External: Director of Boarding/Campus Principal communicates with parents/caregivers. Police contacted as per risk assessment. Media managed by School Management only.

Required Documentation/Record Keeping:

- Missing Boarding Students Incident Report Form.
- Log of all actions taken, times, and individuals involved.
- REACH entry for the incident.

Review Cycle: Annually, and after any actual missing student incident.

Relevant Policy Cross-Reference: Missing Boarding Students Policy, Child and Young Person Protection Policy, Routines Policy.

III. Daily Routines & Transitions

SOP 3.1: Daily Roll Call Procedure

Purpose: To accurately account for all boarding students at designated times, ensuring their safety and presence within the boarding community.

Scope: All boarding students and duty staff in all boarding houses.

Defined Roles & Responsibilities:

- **Duty Staff:** Conducts roll calls, records attendance, identifies and reports missing

students.

- **House Director:** Oversees roll call process, addresses attendance issues, follows up on missing students.
- **Students:** Must be present and respond to their name at all scheduled roll calls.

Step-by-Step Procedures:

1. Preparation:

- Duty Staff ensure they have the most current student roll for their house (digital via REACH, and a physical backup).
- Be present at the designated roll call location at least 5 minutes prior to the scheduled time.

2. Conducting Roll Call:

- At the precise scheduled time (e.g., 7:00 AM, 4:00 PM, 9:00 PM), announce the start of roll call clearly.
- Call out each student's name from the roll.
- Students must respond clearly (e.g., "Present," "Here") and be visibly present.
- Mark attendance accurately in REACH.

3. Addressing Absences:

- If a student is not present and does not respond:
 - Immediately mark them as absent.
 - Check REACH for any approved leave (e.g., Day Leave, Sports Leave, Weekend Leave). If approved, mark as "On Leave."
 - If no approved leave is recorded, immediately attempt to locate the student within the immediate vicinity (e.g., common room, bathroom).

4. Reporting Unaccounted Students:

- If a student is unaccounted for after 5 minutes of the scheduled roll call time, and no approved leave is found, immediately initiate the "Missing Boarding Student Protocol" (SOP 2.2).
- Notify the House Director immediately.

5. Completion & Documentation:

- Ensure all attendance is accurately recorded in REACH by the end of the roll call.
- Any issues or discrepancies are noted in the House Log.

Communication Protocols:

- Any unaccounted student is immediately escalated as per SOP 2.2.
- Parents/caregivers only contacted if a student remains missing after initial search efforts.

Required Documentation/Record Keeping:

- REACH attendance records.
- House Log entries for any attendance issues or follow-ups.

Review Cycle: Annually, or as needed to improve efficiency or address recurring issues.

Relevant Policy Cross-Reference: Roll Calls Policy, Routines Policy, Missing Boarding Students Policy, Leave Policy.

SOP 3.2: Lights Out Protocol

Purpose: To ensure a quiet and conducive environment for sleep in boarding houses, promoting student rest and well-being.

Scope: All boarding students and duty staff in all boarding houses.

Defined Roles & Responsibilities:

- **Duty Staff:** Responsible for enforcing lights out, conducting checks, and managing non-compliance.
- **House Director:** Oversees the protocol, addresses persistent issues, and communicates with parents.

- **Students:** Responsible for adhering to lights out times and maintaining quiet.

Step-by-Step Procedures:

1. Pre-Lights Out Announcement:

- 15 minutes before lights out, Duty Staff make a general announcement (e.g., "15 minutes to lights out, please prepare for bed").
- Remind students of digital device curfew (refer to SOP 1.1).

2. Lights Out Time:

- At the designated lights out time (e.g., Year 9-10: 9:30 PM, Year 11: 10:00 PM, Year 12-13: 10:30 PM - or as per school policy), all main lights in common areas and student rooms must be off.
- Students should be in their beds.

3. Room Checks (Duty Staff):

- Duty Staff conduct a quiet, respectful walk-through of all student rooms/cubes.
- Ensure lights are off, and students appear to be settling for sleep.
- Check for any unauthorized digital device use (refer to SOP 1.1).
- Address any excessive noise immediately and quietly.

