

REPTON SCHOOL
ESTABLISHED IN 2007



CELEBRATING A DECADE OF OUTSTANDING SUCCESS

Boarding Handbook



2026-2027

Repton School • Nad Al Sheba 3 • P.O.Box: 300331 • Dubai • United Arab Emirates



REPTON

DUBAI

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The Future of Repton Boarding

Repton Boarding is designed to prepare students for tomorrow's world. We want our boarders to be active, independent, resilient and ready to make the most of every opportunity in front of them.

Our boarding motto is **"Leaving No Stone Unturned."** For us, this means that staff and students work together to keep moving forwards. We ask for the very best from every boarder, while giving them the support, guidance and opportunities they need to become the best version of themselves.

Boarding at Repton is built around a model of challenge and support. We challenge students to take responsibility, step outside their comfort zone, contribute to the house community and raise their own standards.

At the same time, we support your child through strong pastoral care, clear routines, trusted relationships and a boarding environment where they feel known and valued.

Aligned with the school's values of Grounded, Rounded and Unbounded, boarding gives us a unique opportunity to develop the whole child. We see students beyond the classroom.

This is what makes boarding at Repton distinctive.

This is boarding the Repton way.



Welcome to Boarding at Repton

About this guide

Whether adept at boarding or a new to the community, this handbook is designed to make the transition to boarding here at Repton that bit easier. Either as a parent or student it should be your first port of call to answer any initial queries and, if you don't find what you are looking for, will give you the contact details for the relevant member of staff.

Before you arrive into boarding, the Head of Girls' or Boys' Boarding will be in touch to introduce themselves and go through arrangements for your son's/daughter's arrival.

As with everything, changes will take place, so please remember everything within the booklet is subject to change. If there are any major changes you will be informed and the booklet will be updated.

Leaving No Stone Unturned

Omnem movere lapidum



Statement of Boarding Principles & Practice

Boarding at Repton Dubai has a fifteen-year track record of providing first rate academic and pastoral care to all boarders who have passed through the famous Repton Arch and into our world class facilities. We have over 100 boarding Reptonians who live in two boarding houses – Fry House for boys and Field House for the girls. Our boarders thrive in the traditional, yet forward-looking structure created in our boarding houses at the heart of the stunning Repton campus, the biggest in the Middle East.

The emphasis in the boarding houses, as in the school, is on learning as a way of life: of the discovery of truths, be they of an intellectual nature or about oneself or others, and of the acquisition of valuable experience in readiness for the future. A Repton boarding house is a unique community; one in which pupils are given the freedom to express themselves as individuals and yet also enjoy that pivotal sense of belonging to a wider society, founded upon respectful, supportive and friendly relationships, many of which last a lifetime.

Character development is at the heart of the boarding experience. We endeavour to provide our boarders with rich and varied experiences in areas that actively promote their personal and social development. Whether it is climbing mountains, public speaking, kayaking in the mangroves, cookery classes or leadership workshops, our pupils will be challenged and encouraged to stretch themselves.

Statement of Boarding Principles & Practice

A Repton boarding house is a place where pupils will be valued for being themselves but, wherever possible, be recognised and praised for their achievements, exceptional or otherwise. Reptonians of all ages are encouraged to engage fully in the life of their houses and to contribute to their development through both formal and informal expression of their views. Boarders are asked to take responsibility, not just for themselves but for others and take pride in the accommodation in which they live. In the house, they are given many opportunities across the 11-18 age-range and throughout the year to show the qualities of leadership that become formalised in the sixth form into prefectships, offices that are founded on the virtues of integrity, selflessness and compassion that are championed in the community from the outset.

Boarding is under the management of the Deputy Head Pastoral, reporting directly to the Head of Senior School and liaising closely with the Heads of Boarding, Resident Tutors and Wellbeing Advisor to ensure that the very highest standards of pastoral care are maintained. The boarding experience at Repton is dedicated to promoting positive mental and physical wellbeing for all pupils. Repton is committed to safeguarding and promoting the welfare of all its pupils. Bullying will not be tolerated in any form and the school's robust Anti-Bullying

Policy ensures that such negative behaviour within the community is dealt with firmly and effectively. We welcome pupils from across the world to a community where diversity is appreciated and celebrated and where discrimination based on differences in race, religion, culture, gender, educational needs, disability or family situation is unacceptable. Ultimately, boarding and the outstanding support that is inherent to it, enables our students to thrive and become confident, compassionate and motivated individuals who are committed to the betterment of themselves and their community.

Safeguarding

The role of Head of Boarding is a senior position at Repton School Dubai and it carries considerable responsibility for the safeguarding and promotion of welfare of the pupils in their care. Both Heads of Boarding and Boarding Staff are Safeguard Level 3 trained and set and uphold high standards as well as ensuring all pupils are safe and thriving.

Safeguarding means making sure every student feels safe, respected, supported and included in boarding. In our boarding house, we want every pupil to know that they matter. Staff are here to listen, help and protect students, while creating a house culture where everyone is treated with kindness and respect.

Aims:

- To safeguard and promote the welfare of every pupil in their boarding house To develop an atmosphere of understanding, respect and encouragement to all members of the Repton community.
- To ensure that the boarding house is a place where young people feel safe, valued and respected.
- To ensure that all members of the house feel that they have equal opportunities for achievement and inclusion regardless of their ethnicity, gender or disability.
- To promote opportunities for the young people in their boarding house to develop responsibility and a healthy lifestyle.



Our boarding team offers a wealth of experience in pastoral and academic care and are ready to accompany and guide every student on their journey at Repton. The Heads of Boarding are supported by an experienced team of Assistant Heads of Boarding, Resident Tutors and on-site dedicated boarding nurse available 24/7.

Boys' Boarding



Mr Rich Myers

Head of Boys' Boarding

richardmyers@reptonduba.org

For the past three years, Rich and his wife have been in charge of Fry House. Previously, Rich was a Housemaster at Glenalmond College, a rural boarding school in Perthshire, Scotland. Previous to that he worked in schools in Saudi Arabia, England and grew up in Canada and the US, where he was a scholarship football player before developing a passion for long-distance running. He enjoys sharing this passion with students and has helped develop lifelong runners. He is entering his 16th year of teaching and teaches History and Politics when not looking after the boys of Fry House. He is joined at Repton by his wife Meredith, also an English teacher and boarding tutor, his two sons Thomas and Logan who attend Repton, and their Hungarian Vizsla named Harley.



Mr Sam Lomax

Assistant Head of Boys' Boarding / Physical Education and Psychology

samuel.lomax@reptonduba.org

At Repton, Mr Lomax teaches Psychology and PE whilst also supporting the High-Performance Programme, working with our student-athletes. He is also involved in pastoral care, helping students feel ready for challenge, feel connected, and be supported in every aspect of school life. When not at work, Mr Lomax plays rugby for the Dubai Sharks in the UAE Premiership, coach rugby, and is training to become a sport psychologist. His work with elite athletes helps them to reach their goals.

Outside of school and sport, Mr Lomax loves getting outdoors whether it's hiking in the mountains, heading to the beach, or catching a few waves when he can. He is always up for a chat, especially about sport, mindset, or how to tackle challenges and perform under pressure.



Mr. Barry Yeomans

Resident Tutor/Business

barry.yeomans@reptonduba.org

Barry Yeomans joined the boarding house in the 24-25 school year, originally from South Africa, while also spending time in Mauritius.

With a Bachelor of Commerce in Investment Management and corporate world experience, he forms part of the pastoral team in school and will start the process in studying to become a business teacher.

In his spare time Barry's hobbies include watching football (big Chelsea supporter), going to the gym and of course eating some good food.

Favourite trip during the year with the boarding team and students is the excursion out to Aquaventure.

Favourite quote: "Rise and rise, until lambs become lions." – Robin Hood

Meet the Boarding Team

Boys' Boarding Continued



Ms Alena Aldmane

Resident Tutor/LSA

alena.eldmane@reptondubai.org

I am Alena, originally from Latvia. My life has been very diverse and I have been living abroad a lot, including Europe, USA and now my path has led to UAE, landing last year in Repton.

Joining the FRY House team and boarding community has been the highlight of the year!

It's amazing how quickly I adapted and felt welcome here.

My passion is all about sports and bringing good vibes to those around me!

I enjoy spending time with the boys, either it is playing sports, going to gym, chatting, doing puzzles or painting

It helps us build closer relationships and make our home away from home much more warmer!

Looking forward to what the future holds and welcoming the new comers!



Mr David Jones Barroso

Resident Tutor/pastoral

david.barroso@reptondubai.org

Originally from Huelva in the south of Spain, I have been fortunate to live in Spain, England, Germany and Malaysia. I graduated from the University of Bath with a degree in Sport Management and Coaching and have spent the past year working as an Assistant Houseparent at a school in the UK. I am excited to be joining Repton Dubai and becoming part of such a welcoming boarding community.

Outside of work, I am passionate about sport, particularly football and golf, and enjoy staying active whenever I can. I'm a lover of all sports and also enjoy spending time playing board games and getting involved in activities that bring people together. I look forward to meeting everyone and making the most of life at Repton.



Ms. Little Flower Derrick

Resident Boarding Nurse

little.derrick@reptondubai.org

On-Site Medical Care

Joining the Repton Dubai community in 2025, Ms Flower is our dedicated Boarding Nurse, bringing extensive expertise in emergency and school healthcare. She is deeply passionate about nurturing students' physical, emotional, and mental well-being, ensuring they feel secure, valued, and fully supported throughout their boarding journey. As a reassuring presence at the heart of our boarding house, Flower expertly guides students through minor illnesses, sports injury recovery, homesickness, and the unique challenges of living away from home. She firmly believes every student deserves a safe, listening ear, and she strives to cultivate a true home-away-from-home environment. Committed to proactive wellness, she empowers students to develop healthy habits so they can thrive both in and out of the classroom. Outside of her clinical role, she cherishes time with her family and loves exploring new cultures through travel.

Meet the Boarding Team

Girls' Boarding



Mrs Caitlin Barnes-Evans

Head of Girls' Boarding

caitlin.evans@reptondubai.org

For the past three years, Caitlin and her family have been in charge of Field House. Previously, Caitlin was a Housemistress at Sherborne Girls', a rural boarding school in Dorset, England. Previous to that she worked in schools in Brunei and the Isle of Man. Caitlin also has a passion for supporting students with their university aspirations and has acted as a Deputy Dean of Higher Education and Oxbridge Coordinator. Caitlin believes in lifelong learning and aspires to create a love of learning in all. She is entering his 15th year of teaching and teaches Biology when not looking after the girls of Field House. She is joined at Repton by her husband and two daughters, Elodie and Lilac who attend Repton.



Ms Paige Short

Assistant Head Girls' Boarding

paige.short@reptondubai.org

Originally from South Africa, Paige has been a member of Field House since 2024 and teaches Mathematics. She has a passion for reading and enjoys relaxing with a good podcast or some great music. Paige also loves travelling and discovering new cultures and experiences. Friendly and approachable, she is always happy to lend a hand, share a conversation, and support the girls in Field House.



