

## Education, Therapy and Care – Statement of Purpose

### Introduction

We are a Residential Independent SEN School, based in Sevenoaks, Kent with a successful history of “Rebuilding Lives through Education”.

We are an approved school (Department for Education), designated to educate up to 150 students aged 10-20 years with a range of additional needs within the Social Emotional and Mental Health designation. Our boarding provision caters for students during the week within term time.

Our Charitable Status (Charity Number 1069677), helps us to make sure funding is directed wholly to our students educational, therapeutic and care needs, along with the facilities they use at school. This helps us to realise our Charitable Objectives:

### Charitable Objectives

- *To provide education for children and young people, and in particular those whose mainstream education has broken down, for example, due to trauma, needing expert help to develop their physical, mental, spiritual and moral capabilities. The hope is that all students may grow to full maturity as individuals and members of society and that their conditions of life may be improved.*
- *To establish research into education of children with special educational needs and to disseminate the results of such research.*
- *To provide training for teachers and other professionals working in the field of education of children with special educational needs.*

The school takes seriously its responsibility to support professionals who are educating students with additional educational needs (AEN) and has established an Outreach Service to realise, more fully, part of our charitable objectives and respond to Lady Lenehan’s review (Good Intentions, Good Enough? - 2017).

Being at the forefront of research and developments with our sector helps West Heath School to realise its “Vision and Mission”.

### *Our Vision*

“Rebuilding Lives through Education”

<p>Our Vision &amp; Mission</p>	<p style="text-align: center;"><b><i>Our Mission Statement</i></b></p> <p>“To support and empower our community to discover their strengths by taking responsibility for their lives, through respect for themselves and others.”</p> <p>We believe our educational provision, partnered with the therapeutic and care support in the context of each student’s needs, is a powerful combination of support that enables our students to progress, achieve and be prepared for adult life.</p> <p>We work with our students whilst being mindful of and committed to our core values.</p>
<p>Values</p>	<p><b><i>Our Values</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Integrity and Trust</b> - to be consistent in approach, to do the things we say we will, being honest and open about our approach and practice</li> <li><input type="checkbox"/> <b>Respect</b> – of ourselves and those around us, showing unconditional positive regard to opposing views and beliefs of others</li> <li><input type="checkbox"/> <b>Responsibility</b> – to understand our role and the role of others, to self-reflect and aspire to be the best we can</li> <li><input type="checkbox"/> <b>Optimism</b> – to look toward goals with a positive and unwavering approach, always seeing the best in others and in their actions</li> <li><input type="checkbox"/> <b>Commitment</b> – to do our utmost to support our community in meeting the challenges we face collectively and as individuals</li> <li><input type="checkbox"/> <b>Independence</b> - to be able to think independently, to have self-understanding and self-belief</li> <li><input type="checkbox"/> <b>Empowerment</b> – to be able to make informed choices; to have the ability to take control of internalised thought, approach and actions</li> </ul> <p>We embed our values in our approach.</p> <p>The following description of how we provide Education, Therapy and Care gives an outline of what we do and how we work to ‘rebuild lives through education’.</p>
<p>Education</p>	<p>The majority of young people coming to West Heath School have had a disrupted educational history and very often have been out of school for significant periods of time.</p>

We provide a thorough and enriching curriculum across the key stages focusing on attainment and engagement to learning. Our key stages are arranged into Lower, Middle and Upper School as follows:

- Lower School – year 6 to 8 (KS2 & KS3)
- Middle School – year 9 to 10 (KS3 & KS4)
- Upper School – year 11 to Sixth Form (KS4 & KS5)

There is a deliberate crossover of key stages across Lower, Middle and Upper to support with transition.

West Heath School is equipped to take account of both educational, social and emotional and mental health needs and as such must be both structured and yet offer a large degree of flexibility.

The initial process is very much one of creating stability so students can begin to function and succeed within our setting. Where possible we link a student's curriculum with their own talents and interests to reduce the worries and concerns a young person may have about schooling and work with their strengths.

This in turn leads us to create bespoke timetables for individual students which allows them to gain qualifications in subject areas they are engaged with. In turn this equips them for Sixth Form and beyond, developing career paths alongside qualifications.

Students are supported to start their placement with us by either our:

- Induction team (year 7 to 11)
- Year 6 team
- Sixth Form team
- HEART team

Each student is given time (usually 6 weeks) to get used to the school. It is an important time for staff to learn about the new students and for the student to learn about the school, starting to build trust with staff.

## Key Stages 2 & 3

At West Heath School we aim to provide every opportunity to develop the full potential of every student. We value all our students and we encourage them to integrate with their peers both socially and academically. We aim to offer excellence and choice to our students whatever their ability. We have high expectations of our students and we work towards enhancing their self-esteem. This is in part achieved, through the removal of barriers to learning and participation. We want our students to feel that they are a valued part of our school community.

### *How We Meet the Needs of Our Students*

In KS2/3 at West Heath we follow a programme of study whereby we identify the needs of our students by:

- Ensuring that the insights of parents, children and young people inform assessment planning and decision making
- Knowing precisely where children and young people with SEN are in their learning and development, and planning for their next steps
- Having high aspirations and setting stretching targets for learners with SEN
- Putting in place effective, evidence-based interventions individually tailored to needs
- Tracking progress towards these goals regularly, and reviewing the appropriateness of provision and ensuring that it impacts on progress

### *Personalised Interventions*

- Learners have personalised interventions specifically formulated to take account of unique individual needs and person-centred outcomes
- The school gathers and records detailed information about the learner, his/her aspirations and needs, and details of provision and outcomes in an individualised profile document
- Advice from specialist services (education, social care and health) for individual pupils is implemented by the school and is monitored and reviewed.
- The school works closely with parents and the learner to agree and review interventions and support, and to regularly monitor progress

### *The Curriculum*

Our students follow a programme of study that typically includes (this programme is subject to change): English, Maths, Science, Humanities, ICT, Art, Performing Arts, PE, Catering, Life Skills and Self-Science. There are Numeracy and Literacy interventions.

