



Boarding Principles & Practice Policy

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1 Policy Statement

- 1.1 Oakfield School provides a safe and consistent framework for all of our young people. We are committed to creating and maintaining an educational and caring environment which nurtures and stimulates personal development and wellbeing.
- 1.2 We work to provide the highest quality of residential care within a relaxed environment, integrating care and education staff for a supportive yet structured setting.
- 1.3 Staff encourage the children/young people to have a good attitude to their education and develop confidence and the ability to reflect and 'own' their behaviour. Residential and day pupils follow the timetable and curriculum appropriate to their age.
- 1.4 Across the day we use a restorative approach to problem solving and resolving disagreements.
- 1.5 All boarders have access to a comprehensive list of activities which provide an enjoyable and stimulating environment and experience.
- 1.6 Some children participate in the LEAP provision, an extended day until 6pm or 8pm. This supports positive group dynamics and enhances good relationships.

2 Boarding Provision

- 2.1 Oakfield School provides boarding places for young people aged 11–16 years, currently up to four nights a week. Children stay between two and four nights, according to their individual needs.
- 2.2 The residential houses have up to six beds and children are encouraged and supported to personalise their bedrooms; a personal allowance is provided to assist with this.
- 2.3 The decision to reduce or increase the boarding provision for individual pupils relates to the progress they make and individual family circumstances, however all pupils boarding status is regularly reviewed.

3 LEAP (Life Enriching Activity Programme)

- 3.1 The LEAP focuses on offering complex young people with an EHCP valuable, life enriching experiences. Improving young people's levels of educational achievement through the extracurricular activities. It is through the detailed planning and delivery of these activities that pupils are able to identify, understand and accept their emotional and social needs.
- 3.2 Young people will be able to develop strategies to manage their behaviour with the support of an empathetic experienced extended provision team. The team will constantly monitor the young person's progress and adapt the learning experience to suit the pupil's individual needs. Therefore, enabling young people to accomplish their full potential by providing a platform to succeed.

4 Parental Involvement

- 4.1 Contact with parents/carers is essential and we ensure they are encouraged to be involved in the child's stay at the school.
- 4.2 Staff contact parents/carers at least weekly to ensure they are kept up to date with their child's progress and children can, and do, contact parents/carers by telephone when they want.
- 4.3 Good relationships are essential to ensure an effective provision with the best possible outcomes for children.
- 4.4 There is a successful parent group that is run within the residential; the aim of this group is to support parents with children who have additional needs.
- 4.5 The focus of the parent group is to give guidance, advice, support and share information. It gives parents the opportunity to meet and talk with other parents in a group situation.

5 Accommodation

- 5.1 Each pupil boarding in the residential house will have their own bedroom with en-suite facilities.
- 5.2 Each residential house has 2 communal lounge areas, downstairs toilet facilities and a large kitchen/dining area. Breakfast is eaten in the house, lunch can be eaten in the house or in school, dependent on individual cases. The evening meal is prepared by the Residential Cook and eaten in the houses.

- 5.3 One house has been specifically built with facilities to meet the needs of children with physical disabilities – the house accommodates a maximum of 5, and has 2 large bedrooms with wet rooms and a lift.
- 5.4 All houses are staffed by the residential child care team and each residential child has a 'keyworker' in school and in the residential, this is to provide consistency of approach and support.
- 5.5 Each house has a designated House Manager and Senior Child Care Officer who are responsible for the operational management of the house.
- 5.6 The Head of Care has overall responsibility for the Residential Provision.
- 5.7 Between the hours of 22:30pm and 8am, 2 members of staff sleep in each house and are available for support or dealing with issues or emergencies that arise.
- 5.8 The Headteacher continues to take full responsibility for the school.

6 Independent Person

- 6.1 The school has an Independent Visitor, very experienced in working with children and young people, who visits regularly and can be contacted directly by the children on the mobile number provided if they wish to do so.
- 6.2 This person is also accessible to the children who do not reside and posters with details of who the Independent Visitor is and how to contact them are in each house and in the school.

7 Coronavirus

- 7.1 The Residential Provision has been adapted to be a Covid safe environment. The numbers of pupils accessing the residential is regularly reviewed.
- 7.2 The health and safety procedures are followed stringently, as is the risk assessment set out by the school.
- 7.3 School and Residential policies and procedures are in place to meet the National Minimum Standards 2015 for Residential Special Schools.