4. Addressing Non-Compliance (Noise/Lights):

- **First Instance:** Quietly remind student(s) of lights out rules. Note in House Log.
- **Second Instance:** Verbal warning, note in House Log, inform House Director.
- **Third Instance:** Disciplinary action as per Behaviour Management Policy (e.g., loss of privileges, detention), parent/caregiver informed, recorded in REACH.

5. Addressing Non-Compliance (Device Use):

- Follow SOP 1.1 for Digital Device Curfew Enforcement.

6. Reporting:

- Any significant or persistent non-compliance is recorded in the House Log and REACH.

Communication Protocols:

- Lights out times clearly communicated to students and parents at the start of each term.
- Parents informed of persistent non-compliance.

Required Documentation/Record Keeping:

- House Log entries for lights out breaches.

- REACH entries for disciplinary actions.

Review Cycle: Annually, or as needed based on student behavior or feedback.

Relevant Policy Cross-Reference: Routines Policy, Digital Devices Policy, Behaviour Management Policy.

IV. Leave Management

SOP 4.1: Electronic Leave Application & Approval

Purpose: To standardise the process for students requesting leave from the boarding house, ensuring proper authorisation, accountability, and communication.

Scope: All boarding students, House Directors, Director of Boarding, and parents/caregivers.

Defined Roles & Responsibilities:

- **Students:** Initiate leave requests via REACH, provide all required information

accurately.

- **House Directors:** Review leave requests, verify details, approve or deny requests based on policy and student conduct.
- **Director of Boarding:** Approves specific types of leave (e.g., extended leave, special circumstances), oversees overall leave management.
- **Parents/Caregivers:** Approve leave requests via REACH.

Step-by-Step Procedures:

1. Student Initiates Request (via REACH):

- Student logs into REACH and creates a new leave request.
- Selects the type of leave (e.g., Day Leave, Sports Leave, Dinner Leave, Weekend Leave).
- Enters all mandatory information:
 - Exact departure date and time.
 - Exact return date and time.
 - Destination address.
 - Name and contact number of the supervising adult at the destination.
 - Method of transport and driver's name/details (if applicable).
 - Reason for leave.

2. Parent/Caregiver Approval (via REACH):

- An automated notification is sent to the parent/caregiver via REACH.
 - Parent/caregiver reviews the request and approves or denies it within REACH.
- No verbal approvals are accepted.**

3. House Director Review & Approval:

- Once parent/caregiver approval is received, the House Director reviews the request in REACH.
- Checks for:
 - Completeness and accuracy of information.
 - Compliance with Leave Policy (e.g., appropriate timing, frequency).
 - Any known concerns regarding student conduct or academic standing.
- Approves or denies the request in REACH. If denied, a clear reason must be provided.

4. Director of Boarding Approval (for specific leave types):

- For certain types of leave (e.g., overnight leave for younger students, extended leave, leave during exam periods), the request is automatically escalated to the Director of Boarding for final approval after House Director approval.

5. Sign-Out/Sign-In:

- Upon departure, student must physically sign out via the REACH kiosk in the

House Office.

- Upon return, student must physically sign in via the REACH kiosk.
- Duty Staff verify sign-out/sign-in times.

6. Monitoring & Follow-up:

- Duty Staff monitor students on leave via REACH.
- If a student does not return by the specified time, immediately initiate the "Missing Boarding Student Protocol" (SOP 2.2).

Communication Protocols:

- All communication regarding leave (request, approval, denial, reminders) occurs primarily through REACH.
- House Directors communicate directly with parents/caregivers for any complex or problematic leave requests.

Required Documentation/Record Keeping:

- All leave requests and approvals are automatically logged in REACH.
- House Log entries for any leave-related issues (e.g., late return, unauthorized leave).

Review Cycle: Annually, or as needed based on system updates or policy changes.

Relevant Policy Cross-Reference: Leave Policy, Roll Calls Policy, Missing Boarding Students Policy.

V. Behaviour Management & Disciplinary Actions

SOP 5.1: Behaviour Incident Reporting & Follow-up

Purpose: To ensure consistent, fair, and timely reporting, recording, and follow-up of all student behaviour incidents, promoting accountability and learning.