Ms Maisie Hamilton

Resident Tutor/PE

maisie.hamilton@reptondubai.org

Ms Hamilton joined Field House in 2025 and is an aspiring PE teacher. With a strong academic foundation in mental health, behaviour change, and performance psychology, Ms Hamilton is passionate about supporting students' personal growth and development, while ensuring their wellbeing remains a key priority. As a qualified personal trainer and coach for Repton's High Performance Sport Programme, she has a keen interest in developing confidence, resilience and athletic performance through sport and physical activity. In her spare time, Ms Hamilton enjoys watching sport, staying active, travelling, and is excited to contribute to the vibrant boarding community and co-curricular life at Repton in the coming year.

Guardianship

All students boarding at Repton School Dubai must have a guardian who is a resident of the United Arab Emirates throughout the academic year. This guardian serves as a point of contact for the school and holds responsibility for the student's welfare and wellbeing during their time with us. We recognise that guardianship is a significant role and commitment, and we work closely with guardians to ensure that students receive the support and care they need to thrive both academically and personally. In the event of an emergency—whether medical, pastoral, or otherwise—your child's guardian will be contacted immediately and may be called upon to provide direct assistance, care or accommodation. It is essential that guardian details are kept up to date at all times; should your child's guardian change for any reason, please notify the boarding team as soon as possible so that our records can be updated without delay. Similarly, if the guardian is ever travelling out of the UAE during term time please update the boarding team with a point of contact within the UAE in case of emergencies during the guardian's absence.

Where a family friend or trusted adult is appointed as guardian, it is important that this is someone your child feels genuinely comfortable with and can turn to in times of need.

Throughout the year, guardians are warmly encouraged to stay connected with their child's progress and wellbeing; our staff are happy to discuss academic matters, pastoral development, and any concerns that may arise. Additionally, guardians are welcome to assist with practical arrangements such as airport transfers at the beginning and end of term, helping to make the transition between home and school as smooth as possible.

For families who do not have a suitable person to act as guardian, we recommend contacting a professional guardianship agency. One such provider is Carfax Education, who offer fully accredited guardianship services for international students in the UAE and can be reached via their website at www.carfax-education.ae or by phone on +971 4 438 5276.

All boarders must have a UAE-based guardian who can support them in an emergency and act as a trusted contact while they are at school. Students should know who their guardian is, feel comfortable contacting them, and tell boarding staff if any guardian details change.

Daily Routines

Weekday Mornings:

All years are woken up by the member of staff on duty.

Roll call for all year groups: report to reception area dressed and ready for the school.

6:30am - 7:00am Wake up/roll call.

Weekday After School:

3:00pm - 4:00pm Extra Curricular Activities (ECAs): Compulsory Tuesdays and Thursdays, optional Monday and Wednesday.

4:00pm - 4:45pm Organised boarding activity or free time.

4:45pm - 6:00pm Supervised Prep. Older students have the option of studying independently in their rooms or common areas.

6:00pm Roll call for all year groups and head to Dining Hall to enjoy dinner together.

N. B. There will be a House meeting each week to discuss the week's activities, weekend trips and any

Weekday Evenings:

6:45pm - 8:00pm Students continue studying/prepare school uniforms and equipment/read independently. Organised boarding activity/gym or free time.

8:00pm - 9:00pm Organised boarding activity or free time.

9:00pm Roll call, all years return to house and years 7-10 to hand in electronics.

9:30pm Years 7-9 bedtime.

9:30pm Years 10-1B2 go to their rooms, house quiet.

Weekends:

On the weekend, our boarders enjoy a more relaxed approach - some choose to sign out of the house and visit friends or family whilst others make the most of the on-site facilities.

Saturdays, both the boys' and girls' houses tuck into a late morning extensive brunch, enjoy a swim followed by an in-house afternoon tea. Students are permitted to order a takeaway of their choice in the evening.

Sundays are a hive of activity as we head out on our weekly trip. This could involve visiting a local heritage site, a waterpark, enjoying kayaking in the mangroves, or a healthy dose of competition with a treasure hunt around the famous Dubai souks.

Example Timetables

Across each stage, the model is built on one consistent idea, purposeful routines help students balance performance, wellbeing and personal development. As students grow, the support becomes more personalised and performance-focused, while the core aim remains the same: helping every individual thrive.

Year 7-9 (11-14 years)

This model supports early-stage development, building strong habits across sport, academics and lifestyle.

Typical Weekly Routine:

Monday: School (07:45-15:00), Enrich ME Swimming (15:45-16:30), prep (16:45-18:00), guitar practice (19:00-19:30), football with friends (until 21:00).

Tuesday: School (07:45-15:00), singing lesson (14:30-15:00), ECA (after school), U14 netball training (afternoon), club netball (evening).

Wednesday: School (07:45-15:00), U14 netball fixture (after school), prep (16:45-18:00), movie night with friends (evening).

Thursday: School (07:45-15:00), Art Attack ECA (after school), prep (16:45-18:00), gym session with boarding staff (evening).

Friday: School (07:45-12:00), Enrich ME Athletics (13:00-14:00), sign-out with friends (afternoon), baking in house (evening).

Year 10 (15 years)

This model reflects a student balancing academic ambition and performance opportunities.

Typical Weekday Routine:

Monday: School (07:45-15:00), drama rehearsal (15:15-16:15), prep (16:45-18:00), private tutor session (19:00-20:00), downtime (evening).

Tuesday: School (07:45-15:00), ECA debating club (15:00-16:00), singing lesson (16:15-16:45), prep (18:45-20:00), padel with friends (evening).

Wednesday: School (07:45-15:00), annual musical rehearsal Dubai Basketball (4.45-6), private tutor (17:30-18:30), independent study (evening).

Thursday: School (07:45-15:00), ECA drama (15:00-16:00), prep (16:45-18:00), debating preparation (evening).

Friday: School (07:45-12:00), academic 1:1 (12:30-13:00), lunch and rest (13:00-14:00), rehearsal (afternoon), relaxed time with friends (evening).

Year 10-11 (14-16 years): Full Time Model

This model reflects a Year 11 student balancing GCSE demands, enrichment, wellbeing, independence, family connection and social development.

Typical Weekly Routine:

Monday: School (07:45-15:00), Enrich ME Swimming (15:45-16:30), GCSE 1:1 tutor (17:00-18:00), prep and revision (evening).

Tuesday: School (07:45-15:00), ECA DoFE (15:00-16:00), gym session (16:30-17:30), GCSE 1:1 tutor (19:00-20:00), downtime in house (evening).

Wednesday: School (07:45-15:00), Pilates (16:00-16:45), sign out to see Mum (late afternoon), GCSE 1:1 tutor (evening).

Thursday: School (07:45-15:00), gym session (16:00-17:00), charity event preparation (evening), prep and independent study (evening).

Friday: Friday run club (6.30-7.30), School (07:45-12:00), coffee with friends at the mall (afternoon sign-out), charity event (evening).

Year 12-13 (16+ years): Performance Athlete

This model reflects high-performance demands, including national representation and increased autonomy.

Typical Weekly Routine:

Monday: HPP Gym (6.30-7.30), School (07:45-15:00), prep (16:45-18:00), downtime (evening).

Tuesday: School (07:45-15:00), ECA school training (15:00-16:00), coach check-in (after school), national team training (17:00-19:00), supper and exam prep (evening).

Wednesday: School (07:45-15:00), U19 school fixture, club training (evening), recovery nutrition and stretch (after training).

Thursday: School (07:45-15:00), ECA school team training (15:00-16:00), HPP gym (16:15-17:00), exam prep and packing for competition (evening).

Friday: Repton rugby training (06:30), lessons (08:45-12:00), lunch (12:30), rugby 7s training (13:00), recovery nutrition (14:30), supper with friends.

Supporting Studies

- We want all students to reach their full academic potential. To achieve this each student will sometimes need some support and there are various ways we can help. Your academic tutor and Head of Year will liaise with the Head of Boarding and update them on academic success or concerns. This information will be used to monitor each student's development and to make sure that standards and expectations are being raised at all times. It is crucial that any difficulties with your classes or your learning are dealt with by you and your Head of Boarding as quickly as possible so the boarding team can support each student - so make sure you are speaking to your boarding teachers if you are facing any challenges.
- In addition to supporting your pastoral well-being, the boarding staff are here to encourage you in all aspects of school life; including academics. The boarders have every opportunity to focus on their academics each day whilst receiving support from staff during scheduled home learning sessions. This has proved advantageous in the past as boarders have developed strong work habits and study skills to boost their academic success and gain confidence.
- On Friday afternoon's teachers stay behind to support the boarders. Each department will take this in turn so you will have the opportunity for study workshops in particular subjects or in study skills each week further supporting your academic ambitions.
- Boarding staff have a variety of subject specialisms so there is always support available during evening and weekend study sessions. Staff will check any work set is being completed and follow up on missed work. Whilst we can offer support and guidance we cannot do 1:1 tutoring sessions as we are supporting all students in house.
- Boarding students are also there to support each other. Working alongside your peers often brings out the best in everyone as you motivate and help each other.
- Excelling academically can only come if you are also looking after yourself! Healthy routines around sleep, nutrition, socialising and exercise will all support your academic goals.

Uniform and Expectations

Over the next two pages you will find a comprehensive list of uniform requirements for both our male and female boarding students. Please make sure you refer to the correct page as the dress code is different for Years 7-11 compared to Sixth Form students. The aim of the Repton Senior School Uniform Code is for pupils to present a neat appearance, while feeling comfortable in what they wear.

We strongly recommend that boarders come to Boarding with ample clothing and money to buy new clothes should they outgrow or damage their clothing. Money can be deposited at the Uniform Shop to anticipate any replacement uniform needs.

All items of uniform, bags, towels, etc. must be **clearly marked** with the owner's name either in indelible pen or, preferably, by means of sewn-on name tapes. The school retains the right to indelibly name items which may come to notice as not so labelled.

Students are expected to be dressed appropriately before morning roll call.



Uniform Years 7 - 11

You must carry your school I.D card with you at all times!

Female

- White cotton shirt with school crest (undergarments must be plain and light color)
- Repton pattern skirt worn to the base of the knee cap
- Field House tie
- Repton School blazer
- Navy blue Repton sweatshirt with school crest (optional)
- Hair may be worn loose, but tied up for PE or practicals (Science/DT)
- Plain white socks
- Plain, black, polished, hard-soled leather shoes
- Girls with pierced ears may wear one small plain silver or gold stud, which measures no bigger than 5mm in diameter, in the lower lobe.
- Do not bring any unnecessary valuables to school. A watch may be worn but we advise against wearing an expensive watch
- Girls may not wear make-up. Fingernails should be neatly manicured. Nail varnish is not permitted. False eyelashes are not permitted
- **PE:** White cotton Sports Shirt with school crest, navy blue sport shorts with school crest, navy blue long socks and shin pads, yellow swimming hat with school crest and swimming goggles, white cotton ankle socks, football/rugby boots and sports shoes/trainers
- Navy blue/black swim costume
- Water bottle (non-disposable) and Repton Sports Cap (optional)

Male

- White cotton shirt with school crest
- Regulation school trousers: charcoal grey, full length (not tight fitting or chino style)
- Fry House tie
- Repton School blazer
- Navy blue Repton sweatshirt with school crest (optional)
- Plain, black belt with a silver buckle (optional)
- Neat and tidy hair with a maximum length on the collar and a minimum length of a number 3 razor. Extreme or extrovert styles, for instance, are prohibited.
- Plain dark grey, navy or black socks (to cover the ankle bone)
- Plain, black, polished, hard-soled leather shoes
- Do not bring any unnecessary valuables to school. A watch may be worn but we advise against
- **PE:** White cotton Sports Shirt with school crest, navy blue sport shorts with school crest, navy blue long socks and shin pads, yellow swimming hat with school crest and swimming goggles, white cotton ankle socks, football/rugby boots and sports shoes/trainers.
- Facial hair on males should be well groomed, neat and tidy.
- Navy blue/black swim shorts
- Water bottle (non-disposable) and Repton Sports Cap (optional).

