



**MOOR HOUSE SCHOOL & COLLEGE**  
**Residential Care-Statement of Boarding Principles and Practice**  
**2021**

Objectives within Residential Care are underpinned by the aims outlined in the Statement of Purpose of the School & College. As such, all that we do can be linked to these. We believe in the principle of learning through living and to achieve this principle we aim to:

**Provide a safe, happy and nurturing environment:**

Moor House School & College residential provision provides a warm, friendly, inclusive and welcoming environment where great importance is attached to pastoral care, pupil wellbeing and to being a supportive and tolerant community where students feel safe in their surroundings. This provides a platform for students to engage in real life learning opportunities that are both stimulating and enabling. Boarding allows your child to develop a sense of independence that day education paths cannot always offer. If your child is away from home, they can't be reliant on others all the time; they must start taking daily tasks and activities upon themselves, for example getting up on time in the morning and being prompt for lessons. While boarding gives children the opportunity to feel independent, they aren't completely alone. They can develop independence with the help of a supportive network of peers, tutors, and the residential team. Staff support students to understand risks and how they can keep themselves safe both inside and outside the home. Staff also support the students to understand how to protect themselves, feel protected and be protected from significant harm. Each child has a dedicated support network around them and each child has a nominated key worker from the residential team who provides individual support to each child in MHS&C boarding provision.

**Ofsted care report 2020**

A strong safeguarding culture underpins the practice throughout this school. Children benefit from trusted adults that listen and work effectively in partnership with parents and safeguarding partners to keep them safe.

**Become confident and independent members of society**

Carefully thought-out plans, across the specialisms, break down life skills into manageable steps. The Wheel of Independence™ framework and the Compass of Independence™ framework are life-skills based programmes of learning that enable students to increase independence in the following areas: Activities of personal and domestic living, travel, safety, functional academics, time management, food preparation and nutrition, budgeting, studying, domestic activities, managing medical needs and identifying and participation in leisure activities. Progress is monitored and evaluated through individual targets, individual and shared observations and collaborative working within and between departments.

**Ofsted care report, 2020**

Independence skills are a real strength at this school.

**Develop and increase capacity for positive social interaction and communication:**

We recognise the importance of appropriate social communication. Opportunities for learning are provided through structured activities, supported study, meal times, focus groups, group meetings, enrichment activities and unstructured time. Games and activities provide further opportunities to develop speech and language, fine and gross motor skills in a subtle and fun way.

We recognise the need for local community inclusion and we ensure all children and young people are given the opportunity to do so. Amenities such as the cinema, theatre, shops, parks, walks, bowling and horse riding are amongst some of the available off-site activities.

**Develop emotional resilience:**

Through 1:1 pastoral support, role-playing, group and enrichment activities students are supported to learn more about themselves and consequently prepare them for the wider world. Key-workers provide support for students to develop strategies to help regulate emotions and responses, both in private and in social settings with the aim of increasing underlying levels of self-worth and esteem.

**A sense of belonging**

When you're living and studying in the same place, over time the students at MHS&C develop a sense of belonging which in turn can help them grow as a person. A sense of belonging promotes children's well-being and has a positive impact on their learning. Sense of belonging is enhanced by environments where children are given the opportunity to feel connected, where they know they are listened to, valued, and supported.

MHS&C do this so well.

Boarders are consistently involved in extra-curricular activities. This involvement has positive effects including that sense of belonging, academic outcomes, and social outcomes. Extra-curricular activities allow students to identify with and feel part of their community. Boarding at MHS&C further enhances a sense of belonging with its routines and traditions. Even something as simple as sharing meals together brings boarders a sense of togetherness and connectedness.

**Build and maintain good relationships and friendships:**

Staff are skilled in understanding the range of influences that friendships can have and encourage those with a positive impact. The students are supported to develop understanding and empathy towards each other, positive relationships are reinforced, praised and encouraged. The development of safe, stable and secure relationships with staff are central to the ethos of the residential homes and enable staff to build constructive and warm relationships with the students that actively promote positive behavior.

**Making friends for life**

How many children get the opportunity to live and study with their peers? this is one of the main benefits at MHS&C boarding provision. On one hand, you want your child to develop academically but developing social skills is equally as important. MHS&C boarding provision gives students the chance to integrate with others inside and outside the classroom and offers a whole range of clubs, activities, and games to participate in. The Boarding Houses at MHS&C are inherently social with boarders sharing homes and socialising in shared common rooms.

**Builds a sense of personal responsibility**

What better way to prepare for the future than to live away from home. Most young people don't get this opportunity until at least college or university age. MHS&C boarding provision provides a head start on this which can help to build a sense of personal responsibility. Boarders are ultimately responsible for the actions they take, from organising their weekly schedules to getting their homework done on time.

**Response to Coronavirus**

It is our priority to operate safely and keep Moor House open to all students so that they can continue their education, develop their life skills and social skills and receive therapeutic input in order to enhance their mental health wellbeing and progress across all areas of their lives during.