Opportunities exist to take part in offsite enrichment activities e.g. animal care, team and confidence building, cycling, horse riding, water sports, equine therapy and bush craft.

We aim to ensure a smooth transition from KS2 to KS3, familiarising our students at an early stage with our school ethos. By creating a positive atmosphere and culture in which everyone in the school community can develop and excel, we lay a foundation upon which to build their academic success.

Students thrive in a safe, secure and comfortable environment which allows them to explore their talents and achieve their aspirations.

The broad curriculum in Key Stage 2 and 3 has a particular focus on developing the skills needed to support learning in Key Stage 4, future employment and independent living. We work in partnership with families and students to enable every learner to lead a happy, healthy and fulfilling life.

Our teaching and learning support staff are experienced and well qualified. They provide our students with stimulating learning activities and opportunities.

Educational visits, off-site activities and outdoor learning opportunities take place throughout the year.

### *Pastoral Care*

The pastoral care at West Heath is an expression of the care for the development, well-being and progress of pupils, which is our fundamental concern.

Every member of staff is involved in the pastoral care of students both inside and outside the classroom.

In order that students may widen their experience and find opportunities for social and personal development.

KS2 and KS3 provide activities designed to achieve these goals:

- The Tutor Group structure, where the Form Tutor has the oversight of each student's progress and well-being
- The RSHE programme
- Extra-curricular activities e.g., Team building days at Grangewater and Bewl Water
- Careers education and guidance in Year 9
- Posts of responsibility: Peer Mentors, School Council Members, House Captains
- Educational visits e.g., Globe Theatre, Tate Gallery, Westminster Abbey
- Sports competitions with other schools
- Activity Days
- Residential trips e.g., Alton Towers, YHA Edale

### *Assemblies*

Assembly is usually held once a week either whole school or with Lower, Middle or Upper School. Assemblies provide the opportunity to strengthen the cultural and moral ethos of the school. Celebration Assemblies are held at the end of each term and Certificates are distributed for attendance, excellent behaviour, academic achievement and overall contribution to the school. During the COVID pandemic, wherever we can, we bring students together to celebrate their achievements. As it cannot be done in large groups, it is done with smaller groups.

### *Extra-Curricular Activities*

These activities are varied and together with our clubs offer many opportunities for education outside the classroom.

Students are encouraged to experience new activities including sports, drama, and art.

There are also opportunities to take part in theatrical performances, visiting places of interest e.g., Lullingstone Villa and trips to London.

Fundraising events take place throughout the year and students can stand for the Student Council and put their views forward.

## Key Stage 4

KS4 is an exciting time in any child's education. It marks a turning point in student lives where they discover talents and spend their lessons developing new skills. Students choose 4 option subjects to complement their core studies of English, Maths, Science, Citizenship, PE and Self Science.

These 4 courses can be selected from a range of option subjects on offer. These range from academic; classroom-based subjects, for example GCSE History and Additional Science to vocational off-site courses such as BTEC Animal Care and BHS Equestrian Studies.

KS4 provides our learners with specialist teaching facilities and experienced staff that often have industry related backgrounds. Our onsite beauty salon, professional kitchen, science labs and art studios are just a few of the fantastic learning environments open to our West Heath students.

We are able to create bespoke learning packages for our learners that will engage and inspire them.

Our KS4 students succeed at West Heath. They gain qualifications that are essential for academic progression and that are relevant to their future aspirations. We are proud of what our students achieve and of their incredible learning journey they embark on in KS4. At West Heath we promote independent learning and nurture resilient students who are ready to tackle the challenges and rigour of KS5.

### *Pastoral Support*

KS4 can be a challenging and often stressful time for students and their families. It is a time when pupils experience a transition in their academic lives but also in their personal lives. At West Heath we pride ourselves on the support and dedication of our form tutors. These tutors provide essential pastoral support for the students and are the bridge between home and school. Our tutors work closely with our team of therapists, and teachers, as well as outside agencies to ensure that students are meeting their targets and that each pupil feels happy and supported in school.

### *Extra-Curricular Activities KS4*

Trips and visits are a vital part of the West Heath experience. They are a break from formal learning and provide our students with the necessary experiences to push themselves out of their comfort zones and in so doing, to develop greater resilience.



This is an essential way of promoting mental health with our students. Our West Heath learners find that these trips bond and secure friendships and are an important way for staff to get to know their students.

In year 10 students partake in a residential trip to Cornwall where they try their hand at surfing, coast steering and rock climbing. In year 11, students take on Mount Snowdon and participate in a range of activities, including zip lining and rock climbing.

These residential trips take place in addition to subject led trips to art galleries, museums, boat trips, ice-skating, theme parks, ski trips and restaurants.

## Sixth Form

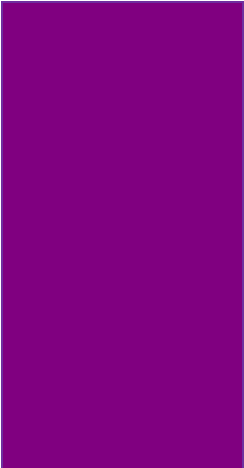
In Sixth Form we offer students the opportunity to prepare for life beyond West Heath School. Our focus is on offsite learning and building skills of independence and social confidence.