Sixth Form Uniform (12 - 13)

You must carry your school I.D card with you at all times!

All Sixth Form students should wear a work suit at all times (a jacket is compulsory), with a minimal stripe or pattern. Whilst we do not want to stifle individuality, a conventional and professional look is expected in keeping with that expected in the corporate world.

Female

- Skirts should fall below the kneecap with little or no split. They should be of a conventional cut and must not be tight fitting
- Tailored trousers which fall on or below the ankle are permitted. They must not show the shape of the leg
- Shirts should be long enough to tuck into the waistband of the skirt or trousers and the neckline should be on or above the collar bone. Shirts should not be tight fitting or see-through.
- Smart, polished, dark leather shoes; heels should be no higher than 6cm. No sports shoes, sandals or espadrilles
- Girls should wear a blazer, with minimal stripe or pattern, at all times
- A single bracelet, ring and or necklace may be worn. Earrings should be simple
- Makeup can be worn but needs to be discrete
- Nail polish should be plain or muted
- Hair can be worn loose but needs to be tied up when doing practicals or PE
- Hair is not allowed to be dyed an unnatural colour
- **PE:** House shirt, navy blue sport shorts with school crest, yellow swimming hat with school crest and swimming goggles, white cotton ankle socks and sports shoes/trainers
- Navy blue/black swim costume
- Water bottle (non-disposable) and Repton Sports Cap (optional)

Male

- Shirts should be formal
- A jumper is only permitted under a jacket
- Ties should not be gaudy
- Plain, black belt with a silver buckle (optional)
- Neat and tidy hair with a maximum length on the collar and a minimum length of a number 3 razor. Extreme or extrovert styles, for instance steps, mohawks or long fringes will not be tolerated. Excessive hair product supporting an unnatural style is unacceptable
- Hair is not allowed to be dyed an unnatural colour
- Facial hair on males should be well groomed, neat and tidy
- A single bracelet and or ring may be worn.
- Plain, black, polished, hard-soled leather shoes.
- Prefects should always wear their badge
- **PE:** House shirt, navy blue sport shorts with school crest, yellow swimming hat with school crest and swimming goggles, white cotton ankle socks and sports shoes/trainers
- Navy blue/black swim shorts
- Water bottle (non-disposable) and Repton Sports Cap (optional)

House Expectations

Our House expectations help keep boarding safe, respectful and organised. Students are expected to follow these expectations at all times. If a student does not follow the code of conduct, appropriate sanctions may be given.

Area	Expectation
Roll Call & Punctuality	Be on time for all roll calls. Return from evening activities on time. Be in your room on time before bed.
Uniform & Presentation	Always wear your school uniform correctly.
Dining Hall	Place bags on a table away from the seating area. Clear your plates and cups. Push your chair in before leaving.
During the School Day	Do not return to the boarding house during the day unless you have permission from boarding staff.
Prep Time	Work quietly during prep. Remain in the correct place and use the time productively.
Bedrooms	Keep your room tidy. At the end of the year, make sure your room is fully packed up before leaving.
Laundry	Stay up to date with your laundry and keep your clothes organised.
Kitchen & Shared Spaces	Keep the kitchen and communal areas clean and tidy. Respect shared spaces at all times.
Bedtime & Lights Out	Stay in your room after lights out. Younger pupils in Years 7 to 10 must hand in mobile phones, laptops, iPads and tablets at bedtime.
Devices for Older Pupils	Older pupils may be asked to hand in mobile phones if there is repeated lateness to roll call or poor performance at school.
Language in Communal Areas	Speak English in communal areas, including the Common Room and Dining Hall. This helps create a cohesive and inclusive community where everyone can understand and be included.
Online Orders	Before making any online orders, you must get permission from boarding staff.
Smoking & Vaping	Smoking and vaping are not permitted at any time.
Driving & Vehicles	Boarders are not permitted to drive to school or store vehicles at school, even if they have a legal driving licence.

Rewards & Sanctions

Boarding life works best when students understand what is expected of them, feel recognised for positive contributions, and are supported to take responsibility when expectations are not met.

Our rewards and sanctions system is designed to be clear, fair and consistent across Fry House and Field House. It recognises the habits and behaviours that help boarding students thrive such as kindness, independence, organisation, effort, and positive contribution to house life.

Rewards

Rewards are used to recognise students who contribute positively to boarding life. This may include consistent effort, quiet reliability, improvement over time, leadership, kindness, or going above and beyond expectations.

Area recognised	What this might look like	Possible reward
Contribution to house life	Helping with events, supporting younger boarders, creating a positive atmosphere	House points, boarder of the week, positive email home
Kindness and respect	Looking out for others, showing empathy, resolving conflict maturely	Public recognition, takeaway meal token, leadership privilege
Leadership	Taking responsibility, role-modelling expectations, supporting house routines	Leadership role, house captain opportunity, trip input
Academic effort	Consistent prep, improved study habits, excellent organisation	House points, positive communication home, reward activity
Organisation and independence	Keeping a tidy room, being punctual, managing kit and routines	Weekly recognition, common room privilege, house reward
Service	Helping staff, supporting the boarding community, volunteering	Certificate, positive email home, recognition in house meeting
Challenge and support	Taking on a challenge, encouraging others, showing resilience	Boarder of the week, takeaway meal token, activity reward

Rewards may be given weekly, half-termly or at key points in the school year. They may include:

- House points.
- Positive emails or phone calls home.
- Boarder of the Week recognition.
- Leadership privileges.
- Celebration meals or activities.
- Special house privileges, where appropriate.
- End of Year Awards & Recognition

Sanctions

Sanctions are designed to be restorative and reflective. This means students are encouraged to understand what happened, recognise the impact of their behaviour, repair any harm caused, and make better choices in the future.

When expectations are not met, staff will respond in a way that is clear, proportionate and fair. The response will depend on the behaviour, the context, the student's previous conduct, and the level of risk or disruption caused.

Consequences are linked to the area of responsibility affected. For example, unsafe sign-out behaviour may lead to restricted leave, while poor technology choices may lead to temporary technology restrictions.

Level	Behaviour concern	Possible response
Level 1: Reminder	Minor issues with routines, punctuality, room standards, prep, manners or organisation	Verbal reminder, reset conversation, clear target for improvement
Level 2: Reflection	Repeated minor concerns or behaviour that affects others, routines or house expectations	Reflection task, restorative conversation, apology, additional house responsibility
Level 3: Loss of privilege	Repeated issues, misuse of technology, poor sign-out habits, missed routines, disrespectful behaviour or failure to follow staff instructions	Temporary restriction of relevant privilege, parent contact, behaviour target, review with house staff
Level 4: Serious concern	Behaviour involving safety, dishonesty, bullying, repeated defiance, unauthorised absence, serious misuse of technology or significant breach of trust	Formal sanction, gating, suspension from trips or sign-out, referral to senior staff
Level 5: Major incident	Behaviour that creates serious risk to self, others or the boarding community	Senior Leadership Team involvement, Headmaster informed, possible suspension or further school action

Records and Communication

Record of significant sanctions will be reported via CPOMS, the schools reporting system. Parents or guardians will be informed where concerns are repeated, serious, or linked to safety, trust, wellbeing or school expectations. Serious incidents will be reported to the relevant senior member of staff and, where appropriate, to the Headmaster.

The aim of this system is to help students build responsibility, independence and respect for the boarding community. Positive behaviour will be recognised, and poor choices will be addressed fairly, consistently and with an emphasis on learning.

Electronic Devices/Technology Use

Technology is an important part of today's world. Phones, laptops, tablets and other devices can support learning, communication and productivity. However, they can also affect sleep, wellbeing, concentration, social development and healthy routines if they are not used responsibly.

In boarding, our aim is to help students develop positive technology habits. We want boarders to learn how to manage their devices sensibly, maintain a healthy balance, stay active, build friendships and get enough sleep.

Evening Device Expectations

For students in **Years 7 to 10**, mobile phones must be handed in every school night at 9:00pm. Phones will be stored securely in the device room overnight. This routine is in place to:

- Support better sleep quality.
- Reduce late-night screen time.
- Encourage healthy routines.
- Support wellbeing and academic focus.
- Help students build good technology habits.

Failure to hand in a phone when required may result in a sanction.

Years 11 to 13

Students in Years 11 to 13 are given greater trust and independence with their devices. This reflects their age, responsibility and academic needs. However, this trust depends on students using technology responsibly. If sleep, wellbeing, behaviour or academic progress becomes a concern, boarding staff may put additional support or restrictions in place. This may include agreed device limits, earlier hand-in times, supervised study routines or communication with parents.

Balanced Use of Technology

Boarding staff may intervene if a student appears to be using technology excessively or if device use is affecting their sleep, relationships, routines, activity levels or school progress. Boarders are encouraged to:

- Use technology for learning and positive communication.
- Avoid excessive gaming, scrolling or social media use.
- Take part in house activities and social time.
- Maintain good sleep routines.
- Spend time being active.
- Speak to boarding staff if technology use feels difficult to manage.

Our overall aim is to help students become responsible, independent and balanced users of technology.

Yondr and Mobile Phone Expectations for Boarders

Repton Dubai is a phone-free school during the academic day. Yondr supports this by helping students stay focused and engaged in lessons. Boarders are provided with a phone exemption card because their phones are managed through the boarding house. This means boarders do not need a Yondr pouch, provided they follow boarding phone expectations.

Boarders must:

- Keep their phone securely stored in the boarding house.
- Store their phone in the agreed location or in their room.
- Carry their phone exemption card during the school day.
- Show the card if asked by a member of staff.
- Not use their phone during the school day.
- Follow school expectations around technology, devices and online safety.



Phone Exemption Card

The exemption card confirms that a boarder's phone is managed through boarding instead of a Yondr pouch. It does not give permission to carry or use a phone during the school day.

During the School Day

Boarders should not have their phone with them in school. Phones should not be kept in bags, blazers, classrooms, changing rooms or social spaces. If a boarder is found with a phone during the school day, this will be managed in line with the school's mobile phone and behaviour policy.

Accessing a Phone

Boarders may need their phone for approved travel, sign-out, medical arrangements or boarding-related reasons. In these cases, students must speak to boarding staff in advance. Phones may only be collected or used with permission.

Parent Contact

Parents and guardians should contact the school or boarding staff directly during the academic day rather than contacting a student's mobile phone.

