

# RATCLIFFE SCHOOL

## **PRINCIPLES AND AIMS OF BOARDING AT RATCLIFFE**

1. Residential placement should be seen by everyone involved as a positive experience. The thought that any pupil is entering into a residential environment reluctantly—nervously, perhaps—should always be discouraged. We do not want our young people to feel that they have been “sent away from home.”

2. The principles of the residential provision at Ratcliffe must be in line with the broader aims of the School, and the residential opportunity must further enable, when and wherever possible, the pupils to develop their unique gifts.

3. All Care Staff are devoted to offering excellence in the pastoral care of those in their charge and to instilling this in the other staff working in the residential houses.

4. Residential should, as far as possible, reflect family life. We strive, therefore, to be an open and trusting community, both as a School, and as five houses:-

Culm

Tavy

Otter

Dart

Exe (girls)

We aim for there to be a high sense of mutual respect for all members of the houses with respect to such things as:

- physical and mental abuse and other forms of bullying;
- regard for the happiness of others, setting these above personal needs;
- regard for the possessions of others—honesty should be the byword;
- being truthful and honest;

5. Within each residential house there should be equality of opportunity and respect for all members of the house regardless of age, ethnicity or disability.

6. Although living together, staff and boarders should acknowledge the right of each other to privacy.

7. Learning is the principal function within a school. The house should reflect this and the atmosphere must be one which is conducive to intellectual growth and which positively encourages academic achievement.

8. Residential opportunities should still promote healthy family life albeit for many pupils a happy residential experience is the best family life they know. House staff should be ready to advise new pupils and parents on how best to maintain links, how to communicate bad news in a timely way, and how to deal with inevitable problems that will from time to time arise.

9. Care Staff should be prepared to run activities in the houses, and on school or off school site, which promote a good sense of community, and which help pupils develop inter-personal skills and friendships both between themselves and with adults. Care staff should see themselves as possible lifelong sources of advice and guidance enabling trust to build and social skills to develop.

10. Children must feel safe within their houses and be safe and protected as far as possible from dangers and hazards of any sort.

11. Older students should have access to opportunities that develop independent skills whilst also developing a sense of responsibility to themselves and others.

12. Each house must be seen as a community—staff as well as pupils. The relationship between pupils and staff must be one which engenders respect both ways, and enables easy dialogue and sharing of feelings.

This Policy has been reviewed and approved by the Governing Body

Signed ..... Date .....