Scope: All boarding staff, students, and parents/caregivers.

Defined Roles & Responsibilities:

- **Duty Staff (Initial Responder):** Addresses immediate behaviour, gathers facts, reports incident.

- **House Director:** Reviews incident reports, determines appropriate consequences, communicates with student and parents, implements follow-up.
- **Director of Boarding:** Reviews serious misconduct reports, approves major disciplinary actions, supports House Directors.
- **Students:** Responsible for their behaviour, participate in restorative conversations.

Step-by-Step Procedures:

- 1. Immediate Intervention (Duty Staff):**
 - When a behaviour incident occurs, Duty Staff intervene immediately to de-escalate the situation and ensure safety.
 - Address the behaviour directly with the student(s) involved.
 - Gather factual information (who, what, when, where, how). Avoid assumptions.
- 2. Incident Reporting (Duty Staff):**
 - As soon as practicable, and within 24 hours, Duty Staff complete an Incident Report Form (either digital via REACH or a physical form).
 - The report must be factual, objective, and include:
 - Date, time, and location of incident.
 - Names of all students involved (perpetrators, victims, witnesses).
 - Detailed description of the incident.
 - Actions taken by staff at the time.
 - Any immediate consequences applied.
 - Any injuries or damage.
- 3. House Director Review & Action:**
 - House Director reviews all incident reports daily.
 - For minor incidents:
 - Discuss with the student(s) involved.
 - Determine appropriate consequences (e.g., verbal warning, loss of minor privilege, extra chore) in line with the Behaviour Management Policy.
 - Record action taken in REACH.
 - For more serious incidents (e.g., repeated minor offences, significant disruption, property damage, bullying):
 - Conduct a more formal meeting with the student(s).
 - Investigate further if necessary (e.g., speak to witnesses).
 - Determine consequences (e.g., detention, gating, formal warning) as per Disciplinary Consequences Policy.
 - Inform parent/caregiver via phone call or email.
 - Record action taken in REACH.

4. Director of Boarding Review (Serious Misconduct):

- For incidents of Serious Misconduct (e.g., illicit substances, significant physical altercations, theft, repeated serious breaches), the House Director immediately notifies the Director of Boarding.
- Director of Boarding takes over the investigation and determines appropriate action, which may include suspension or expulsion, in consultation with School Management.

5. Follow-up & Restorative Practices:

- House Director ensures any assigned consequences are completed.
- Engage in restorative conversations with students to help them understand the impact of their actions and learn from the incident.
- Monitor student behaviour post-incident.

Communication Protocols:

- Internal: Incident reports shared with House Director, then escalated to Director of Boarding for serious incidents.
- External: Parents/caregivers informed by House Director for serious incidents or repeated minor offences. Director of Boarding communicates for Serious Misconduct.

Required Documentation/Record Keeping:

- Completed Incident Report Forms (digital/physical).
- REACH entries for all disciplinary actions.
- Records of parent communication.

Review Cycle: Annually, and after any significant incident to assess effectiveness of the procedure.

Relevant Policy Cross-Reference: Behaviour Management Policy, Disciplinary Consequences Policy, Serious Misconduct Policy, Anti-Bullying, Harassment and Discrimination Policy, Damage Policy, Confiscation Policy.

VI. Staff Training & Development

SOP 6.1: New Boarding Staff Onboarding & Mandatory Training

Purpose: To ensure all new boarding staff are thoroughly inducted into their roles, understand St Peter's policies and procedures, and complete all mandatory training requirements before assuming full duties.

Scope: All newly appointed boarding staff (House Directors, Duty Staff, Gap Year

Assistants, Matrons).

Defined Roles & Responsibilities:

- **Director of Boarding:** Oversees the entire onboarding process, assigns mentors, ensures all training is completed.
- **House Directors:** Provide house-specific induction, mentor new staff, support their integration.
- **HR Department:** Manages initial paperwork, background checks, and provides general school induction.
- **Training Providers (Internal/External):** Deliver mandatory training modules.