For urgent contact, please call school reception: +971 4 426 9393

The aim is to maintain a calm, focused and phone-free school environment while recognising the practical needs of boarders. For FAQs, please see [Yondr FAQ's.docx](#)

Roles and Responsibilities

Student Leadership in Boarding

Additional student leadership roles may be available in Field House or Fry House, depending on the size, needs and dynamic of each boarding house.

Boarding Prefects are usually selected from Year 12 and Year 13, although Year 11 pupils may also be considered where appropriate. These roles are designed to support the smooth running of the house and to help maintain a positive, respectful and inclusive boarding community.

Boarding Prefects may assist with aspects of the evening routine, such as supporting kitchen tidy-up, helping younger pupils prepare for bedtime routines, encouraging punctuality and modelling positive behaviour. They may also be asked to help organise house social activities, welcome new boarders and support house events.

Heads of House and Boarding Prefects do not have authority to issue sanctions. Any concerns regarding behaviour, wellbeing or safety must be reported to the duty member of staff.

Head of House

The Head of House is a prestigious student leadership position awarded to a Sixth Form boarder who has demonstrated maturity, responsibility and a strong commitment to the boarding community. The Head of House is expected to be an exemplary role model for other pupils may also act as a point of contact for pupils who wish to raise ideas, questions or concerns. Their responsibilities may include supporting the induction of new boarders, assisting staff with the day-to-day running of the house, helping to organise house events and acting as a student voice within the boarding community.

Boarding Prefects: Roles and Responsibilities

Boarding Prefects are expected to:

- act as positive role models for younger boarders
- support the evening routine and encourage pupils to meet house expectations
- help maintain tidy, respectful and welcoming communal spaces
- assist with house activities, events and social opportunities
- welcome and support new pupils as they settle into boarding life
- encourage positive relationships across year groups
- communicate any concerns about behaviour, wellbeing or safety to the duty member of staff
- uphold the values and standards of the boarding community at all times

Boarding Prefects are trusted to support the community, but they are not responsible for discipline, sanctions or safeguarding decisions. These responsibilities remain with the boarding staff.

Prep /Study Time

Homework, known as prep, is an important part of the daily boarding routine. Prep time helps students develop strong study habits, complete academic work, manage deadlines and build independence.

All students undertake a formal prep session from 6:15pm to 7:15pm, Sunday to Thursday. Younger students are supervised in a purpose-built study room, while older students may be given the option to study in their private bedrooms, depending on their age, independence and work habits.

Boarding staff support academic routines by helping students create the right conditions for study. They do not replace subject teachers, but they help students stay organised, focused and accountable.

Support	What This Looks Like
Supervised Prep Sessions	Students complete prep in a structured study environment each evening.
Quiet Study Spaces	Younger students work in supervised study rooms. Older students may study in bedrooms where appropriate.
Access to Staff Support	Boarding staff and visiting staff are available to provide guidance, encouragement and practical help.
Subject Expertise	Resident and visiting staff offer a range of subject-specific knowledge to support boarders with their studies.
Friday Academic Support	Where appropriate, teaching staff may support boarders with academic routines, subject questions, revision guidance or outstanding work.
Communication with School Staff	Boarding staff may liaise with form tutors, academic tutors, Heads of Year and subject teachers where concerns arise.
Monitoring Progress	Prep habits, organisation, punctuality and completion of work may be monitored by the boarding team.
Organisation and Deadlines	Students are supported with routines, revision planning, prep diaries, equipment and managing deadlines.
Wider School Support	Students are encouraged to use school academic support systems, including clinics, subject drop-ins and teacher feedback.

Prep /Study Time

Prep Expectations

- Students are expected to:
- arrive on time to prep;
- bring their prep diary, laptop if required and all necessary equipment;
- work quietly and independently at their assigned desk;
- remain in the correct study space unless given permission to move;
- ask permission before using computers or printers;
- use prep time for schoolwork, revision, reading or academic organisation;
- read their personal reading book if all prep has been completed;
- ask for help if they are stuck, unsure or falling behind;
- keep their planner up to date;
- ask the duty member of staff to sign their planner each week.

Role of Boarding Staff

Boarding staff help students build the habits needed for academic success. This includes supporting students with:

- getting to prep on time;
- organising books, devices and equipment;
- planning work across the week;
- breaking larger tasks into manageable steps;
- preparing for tests, assessments and deadlines;
- developing revision routines;
- communicating concerns to relevant academic staff;
- encouraging students to take responsibility for their own learning.

Boarding staff will support routines and organisation, but students remain responsible for completing their own work. Subject-specific teaching, assessment and feedback remain the responsibility of subject teachers.

When Additional Support Is Needed

If a student is regularly missing prep, struggling to complete work, failing to bring equipment or finding it difficult to manage deadlines, boarding staff may put additional support in place. This may include closer monitoring during prep, planner checks, communication with form tutors or Heads of Year, referral to subject clinics or academic support, and contact with parents or guardians where appropriate.

The aim is to help students develop independence, not dependency. Prep should support students to become more organised, self-aware and confident in managing their academic responsibilities.

Facilities

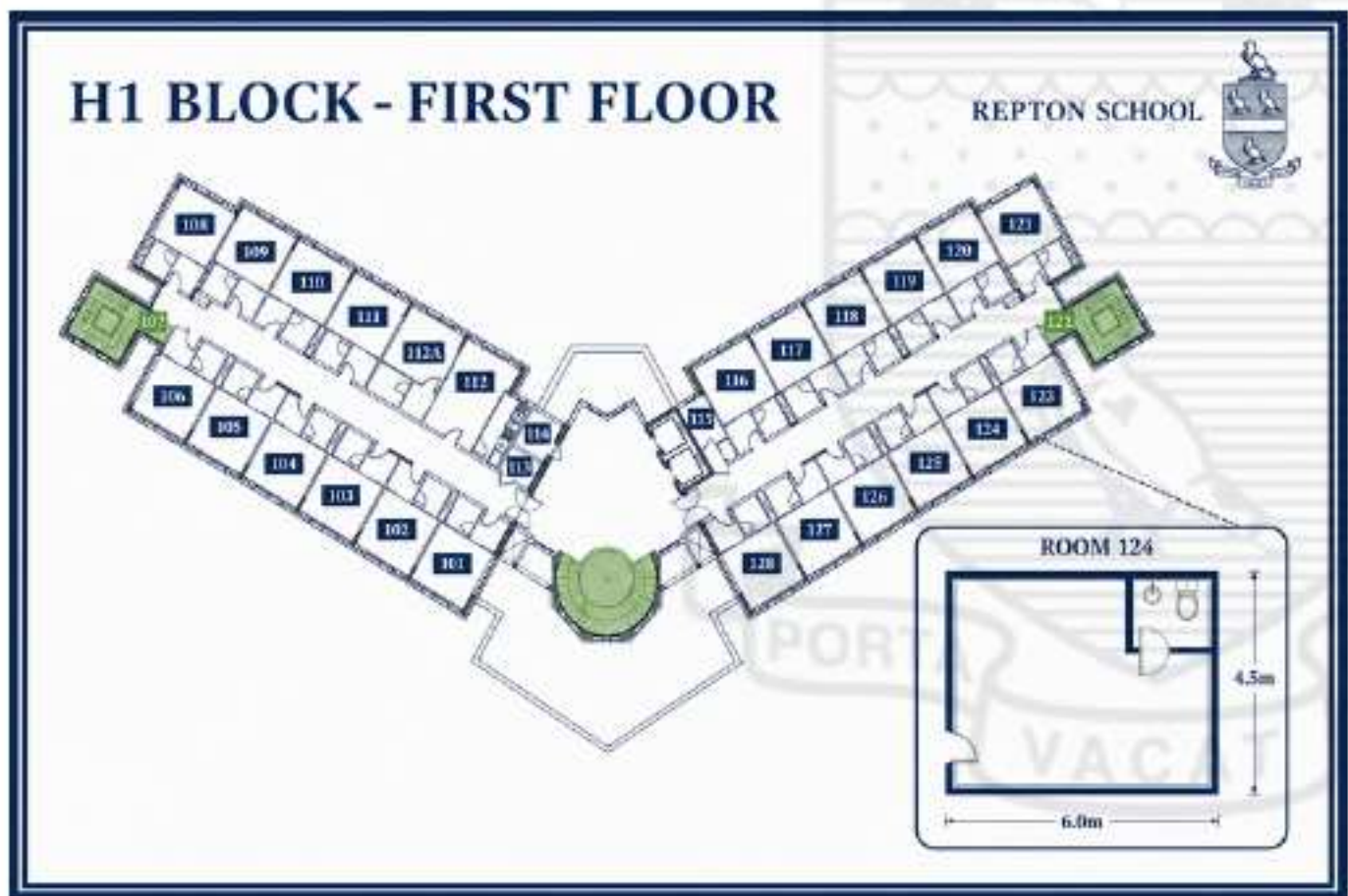
Both Fry and Field Houses are purpose-built boarding accommodation situated on the Repton campus and offer a mixture of full, weekly and flexible boarding options to suit both boarder and parents. Both are within easy reach of the school and sports facilities.

Dorms and Rooms:

Usually, our Key Stage 3 boarders are either accommodated in spacious dormitories with access to bathrooms along the corridor or in a shared ensuite room with one other boarder. Year 11 and those in a Sixth Form programme have individual ensuite rooms or are in double rooms.

Boarders are expected to keep their room clean, tidy and well organised. Daily checks will be carried out by the Boarding team and if the room is not adequately tidy, boarders will be expected to promptly address this.

If boarders continue not to meet the required standard, a sanction will be issued. The whole dorm or room will be judged together as well as each bed so it is important that everyone works together make sure their area is neat and tidy.



World Class Facilities

Boarding at Repton Dubai is strengthened by access to outstanding sporting facilities. The Repton Sport Complex gives boarders the opportunity to train, compete, socialise and develop healthy habits as part of their daily life. For students living on campus, these facilities are not simply places for lessons or fixtures. They are spaces where they make memories, develop character and reach their potential.

Our facilities support a healthy lifestyle, giving students opportunities across team sports, individual performance, strength and conditioning, swimming, racket sports and athletics.



Field Sports

The main pitch zone provides extensive playing space for rugby, football and other field-based activities. These spaces allow students to train in squads like Cognita EnrichMe, play school fixtures, take part in house sport and enjoy recreational activity.

For boarders, the pitch areas are a key part of active boarding life. They support formal training, evening games, inter-house competitions and opportunities for students to stay physically active outside the classroom.

This open space make Repton Dubai the biggest school campus in the UAE! This field makes quite the running track in cooler months.



Sports Halls

Our state-of-the-art sports hall provides boarders with an outstanding indoor space for basketball, badminton and a wide range of other sports and activities. Basketball is one of the most popular sports within our boarding community, and the hall gives students a high-quality environment to train, compete and play socially. Through our exciting new partnership with Dubai Basketball, students will have even more opportunities to develop their skills, raise their standards and be inspired by the growth of the sport across the city.



Court Sports

Our sport village provides a strong court sport offer, including MUGA tennis, shaded MUGA netball courts, pickleball courts and padel courts. These sports make our campus truly special. Our boarders regularly play tennis and padel in the evenings and it builds an exciting social sporting culture in the boarding community.