Our predominant approach is designed to achieve inclusion and reintegration back into a mainstream college environment with support. A supported college placement in a college setting, where students are helped to access a course of their choice supported by West Heath staff or, if students are not ready for learning in the college environment.

Students based in colleges are supported by our staff in lessons where needed, as well as during social times. We have our own areas in the colleges where we provide additional learning support, including supported coursework, a bespoke life-skills programme as well as employability skills and additional literacy and numeracy support. Students are encouraged to integrate in the communal areas of the college in order to support social development. This is facilitated and supported by West Heath staff.

All students are supported and encouraged to spend some of their week offsite, either in a work experience placement or perhaps building confidence towards accessing college full time by spending small amounts of time in the setting. This could include single day visits to work in the college library or just to visit for lunch and a tour.

We believe that students' experiences at college really broaden their aspirations and open doors to new and exciting career opportunities.



Ultimately, we are always striving for Sixth Form students to learn to cope with Further Education in a mainstream setting.

This is to help prepare students for moving on for life after West Heath School and achieving aspirations.

Sixth Form is a healthy balance between academic achievement and students learning to become independent by developing vital life skills such as personal organisation, self- transportation and budget management.

## Therapy Department

Therapy at West Heath plays a major part in the social, emotional, mental health, behavioural and physical wellbeing of our students. Between them, the young people who attend West Heath experience a wide variety of challenges that may have impacted negatively on their capacity to engage with education. In order to give them the best chance of being happy and successful in life we therefore provide a range of therapeutic support, both within and outside the classroom.

Although not officially designated as a “therapeutic school”, our whole approach is underpinned by a ‘soft’ therapeutic approach which permeates everything from our curriculum to our behaviour management. Whilst many of our students have a specified therapeutic requirement on their Education, Health and Care Plans, most of our students will access our therapeutic department at some time or other during their time with us, whether it be for in-depth counselling, a safe place to off-load, a need to control their anger, help with social skills, difficulties with sensory issues, or just to learn some relaxation techniques before exams. Although numbers obviously vary from year to year, currently over 70% of our students are receiving direct therapeutic support of one kind or another, and a large percentage are receiving more than one. We have well-resourced OT and Play-Therapy rooms, in addition to individual rooms for all therapists to see students.

Therapies available to students include:

- Speech and Language Therapy
- Occupational Therapy
- Cognitive Behaviour Therapy
- Mood Management Counselling
- Counselling
- Play Therapy
- Integrative Child Psychotherapy
- Complementary Therapy

Our School Nurse is also part of the Therapy department.

## Therapy Department Management

The overall management of the therapeutic department is the responsibility of Dr Mimi Kirke-Smith (Chartered Child and Adolescent Psychologist specialising in SEN). Dr Mimi Kirke-Smith leads and coordinates the work of the therapists supporting and guiding the work of its' component parts to ensure a consistently high quality, specialist therapeutic service. By acting as a liaison between therapists, SLT, other members of staff, and external agencies (e.g., CAMHS, Local Authorities) Dr Mimi Kirke-Smith ensures that therapeutic insights can be more widely understood and applied consistently for the benefit of the individual student.

As well as ongoing informal meetings, the multi-disciplinary therapy team meet formally every week to discuss concerns, provide feedback, and share information on individual student's therapeutic needs.

All referrals for therapy are channelled through Dr Mimi Kirke -Smith who will then allocate the student to the most appropriate therapist depending on their needs and availability of therapists. However, therapists reserve the right to make a clinical judgement as to whether a student is capable of engaging in therapy at any time; they also reserve the right to terminate therapy when they feel appropriate. Whilst therapists will endeavour to see a student soon after referral, there may be a waiting list at times; because of this, it should be noted that therapists cannot keep slots open if the student consistently refuses to engage, although every effort will be made to engage with the young person. Therapy is not open-ended, and provision and progress is reviewed at the end of each term.

It should also be noted that our therapists are not registered with the Adoption Support Agency and will therefore not undertake specific adoption counselling.

### **Confidentiality**

In line with all counselling/therapy provision, a confidentiality statement applies which students are made aware of, before commencing their sessions. This states that whilst counselling/therapy is a confidential process, and therefore parents/carers cannot be told specific details of sessions, there are certain limitations:

1. If a student tells a therapist, or a therapist becomes aware that the student is involved in or planning to commit a crime then the therapist has a duty to inform the relevant authorities
2. Therapists may provide information to certain people and professionals involved with the student regarding attendance
3. If a therapist is worried about a student's safety or the safety of others, then he/she will share this information with the relevant people. Normal safeguarding procedures will be followed if the student is in immediate danger of self-harm/suicidal ideation

4. The therapy staff work as a team. Therapists may consult with other members of the team to provide the best possible care. These consultations are for professional and training purposes.

HEART, our Health, Education, Assessment and Revitalising Therapy department, was redefined in September 2016 in a response to meet an ever-increasing need from Local Authorities to find school placements for youngsters with mental health difficulties.

It now comprises 32 of our most vulnerable students, who for one reason or another, there is a greater need for particularly close monitoring and supervision, where extensive access to our therapeutic services may be required, or where a great deal of additional managerial input is required.

These young people have access to, and benefit from, the following provision that goes beyond that generally available to students funded on our basic fees.

