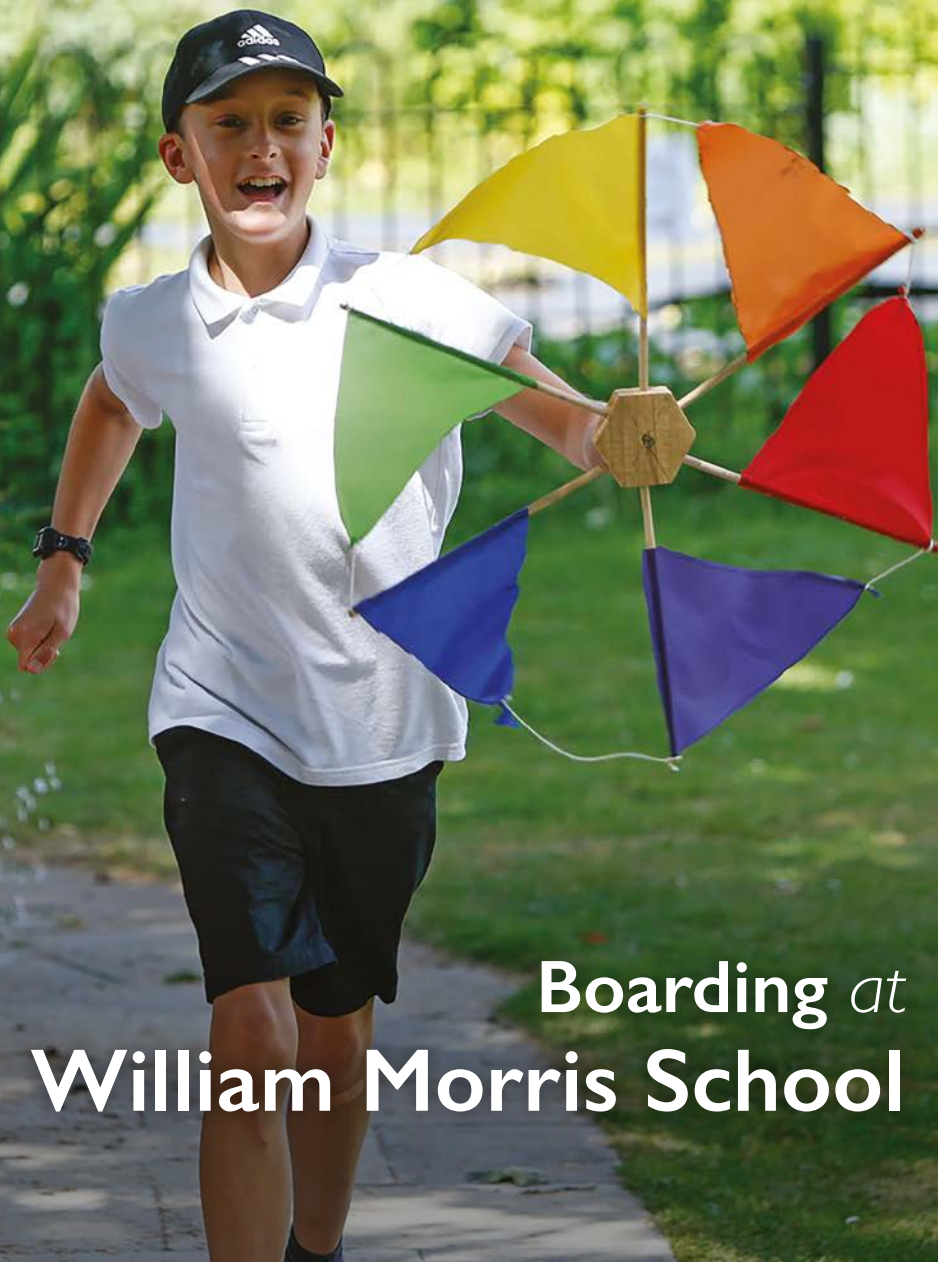




Novalis  
Trust

William Morris  
School



Boarding *at*  
**William Morris School**

# Welcome

I am delighted to welcome you to the boarding provision at William Morris School. Our aim is simple but important: to provide a safe, nurturing and emotionally secure home-from-home where every child feels understood, valued and supported to grow.

At William Morris School, boarding is not just about where pupils stay – it's an integral part of our trauma-informed, attachment-focused and relationship-based approach to care, therapy and education. We believe that strong, trusting relationships and a calm, predictable environment are the foundations for learning, wellbeing and personal development. Our boarding houses are designed to be low-arousal, welcoming spaces where children can relax, build confidence and develop a sense of belonging.

We work closely with our education and therapy colleagues to ensure a joined-up, 24-hour approach. This means that the skills our pupils are developing in the classroom and in therapy are reinforced through daily routines and shared activities outside the school day. From learning practical life skills to enjoying hobbies, friendships and new experiences, every part of boarding life is shaped around the individual needs of each young person.

Our dedicated and highly trained staff team is committed to providing consistent, compassionate and

personalised support. Together, we aim to help every pupil feel safe, develop independence, build resilience and take positive steps towards their future.

I hope this booklet is helpful in providing an insight about what it's like to be a boarder here at William Morris School. If you would like to speak to a member of the admissions team, please email [admissions@william-morris.org.uk](mailto:admissions@william-morris.org.uk)



**Jake Lukas** RSW, MBASW

Chief Executive  
Novalis Trust

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# Boarding at William Morris School

William Morris School is a co-educational independent day and boarding school for pupils aged 7 to 19 with complex learning needs. Many of our pupils have also experienced early adversity and relational sensitivity.