Throughout the year these facilities create opportunities for structured coaching, competitive fixtures, recreational sport and social play. We are proud to say our boarders make up a considerable proportion of athletes at Repton Dubai, with many more making the most of our facilities all week long. This is a space for your child to truly thrive.



Performing Arts Center (PAC)

The Performing Arts Centre is one of the landmark spaces at Repton Dubai. It provides a professional, inspiring environment where students, parents and staff can come together for performances, school events, parent workshops and community celebrations.

For boarders, this space provides students access to music, singing, drama and performance opportunities, while also providing a central venue for major school occasions such as the annual musical, showcases, assemblies and guest events. The Performing Arts Centre reflects the wider ambition of Repton Boarding: to develop students beyond the classroom.



For boarders, the performing arts provide balance and enrichment. Through lessons, rehearsals and the annual school musical, students learn discipline, teamwork and the confidence to perform in front of others. Boarders have access to the PAC through Cognita EnrichMe who provide expert practitioners. These opportunities help students become more rounded, expressive and willing to step outside their comfort zone. This is becoming a large part of our mission to support well-rounded boarders.



Athletics

Behind Field House is a dedicated athletics track with hurdles, long jump, high jump and a throwing cage. The athletics zone supports both competitive athletes and students who want to improve their general fitness. It also allows boarders to access purposeful training environments that encourage discipline, personal challenge and measurable progress.



Swimming

The Sport Complex includes a senior swimming pool, supporting swimming lessons, training, recovery and aquatic fitness. Swimming offers boarders a valuable way to develop physical literacy, confidence, cardiovascular fitness and wellbeing.

The pool also adds variety to the boarding activity programme, giving students opportunities beyond traditional field and court sports.

Strength & Conditioning

The complex includes a fully equipped gym with state of the art treadmills and 5 olympic racks. These indoor facilities support strength and conditioning, fitness sessions, indoor games, PE lessons and specialist training. For boarders, access to the gym is especially valuable as it supports year-round activity, regardless of weather. It also helps students develop healthy routines, physical confidence and lifelong habits around exercise.

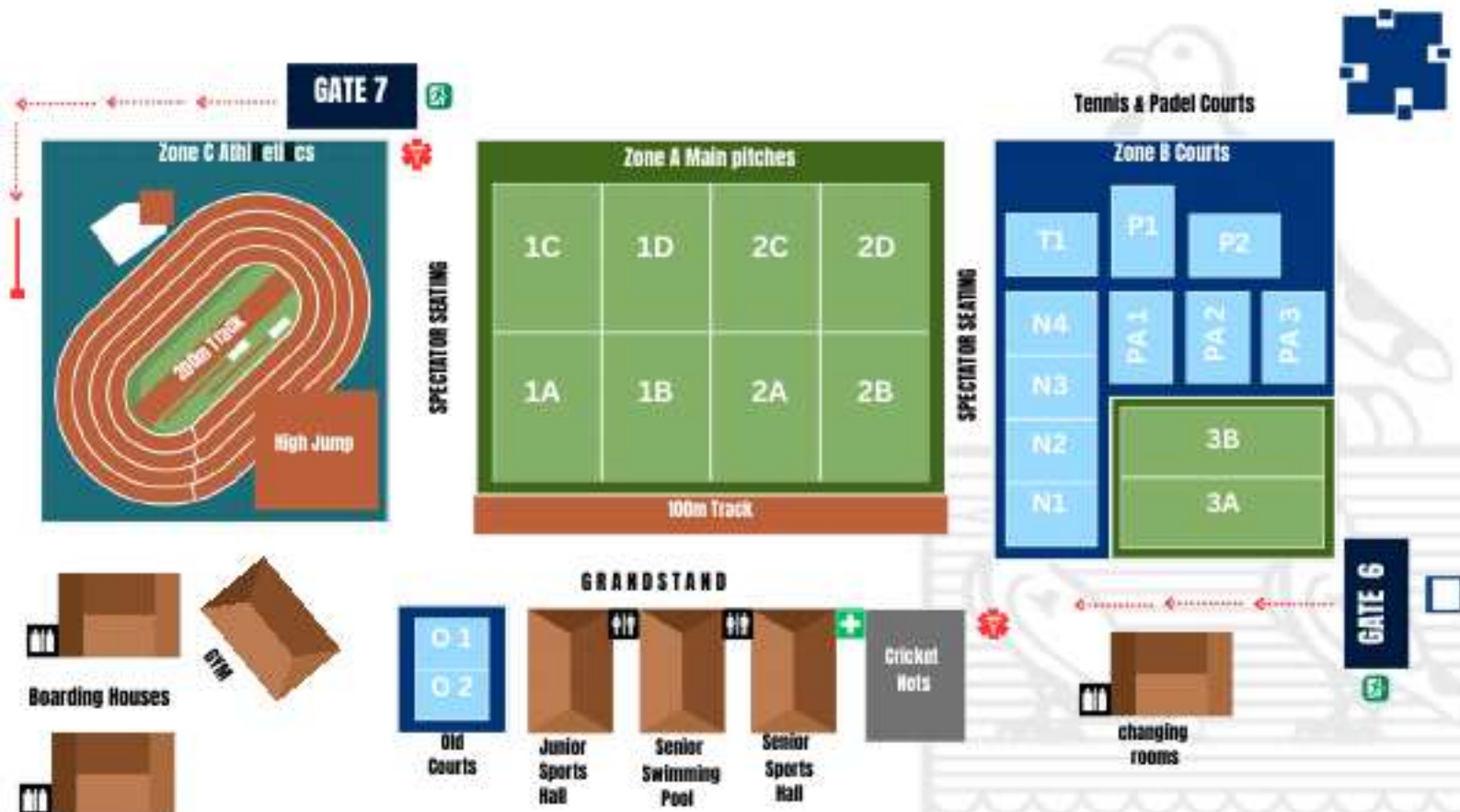


More Than Facilities

These facilities reflect our ambition for boarding at Repton Dubai. We pride ourselves in supporting boarders to be active, healthy, confident and ready for tomorrow's world. Through access to high-quality sport spaces, students are encouraged to challenge themselves, support each other and make the most of the opportunities around them.

This is part of our commitment to developing the whole child: grounded in good habits, rounded through broad experiences and unbounded in ambition.

REPTON SPORT COMPLEX



LEGEND

Zone A Main pitches

- Main fields 1 and 2
- Secondary fields 3a/b

GATE 6 Sport Complex main entrance

GATE 7 Junior School entrance

Zone B Courts

- T1 Muga Tennis
- N1 - N4 Muga Netball (Shaded)
- P1 - 2 Pickleball
- PA 1 - 3 Padel
- O1 - 2 Old courts (Shaded)

Zone C Athletics

- 80m Track
- 300m Track
- Hurdles
- Long jump High
- Jump
- Throwing Cage

Support

- Firs Aid room Ambulance
- stations
- Direction of foot traffic
- Toilets
- Parking
- Emergency Exits

EMERGENCY CONTACTS

POLICE : 999 / AMBULANCE : 998 / FIRE : 997 / ELECTRICITY : 991

GATE 6 : LOCATION PIN - https://maps.app.goo.gl/31ZDVfKLtdQoea8G9?g_st=iw

Address
Repton School Dubai
Nad Al Sheba 3
P.O. Box 300331
Dubai, UAE

School Reception
Phone: +971 4 426 9393
Email:
info@reptondubai.org

Health and Wellbeing

More detailed policies on health, safety and security can be requested from the relevant Head of Boarding, but here you will find an overview.

Health and medication:

Prior to entry into boarding, parents/guardians must complete the Health Declaration and Immunisation record which will be sent in the Welcome Pack and pass to the relevant Head of Boarding to keep on record. **All medication and prescriptions MUST be given to the house.**

The boarding team can provide boarders with basic medications for coughs, colds and small cuts but for more serious illness, boarders will be taken to the Doctor. In addition to our Residential Nurse who is available 24 hours a day, we also have a School Doctor on site during the day who is on call 24/7. Medication will ONLY be administered by the Residential Nurse or resident staff in accordance with prescriptions.

It is imperative that boarders do not self-medicate.

Prescribed medication will not be administered without the necessary prescription.

Stage	Action	Who Is Involved
1. Student feels unwell	Student informs the member of boarding staff on duty or the Residential Nurse as soon as possible.	Student
2. Initial support given	Staff check the student's symptoms, wellbeing and immediate needs.	Boarding staff / Residential Nurse
3. Basic care provided	For minor issues such as coughs, colds or small cuts, basic care or approved medication may be provided.	Residential Nurse / authorised resident staff
4. Monitor and review	Staff continue to monitor the student and check whether symptoms improve or worsen.	Boarding staff / Residential Nurse
5. Escalate if needed	If symptoms are more serious, persistent or concerning, the student is referred to the School Doctor or taken to a doctor.	Residential Nurse / School Doctor / Head of Boarding
6. Emergency action	If urgent medical care is required, the student is taken to hospital immediately by ambulance or taxi, whichever is fastest and safest.	Boarding staff / Head of Boarding
7. Parent contact	Parents or guardians are contacted at the first appropriate opportunity.	Head of Boys' or Girls' Boarding

Wellbeing

Boarding supports students far beyond academics. It helps pupils build the habits, relationships and confidence they need to thrive in school and in life. Our aim is for every boarder to become:

Rounded	Grounded	Unbounded
Involved in school life, sport, arts, friendships and leadership.	Secure in their values, routines, relationships and sense of belonging.	Confident to grow, take responsibility and pursue their potential.

What We Mean by Wellbeing

Area	What This Looks Like in Boarding
Sleep	Clear bedtime routines, lights-out expectations and support with healthy sleep habits.
Nutrition	Encouraging pupils to eat properly, hydrate well and make positive food choices.
Mental Health	Regular check-ins, trusted adults, early support and referral when needed.
Physical Activity	Encouraging involvement in sport, fitness, outdoor activity and movement.
Friendships	Supporting positive relationships, kindness, inclusion and conflict resolution.
Purpose	Helping pupils find meaning through goals, contribution, leadership and wider school life.
Identity	Supporting pupils to understand who they are, what they value and how they want to grow.
Belonging	Creating a house culture where every pupil feels known, valued and included.
Independence	Helping students manage rooms, laundry, prep, punctuality, routines and organisation.
Managing Pressure	Supporting pupils with academic, social, sporting and personal demands.

Nutrition and Meals

At Repton School Dubai, we recognise that good nutrition is fundamental to supporting our boarders' health, wellbeing, and academic performance.

Nutritious meals are provided daily, with breakfast, lunch, and dinner served Monday to Friday. Breakfast includes cereal, toast, yoghurts and a cooked option. On Saturdays, we offer brunch and afternoon tea, giving students flexibility to enjoy a relaxed weekend schedule. Students are expected to take food at each meal, and we encourage them to make balanced choices from the range of options available.

Our catering team prepares a varied menu that caters to all dietary requirements, including vegetarian and gluten-free options, and all meat served in the boarding house is halal. Each evening meal includes a fresh salad bar alongside hot food options, and Monday to Friday lunches feature a sandwich alternative for those who prefer a lighter meal.