At present we offer our HEART students the following:

- Access to a designated suite of rooms that allows them to study in areas where they can feel secure and relaxed. In addition, there are facilities for times when they can access learning in a traditional sense, times when perhaps what's needed is simply somewhere quiet, comfortable, and secure.
- All provision is overseen by the Head of HEART and Therapy who leads communication with other professionals both within and outside of school.
- A key worker who is given dedicated time to ensure close and effective liaison between all those involved in their care and support, and whose primary task is to become a trusted and secure attachment figure for them.
- A HEART Manager who, supported by the Assistant HEART Manager, is responsible for the day-to-day operations and smooth running of the department.
- Prompt access to specific therapeutic support as and when necessary (this includes CBT, Psychotherapy, Counselling, Occupational Therapy, Play therapy, Speech & Language therapy, and complementary therapy).

- All annual reviews, professionals' meetings etc. are attended and chaired by the Head of HEART and Therapy and the young person's key worker where possible.
- Access to a fully flexible curriculum which is designed specifically to meet individual needs and interests. This is overseen by the Curriculum Lead: HEART, supported by the designated HEART teachers.
- In addition to the core subjects and options (which are taught by curriculum teachers usually in HEART), all HEART students can develop a range of life skills such as cooking, using public transport etc.
- Our older students have a choice of attending college whilst either remaining under the HEART umbrella or transferring to our 6<sup>th</sup> Form if they are ready; alternatively, we offer BTECs (Levels 2 and 3) in Art/Textiles, Music, Media Studies and ICT on-site.

## Induction

In their initial assessment period young people are placed in Induction with the primary focus in the beginning being to establish the trusting relationships upon which future success will be built. As the young person feels increasingly secure, they are then supported in making the transition to the main school.

Both during this initial phase, and indeed throughout a young person's time with us, considerable effort is put into working with families and other professionals to ensure provision is co-ordinated and, as far as possible, consistently applied across contexts. Sometimes this may involve simply sharing strategies with others, while occasionally it may involve engaging parents or carers in direct therapeutic work.

## Residential Provision

The Residential provision is fully connected to the school's Vision, Mission and Values.

## Our Purpose

Our purpose is to support students to make progress with their learning in its widest sense, including academic, personal and social learning. We particularly focus on enabling students to develop their skills for life and independent living skills. The residential experience and environment play an important role with our students learning and development. Being part of a multi-disciplinary team (internal and external), is a pivotal part of how we work and the success we experience with our students

We do not have one theoretical way of working. Instead, we have an eclectic approach which draws on different theoretical models, as we recognise our students' uniqueness and difference. The residential team have ongoing input from our therapists within HEART, which informs the approach we take with individual students. What is common however is our determination to work with and recognise our students' strengths, alongside challenging and being clear about what behaviours will get in the way of their learning and success in and out of school. This means we are clear about what is acceptable and what is not and have clear boundaries for our students, with clear consequences. That said, we always try and work in a restorative way with our students by promoting positive behaviour/consequences to support the student learning and finding different ways to behave in any given situation. Residential staff are part of a wider multi-disciplinary team that agree strategies and approaches for each student.

We also work hard to create an environment that is nurturing, stimulating and enjoyable for our students. We are aware of the importance of ensuring our students feel safe and have a positive environment to live in, as on a very blunt level this is needed for our students to progress and achieve.

## Promoting British Values

We encourage our students to understand fundamental British Values. These skills and attitudes will allow them to participate and contribute positively in their communities outside of our boarding environment.

At Residential boarding, values of tolerance and respect permeate all areas of the boarding life. This creates a climate within which our boarding students feel safe and secure and therefore allows them to learn and develop. Boarding students' voice plays an integral part in driving the residential provision forward.

***We Teach Boarding Students About Democracy Through:***

- Being involved in democratic processes e.g. weekly house meetings, voting at boarding students council meetings, rewards and incentives
- Asking boarding students to Check in/ check out – discussing issues and forming opinions

***We Teach Boarding Students About Rule of Law Through:***

- School behaviour policy
- Reflecting of behaviour and what lessons is learned after behaviour incidents
- Our Residential Manager delivering anti-crime, anti-gangs, anti-knives, consequences of criminal record, anti-bullying and sexual harassment talks as extra-curricular activity and boarders' twilight beyond the school day.
- Visits from Kent Police Youth Engagement Officers
- Arranging for magistrates to come in to talk to our boarders as extra-curricular activity beyond the school day

***We Teach Boarding Students About Individual Liberty Through:***

- Understanding responsibility in school in terms of behaviour and learning attitudes
- Our school values of Integrity and Trust, Respect, Responsibility, Optimism, Commitment, Independence and Empowerment
- Community links – residential home, school nurse, sexual health clinic nurse
- Restorative practise
- Challenging stereotyping and bias
- Anti-bullying

***We Teach Boarding Students About Mutual Respect Through:***

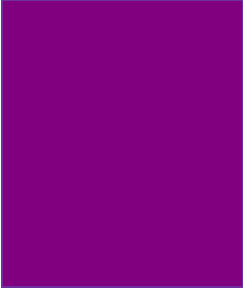
- Positive relationships encouraged and modelled
- Anti-bullying
- Consistent key working sessions
- Weekly House Meetings and Boarding Student Council Meeting
- Trips – wider community
- Visitors (e.g. sexual health clinic, Kent Police Youth Engagement Officers, Standard 20 Visitor)
- Check -in, check-out

***We Teach Boarding Students About Tolerance Through:***



- Our boarding students having respect and tolerance for different people and cultures in the residential provision
- When boarding students have disagreements, we encourage them to naturally work through them instead of automatic punitive sanctions or instead of fighting and moving on to different friend groups; they learn to resolve disputes and work toward sustaining long-term, positive relationships. This means clique behaviours do not thrive in our boarding provision.
- At a private school like West Heath, we want our boarders to be responsible for themselves and their possessions as well as developing character traits like self-reliance and independence.
- As our boarding students share personal stories, cultural insights, and new experiences with each other, they learn to see beyond categories of difference. They learn that their personal character is as meaningful as their background – a deeply important lesson we hope they can take with them after they leave West Heath for years to come.