Step-by-Step Procedures:

1. **Pre-Arrival:**
 - HR sends welcome pack, contract, and initial paperwork.
 - Director of Boarding assigns a mentor (experienced staff member) to the new staff member.
2. **First Week - General School & HR Induction:**
 - HR conducts general school induction (e.g., school values, IT systems, payroll, health & safety overview).
 - New staff complete mandatory online modules (e.g., Child Protection Level 1, Code of Conduct).
 - New staff are issued with necessary access (keys, IT logins, staff ID).
3. **First Week - Boarding Specific Induction (Director of Boarding/House Director):**
 - **Director of Boarding:**
 - Provides an overview of the Boarding Community structure, philosophy, and key policies.
 - Reviews the "Boarding Community Policies & Procedures" booklet and this SOP booklet.
 - Discusses role-specific responsibilities and expectations.
 - **House Director (for house-based staff):**
 - Conducts a comprehensive tour of the boarding house, facilities, and emergency exits.
 - Introduces the new staff member to students and existing staff.
 - Explains daily routines, house-specific rules, and communication channels.
 - Shadows experienced staff for initial shifts.
4. **Mandatory Training Completion (within first month):**
 - **First Aid Certificate:** New staff must hold a current First Aid certificate. If

not, enrollment in the next available course is mandatory.

- **Medical Administration Training:** Mandatory training on administering medication.
- **Child Protection & Safeguarding (Level 2):** In-depth training on identifying and responding to child protection concerns.
- **Mental Health First Aid/Awareness:** Training on recognizing and supporting students experiencing mental health challenges.
- **Digital Safety & E-safety Compliance:** Training on responsible digital citizenship and managing online risks.

5. Ongoing Mentorship & Support:

- Mentor provides regular check-ins and guidance.
- House Director provides ongoing feedback and support.
- New staff attend all relevant staff meetings and professional development sessions.

6. Performance Review:

- A formal review is conducted after 3 months to assess integration, understanding of role, and identify any further training needs.

Communication Protocols:

- Clear communication between HR, Director of Boarding, and House Directors regarding new staff.
- Regular check-ins with new staff.

Required Documentation/Record Keeping:

- Onboarding Checklist.
- Records of all completed mandatory training certificates.
- 3-month performance review document.

Review Cycle: Annually, or as needed for new training requirements or policy updates.

Relevant Policy Cross-Reference: Staffing Policy, Child and Young Person Protection Policy, Healthcare Policy.

SOP 6.2: Continuous Professional Development (CPD) for Boarding Staff

Purpose: To ensure all boarding staff engage in ongoing professional development, keeping their skills and knowledge current with best practices in student welfare, safety, and education.

Scope: All boarding staff.

Defined Roles & Responsibilities:

- **Director of Boarding:** Identifies CPD needs, approves training requests, monitors staff CPD completion.
- **House Directors:** Identify CPD needs for their team, encourage participation, and support staff in applying new knowledge.
- **Individual Staff Members:** Responsible for actively seeking out and participating in relevant CPD opportunities.

Step-by-Step Procedures:

1. **Annual Appraisal & CPD Needs Identification:**
 - During annual staff appraisals (as per Staff Appraisal Policy), discuss and identify individual and team CPD needs.
 - Focus areas may include: advanced mental health support, cultural competency, restorative practices, specific behaviour management techniques, consent education, and digital well-being.
2. **CPD Planning & Budgeting:**
 - Director of Boarding develops an annual CPD plan for the boarding community, aligning with school-wide goals and identified needs.
 - Allocate budget for external courses, conferences, and resources.
3. **Accessing CPD Opportunities:**
 - Staff are encouraged to attend internal school-wide CPD sessions.
 - Director of Boarding circulates information on relevant external conferences, webinars, and online courses (e.g., from BSA, TABS, ABSA, local providers).
 - Staff submit requests for external CPD to the Director of Boarding for approval.
4. **Participation & Application:**
 - Staff actively participate in approved CPD.
 - Upon completion, staff are encouraged to share key learnings with their teams during house meetings or dedicated sharing sessions.
 - Apply new knowledge and skills in their daily roles.
5. **Record Keeping & Monitoring:**
 - All staff maintain a personal CPD log.
 - Director of Boarding maintains a central record of all CPD completed by boarding staff.
 - CPD completion is reviewed during annual appraisals.