Beyond our scheduled meal service, we actively encourage students to develop independence and practical life skills by preparing their own food in the boarding house kitchens. A selection of snacks is always available, including bread, cheese, biscuits, cereal, and fresh fruit, allowing students to enjoy light refreshments between meals. Students may also arrange to have groceries delivered to the boarding house to build their own supply of preferred items. We actively promote a healthy balance between nutritious foods and occasional treats, supporting students in making informed choices about their diet.

We also work closely with our food partner, Practical, to support the nutritional needs of our boarders. Practical provides a range of nutritious snacks and meal options that help students stay energised, focused and well throughout the school day.

Where students have additional dietary needs, allergies, sporting demands or specific food requirements, the boarding team works with Practical and families to ensure appropriate support is in place.

Please note: Repton School Dubai is a nut-free school. This policy is in place to protect students with severe nut allergies. We ask all parents, guardians, and students to strictly adhere to this requirement. No nuts or nut-containing products should be brought into the boarding house or school.

If your child has specific dietary needs or allergies, please inform the Boarding House team at the earliest opportunity so we can ensure appropriate support and meal provision throughout the academic year.

This year we are delighted to announce we have a new catering partnership with Ben's Farmhouse Kitchen.

Safety and Security

Fire Safety

The Fire Safety Procedure is shared with all students and revisited regularly throughout the year. Fire drills take place each term to ensure that every student understands what to do in an emergency. These drills may happen at any time of the day or night.

Fire Procedure

All students must know where the nearest emergency exits are and where their House assembly point is located. If you hear the fire alarm:

Step	What to do
1. Leave immediately	Leave the building calmly by the nearest safe exit. Do not stop to collect personal belongings.
2. Alert others if safe	If you are leaving your room, check that your roommate is awake and aware of the alarm. Do not delay your own exit.
3. Go to assembly	Make your way directly to your House assembly point.
4. Line up quietly	Line up in your year group and remain quiet so staff can take the register.
5. Wait for instructions	Wait for a member of staff to confirm the next steps.
6. Return only when told	You may only return to the boarding house when staff confirm that it is safe to do so.

Important Fire Safety Rules

- Do not run, shout or panic.
- Do not use lifts.
- Do not return to your room for phones, laptops, shoes or personal belongings.
- Do not re-enter the building until a member of staff tells you it is safe.
- Always take fire alarms seriously, even if you think it may be a drill.

The safety of students is a shared responsibility. Boarding staff complete appropriate risk assessments for planned activities, trips and events. These are checked and shared with the relevant staff before activities take place.

Sleep, Technology and Recovery

Sleep is a major part of wellbeing. Students need proper rest to learn, manage emotions, recover from sport and cope with pressure.

Expectation	Why It Matters
Clear bedtime routines	Helps pupils settle, recover and prepare for the next day.
Lights-out expectations	Protects sleep and reduces tiredness, stress and poor concentration.
Device boundaries	Reduces late-night scrolling, distraction and sleep disruption.
Younger pupils hand in devices	Helps Years 7 to 10 develop healthy habits around technology.
Older pupils manage devices responsibly	Builds independence while maintaining accountability.

Developing Independence

Boarding helps students gradually take more responsibility for themselves.

Students are supported to manage:

- their room and personal belongings;
- laundry and uniform;
- prep and academic routines;
- sleep and morning routines;
- nutrition and hydration;
- communication with staff;
- friendships and social choices;
- participation in house and school life.

Independence is developed step by step. The aim is not perfection, but progress.

Managing Pressure

Boarders may experience pressure from schoolwork, exams, sport, friendships, homesickness, leadership roles or family expectations. Boarding staff help students by:

- listening and helping them make sense of the situation;
- supporting routines and organisation;
- encouraging healthy sleep, food and movement;
- helping pupils break problems into manageable steps;
- involving pastoral or counselling support where needed;
- reminding students that asking for help is important

A strong boarding environment helps pupils feel safe, connected, purposeful and supported. When students have good routines, trusted adults, positive friendships and a sense of belonging, they are more likely to thrive.



QQRT Sleep Guidance

Quality | Quantity | Regularity | Timing

How Boarding Staff Support Students

Boarding staff are present in the everyday moments where wellbeing is built. Support is practical, relational and proactive.

Type of Support	Examples
Daily Support	Morning routines, evening routines, roll call conversations, reminders and informal check-ins.
Emotional Support	Listening to worries, noticing changes in mood or behaviour and helping pupils talk things through.
Organisation Support	Helping with prep routines, laundry, room standards, punctuality, school equipment and planning ahead.
Pastoral Support	Referring pupils to Heads of House, tutors, counselling, safeguarding or wider pastoral staff when needed.
Social Support	Helping pupils build friendships, manage disagreements and feel part of the house community.
Participation Support	Encouraging students to take part in sport, arts, leadership, service, house events and wider school life.

Regular Wellbeing Check-ins

Boarding staff use regular contact points to understand how students are doing.

These may include:

- informal conversations during the day;
- roll call and evening check-ins;
- house meetings;
- one-to-one conversations with boarding staff;
- monitoring sleep, punctuality, mood and organisation;
- contact with academic, pastoral or safeguarding staff where appropriate.

The aim is to notice concerns early and support students before small issues become bigger problems.

Fry and Field House Talks

A key part of our boarding provision is the use of regular Fry and Field House Talks. These Sunday night sessions are designed to support pupils beyond academics and provide opportunities to discuss the topics that matter most in boarding life. House Talks help create a culture where pupils feel informed, supported and able to speak openly.

Safety and Security

Security

Security is of the utmost importance in boarding. Both Fry House and Field House are controlled by a secure access system and can only be entered using an approved school ID badge or registered fingerprint. The school also has a dedicated security team who help safeguard the premises throughout the day and night. Boarding security procedures are reviewed regularly by the boarding team and safeguarding staff to ensure that students remain safe and well supported.

Boarders' Possessions

Students are responsible for looking after their personal belongings carefully. All valuables should be kept in a safe place, either in an individual safe or in the House safe. We strongly discourage students from bringing unnecessary valuables into boarding, including expensive jewellery, large amounts of cash or other high-value items. Upon a boarders final day in boarding they need to remove their items or they will be donated.

Please note: Repton School cannot accept responsibility for the loss, theft or damage of personal valuables.

House Bank

Boarders may deposit cash in the House Bank for safekeeping. We recommend that boarders bring up to 2,000 AED per term in pocket money. This may be used for uniform, stationery, approved taxis and personal needs. Money deposited in the House Bank will be kept in individual envelopes in a secure location in the House office. A record of all deposits and withdrawals will be maintained and countersigned by the student and a member of staff. We recommend that students do not bring large denomination notes, such as 200 AED, 500 AED or 1,000 AED notes. Smaller denominations, such as 20 AED, 50 AED and 100 AED notes, are more practical for everyday use.

Passport, Emirates ID and Health Insurance Card

Passports, visas, Emirates ID cards and Health Insurance cards are extremely important documents. Students cannot live, study, travel or access medical care in the United Arab Emirates without the correct documentation.

For this reason, we strongly recommend that students deposit these documents with the member of staff on duty when they arrive or return to boarding. Documents will be stored securely in the House office.

A clear record will be kept of when documents are handed in and when they are signed out. Students will be able to access their documents when required, but we encourage families and students to use the House office for safe storage whenever possible.

Repton School • Nad Al Sheba 3 • P.O.Box: 300331 • Dubai • United Arab Emirates

Signing Out



At Repton Dubai, all boarders in Fry House and Field House are supported to enjoy appropriate independence while remaining safe, accounted for and properly supervised. Any time a boarder leaves campus, or is away from their expected boarding routine, this must be requested, approved and recorded through Reach.

This applies to all forms of leave, including:

- **Medical appointments:** doctor, dentist, hospital, physiotherapy, orthodontist
- **Sport and training:** club training, fixtures, gym sessions, academy sessions
- **Social leave:** visiting a friend, going out with family, weekend plans
- **Travel:** flights home, airport transfers, holiday departures
- **Family leave:** meals, celebrations, time with parents or relatives
- **School-approved commitments:** external events, rehearsals, lessons or approved activities

What is Reach?



Reach is the boarding management system used to help manage student leave, sign-in/sign-out, roll calls and student location. It provides a clear and secure way for students, parents and boarding staff to record and approve leave arrangements. Reach helps us ensure that boarders can enjoy appropriate independence while remaining safe, accounted for and supported.

Key Information



Help Centre



Download the APP



Parent Welcome



Student Welcome

Our Shared Aim

Fry and Field House want boarders to develop independence and responsibility. The sign-out process supports this by making expectations clear. Students are trusted to enjoy appropriate freedom, but that freedom must sit alongside communication, accountability and care.

The aim is not simply to know where students are. The aim is to help them learn how to manage independence safely, respectfully and responsibly.

Creating A Sign Out

Students, parents or guardians can submit a leave request through Reach, providing the required details for the planned absence or sign-out. The request will then be reviewed by boarding staff and must be approved before the student leaves campus.

- **Leave requests should be completed at least 48 hours before the planned absence or sign-out.**
- **For weekend sign-outs, requests must be submitted by Wednesday before the relevant weekend.**

The screenshot shows the 'Leave Details - New Leave Request' form in the Reach system. The form is divided into several sections:

- Boarder:** No selection.
- Leave Type:** No selection.
- Staff-only Notes:** No staff-only notes.
- Leave Additional Information:** Leave Requested By: James, Sam (Admin Administrator). Date: 14/03/2024 15:46:19.
- Leave Date and Time:** 14/03/2024 0 AM.
- Return Date and Time:** 14/03/2024 4 PM.
- Leaving Transport Details:** Transport Name: All day.
- Return Transport Details:** Transport Name: All day.
- Host:** No selection.
- Destination:** Where is the Boarder 'expected' to return?
- State:** Pending.

At the bottom, there is a note: "We use your email information to provide you with an email alert when you are notified of applying for..."

How to Request Leave

1. Discuss the plan with a parent or guardian.
2. Submit a leave request through Reach.
3. Include full details of the destination, supervision, transport, departure time and return time.
4. Wait for boarding staff to review the request.
5. Do not make final arrangements until the request has been approved.
6. Before leaving, sign out with the duty member of boarding staff.
7. On return, sign back in immediately.

Submitting a request does not automatically mean permission has been granted. Leave is only approved once boarding staff have checked the details and confirmed the request.

Students cannot approve their own sign-out requests. Reach is set up to prevent this, so all leave requests must be reviewed and approved by a parent, guardian or member of boarding staff before a student can leave campus.

When Leave May Not Be Approved

The Heads of Boarding, or duty boarding staff, may withhold or delay permission for leave when appropriate. Possible reasons include:

Reason	Explanation
The request is incomplete	Staff do not have enough information to approve leave
The request is too late	There may not be enough time to check arrangements
Supervision is unclear	Responsibility for the student has not been confirmed
Transport is unsuitable	Travel arrangements may not be safe or appropriate
Recent behaviour has caused concern	Leave depends on trust and responsible conduct
The student is required in school or boarding	There may be academic, pastoral, activity or house commitments
The plan changes without approval	Staff must know the agreed arrangement

Any decision to withhold leave will be made in the interests of student safety, safeguarding, fairness and school responsibility.