<p><b>The Boarding Experience</b></p>	<p>Residential students stay weekdays in term time for four nights a week and return home Friday afternoon. The boarding houses are open for students at 3.30pm.</p> <p>The residential provision allows our students the opportunity to spend quality time with different individuals of a similar age from all walks of life and with a range of experienced adult role models.</p> <p>They are encouraged to learn from one another, developing their understanding of the impact and consequences of their behaviour on others.</p> <p>Please see the ‘Welcome to Boarding’ booklet which describes the residential experience.</p>
<p><b>Student Involvement</b></p>	<p>Students are actively encouraged to play a significant part in the planning and running of their boarding house in which they live, taking responsibility for each other’s welfare and their environment. This may include developing independent living skills i.e. cleaning their bedrooms, menu planning, budgeting, shopping and cooking. Importantly, students are able to learn how to spend their time productively and responsibly beyond the school day. There is a small boarding student council who meet 6 times per year to discuss current live issues that are important to the boarding community. Their meeting minutes is then shared and channelled to the bigger Student Services Council meeting in the wider school community.</p>
<p><b>Activities</b></p>	<p>There are a range of activities for our boarding students to engage in, both on and off the school site every evening. Students are encouraged to undertake activities as part of a group or individually. The boarders have access to the school facilities during the evening including the school gym, swimming pool and tennis courts; there is also a purpose-built Youth Club which has a pool table, PCs, cinema screen, TV and games consoles. However, in these unprecedented times, onsite COVID-19 secure activities have been prioritised. This has continued during Tier 5 and 5 restrictions. The intention is to ensure that our students remain fit and active so that they can learn as well as possible during the school day. There are both formal and informal activities that our boarding students can join in beyond the school day.</p> <p>At least once a week, each “house” of boarding students can enjoy a special activity offsite. Off-site activities vary but may include go-karting, tobogganing, cinema, theatre, seaside, indoor trampoline parks, clubs/classes (eg scouts, cadets, dance, ceramics etc). We have also hosted “Graffiti” workshops and bush craft workshops on-site. We are really proud of our residential provision and students who are fortunate enough to access it, really enjoy it and progress very well.</p>



Students are given a £20.00 allowance for activities each week. Students choose which activity they would like to do at their weekly house meeting.

Alongside leisure activities, teaching staff offer after school study sessions for residential students such as music club, cooking club etc.

<p>Local Community</p>	<p>On a broader level, our school and local community have a wide range of excellent facilities which students can access beyond the school day such as our on-site swimming pool, sports hall, gym, outdoor astroturf, bicycles and external local gyms in Sevenoaks.</p> <p>Students who board with us will have more opportunities to pursue informal, formal and structured leisure or hobby activities and generally have more fun. We encourage the students to take part and involve themselves in offsite opportunities. We would encourage them to utilise and learn new skills by watching and involving themselves with community activities.</p>
<p>Care Planning</p>	<p>Every boarding student has a care plan, which is written in partnership with the student, professionals involved and parents. The care plans are live documents, reviewed and updated when and if needs change and reviewed in line with all students annual EHCP reviews.</p>
<p>Staffing</p>	<p>There is a commitment to providing quality training and staff support, appropriate to the needs of both staff and students. Training needs are assessed and suitable courses or in-house training is available. The aim is to keep staff up-to-date with current practice and to help individual enthusiasm for the work to be maintained.</p> <p><b>Principal</b> - The Principal carries overall responsibility for residential, whilst delegating management to the Head of Residential Care and Safeguarding Lead.</p> <p><b>Head of Care &amp; Safeguarding Lead</b> - Head of Care &amp; Safeguarding Lead is responsible for all aspects of pastoral care, including:</p> <ol style="list-style-type: none"> <li>1. Establishment of boarding policy and management principles.</li> <li>2. Promoting and sustaining boarding within the school and beyond.</li> <li>3. Progressing staff training and evaluation.</li> <li>4. Promotion of boarding and the recruitment of students and staff.</li> <li>5. Oversight of the safety, welfare, health and progress of all boarders.</li> <li>6. Liaison with parents, schools and agencies.</li> <li>7. Implementation of policies in force and legal requirements.</li> <li>8. Keeping all records and maintaining administrative systems.</li> </ol>

## **The Care Management Team**

The Care Management Team meets formally once per month in order to ensure appropriate monitoring and supervision of the boarding provision. The team consists of the following staff:

Head of Care & Safeguarding

Principal

Boarding Trustee

Vice Principal Curriculum & Learning

Head of Finance

Residential Care Manager

Senior Support Workers

The team ensures effective management of boarding and organisation between the day school, boarding and other parts of the school administration.

Beyond the school day, we aim to achieve a ratio of one adult to every four students and our support workers (Care Staff) work to a regular weekly rota to ensure that our boarders know who is on duty and when.

The Care Team is made up of Support Workers, Waking Night Workers, Senior Support Workers and the Residential Care Manager, who are accountable to the Head of Care & Safeguarding Lead.