Communication Protocols:

- CPD opportunities communicated via email, staff meetings, and the school intranet.
- Sharing of learnings within teams.

Required Documentation/Record Keeping:

- Individual Staff CPD Logs.
- Central CPD record maintained by Director of Boarding.
- Appraisal documents noting CPD.

Review Cycle: Annually, as part of the staff appraisal cycle and strategic planning.

Relevant Policy Cross-Reference: Staff Appraisal Policy, Staffing Policy.

VII. Facilities Management & Maintenance

SOP 7.1: Room/Cube Check Procedure

Purpose: To ensure student rooms/cubes are maintained in a clean, tidy, and safe condition, and to identify any damage or maintenance needs promptly.

Scope: All boarding students and duty staff/House Directors in all boarding houses.

Defined Roles & Responsibilities:

- **Duty Staff:** Conduct regular checks, identify issues, and report findings.
- **House Director:** Oversees the process, addresses significant issues, and liaises with maintenance.
- **Students:** Responsible for keeping their rooms clean and tidy, reporting damage.

Step-by-Step Procedures:

1. **Scheduled Checks:**
 - Room/cube checks are conducted regularly, as per the house routine (e.g., weekly on a designated day, or randomly throughout the week).
 - House Directors communicate the schedule to students.
2. **Conducting the Check (Duty Staff/House Director):**
 - Knock before entering a student's room/cube.
 - Conduct a visual inspection for:
 - **Cleanliness:** Beds made, surfaces clear, floor tidy, rubbish removed.
 - **Tidiness:** Belongings organized, no excessive clutter.
 - **Safety Hazards:** No overloaded power outlets, unauthorized appliances, or blocked exits.
 - **Damage:** Any new damage to furniture, walls, fixtures, or fittings.

- **Prohibited Items:** Any items not permitted in rooms (e.g., illicit substances, unauthorized cooking equipment).

3. **Addressing Issues:**

- **Minor Untidiness/Cleanliness:** Provide immediate verbal feedback to the student. Request them to rectify it by a specified time. Follow up to ensure compliance.
- **Repeated Untidiness:** If persistent, issue a formal warning. May result in loss of privileges or assigned chores. Record in House Log and REACH.
- **Damage:**
 - Immediately identify the damage.
 - Speak to the student(s) responsible.
 - Complete a Damage Report Form (SOP 7.2).
 - Inform the House Director.
- **Prohibited Items:**
 - Confiscate the item as per Confiscation Policy (SOP 5.2 - to be developed).
 - Follow relevant disciplinary procedures (e.g., Illicit Substances Policy, Digital Devices Policy).

4. **Reporting Maintenance Needs:**

- Any identified maintenance issues (e.g., leaky tap, broken light, faulty window) are immediately reported via the school's maintenance request system.
- Note the issue in the House Log.

5. **Documentation:**

- Record the date and outcome of each check in the House Log.
- Record any disciplinary actions in REACH.

Communication Protocols:

- Students informed of room check procedures and expectations.
- Parents informed of significant or repeated issues regarding room cleanliness or damage.
- Liaison with Maintenance Department for repairs.

Required Documentation/Record Keeping:

- House Log entries for room checks and issues.
- REACH entries for disciplinary actions related to room standards.
- Damage Report Forms.
- Maintenance Request records.

Review Cycle: Annually, or as needed based on feedback or recurring issues.

Relevant Policy Cross-Reference: Room/Cube Checks Policy, Damage Policy, Personal Property Policy, Routines Policy.

SOP 7.2: Damage Reporting & Resolution

Purpose: To ensure all damage to boarding house property is promptly reported, assessed, and rectified, and that accountability for damage is maintained.

Scope: All boarding staff, students, and Maintenance Department.

Defined Roles & Responsibilities:

- **Duty Staff/Any Staff:** Immediately report observed damage.
- **House Director:** Investigates damage, determines responsibility, completes Damage Report Form, liaises with parents and Maintenance.
- **Students:** Report any damage they cause or observe.
- **Maintenance Department:** Assesses damage, provides repair quotes, carries out repairs.

