The residential offer of Hunters Hill is an integral part of the school provision

**RESIDENTIAL PRINCIPLES AND PRACTICE**

We are committed to ensuring our students have the highest quality education. Many have diagnoses of Autism, Attention Deficit Hyperactivity Disorder, and Attachment Disorder. All of our students have experienced Adverse Childhood experiences (ACEs), we aim:

- To prepare our students for the opportunities, responsibilities and experiences of adult life.
- To understand and meet the special educational needs of the students.
- To enable each student to maximize achievements in all areas of the residential provision
- To increase each students knowledge and understanding of the world around them.
- To enable each student to develop life and key skills and gain as much independence as possible
- To help each student achieve success regardless of age, disability, gender, sexual orientation, race, faith or belief, and to develop in all our students a spirit of understanding, co-operation and respect for all members of the community.
- To work closely with the parents and carers of our students in an active partnership to the benefit of the social, intellectual and academic development of the students.

**THE ETHOS AND VALUES OF RESIDENTIAL PROVISION**

At Hunters Hill College, we believe that:

- A good school is one that offers a caring, cheerful and safe environment in which students and staff feel valued and are encouraged to reach their full potential and where effective learning is promoted.
• A successful student is a happy, confident, well-motivated person who enjoys learning and who is enabled to become an independent member of society.

• An effective member of staff is one who engages the students and inspires them in a learning environment which is positive for all and who makes a significant contribution to the students’ development.

• An effective residential environment is stimulating and attractive. Students are offered learning experiences that have an appropriate mixture of challenge and support. These learning experiences include a working farm, an operation motor vehicle area, a fully equipped gym, a sports hall as well as extensive grounds and a variety of other facilities, all on offer to our residential students.

The health, safety and welfare of students are a prime concern of the school. Policies and procedures for Safeguarding are securely in place and all staff receive regular training to ensure practices are of the highest standard.

**STATEMENT OF PURPOSE FOR THE RESIDENTIAL PROVISON**

• To provide the highest quality of residential provision for students aged 11 to 15.

• To provide a breadth of opportunities and experiences across the residential provision which support the philosophy of inclusive practice.

• To promote British values to ensure residential students are well prepared to respect others by developing positive and constructive relationships between all members of the school community and promote understanding and tolerance of people of different ethnic backgrounds, religion and sexuality.

• To work in partnership with families, professionals and other stakeholders.

• To provide a safe and stimulating environment where members of the school community can achieve their potential and grow in self-esteem.

Residential School Care Workers work collaboratively with teachers, teaching assistants and other practitioners attached to the school. Also in partnership with parents/carers and associated professionals to ensure that the individual needs of the students are identified and met through the extended curriculum.

Through the residential folders care staff contribute to the assessment process by recording information about a student’s ability to relate to others, social, self-care and independence skills

Care staff plan and monitor individual residential students’ progress through target setting.

The school is committed to easing anxieties associated with weekly boarding and has a detailed welcome pack to ensure new residents are familiar with staff, other residents, the school’s expectations and daily routines. If applicable, a review meeting is agreed by the student, school, family, placing authority and other agencies to consider the appropriateness of the placement.

Contact with families is an essential part of our role and facilities are made available for residential students to do so privately using the school’s telephone system. Students are supported to use electronic devices with due regard to e-safety.
As far as it is possible, residential students’ views are taken into consideration when allocating link workers.

All residential students have residential documentation, which identifies their personal, religious, dietary, language and cultural needs, and how these will be met. The documentation is reviewed and updated regularly in consultation with the residential students.

Where areas of personal development are identified, residential students’ progress towards achieving personal targets are monitored and tracked using the school’s data collection system adapted to suit the residential care setting.

RSCWs contribute to and actively support residential students to participate in the statutory review process of their Educational, Health and Care Plans, in particular their progress within the residential setting.

Staff work closely with the School’s Nursing Team and Doctor to ensure that students’ medical and healthcare needs are met. Health care and medical information is also included within residential students’ files. RSCW’s follow a robust protocol in handling and administering medication following the guidelines from the Royal Pharmaceutical Society and trained annually by the School Nursing Team. The school works collaboratively with health agencies and other specialist services to meet the needs of each individual student.

In addition, the school employs a counselling psychologist who is based at Hunters Hill and supports students, families and staff in meeting the needs of students.

All staff are required to complete detailed records of all incidents and also record sanctions and physical interventions.

Care is provided in a safe, comfortable and homely environment. Here the students can relax, and learn to relate to one another in a less structured setting than in the classroom.

Residential students’ are offered a wide choice of age appropriate activities both on and off site during the evenings, which include a working farm, an operation motor vehicle area, a fully equipped gym, a sports hall as well as extensive grounds and a variety of other facilities, all on offer to our residential students.

Students are encouraged to identify their own leisure preferences and to participate in as many activities as possible in order to widen their experiences and develop a range of interests that are transferable to their home localities. This is balanced with the opportunity to choose ‘free-time’ in order to enable students to develop the ability to self-occupy their leisure time.

Health and Safety Risk Assessments are carried out for all on and off site activities and accommodation, both formally, using standardized recording forms, and informally, by constant monitoring and re-evaluation.

