



# **Residential Policy**

## **'Building for Successful Futures'**

<b>Formally adopted by the Governing Board of</b>	<b>Fred Nicholson School</b>
<b>Chair of Governors</b>	<b>Hilary Bradshaw</b>
<b>Policy Holder</b>	<b>Headteacher</b>
<b>Policy Contributor</b>	<b>Heads/Leads of Areas</b>
<b>Last updated</b>	<b>Autumn 2020</b>
<b>To be Reviewed</b>	<b>Autumn 2021 (Full Committee)</b>



# Residential Policy

## 'Building for Successful Futures'

### **Residential Statement of Purpose**

The boarding experience reflects the School ethos and supports individual pupils to gain confidence, self-esteem and learn the necessary skills to live as independently as possible in the future. The residential staff team are fully committed to providing a safe and supportive learning environment both on and off site where activities are challenging and fun.

Pupils' individual wishes and feelings are listened to and respected at all times. Pupils are encouraged to build positive relations with adults and feel confident to talk to trusted adult of their choice

### **Aims**

- To enable our boarders to develop emotionally, socially, and physically through a range of Life Skills activities which extend their learning experiences and future opportunities.
- To encourage and support boarders to make good choices, challenge, themselves and reflect on their behaviour and feelings about themselves and others.
- To promote equality for all of our boarders and encourage them as individuals to achieve their maximum potential to meet the challenges of everyday life in the future.
- To work collaboratively with school staff, parent/carers and professionals to achieve the best possible outcomes for our pupils and their families.

### *Accommodation*

The residential accommodation consists of five dormitories and one smaller three-bedded unit. Two dormitories can have up to four pupils and three can have up to five pupils, as they have an additional single room available.

There are eight full time Care Staff and two part time Care Staff. The Deputy Head of Care manages the evening. The Head of Care has overall responsibility for the residential provision in the school.

There is accommodation for a maximum of 26 boarders, which is a mix of boys and girls. When boarding is identified for a pupil, we begin the admission process, which consists initially of a home visit; this is to discuss the hopes of the placement and to identify key areas that will build independence skills for the pupil. We would then offer an extended day at a level appropriate to individual needs. When the child feels they are ready to try a sleep over this is arranged after consultation with parents. We offer boarding on a minimum 2 nights and offer up to 4 nights. In order to support our Y11 pupils, through what will be a year of change and independence, we work closely with parents/carers and professionals to support their independence and to transition them home full time in the summer term of Y10. This will allow the young person to adapt to being at home and use the



learning from their time in boarding to build confidence in what will be a new learning environment. On occasion, it may be identified that a pupil requires further support or a bespoke package to support them into Y11. Where this has been identified, a meeting will take place to discuss the needs of the individual and a targeted plan implemented which will be monitored and evaluated through the agreed designated timeframe.

Each child will have a named Keyworker who liaises with parent/carers, attends reviews, write reports, updates placement plans and offers support through transition. When a child starts boarding, he/she will be given a "Pupils Guide to Boarding" which includes the complaints procedure if they are unhappy. Each dormitory has a copy of the guide and is used to revisit the information as part of the pupil's meetings where necessary.

The dormitories are well equipped with age appropriate resources and the children can personalise their bed areas with quilt covers, pictures, photos. Each dormitory has a lounge area with a TV and DVD player for leisure time. Children also have access to the school I pads to use in the dormitory. Children are encouraged to develop a sense of care and responsibility for their own areas and possessions, and to respect the property and privacy of others within the dormitory.

### **Broad Guidelines**

The children are encouraged to use their free time constructively taking into account that they also need time to unwind and relax after the school day is finished. It is important to work collaboratively and focus is given to ensuring that we build on educational learning as well as social. Pupils are actively encouraged to read on a nightly basis; this is recorded and evaluated to support literacy during the school day.

The boarding experience focuses on developing life and living skills including:

- Appropriate social interaction with others;
- Personal care;/hygiene
- Shopping and handling money;
- Internet safety;
- Mopeds/cycling and road safety skills.
- Safe behaviour in the community.

The children are encouraged to make decisions about the residential provision through their School Council Boarding Representative and dormitory meetings. There are group discussions about issues which need to be agreed such as, resources the children would like for their dorm including pictures, bed linen, toys and games.

The children are encouraged to develop positive relationships with the staff and can choose any member of boarding staff to talk to if they are experiencing any problems/issues.

The children follow the school's ethos on healthy eating and maintaining a balanced diet. The boarding staff will offer guidance and will liaise with parent/carers for individual children's needs.



Children are encouraged to have good manners, be good role models for new boarders and to help clear the tables at the end of a meal.

Personal care/hygiene is encouraged on an individual basis depending on the level of need. This may also be addressed through girls/boys group activities as appropriate.

