



Northeast Manor School

Boarding Statement of Principles

COMMITMENT TO CARE CHARTER

Northeast Manor School provides weekly term time boarding for students with Special Educational Needs. We are inspected annually by Ofsted, and adhere to the National Minimum Standards for Residential Special Schools. Northeast Manor School is a member of the Boarding Schools Association. The BSA 'Commitment to Care Charter' demonstrates the importance of the care, wellbeing and safeguarding of boarding school students. These are at the heart of the Charter and of being a BSA member:

CHARTER COMMITMENTS*

- We are committed to the highest duty of care and safeguarding
- Everyone in our school will raise any abuse concerns immediately
- We will follow all statutory guidance and laws and report abuse to the relevant authority
- We will support any present students affected by abuse and those who report it

**Definitions at the end of this statement*

At Northeast Manor School, we recognise each student as unique with individual needs, acknowledging that a diagnosis will only provide part of the picture for each one. We have a dedicated team of staff, who have developed a mutually supportive ethos with our students and parents, which unites us, welcomes newcomers into our midst and makes the school the truly unique place that it is. Northeast offers students the opportunity to achieve the best possible academic results by providing stimulating and personalised learning opportunities in an environment that is friendly, calm, safe, supportive, caring and nurturing. The students also benefit from a wide range of learning experiences, which include GCSE and vocational courses as well as after school activities. As every student has an individualised timetable, support or extension can be put in where it is needed to allow each child to flourish academically and socially.

Students are strongly encouraged to make a positive contribution to the life of the school and community. There is an expectation that our students will achieve mainstream outcomes and be able to pursue Further Education courses either by staying on in our Sixth form or attending colleges independently. Some of our students successfully continue their education at University. In order for children to succeed they need to feel happy and safe; our students thrive as a result of the close relationships that they build with our staff, the integrated approach to teaching and therapy and the sense that nothing is impossible, with the right support.

Our integrated approach to therapy, coupled with the close community we have here at Northease enables us to understand students as a whole and use that knowledge to ensure the best outcomes for each one. Therapists work closely with teaching staff to ensure that therapeutic intervention is generalised across the school and integrated in classroom activities. In addition, teaching staff and therapists work closely together to develop a shared knowledge base which ensures that students are provided with an individualised, differentiated curriculum and Passport that will follow them throughout their life at the school and ensure they reach their full potential when they leave us.

Northease Manor is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Northease inspires confidence and independence, respect, courtesy and responsibility and a sense of belonging that will enable our children to move successfully forward into adult life.

In order for students to succeed they need to feel happy and safe; our students thrive as a result of the close relationships that they build with our staff, the integrated approach to teaching and therapy and the sense that nothing is impossible, with the right support. **Every day, it is heart-warming to see and share these successes within the school.**

BOARDING

The Senior Leadership team and the Governing Body absolutely support the remit of the school. Our boarding houses are warm, family orientated and homely. Boarders are divided up according to year groups, with the objective of increasing personal independence, co-operation and appreciation of others. Each boarding house has its own residential houseparent who is responsible for the individual needs and welfare of the boarders in their care, and living on site are the Deputy Head of Boarding and the Head of Boarding who lead the team and are involved in the operational and strategic management of the boarding houses.

We encourage our education and support staff to experience staying in our boarding houses, so that they can develop positive relationships with students who board and get a holistic view of our students in their home from home environment. We also encourage constructive feedback from staff who stay so that we can further improve.

We hold events and occasions which can involve their families and friends and boarders are allowed visitors, within our policies and procedures, to help develop and maintain familial and social networks from outside of school.

We encourage our students to speak openly with staff about any issues or worries they have inside school and boarding or outside, at home or in their communities. We also encourage our students to speak to one of our Independent Visitors when they do unannounced visits to check on the standards of our provision and care, or to one of our Independent Listeners if they are not happy about their care, have a complaint, or feel they have not been listened to.

We also make sure that national support helplines and resources are available for students and their parents/carers.

**DEFINITIONS*

We are committed to the highest duty of care and safeguarding

Keeping boarders safe, secure and cared for is our main priority

Everyone in our school will raise any abuse concerns immediately

'Everyone' includes full or part-time staff, volunteers, governors, and contractors. It also means students such as prefects in boarding houses. 'Immediately' is without hesitation or delay, and 'abuse' is any suspicion, belief or evidence of abuse by an adult against a student

We will follow all statutory guidance and laws and report abuse to the relevant authority

Follow all 'safeguarding guidance and laws' means any rules applicable in any part of the UK. 'Report concerns to the relevant authority' means any abuse concerns raised by children, or adults below the level of the school's DSL, or any other adult, should be referred to the DSL, or their equivalent. The DSL should then immediately refer all concerns to the head teacher, safeguarding governor and relevant authority or police. Any concern raised about the head teacher should be referred by the DSL to the safeguarding governor and relevant local authority or police

We will support any present students affected by abuse and those who report it

'Support' means to provide open, honest communication, provide counselling or similar services or referral to them. 'Offer of support' means referral to other organisations (eg the police for past students), counselling or similar services. Support will be given or offered if there is no conflict of interest or legal restriction.

The Boarding Schools Association will support member schools to help them follow the Charter. Member schools are expected to endorse the Charter clearly and strongly. The Board of the BSA will review cases where the Charter has not been responsibly followed and consider any appropriate action.