Individual Risk Assessments for students identify any areas in which they may require additional adult support or supervision and are revised at least annually with all members of the care team.

All residential students are encouraged to develop their independence skills through opportunities provided in the extended curriculum.

All residential students focus on independence, social skills and life-skills. Whilst the aim of the provision is to enable students to develop their skills, and take more responsibility for themselves, staff ensure that appropriate support, supervision and guidance is provided at all times.
In addition the school ensures residential students and their families are supported throughout the transition out of Hunters Hill by the Transition Team who liaise closely with further education advisors, colleges and key representatives of the LA.

**Securing Residential Students’ Views**

An understanding of British values of democracy and the rule of law, individual liberty and an understanding of how citizens can influence decision-making through the democratic process are reinforced by each residential house having regular student voice meetings during which residential students are encouraged to voice their views and opinions on the running of the house.

**Concerns and Complaints**

It is made clear to residential students they are able to speak to any member of staff concerning personal, academic or welfare concerns.

The contact details for The Children’s Commissioner, Child Line and the Independent Visitor are all displayed within the residential houses and within the school building and the school’s internal complaint procedure is explained.

**RESPONSIBILITIES OF RESIDENTIAL SCHOOL CARE WORKER**

Residential Care at Hunters Hill aims to ensure the emotional and physical well-being of all our students.

On appointment, all RSCWs will be expected to engage in the school’s induction programme and must complete the programme within 6 months as well as starting the NVQ 3, or equivalent if they do not hold that qualification.

There is an expectation all members of the residential team will engage in continual professional development. The school delivers a comprehensive CPD programme, which ensures staff are equipped to meet the needs of students within the school. The impact of the CPD programme is evaluated by senior leaders and monitored by the Governing Body to ensure the staff team remain up to date with professional, legal and practice developments and reflects the policies, legal obligations of the school.

RSCWs are supported through regular half-termly supervision sessions with their line managers. At any time, they are able to seek advice and guidance from their Team Leader, Deputy Head of Care, the Senior Leadership Team, which includes the Head of Care, or the standard 20 Independent Visitor. In keeping with all education staff, RSCW have a formal annual appraisal of their performance.

RSCW’s ensure students safety and welfare at all times, by remaining alert to any Health and Safety issues, and by carrying out formal, and ongoing risk assessments. Any issues or concerns must be reported immediately to the Site Manager, senior staff, and the Head of Care.

The students live in house groups. Each student has a designated Link Worker, who is primarily responsible for their care and welfare and for maintaining contact with parents/carers. The Link Worker is also responsible for creating and evaluating student’s residential documentation and writing the care report for annual reviews and parent's evenings.
RSCW’s will actively support residential students by reinforcing teaching in school about how to keep themselves safe from risks such as abuse, sexual exploitation, radicalization, FGM, county lines and extremism particularly when using the internet and social media by supporting our students during the school day. Particular vigilance is required when students are accessing the internet.

Staff must inform the senior member of the care team responsible for the shift of any off-site activities, concerns about potential problems with behaviour, or any incident involving the behaviour or well-being of a student.

Incidents must be recorded on the school’s electronic recording system as soon as possible after the incident, and always before the member of staff goes off-duty. There is always a member of the Senior Leadership Team on-call and any concerns or issues must be passed onto them by the person responsible for the shift. Any concerns relating to Safeguarding must be passed on immediately to the principle DSL (Designated Safeguarding Lead) or if not available supporting DSL’s in the first instance the Deputy Head of Care, again if not available this will be the Head of Care. Should any of these people not be available at any time, the senior manager in charge of the school / on call at the time should be informed who will then inform the DSL as soon as possible.

Medication for students must be administered following the school’s procedure. Concerns about a student’s health should be reported to the person responsible for the shift and recorded on the school electronic recording system.

In addition to the guidance set out in the school’s Code of Conduct for Staff, the following measures will ensure that students are treated with respect and dignity at all times in the residential setting:

- Staff must not use toilets or bathrooms, which are provided for students.
- Staff must knock at the door and wait for permission to enter, to be given by the student when entering any student’s bedroom.
- Student’s rooms should only be entered without permission in an emergency, or where children are considered to be at risk.
- If it is necessary for staff to enter a student’s room without permission, or to offer intimate personal care to a student, a written record of their actions and reasons for them must be given to the person responsible for the shift.
- Bedroom doors and windows are alarmed in line with Hunters Hill’s Residential Alarms Policy. All students are fully informed of this before they begin their residential experience. Consent is gained from parent / carer at the students’ formal admission process.

**Quality Assurance**

The residential provision has an ongoing monitoring programme that ensures the work of the residential provision is monitored by ourselves, a standard 20 Independent Visitor and a Residential Governor.

Standard 20 Monitoring visits include:
- Checks on the school’s records of attendance, complaints, sanctions, use of physical interventions, risk assessments and care plans
- Assessment of the physical condition of the building, furniture and equipment
- Opportunities for any students or member of staff to meet with them in private.

There is also an Independent Visitor who visits our students regularly.