All children are treated equally and given the same opportunities to develop skills regardless of gender, race, culture or religious beliefs. Individual wishes and feelings will always be listened to and, where possible, acted upon.

Children with physical disabilities will be given the same residential opportunities (where buildings allow) at all times, modifying the programme where necessary or offering an extended day.

The children celebrate other cultures through special teas for example Chinese New Year, along with other foods from around the world and themes can also be found in craft activities.

It is our policy to work collaboratively with parent/carers and other professional agencies to gain the best outcomes for our children. Parents are made aware of Child Protection, Complaints Procedures and Anti-bullying Procedures through the School Brochure. In addition to this, parents of new boarders are given a copy of "A Parents Guide to Boarding" which explains the boarding routines and procedures and relevant additional information. Staff will help parents to go through this if required.

The residential provision follows the whole school Promoting Positive Behaviour Policy and, in addition, has consequences for the evening if children have made some poor choices, however we will see this as a learning opportunity rather than implement punitive consequences.

The overall aim is for all boarders to reach their maximum potential and to achieve their highest level of independence to support the future challenges of every day life in the local community.

### **Links to Other Policies**

Performance Management  
Personal Intimate Care  
Pupil Well Being  
Admissions  
Induction (Residential)  
Safeguarding including Child Protection  
Protect Me  
Single Equalities  
E Safety  
Internet, Social Networking and E Mail Use  
Lone Worker  
Medical including admin of Meds  
Staff Code of Conduct



### **Equality Impact Statement**

*The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.*

Policy Approved by:

Chair of Committee

\*To be ratified on 09.12.20



## **APPENDIX 1: RESIDENTIAL SUPERVISION**

### *Purpose*

To maintain and raise standards of both residential learning and care, the purposes of supervision are:

- To develop the professional competence of the team member
- To oversee and manage performance
- To ensure quality of education provision for our pupils
- To identify and support training needs and professional development
- To facilitate team development and resolve conflict and possible disempowerment in colleague relationships
- To involve staff in decision making
- To provide an opportunity for reflection, mutual constructive feedback, professional goal setting and any other important issues.
- To monitor the overall health and emotional functioning of the team member

### *Aims*

To support the residential staff Performance Management Policy and to meet the requirements set out by the National Minimum Standards.

To ensure:

- the care team member is clear about his/her roles and responsibilities;
- the care team member meets school objectives;
- the quality of service to pupils and their families;
- the care team member is given the resources to do his/her job
- the care team member receives personal support recognising the demands of their role.

### *Strategies*

Supervision is a shared responsibility and is based on a negotiated agreement.

The supervision session will be either formal or informal. Each session will provide an opportunity for both supervisee and supervisor to constructively discuss:

- The overall quality of the team members performance
- The quality of education provision within the residential programme
- Behaviour management
- Individual and team training/development needs
- Good and poor work practice
- Challenges and problems faced
- Critical incidents
- Individuals competence, knowledge, judgement and skills
- Personal issues/problems that are work related

Formal supervision sessions should be approximately 1 hour and there should only be interruptions for an emergency or serious incident that urgently requires the presence of either party elsewhere.



### *Roles and Responsibilities*

It is the responsibility of the Residential Management Team to create an atmosphere where supervision is welcomed and provides an opportunity for reflection, communication, support, and mediation. Supervision is also an opportunity for the residential managers to represent staff needs to the Head Teacher

It is the responsibility of both the supervisor and supervisee to agree a designated time for supervision. Both parties should prepare individual agendas prior to the session taking place

Supervision sessions will be non – discriminatory and will take into account the schools Single Equalities Policy.

### *Frequency of Sessions*

It is expected that supervision will happen regularly with the option of either supervisor or supervisee to request additional or informal meetings if required.

### *Performance Management*

In addition to regular formal and informal supervision, the Residential Staff have an annual Performance Management review. This is discussed with the Head of Care after 6 months when targets are reviewed and amended as necessary.

The school format for Performance Management is followed.

### **Formal Supervision will take place regularly**

<b>Supervisee</b>	<b>Supervisor</b>
Head of Care	Head Teacher
Deputy Head of Care	Head of Care
Residential Care staff	Deputy/Head of Care

### *Recording*

Outcomes are agreed by the supervisor and supervisee and recorded. Both parties sign the printed document as a true reflection of issues discussed. A copy of the record will be made available to a supervisee on request.

Supervision sessions are confidential. However supervisors have the right to disclose information to the Head Teacher or Designated Child Protection person when information is deemed relevant to the smooth running of the school, or at times when issues of concern or safeguarding have been raised. The protection of pupils and/or staff supersedes supervision confidentiality.

To monitor the process the Head Teacher/Head of Care and *Ofsted Inspectors* may also on request have access to supervision records.

All records will be stored in a secure manner and treated as confidential material.