

MORE HOUSE SCHOOL

POLICY

BOARDING

Rationale

There can be no substitute for a loving caring home, and our School does not seek to be such a substitute. However, the sense of community and the facilities available to boarders enables the School to foster boarders' social confidence and develop their skills and interests. We believe that we can make life for our boarders stimulating and happy, by providing an environment where they are cared for and supported by a partnership between parents and the School. Boarding at More House provides fantastic opportunities for pupils whatever their need, be it geographical, social or academic. Many of our boys flourish here as boarders due to these opportunities.

The revised COVID-19 protocols as from the start of the 2021-22 academic year, expects boarding staff to recognise their responsibility in supporting boarders with their reintegration into school, and the readjustment to a more 'normal' school routine with fewer COVID specific restrictions. Boarding staff will continue to work in line with any future revisions in line with whole-school policy and any change to Government directives.

Purpose

1. To provide an environment where boys staying away from home are cared for physically, emotionally and spiritually. To keep boarders safe in their residential setting.
2. To help every child grow to his full maturity as a member of a thriving and happy, caring and sharing society.
3. To provide as great a wealth as possible of meaningful and enriching experiences, from which each boarder may choose to allow his individual tastes to grow into a balanced, fulfilled, and distinctive personality.
4. *To provide a safe and COVID risk-managed environment to support boarders in line with any revised COVID-19 protocols.*

Broad Guidelines

- The Deputy Head (Boarding) fulfils the role of Head of Care, and has overall responsibility, under the Headmaster, for the boarding provision and curriculum, for supporting and managing the boarding staff, and for the safety and welfare of pupils outside normal teaching hours.
- The provision is managed and delivered in accordance with guidance issued by government and the Boarding Schools' Association, and complies with the National Minimum Standards for Residential Special Schools (April 2015 but superseded by the additional Social Care inspection framework April 2017) published by the Department for Education. The provision is inspected annually by Ofsted, whose findings are published in an inspection report. *A revised version of NMSRSS is expected to be made statutory within the 2021-22 academic year.*
- Every boarder is provided with his personal bed-space, which may be situated within a single room, shared room or dormitory with a maximum of eight bed-spaces, depending on his age and identified needs. The Head of Care has overall responsibility for allocating bed-spaces and, along with boarding staff, will use the individual boarder's wishes as the predominant criteria. However, the views of boarding staff, parents and guardians will also be taken into consideration. Parents and guardians are welcome to contribute to the process of deciding room-allocations by contacting the Deputy Head (Boarding) directly, or their son's housemaster or housemistress. Should a pupil, their parent or guardian have concerns about an allocation, they are encouraged to contact the Head of Care as soon as possible to discuss their concerns.
- Every child has his own specific housemaster or housemistress, whose responsibility it is to help every boy in his/her care to look after himself and grow in confidence and self-reliance. His housemaster or housemistress will closely liaise with both the boy's form tutor, parents or guardian, and any other department as necessary, and is available to discuss with parents their son's development and support.

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- A wide range of recreational activities, both on and off the School site, in the evenings and at weekends, are provided to cater for the range of interests of the boys and to encourage the boys' social development and physical skills.
- Boarding staff liaise closely with the respective form tutors, heads of year and therapeutic staff in order that they may offer additional extra-curricular educational support to boys within their personal care. They also work alongside other key pastoral support staff such as the surgery, school counsellors and the Well-being team.

Conclusion

The safety, contentment and happiness of boys living away from home in a boarding school, is an essential prerequisite if they are to have sufficient stability to learn and thrive in the school. It is the task of the boarding team to guarantee this stability.

Appendix A

The following School policies and documents form important continuations of this policy:

- Admissions Policy
- Boarding Plans Policy