Step-by-Step Procedures:

1. **Damage Discovery & Initial Report:**
 - Any staff member discovering damage to boarding house property (e.g., furniture, fixtures, walls, equipment) must immediately report it to the House Director.
 - Students are also encouraged to report damage they observe or cause.
2. **House Director Investigation:**
 - House Director promptly investigates the damage:
 - Assesses the extent and nature of the damage.
 - Determines the likely cause.
 - Identifies the student(s) responsible, if possible (e.g., through observation, witness statements, previous incidents).
3. **Completing Damage Report Form:**
 - House Director completes a detailed Damage Report Form, including:
 - Date and time of discovery.
 - Location of damage.
 - Detailed description and photos (if possible).
 - Identified responsible student(s).
 - Estimated cost of repair (if known, or await Maintenance quote).
 - Actions taken (e.g., immediate repair, temporary fix).
4. **Notification & Accountability:**
 - If a student is identified as responsible, the House Director meets with the

student to discuss the damage and their liability for repair costs (as per Damage Policy).

- Parent/caregiver is informed via phone call or email, outlining the damage, responsibility, and expected costs.
- The cost of repair will be on-charged to the student's account (as per Disbursements / On Charging Policy).

5. Maintenance Request:

- House Director submits a formal maintenance request via the school's system, attaching the Damage Report Form.
- Follow up with Maintenance to ensure timely repair.

6. Follow-up & Resolution:

- House Director monitors the repair progress.
- Once repaired, verify the quality of the repair.
- Ensure the charge is processed to the student's account.

Communication Protocols:

- Internal: House Director to Maintenance, and to Director of Boarding for significant damage.
- External: House Director to parents/caregivers regarding responsibility and costs.

Required Documentation/Record Keeping:

- Completed Damage Report Forms (digital/physical, with photos).
- Maintenance Request records.
- Records of communication with parents/caregivers.
- Disbursement records for on-charging.

Review Cycle: Annually, or as needed to improve efficiency or address recurring issues.

Relevant Policy Cross-Reference: Damage Policy, Disbursements / On Charging Policy, Personal Property Policy.

VIII. Student Disclosures

SOP 8.1: Student Disclosure of Pregnancy Protocol

Purpose: To provide a clear and supportive protocol for staff to follow when a student discloses they may be pregnant, ensuring the student's well-being, privacy, and access to appropriate medical and pastoral support.

Scope: All boarding staff, Health Clinic staff, Counsellor, Director of Boarding, and

Campus Principal.

Defined Roles & Responsibilities:

- **Receiving Staff Member:** Listens non-judgmentally, ensures immediate safety and privacy, and escalates the disclosure.
- **House Director:** Provides immediate pastoral support, liaises with Health Clinic/Counsellor, and informs Director of Boarding.
- **Health Clinic Staff (Nurse/Doctor):** Provides medical assessment, advice, and referral to external healthcare providers.
- **Counsellor:** Offers emotional support, explores options, and facilitates decision-making.
- **Director of Boarding:** Oversees the process, ensures policy adherence, manages communication with parents/caregivers (if appropriate and with student consent/legal requirement), and coordinates school support.
- **Campus Principal:** Informed by Director of Boarding for oversight and strategic decisions.

Step-by-Step Procedures:

1. **Receiving the Disclosure (Any Staff Member):**
 - Listen calmly and non-judgmentally to the student.
 - Reassure the student that they are safe and that their disclosure is taken seriously and will be handled with sensitivity and confidentiality (explaining limits of confidentiality, i.e., need to involve key personnel for safety and support).
 - Ensure the student is in a private, safe space.
 - Do NOT offer medical advice or make assumptions.
 - Immediately inform the House Director. If the House Director is unavailable, inform the Director of Boarding or Health Clinic immediately.
2. **Immediate Response & Support (House Director):**
 - Take over from the receiving staff member.
 - Reiterate support and confidentiality (within policy limits).
 - Immediately escort or arrange for the student to see the Health Clinic staff (Nurse or Doctor) for a medical assessment and initial advice.
 - Inform the Director of Boarding immediately.
3. **Medical Assessment & Guidance (Health Clinic Staff):**
 - Conduct a confidential medical assessment to confirm pregnancy status.
 - Provide factual, unbiased information about options (e.g., continuing pregnancy, adoption, abortion) and refer to appropriate external healthcare professionals (e.g., GP, sexual health clinic, obstetrician) for comprehensive

medical care and counselling.