Our boarding provision offers a small, nurturing residential experience for children who benefit from a consistent, structured and relationship-based approach. We have space for up to 14 boarders, with pupils staying for 39 weeks per year, including weekends, and returning home for school holidays.

**‘Our boarding houses are warm, safe and enriched by a wide range of activities...’**

The provision is registered with Ofsted as a Residential Special School and forms part of Novalis Trust, an established organisation known for its trauma-informed, attachment-focused and relationship-based care, therapy and education. Boarding is fully aligned with the Novalis Model, promoting secure relationships, low-arousal environments and developmentally sensitive guidance.

We take a 24-hour education approach, integrating life skills, personal development and preparation for adulthood into daily routines and residential life, enhanced by the school's educational and therapeutic framework. Highly trained staff teams work alongside education, care and therapy to provide holistic support tailored to each pupil.



Our approach is individualised and child-centred, helping pupils work towards their own goals while building confidence, independence and resilience. Our boarding houses are warm, safe and welcoming and enriched by a wide range of activities that enable pupils to explore interests, develop skills and enjoy a positive and fulfilling boarding experience.

# How boarding works day to day

The boarding provision is led by the Head of Boarding, who works closely with the education and therapy teams to ensure a joined-up experience for pupils. The Head of Boarding works Monday to Friday and also takes part in the Duty Manager rota at weekends.

The boarding team consists of Senior Welfare (Boarding) Workers and Welfare (Boarding) Workers, Clinical Therapy Education Assistants and members of the Youth Support Team all working on a two-week rota. Pupils are supported by a staff team that includes staff sleeping overnight. A dedicated cook and cleaner work in the homes during the week. Therapy is a key component of what we provide and is integral to the Novalis Model.

Boarding staff assist with homework and learning tasks, while staff who sleep in help pupils prepare for school or activities. Pupils are supported at a level appropriate to their needs, to get ready for the day, have breakfast and attend school alongside day pupils. They return to the boarding houses for a

home-cooked lunch before going back to class. After school they return to boarding for evening activities, both on and off the school site.

Parents and carers receive regular updates regarding pupils' progress, activities and wellbeing. Contact between staff and families is actively encouraged. Pupils meet regularly with their key worker and take part in fortnightly house meetings with the Head of Boarding to share views and ideas.

An independent visitor attends every six weeks to carry out monitoring visits. They meet with pupils and staff to gain feedback and provide a detailed report that is shared with the Headteacher and Head of Boarding. Pupils and families are encouraged to share their experiences.

## A typical weekday

<b>7.30am</b>	Wake up and morning routine
<b>8.00am</b>	Breakfast and getting ready for school
<b>8.45am</b>	Leave for school
<b>12.30pm</b>	Return to boarding for lunch
<b>1.20pm</b>	Back to class
<b>3.30pm</b>	Return to boarding Snack and change

<b>3.45pm</b>	Relaxation and choosing time
<b>4.30pm</b>	Work on goals/homework or attend an activity
<b>6.00pm</b>	Evening meal
<b>Evening</b>	Relaxation, activities and preparation for bed
<b>9.00pm</b>	Bedtime (dependent on age)

# A place to feel safe, calm and at home

Our boarding houses, Hiram House and Merton House, are located on the main school site and are designed to offer a comfortable, welcoming and low-arousal environment where children can relax, feel secure and be themselves. Hiram House accommodates up to 10 boarders and Merton House up to four.

Each pupil has their own bedroom which reflects their interests and preferences, with space for rest, study and quiet time. Shared spaces, including lounges, a games room, kitchens and dining areas, are arranged to encourage a calm, family-style atmosphere, supporting both social time and opportunities to unwind.

In keeping with the school's therapeutic approach, the houses are organised to reduce sensory overload and promote a sense of safety and emotional regulation. The overall aim is to create a comfortable space where children feel settled and cared for and where positive relationships can grow and pupils' skills can develop.



# Life as a boarder

## Evenings, weekends and enrichment

Evenings and weekends offer a wide range of enrichment, leisure and social opportunities, helping pupils to develop interests, friendships and life skills in a supportive setting.

Pupils can choose from a variety of activities, both on site and in the local community. These may include swimming, cycling, bowling, trips to cafés or restaurants, local walks, youth groups or Scouts, as well as making use of the school's facilities for sport, arts and crafts, cooking, film nights, board games, Lego and more. Activities are planned with pupils, taking into account their interests, needs and energy levels.

Where possible, pupils are encouraged to continue with existing hobbies and clubs, such as playing for a local sports team or attending wider community groups, helping them to maintain important connections and build confidence outside school.

Alongside leisure activities, our staff work closely with pupils to help them achieve the personalised goals identified through skills assessments completed by our therapists. These goals may include emotional and sensory regulation, social communication and practical everyday skills. Support is always personalised, with the level of help carefully tailored to each child's needs.



## Preparation for adulthood

A key part of boarding at William Morris School is helping pupils prepare for the future. Through targeted support and structured opportunities, pupils build higher level skills in areas such as self-care, organisation, communication, decision-making and independence. Pupils are guided at the right pace and in a way that builds confidence, resilience and self-belief.

All of this is underpinned by the school's trauma-informed, relationship-based, therapeutic approach, which adopts the Neurosequential Model of Therapeutics and Dyadic Developmental Psychotherapy as well as a strong focus on working with families.

‘Pupils are guided at the right pace and in a way that builds confidence, resilience and self-belief.’



## **William Morris School**

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## **Registered Provider**

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William Morris  
School

## **Headteacher**

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## **Head of Boarding**

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## **Chief Executive**

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## **Deputy Chief Executive and Head of Clinical & Therapy Services**

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