Student Responsibilities

Signing out is part of being trusted as a boarder. You are expected to be honest, organised and responsible whenever you request leave or leave campus.

As a student, you must:

- Plan ahead and avoid leaving requests until the last minute.
- Give clear and accurate information about where you are going, who you are with, how you are travelling and when you will return.
- Check that your leave has been approved before leaving campus.
- Sign out with the duty member of boarding staff before you leave.
- Keep your phone charged and stay contactable while off campus.
- Follow the approved plan and only go where permission has been given.
- Return at the agreed time.
- Sign back in with boarding staff immediately when you return.

Failure to follow the sign-out process may result in future leave being restricted.

Key Partnerships

Over the last two years, we have developed a number of key partnerships to help make boarding life at Repton Dubai exceptional. These partnerships provide students with access to high-quality opportunities across sport, wellbeing, enrichment, leadership and personal development.

This reflects our boarding motto, Leaving No Stone Unturned. We are committed to continually looking for ways to improve, expand and strengthen the boarding experience so that Repton Boarding is not only supportive, but genuinely world class.

COGNITA
— ENRICH **ME**

Through Cognita Enrich ME, boarders have access to high-quality enrichment opportunities that extend well beyond the normal school day. The programme supports students in developing their talents, discovering new interests and taking part in activities that contribute to a rounded boarding experience.

Our partnership with Dubai Basketball gives boarders access to one of the fastest-growing sports communities in the city. Basketball is already one of the most popular sports in boarding, and this partnership helps us build on that passion with higher-quality coaching, greater inspiration and clearer opportunities for development.



**High
Performance
Programme**



The Repton High Performance Programme supports our most talented student-athletes with elite-level provision across sport psychology, nutrition, recovery, strength and conditioning. The programme supports a true student-athlete approach, helping students train well, recover well, and perform with confidence.



Akuma provides designated Repton Boarding sports kit and loungewear, helping students feel part of a shared boarding identity. The kit supports pride, belonging and community across Fry House and Field House. It gives boarders a badge they are proud to wear, representing their house, their school and the standards of Repton Boarding. The Akuma shop will remain open throughout the year, allowing families to purchase kit when needed for sport, house events and everyday boarding life.

Insert shop here



Reach is our boarding management system, helping students, parents and staff manage leave requests, sign-outs, roll calls and student location safely. It supports safe independence by bringing parents, students and boarding staff together, so everyone understands where a student is going, who they are with and when they will return. This helps students build trust and responsibility while ensuring the boarding team can maintain high standards of care, safety and communication.

Further details about partner offers, booking information and available discounts can be found at the end of this handbook. Parents are encouraged to review this section regularly, as opportunities and discount codes may be updated throughout the year.

High Performance Boarding

At Repton Dubai, our aim is to become the leading boarding destination for elite sport within our high-performance boarding model. Through our "Playground to Podium" philosophy, we are committed to leaving no stone unturned in helping every athlete realise their potential in a genuinely world-class environment.

High Performance Boarding at Repton Dubai is designed to meet the key priorities of families worldwide, combining academic excellence, meaningful challenge, and elite sport within a high-performance boarding model.

Our Repton Dubai Boarding Team boasts World-Class Expertise:



- 1x Qualified S&C coach
- 3x Personal Trainers
- Coaching in Athletics, Football, Rugby, Basketball, Netball and Swimming
- 1x Yoga Instructor
- 1x Sport Psychologist
- 2x Nutritional Support
- 1x In-house Nurse



- 38 years of boarding experience across all staff
- 200 year boarding history
- 13 years KHDA Outstanding British Boarding School
- GCSE, A-Level, and IBDP



- 38 years of boarding experience across staff
- 200 year boarding history
- World-Class Facilities approved at the highest level



Check out a day in the life



See our latest HPP Report

High Performance Boarding is designed for students who are already performing at a high level in sport, the arts or another specialist pathway. If you believe your son or daughter meets the criteria for High Performance Boarding, we would be delighted to explore how we can support them. Together, we can create a personalised boarding experience that helps them manage their commitments, access the right support and reach their full potential.

School Holidays

School calendar:

The school publishes a calendar of holidays (Appendix A) in advance. A copy of this calendar is sent to you at the beginning of the year. Boarders are expected to return to the boarding house the day before term begins/resumes (usually a Sunday) and remain in attendance until the very last day of each term.

Please take special note of holidays and school closures during public holidays. Dates will be shared closer to the time.

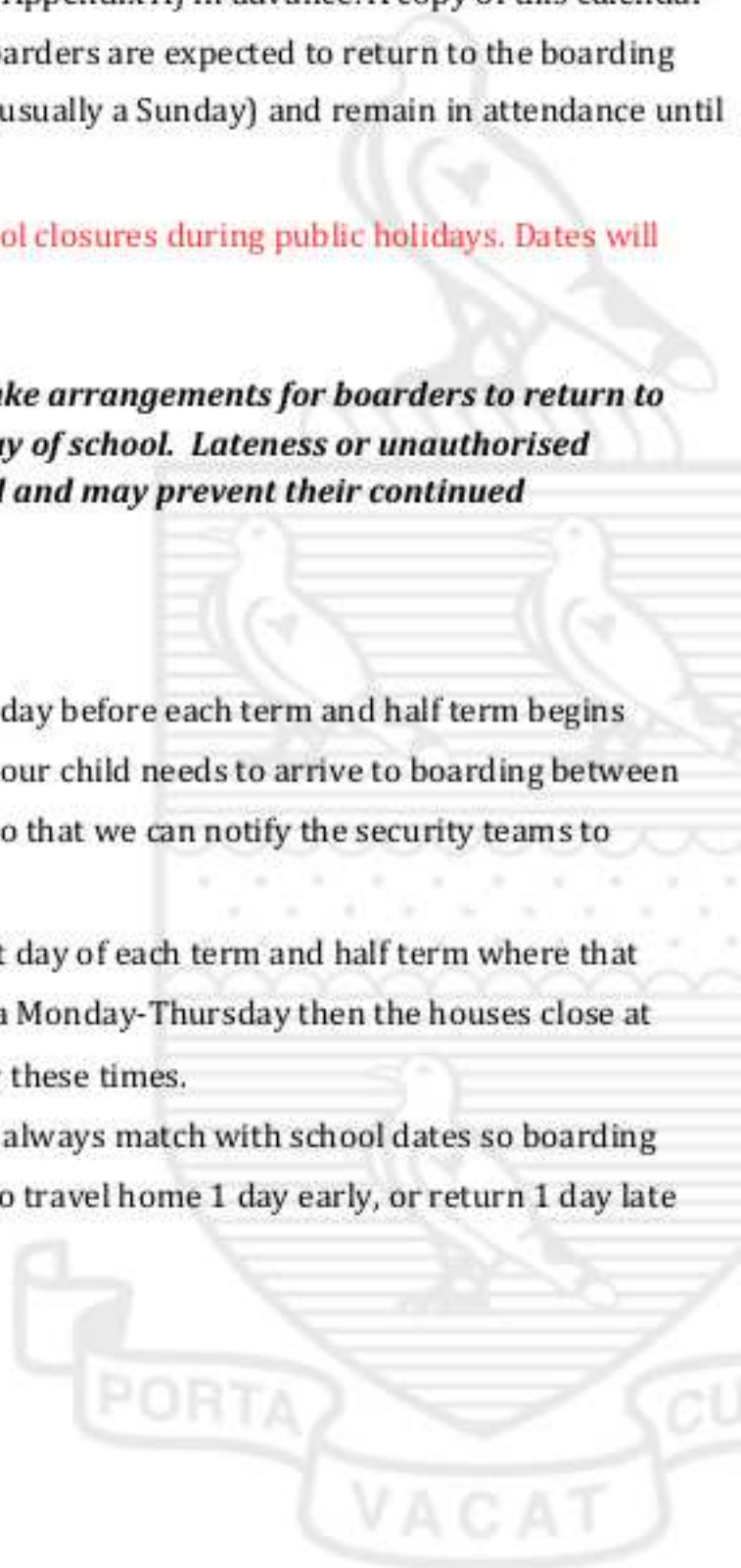
It is important that parents/guardians make arrangements for boarders to return to the boarding houses in time for the first day of school. Lateness or unauthorised absence will affect their attendance record and may prevent their continued attendance at the school.

House opening times:

The Boarding Houses open from 4:00pm the day before each term and half term begins and arrival should be indicated on Reach. If your child needs to arrive to boarding between 10pm and 6am please inform us in advance so that we can notify the security teams to allow them access to the school site.

The Boarding Houses close at 2pm on the last day of each term and half term where that last day falls on a Friday. If the last day is on a Monday-Thursday then the houses close at 4pm. All boarders must have left boarding by these times.

We appreciate flight days and timings do not always match with school dates so boarding students will always be granted permission to travel home 1 day early, or return 1 day late to accommodate flight schedules.



Miscellaneous

The policies in this section cover a range of important matters that help ensure the safety, wellbeing and smooth operation of boarding life. Whilst they may not arise on a daily basis, all boarders are expected to understand and adhere to these expectations throughout their time in the House.

Topics include areas such as the use of personal electronic devices, speaking languages other than English, prohibited items, medication, smoking and vaping, alcohol and drugs, knives and dangerous objects, room standards, visitors, and other aspects of communal living.

Speaking of native languages:

Whilst it is important for your child to speak their own language, it is important for them to remember

that the boarding houses are an English-speaking environment. Boarders may speak their own language in their bedroom, but in the presence of a member of staff, and in public areas including corridors, common rooms and around the campus, English must be spoken at all times. This is to encourage increased fluency and a more integrated community.

Smoking, vaping and use of alcohol:

We have a zero-tolerance approach to smoking, vaping and using alcohol in the boarding houses or anywhere on school grounds. Evidence of smoking, vaping or alcohol use will be considered as a serious offence and result in suspension.

This behaviour could also lead to boarders not being permitted back into the boarding house.

Aerosols:

Aerosols, in any form, are not permitted in the boarding houses. This is for the health, safety and safeguarding of boarders. Boarders should use roll-on deodorant or a gel room freshener.

Any aerosol will be confiscated. Repeat offences will be punished with a sanction.

Knives and Blades:

Knives and blades are strictly prohibited. Should boarders require a kitchen knife, they should ask the member of staff on duty who will supervise them while using it. If boarders are found to be in possession of a knife or blade, they will be punished in accordance with the school guidelines. This could result in an external suspension or exclusion from boarding.

Enrichment Programme

Building Healthy Habits Beyond the School Day

Boarding provides a unique opportunity for students to develop interests, skills and friendships outside the classroom. As part of our commitment to holistic education, all boarders are expected to participate in a minimum of two additional enrichment activities each week, beyond their regular school curriculum and ECAs.

We encourage every boarder to find activities that they genuinely enjoy, helping them to build positive routines, discover new passions and develop healthy identities beyond academic success. Whether participating in sport, music, performing arts or community clubs, enrichment plays an important role in supporting wellbeing, confidence, resilience and personal growth.

Activities may take place on campus through the EnrichMe Programme, or externally through approved clubs and academies. Opportunities include swimming, football, netball, performing arts, singing and fitness classes, alongside external activities such as rugby, basketball, karate, boxing and many others.