- Ensure the student understands their rights and available support services.

4. Pastoral & Emotional Support (Counsellor):

- The Counsellor will meet with the student to provide emotional support, discuss the implications of the disclosure, and help the student explore their feelings and options without judgment.
- Facilitate discussions around involving parents/caregivers, emphasizing the importance of their support while respecting the student's agency as much as legally possible.

5. Information Sharing & Parental Involvement (Director of Boarding):

- The Director of Boarding, in consultation with the Health Clinic and Counsellor, will determine the appropriate timing and method for involving parents/caregivers. This will be guided by:
 - The student's age and maturity (competency to make decisions).
 - The school's Child Protection Policy and legal obligations regarding parental notification.
 - The student's wishes, while prioritizing their safety and well-being.
- If parental involvement is deemed necessary and the student is resistant, the Director of Boarding will explain the school's duty of care and legal obligations.
- All communication with parents/caregivers will be managed sensitively and collaboratively.

6. Ongoing Support & Planning:

- The school will work with the student and their family (if involved) to develop a support plan, which may include:
 - Adjustments to academic schedule or boarding arrangements.
 - Continued access to medical and counselling services.
 - Educational support regarding health and well-being.
- Ensure the student feels supported throughout the process, regardless of their decisions.

7. Documentation:

- All interactions, assessments, referrals, and decisions are to be meticulously documented in confidential student files, adhering to privacy regulations.

Communication Protocols:

- Strict confidentiality is maintained among the core support team (receiving staff, House Director, Health Clinic, Counsellor, Director of Boarding, Campus Principal). Information is shared only on a need-to-know basis.
- Parents/caregivers are involved as per legal and policy requirements, with

sensitivity and support for the student.

- External agencies (e.g., medical professionals, social services) are contacted only with student consent or if legally mandated.

Required Documentation/Record Keeping:

- Confidential student notes in Health Clinic and Counsellor records.
- Incident report in REACH (with restricted access) detailing actions taken, without sensitive medical details unless absolutely necessary for safety.
- Record of parental communication.

Review Cycle: Annually, and after any incident to review effectiveness and ensure alignment with best practice and legal requirements.

Relevant Policy Cross-Reference: Child and Young Person Protection Policy, Healthcare Policy, Pastoral Care Policy, Confidentiality Policy (to be developed), Student Welfare Policy.

SOP 8.2: Self-Harm Disclosure Protocol

Purpose: To provide a clear, immediate, and supportive protocol for staff to follow when a student discloses self-harm or expresses suicidal ideation, ensuring their immediate safety, access to professional help, and ongoing care.

Scope: All boarding staff, Health Clinic staff, Counsellor, Director of Boarding, and Campus Principal.

Defined Roles & Responsibilities:

- **Receiving Staff Member:** Ensures immediate safety, listens non-judgmentally, and escalates the disclosure immediately.
- **House Director:** Provides immediate pastoral support, ensures constant supervision, and informs Director of Boarding.
- **Health Clinic Staff (Nurse/Doctor):** Conducts immediate risk assessment, provides medical care for injuries, and facilitates urgent mental health referral.
- **Counsellor:** Provides crisis intervention, conducts comprehensive mental health assessment, develops safety plan, and coordinates ongoing therapeutic support.
- **Director of Boarding:** Oversees the crisis response, manages communication with parents/caregivers, coordinates external agency involvement (e.g., emergency services, mental health services), and ensures a safe return plan.
- **Campus Principal:** Informed by Director of Boarding for oversight and strategic decisions.