All members of the care team have a recognised Childcare qualification at the minimum of Level 3 (NVQ/Diploma) or are working toward it. The Residential Care Managers are qualified to a Level 6-degree level in Health and Social Care or hold a recognised Social Work qualification. There is currently a Residential Care Manager and Head of Care & Safeguarding.

The Care Team work from the end of the school day until night-time, when students are cared for by waking night staff. We place great importance on communication and time for staff to meet and share information about individual students is built into the daily roster. This ensures our students experience a consistency of approach throughout their time in our school. Similarly, great emphasis is also placed on good communication with parents and carers. As such, we ensure that staff contact parents and carers regularly.

### ***Waking Night Staff***

Students in each boarding house are cared for by waking night staff (WNS) when they are asleep. WNS arrive for duty half an hour before care staff finish their work so that important information can be shared about individual students. The WNS subsequently, care for our students at night, assist them get up in the morning to have breakfast. They administer medication where appropriate and see them into school for the start of the school day.

### ***Other Staff Onsite***

Additionally, and in order to keep students and staff safe, the duty caretaking team are available each evening for facilities or maintenance issues.

### ***On-Call Arrangements***

There is always a member of the Care Management Team on- should frontline staff doing waking nights require assistance or advice from 23.30 hours onwards.

### ***Arrangements to Cover Staff Absence***

If cover is necessary, the Residential Manager will in the case of waking night staff negotiate additional cover and will:

- Call other part time waking night staff to cover waking night absence
- Arrange for care staff to stay over night
- Arrange for a WNS to float between houses if appropriate, following a risk assessment

In the case of care staff absence:

- Cover absence with existing care staff
- Arrange for existing day support staff to work additional hours
- Ask existing class support staff to cover
- Close a home living area and relocate students as a last resort

### **Key Working**

Each student has a member of the team dedicated to them called a “Key Worker”. This is a similar role to that of a mentor. This person has been specifically chosen to take responsibility for ensuring that the individual’s well-being remains a top priority within our community. The students are welcome to ask to change their key worker at any time if they feel there is another trusted person with whom they feel relaxed and comfortable with. Keyworking is the opportunity to discuss progress, feelings or concerns and a chance to review achievable targets to work towards that underpin their EHCP, LAC and personal development targets which are incorporated in

their care plan. Individual student target scores are used to produce charts/graphs that reflect progress. The progress made is reviewed by both the student, key workers and care managers.

Keyworking plays a full and active part in our philosophy of care. Keyworkers represent a consistent and stable influence in the life of individual students and ensure that they experience good quality care whilst living with us. A Key worker may not always work where their key student resides.

In the main support workers based in each residential house will undertake key working tasks and activities.

### *Responsibilities of key workers*

- Regular handovers and communication with parents/carers
- Preparing new student's bedrooms. Personalising their rooms and purchase any items that may be needed or required
- Ensuring the welcome pack is ready for the newcomer
- Arranging Birthdays and other celebrations, buying cards and gifts

Key Workers have particular responsibilities and these include: -

- Welcoming each newcomer to our school and ensuring that each young person is inducted properly into the boarding community. As we develop, Key Workers will be appointed in advance of the student joining us and may be involved in making preparatory home visits (COVID conditions allowing). This has not happened since March 2020.
- Ensuring that every student knows what to do in the event of a fire alarm alert
- Working individually with each of our students to ensure that the care plan is up to date and reviewed regularly
- Supporting the achievement of the educational, emotional and social targets within each relevant student's EHCP and LAC Care Plan
- Liaising with the respective student Staff Tutor to ensure EHCP, PEP and LAC Care Plan targets are part of individual education plans and accurate for the Key Student. This will include a regular review of progress the student is making in meeting their individual weekly set targets or challenges
- Being the first point of contact for enquiries about individual students
- Liaising with parents, carers and other relevant professionals
- Supporting young people in individualising their bedrooms and ensuring each newcomer has a welcome pack
- Ensuring individual young people celebrate their birthdays and other dates of significance to them
- Ensuring that an accurate and comprehensive record is maintained

	<p>about the experience of individual young people within our boarding community</p> <ul style="list-style-type: none"> <li>• Providing reports for meetings and reviews</li> <li>• Ensuring that all documentation is completed and up to date</li> <li>• Planning and maintaining a comprehensive record, including the use of photographs and other materials, of each young person’s time spent living in our community</li> <li>• Where relevant, helping each young person compile a book of their life history which is both meaningful to them and reinforces their sense of identity and self-worth</li> <li>• Spending regular, quality and personal time with each key student</li> <li>• Ensuring that each young person living in our school has fun and can look back on their time with us with pleasure and pride</li> <li>• Most importantly, being a supporter and advocate for young people</li> </ul>
<p>New Arrivals</p>	<p>Before a boarding student starts school, a member of the Care Team will usually carry out a home visit, if parents are agreeable to this and COVID restrictions allow. This is an opportunity for the young person and his/her family to ask any questions they have about boarding and the school in general. It is also a good opportunity for the young person to meet a member of the Care Team and will help with care planning, along with reducing any anxieties about living away from home.</p> <p>All our boarding students are given a copy of our “Welcome to Boarding” booklet as part of their pack. Newly arrived students are also told about the work of our boarding student council and how they might contribute to it, how to raise concern and other relevant information such as use of CCTV in communal areas, activities, food etc.</p>
<p>Meetings</p>	<p><b><i>Team Meetings</i></b></p> <p>The Residential Care Manager meets with the care team on a monthly basis. This includes both night and day teams. The Care Management Team (Head of Care and the Residential Manager meet at least weekly. Weekly Planning Meetings are also held to recognise and celebrate achievements, positive behaviours and successes. The Residential Manager also meets with Senior Support Workers weekly.</p> <p><b><i>House Meetings</i></b></p> <p>Each boarding house has a weekly meeting which involves boarders and staff. The purpose of these meetings is to plan the forthcoming week’s menus, arrange for the food shopping and cooking, plan forthcoming activities and trips out and deal with any other aspect of boarding life that needs to be discussed or resolved. At these meetings we also review how</p>