A Typical Boarding Week:

Day	Example Activity
Monday	EnrichMe Activity, 3:30pm to 4:15pm
Tuesday	School ECA, 3:00pm to 4:00pm, followed by External Club Training, 7:30pm to 8:30pm
Wednesday	External Enrichment, e.g. Dubai Basketball Academy, 3:30pm to 4:30pm
Thursday	School ECA, 3:00pm to 4:00pm
Friday	EnrichMe Football or another enrichment activity, 2:30pm to 3:30pm

Every student's weekly programme is tailored to balance academic commitments, wellbeing and personal interests, ensuring that participation remains enjoyable and sustainable.

Our boarding philosophy is simple: every student should leave Repton having developed purposeful passions that promote lifelong health, happiness and personal fulfilment.



A-CADEMIC CALENDAR 2026-27(KHDA Approved).

AUTUMN TERM

School begins:	Monday 31 August 2026
Half Term:	Monday 19 October - Friday 23 October 2026
National Day:	Wednesday 2 to Friday 4 December 2026 (Government & Islamic Holiday, School closed TBC)
Term Ends:	Friday 11 December 2026

*Please note boarding will not open until 12pm on Sunday 30th August 2026 for new joiners, and from 4pm for returning students. Therefore if as new student you wish to attend induction day you will need to stay with guardian or with family in a hotel.

SPRING TERM

Term Starts:	Monday 4 January 2027
Ramadan begins:*	Monday 8 February – Sunday 7 March 2027 (Shorter school days during Ramadan TBC)
Eid Al Fitr:*	Monday 8 March to Friday 12 March 2027 (Government & Islamic Holiday, School closed TBC)
Term Ends:	Friday 2 April 2027

SUMMER TERM

Term Starts:	Monday 12 April 2027
Eid Al Adha:*	Monday 17 and Tuesday 18 May 2027 (Government & Islamic Holiday, School closed TBC)
Islamic New Year*	Saturday 5 June 2027 TBC
Term Ends:	Friday 2~ July 2027

ACTUAL DATES ARE SUBJECT TO CONFIRMATION BY THE UAE GOVERNMENT

Time	Event	You should
6:30	Wake up	You have 30 minutes from the wake up bell to get ready for morning roll call.
7:00	AM Roll Call	Meet in the communal are of the boarding house for roll call before heading to the Dining Hall together for breakfast.
7:40 - 8:00	AM Tutor Time	Be in your tutor room, ready to be registered and listen to the bulletin. Note - on Wednesdays you go to your house form instead
8:00 - 9:00	Lesson 1	
9:00-10:00	Lesson 2	
10:00-10:20	Break	You have 20mins to eat a snack, use the bathroom, relax and chat amongst your friends.
10:20-11:20	Lesson 3	It is your responsibility to ensure you prepare for lesson 3.
11:20 -12:20	Lesson 4	
12:00 - 12:40 or 1:20 - 2:00	Lunch	You have 40 mins to eat a snack, use the bathroom, relax and spend some time with your friends.
12:20 - 1:20 or 1:00 - 2:00	Lesson 5	
2:00 - 3:00	Lesson 6	
3:00	The end of school day	Make your way to your extra-curricular activity or back to the boarding house.

Important information

You are in charge of ensuring you arrive at registration, lessons and roll call on time.
Make sure you keep an eye on the time during break and lunch time.



Term Calendar

School Fees

Admissions

Email: admissions@reptondubai.org

Repton Dubai Location: [Click Here for Google Map](#)

Repton Dubai Address:

Gate 1

Field/Fry House

Repton School Dubai

Nad Al Sheba 3

Dubai United Arab Emirates

00000



CARFAX Guardianship -

<https://www.carfax-education.ae/>

Cognita Enrich-ME

Reach Links

<https://touchlinereach.zohodesk.com/portal/en/kb/articles/article-student-how-to-login-web>

<https://touchlinereach.zohodesk.com/portal/en/kb/articles/article-how-to-access-the-app-via-web-browser-on-mobile-device>

<https://touchlinereach.zohodesk.com/portal/en/kb/articles/article-students-welcome-to-your-reach-portal>

<https://touchlinereach.zohodesk.com/portal/en/kb/articles/article-parents-welcome-to-your-reach-portal>

<https://touchlinereach.zohodesk.com/portal/en/kb/articles/article-reach-student-primer-30-8-2021>

<https://touchlinereach.zohodesk.com/portal/en/kb/articles/article-reach-parent-primer>



Parent Portal

An email will be shared in the first week with sign up instructions. This portal is used to monitor student progress remotely and to sign up for extracurricular activities. If are having difficulties accessing the Parent Portal please email portal@reptondubai.org with a description of your problem.

Who do I contact with concerns/questions?

Please feel free to contact us if you have any concerns or queries. Prior to your son/daughter moving into the boarding house, the Head of Boys/Girls Boarding will have been in touch with you. This is the primary point of contact for boarding matters and they can be contacted via email or the House duty phone.

How will I know how my child is settling in? What if they are not?

We understand that adjusting to a new environment can be challenging for both students and parents. Our experienced boarding team provides a range of support, including regular check-ins, peer buddy systems, and team-building activities to help students settle quickly and confidently.

If you have any concerns, please contact the Head of Boarding in confidence so that we can provide appropriate support. While it can be tempting to collect your child frequently, we encourage families to allow students time to establish routines and friendships, as this often leads to a smoother and more successful transition.

How will my child get to/from the airport when travelling alone?

We understand that travelling abroad independently for the first time can feel daunting for both parents and students. For students travelling as unaccompanied minors, a parent or guardian will be required to accompany them to and from the airport.

Many students choose to arrange transport through a pre-booked taxi, Careem, or Uber service for their journey to and from the airport. Where possible, we also encourage students to coordinate their travel plans and travel at similar times, allowing them to support one another throughout the journey.

Can my child have additional tutoring sessions.

Whilst external tutors are not allowed at school or in boarding, boarders can access online tuition but this needs to be cleared with the Heads of Boarding and cannot be during scheduled boarding times, such as meal times.

WELLBEING

SUPPORTING EVERY BOARDER, EVERY DAY

Wellbeing is at the heart of boarding life. We take a proactive, whole-person approach to support every boarder to feel safe, healthy, confident and ready to thrive.



A WHOLE-PERSON APPROACH TO WELLBEING

We support our boarders across ten key areas of wellbeing. When these areas are in balance, students are better able to learn, build strong relationships and grow into confident young adults.



SLEEP

Good sleep is essential for learning, mood and physical health. We encourage consistent routines, screen-smart habits and restful environments.



NUTRITION

Nutritious food fuels body and mind. We provide balanced meals, healthy snacks and support for individual dietary needs.



MENTAL HEALTH

We promote positive mental health through open conversations, early support and access to trained staff and professional services.



PHYSICAL ACTIVITY

Movement boosts mood, energy and resilience. We encourage daily activity, sport participation and healthy habits.



FRIENDSHIPS

Positive friendships build confidence and connection. We foster a kind, respectful and inclusive boarding community.



PURPOSE

A sense of purpose motivates and inspires. We help students discover their interests, strengths and passions.



IDENTITY

We support students to understand, celebrate and be proud of who they are, with confidence and self-respect.



BELONGING

Feeling valued and accepted is vital. At boarding, every student belongs to a community where they are known and supported.



INDEPENDENCE

Boarding helps students build life skills, confidence and responsibility for themselves and others.



MANAGING PRESSURE

We teach strategies to manage stress, handle setbacks and stay focused, helping students approach challenges with confidence.



Wellbeing is a shared responsibility. Our caring staff, supportive environment and strong routines help every boarder feel safe, supported and empowered to succeed.

HOW WE SUPPORT OUR BOARDERS



Caring
Pastoral Team



Open
Conversations



Safe and
Secure Environment



Access to Medical
and Wellbeing Support



Enriching
Co-curricular Life



A Home
Away From Home

OUR SAFEGUARDING TEAM

SENIOR SCHOOL



Key Stage 3	Key Stage 4	Key Stage 5 / Sixth Form	Medical	Counsellor				
 <p>Mrs. Dolig Assistant Head & KS3 Designated Deputy Safeguarding Lead</p>	 <p>Mrs. Drake Vice Principal & Head of Senior School / Whole School Designated Safeguarding Lead</p>	 <p>Mr. Whitaker Assistant Head & KS5/Sixth Form Designated Deputy Safeguarding Lead</p>	 <p>Dr. Fatma Ghazwan School Doctor</p>	 <p>Dr. Sewell Counsellor</p>				
Boarding	Heads of Year							
 <p>Mrs. Myers Head of Boys' Boarding</p>	 <p>Mrs. Evans Head of Girls' Boarding</p>	 <p>Miss Hopworth Head of Year 7</p>	 <p>Mr. Hanson Head of Year 8</p>	 <p>Mr. Tagger Head of Year 9</p>	 <p>Mrs. Robinson Head of Year 10</p>	 <p>Miss Marshall Head of Year 11</p>	 <p>Mrs. Myers Head of Year 12</p>	 <p>Mr. Davies Head of Year 13</p>

If you have worries or concerns about your wellbeing you can reach out and talk to your tutor, Head of Year, or any of the safeguarding and wellbeing team. If you have serious concerns about yours or that of a friend/peer's physical or emotional wellbeing, please come and speak with Mr. Watson who will support you further.



REPTON

DUBAI

Girls/Boys Boarding

Safe Adult



Mrs. Kirsty Clark Safeguarding Governor

If you ever need to speak to someone outside of the Boarding House, please contact:



Mr. Watson : tom.watson@reptondubai.org



Mrs. Drake : annette.drake@reptondubai.org

Alternatively, you can email our Safeguarding Governor Kirsty Clark
kirsty.clark@cognita.com

Enrichment Beyond Boarding

Cognita Enrich ME x Repton Boarding

[Home](#) / [Boarding](#) / [Enrich ME](#)

Cognita Enrich ME

Through Cognita Enrich ME, Repton boarders can access high-quality enrichment opportunities designed to help students stay active, develop talent and try something new beyond the school day. The programme supports confidence, skill development, teamwork and personal growth across sport and the performing arts.

Programmes include:

[Football](#) >[Swimming and Aquatics](#) >[Athletics](#) >[Performing Arts](#) >**F**

Football

Skill, teamwork and confidence through structured coaching and regular participation.

S

Swimming

Aquatics pathways that support safety, technique, fitness and performance.

A

Athletics

Developing speed, power, movement and competitive confidence.

P

Performing Arts

Creative opportunities in music, drama, dance and performance.

Why it matters for boarders

Enrich ME helps boarding students make the most of life beyond the classroom. Whether students are training competitively, performing creatively or exploring a new interest, the programme supports a more active, ambitious and rounded boarding experience.

Find out more



Scan me

www.enrichme.ae

REPTON BOARDING x COGNITA ENRICH ME

Active. Creative. Confident. Ready for tomorrow's world.

JOIN THE DUBAI BASKETBALL ACADEMY



THE OFFICIAL YOUTH PROGRAM OF
DUBAI BASKETBALL

FOR BOYS & GIRLS
AGES 3 TO 18

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