Step-by-Step Procedures:

1. **Receiving the Disclosure (Any Staff Member):**

- **Prioritize Immediate Safety:** If there is an immediate risk of self-harm or suicide, do not leave the student alone. Remove any means of harm if safe to do so.
- Listen calmly and non-judgmentally. Validate their feelings without condoning the self-harm.
- Reassure the student that they are safe and that help is available.
- Immediately inform the House Director. If the House Director is unavailable, inform the Director of Boarding or Health Clinic immediately. **Do not delay.**

2. **Immediate Response & Supervision (House Director):**

- Take over from the receiving staff member.
- Ensure the student is under constant supervision (e.g., by a trusted staff member, or by the House Director themselves).
- Immediately inform the Director of Boarding and Health Clinic.
- Arrange for the student to be seen by Health Clinic staff without delay.

3. **Medical & Risk Assessment (Health Clinic Staff):**

- The Nurse or Doctor will assess any physical injuries requiring medical attention.
- Conduct an immediate risk assessment for self-harm/suicide, including intent, plan, means, and previous history.
- Determine if immediate emergency medical or psychiatric intervention is required (e.g., calling 111 for ambulance/police, or direct transfer to hospital).

4. **Crisis Intervention & Safety Planning (Counsellor):**

- The Counsellor will provide immediate crisis intervention.
- Work with the student to develop a safety plan, identifying triggers, coping strategies, and support contacts.
- Conduct a comprehensive mental health assessment to determine the level of risk and appropriate ongoing support.

5. **Parental Notification & External Agency Liaison (Director of Boarding):**

- The Director of Boarding will immediately contact the student's parents/caregivers to inform them of the disclosure and the actions being taken. This is a non-negotiable step due to duty of care.
- Coordinate with parents/caregivers regarding next steps, which may include:
 - Student being taken home for immediate support.
 - Referral to external mental health services (e.g., CAMHS, private psychologist/psychiatrist).
 - Hospital admission if deemed necessary by medical professionals.

- Liaise with emergency services (if involved) and external mental health professionals.

6. Return to Boarding Plan:

- If the student returns to boarding, a comprehensive return plan must be developed in consultation with parents/caregivers, Health Clinic, and Counsellor. This plan will outline:
 - Ongoing support (counselling, medical appointments).
 - Supervision levels.
 - Any necessary adjustments to routine or academic load.
 - Clear communication channels between school and family.
- The student will only return when deemed safe and appropriate by the professional team.

7. Documentation:

- All disclosures, risk assessments, interventions, referrals, and communications are to be meticulously documented in confidential student files and the school's incident reporting system.

Communication Protocols:

- Immediate and clear communication between receiving staff, House Director, Health Clinic, Counsellor, and Director of Boarding.
- Parents/caregivers are informed immediately.
- Information shared with external agencies (e.g., medical, mental health) as required for student safety, with appropriate consent where possible.

Required Documentation/Record Keeping:

- Detailed confidential notes in Health Clinic and Counsellor records.
- Incident report in REACH, clearly outlining the disclosure, risk assessment, actions taken, and follow-up plan.
- Record of all communications with parents/caregivers and external agencies.

Review Cycle: Immediately after any incident to debrief, assess effectiveness, and refine procedures. Annually as part of a broader review of mental health and safeguarding protocols.

Relevant Policy Cross-Reference: Self-Harm | Threat of Suicide | Distress Policy, Child and Young Person Protection Policy, Healthcare Policy, Pastoral Care Policy, Confidentiality Policy (to be developed), Student Welfare Policy.

Conclusion

This Standard Operating Procedures (SOP) Booklet is a cornerstone for operational

excellence within the St Peter's, Cambridge Boarding Community. By providing clear, step-by-step guidance for a wide range of daily tasks and critical situations, it empowers every staff member to act consistently, confidently, and effectively.

Adherence to these SOPs is not merely about compliance; it is about upholding our commitment to the highest standards of student welfare, safety, and holistic development. It ensures that every student experiences a consistent, nurturing, and secure environment, fostering their growth and success.

We encourage all staff to familiarize themselves thoroughly with this booklet, refer to it regularly, and provide feedback for its continuous improvement. Your dedication to these procedures directly contributes to the thriving and supportive community that defines St Peter's boarding experience.