	<p>well the previous week has been and whether anything needs to be changed.</p> <p><b><i>Boarding Student Council Meeting</i></b></p> <p>We also have a boarding student council which meets at least half termly. These meetings ensure that our students can actively contribute to the management and running of our boarding community and school (this process is currently under review).</p> <p><b><i>Supervision Meetings</i></b></p> <p>All staff at every level within the care team are regularly supervised within their respective roles (see Residential Policy – The Supervision of Care Staff).</p> <p><b><i>Student Meetings</i></b></p> <p>Care staff attend annual reviews, LAC meetings, PEP meetings, professionals’ meetings, Child in Need, Early intervention meetings as required.</p>
<p>Facilities in Boarding</p> <p>CCTV</p>	<p><b><i>Own room</i></b></p> <p>All our boarders have their own room, their own key to their room and where appropriate, can be issued with a key to the front door of their boarding house.</p> <p>Boarders can also decorate their rooms to suit their own tastes and can keep items of value safely in their rooms. Students can go to their room if they want to have time on their own.</p> <p><b><i>Youth Club</i></b></p> <p>There is a Youth Club where students can gather and generally socialise as well as watch Netflix, films and use the virtual reality and computer games, as well as play pool and use the suite of computers.</p> <p><b><i>Rationale</i></b></p> <p>An area of safeguarding concern that existed previously was our residential accommodations of the School not being covered by CCTV (only in the communal areas). The CCTV in residential communal areas was implemented because there was violent incident between 2 students whereby one student was seriously hurt and injured during the incident. This led to loss of residential placement for the students as it could not be proven who did exactly what.</p>

After a period of consultation in 2016 with our residential boarding students, residential boarding staffs, parents and our residential boarding student council took the decision to implement CCTV in residential in 2016, to add a layer of safeguarding for students.

### *Impact on Privacy Rationale and Considerations*

With consideration to privacy issues, the CCTVs are not fitted in staff offices, kitchen, bedrooms, bathrooms and toilets. The CCTV does not intrude unreasonably on our student's privacy because:

- The CCTV in residential is non-audio (does not record sound) and motion sensor. It does not record all the time 24 hours and only record when there is motion of any movement. If there is no movement, it does not record. This means that from the hours of 09.00 hours to 13.00 hours it is not recording and from the hours of 23.30 – 07.30 hours (when residential students are sleeping and settled in their individual rooms, it only records when there is movement of waking night staff in the corridors and lounges of the residential houses or a student waking up to leave their rooms).
- The CCTV in residential corridors and lounges are non-monitored with no screen (no-one can see it).
- The recordings can only be assessed by the Care Management Team, Senior Management Team and Police but, only if the incident is deemed important and serious enough for the CCTV to be reviewed.
- Any request to review the CCTV in residential is also recorded. The requirement is that 2 senior leaders of staff can authorise the review of the recorded CCTV.
- The CCTV equipment is in a locked room in school where all entries are recorded. All staff are prevented from the server room where the CCTV can be viewed from.
- Any motion-detected CCTV recordings deletes and wipes off after 28 days.

### *Enhancing Safety for Students and Staff*

The CCTV in residential is believed to enhance safety for the students by:

- Regular spot checks will be undertaken throughout caring hours from 3.30pm to 09.00am so that practice exceeds NMS and staff are well managed and practices are robustly challenged and monitored.
- Reduce incidents of damage to the residential houses
- Reduce theft of students stealing from each other's bedrooms
- Reduce theft of money from the staff offices by some students

	<ul style="list-style-type: none"> <li>• Visual evidence in light of Allegations against fellow students as well as staff poor practices.</li> <li>• CCTV is perfect for liaising with parents about the behaviour of their children and is effective in helping to eliminate bullying or other misbehaviour.</li> <li>• Staff will also have peace of mind that CCTV deters assaults and false claims of misconduct making for a better working environment.</li> <li>• Students are less likely to display criminal activity as the risk of being caught is too high. Students will point out the cameras to other students which will make everyone aware that their activities are being recorded.</li> <li>• The CCTV has proven useful in providing evidence to the police for serious violent/physical assault behaviours as well as when students have gone/reported missing in particular their last sighting, clothes they were wearing etc.</li> <li>• Reduce deliberate setting of fire alarm by students</li> <li>• Enhances safety for our waking night staff who work during dwelling hours as lone workers – protecting them from external criminals, intruders or allegations of misconduct by students etc.</li> <li>• The CCTV may assist and support LADO investigations, management investigations, disciplinary of staff.</li> </ul>
<p>Safeguarding and Diversity</p>	<p><b><i>Safeguarding</i></b></p> <p>Our school has a full and detailed Safeguarding Policy covering different aspects relating to how we promote welfare and safeguard. The Health and Safety Policy outlines our response to promoting and meeting the health needs of our students in our school.</p> <p>COVID secure arrangements underpin all Public Health England and DFE guidance for residential special schools to ensure our boarding community can be as secure and safe as possible during the National Pandemic.</p> <p><b><i>Students Who Go Missing</i></b></p> <p>There is a separate Students Who Go Missing Procedure which outlines what we do to safeguard students who are missing.</p>

### ***Searching, Screening and Confiscation***

We work hard to ensure students' rights to privacy are promoted and protected. However, there may be occasions when room searches, personal searches and active screening is necessary in the best interests of students and staff. The school and residential provision comply with the DfE guidance on searching and screening (Searching Screening and Confiscation – advice for Head Teachers, school staff and governing bodies – Feb 2014).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279245/searching\\_screening\\_confiscation\\_advice\\_feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

### ***Promoting Positive Behaviour***

We believe in mutual respect and clarity of expectations. We give our students a clear understanding of what is expected of them and the consequences of not meeting those expectations. Please see the Promoting Positive Behaviour Policy for full details.

### ***Complaints, Concerns, Suggestions and Compliments***

We work hard to ensure students and their families are happy with the service we provide. Equally we work hard to resolve any complaints that arise and learn from any mistakes made. See the Complaints, Concerns, Suggestions and Compliments Policy for full details on the school website.

### ***Monitoring by an Independent Visitor and Standard 20 Visitor***

An independent Standard 20 visitor makes unannounced visits to the residential environment 6 times a year and is available to meet with the students individually, if requested. The visitor's reports are made available to boarding students and staff.

In addition, the designated Trustee responsible for our residential provision visits termly.

During the COVID pandemic, the majority of Standard 20 visits have been virtual to minimise numbers of people on the school site.

### ***Diversity***

We value diversity and promote equality of opportunity. Students' diversity is considered on an individual basis and we use the differences in our student and staff groups as an opportunity for enrichment and learning.

### *Curriculum*

Additionally, health promotion is covered in school assemblies and throughout the curriculum. Sex education is covered in Biology lessons and PSHE. Students learn the biological facts, the nature and dangers of sexually transmitted diseases and about contraception. They also learn about parenthood and the importance of stable committed family relationships.

Boarding students can access drop in/group sessions with a local sexual health practitioner who run sessions on site. This is a confidential service and gives boarders the opportunity to sensitive information in a format that they can understand and dispel any myths they may have.

### *First Aid & Accidents*

Our school also has procedures to ensure that the provisions made for health care, first aid and accidents are in accordance with those required by legislation and to ensure the health, welfare and safety of our students, staff and other persons on our school site. All residential care staff are trained First Aiders. Some of the residential care staff are also Mental Health First Aid trained.

### *Illness*

Parents/carers and students are informed that anyone who is unwell should not attend school. Furthermore, anyone who has been in contact with an infectious disease should notify the school as soon as possible.

There are specific guidelines for COVID related illness - see school and Residential COVID Risk Assessments.

If a boarding student becomes unwell at school, they can rest in their room until they have recovered or until home-school transport can be arranged. More serious illnesses or infectious illness will either be dealt with by requesting parents or carers to collect the student or by taking the student to the nearest Accident and Emergency department.

Boarding students have access to two rooms outside of the residential provision, but nearby, if they are unwell or need treatment (Sixth Form treatment room and the treatment room outside main hall). Typically, a student will stay in their room if they are unwell or need treatment. A dynamic risk assessment will be made if there are infection control concerns, in reference to providing a separate bathroom and toilet for the sick student to use. Where possible the school nurse will be consulted if she is on duty.

First Aid facilities are provided throughout the school and conform to current regulations. First Aid is administered by trained staff who possess a current First Aid at Work certificate and who can be immediately available throughout the 24-hour day.

### ***Medication***

The school follows a clearly set out Administration of Medication Policy. Please see this policy for details of our administration of medication procedures and practice.

### ***Smoking***

We are a non-smoking site. Students are encouraged not to smoke and to access support relating to quitting smoking. The school link with the NHS smoking cessation service to support students who want to give up smoking.

### ***Therapeutic Support***

A range of therapies are available at school. Please see:  
<http://www.westheathschool.com/therapy>

### ***Access to Healthcare Professionals***

Students can access health care advice and treatment from local A&E hospitals in Sevenoaks and Tunbridge Wells Hospital. If a student requires support from the Child and Adolescent Mental Health Service or Adult Mental Health services, the school support with these referrals. We also support students to get advice and treatment at our local sexual health clinic if needed.

## Fire Precautions

### *Detectors & Alarms*

Our residential provision at the Colt Village has a range of smoke and heat detectors and fire alarm activation points situated in all areas throughout including the boarding youth club. This system, if activated, automatically triggers an alarm in our local fire station and an appliance is automatically and immediately dispatched to our school.

### *Testing & Drills*

Our fire alarm system is tested weekly by the estate maintenance team, using a different call point each time. Additionally, the residential care team also carry out Fire drills on a regular basis, at least termly and at different times during the day and night. In particular, they are practised with new students and staff working in our boarding house so that all feel comfortable with the arrangements in the event of an emergency.

The residential care team record all their false alarms, drills and practices properly on the residential behaviour watch system.

### *Prevention*

As a general principle, we aim to instil a sense of responsibility and awareness of fire hazards in our students as part of their maturation and personal development. Good housekeeping is important. Rubbish is kept to a minimum and cleared away regularly.

We try to ensure that all areas are left tidy at the end of each day and flammable liquids etc. are always stored securely and kept away from potential sources of ignition. Fire doors are kept closed and stairways and other fire exits are kept clear from obstruction.

## Contact with home

### *Partnership with Parents*

It is essential to the success of our students, both emotionally and academically, that home and school pull in the same direction.

The experts on our students are their parents or carers.

Parents or carers are the people who make the life-long difference to the student and we are here to support and help them.