



DAWN HOUSE SCHOOL

RESIDENTIAL CARE POLICY

Residential Care / boarding at Dawn House is an integral part of school provision and is delivered within the framework of the school's statement of Principles and Practice, statement of Purpose and statement of Ethos and Values this is achieved by following all agreed policies and procedures.

STATEMENT OF PRINCIPLES AND PRACTICE

We are committed to the highest quality education, therapy and care for pupils with speech, language and communication difficulties and / or Asperger's Syndrome.

- To enable the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- To provide for the spiritual, moral, intellectual and physical development of the pupils at the school.
- To provide a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- To prepare the pupils for the opportunities, responsibilities and experiences of adult life.
- To understand and meet the special educational needs of the pupils.
- To enable each pupil to maximize their achievements in all areas of the extended curriculum
- To increase each pupil's knowledge and understanding of the world around them.
- To enable each pupil to develop as much independence as possible and have their achievements accredited through Aim Awards.
- To give pre 16 pupils access to inclusive experiences in neighboring schools as appropriate to their needs.
- To help each pupil to achieve success regardless of age, disability, gender, sexual orientation, gender reassignment, pregnancy or maternity, race, faith or belief, and to develop in all our pupils a spirit of understanding, co-operation and respect for all members of the community.
- To engage the parents and carers of our pupils in an active partnership to the benefit of the social, intellectual and academic development of the pupils.

THE ETHOS AND VALUES OF THE SCHOOL

At Dawn House School we believe that:

- A good school is one that offers a caring, cheerful and safe environment in which pupils and staff feel valued and are encouraged to reach their full potential and where effective learning is promoted.
- A successful pupil 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 likes the pupils and inspires them in a learning environment which is positive for all and who makes a significant contribution to the pupils' development.
- An effective learning environment is stimulating and attractive. In such an environment, a range of well-organised strategies are used to respond to groups and individual needs. Pupils are offered learning experiences that have an appropriate mixture of challenge and support.

The health, safety and welfare of pupils are a prime concern of the school. Policies and procedures for Child Protection are securely in place and all staff receive regular training to ensure practices are of the highest standard. I CAN's recruitment and selection of staff reflects best practice in safer recruitment.

STATEMENT OF PURPOSE

- To provide the highest quality of education, therapy and care for children and young people from 5-19 years who have speech, language and communication needs including Asperger's Syndrome and associated difficulties.
- To provide a breadth of opportunities and experiences across the day and the extended curriculum which support the philosophy of inclusive practice.
- To promote British values to ensure boarders are well prepared to respect others by developing positive and constructive relationships between all members of the school community and promote an 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 Child Care Officers work collaboratively with teachers, therapists and support staff. Also in partnership with parents/carers and associated professionals, to ensure that the individual needs of the children and young people are identified and met through the extended curriculum.

During an overnight assessment for a residential placement, care staff contribute to the assessment process by recording information about a child's ability to relate to others, social, self-care and independence skills as well as their physical ability.

Care staff also belong to Core Teams, consisting of teacher, therapist and keyworker, to plan and monitor individual boarding pupils progress contributing to the Annual Review process.

The school is committed to easing anxieties associated with weekly boarding and has a structured induction programme to ensure new residents are familiar with staff, other residents, the school's expectations and the daily routines. Existing boarders played a key role in producing supporting resources which include symbolized booklets, social stories and a PowerPoint presentation covering key aspects of the residential provision.

Once a placement has been agreed, the date of a review meeting is agreed by school, family, placing authority and other agencies to consider the appropriateness of the placement.

Contact with families is encouraged. Facilities are made available for boarders to do so privately using the school's telephone system. However, the majority prefer to use their mobile phones. There are also iPads for students to skype their family or carers.

Students are supported to use personal electronic devices with due regard to e-safety.

In so far as it is possible, boarders' views are taken into consideration when allocating key workers.

All boarders have a Care Plan, which identifies their personal, religious, dietary, language and cultural needs, and how these will be met. Care plans are reviewed and updated regularly in consultation with boarders.

Care plans are monitored to ensure there is no discrimination due to differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability and that care plans are sensitive to individual needs.

Areas of personal development are identified. Boarders' progress towards achieving personal targets are monitored and tracked using the school's data collection system adapted to suit the residential care setting. Achievements are accredited through the Aim Awards and complement modules in independent living completed in the school setting.

RCCOs contribute to and actively support boarders to participate in the statutory review process, in particular their progress within the residential setting. RCCOs encourage boarders to contribute to the meetings and take ownership of resulting actions in so far as they are able.

Staff work closely with the School's Nursing Auxiliary to ensure that pupil's medical and health-care needs are met. Health care and medical plans are also included within boarders' care plan files. RCCOs follow a robust protocol in handling and administering medication following the guidelines from the Royal Pharmaceutical Society.

The school works collaboratively with health agencies and other specialist services to meet the needs of each individual. The nursing auxiliary and therapists are made available to accompany students and their families to appointments when requested.

In addition the school employs a child psychotherapist who visits the school on a weekly basis to support students, families and staff in meeting the needs of students.

In addition to Care Plans and Medical Information, care staff also keep records of personal intervention plans (PIPs) which provide helpful advice and guidance about the needs of the student and appropriate responses when managing negative behavioral incidents.

All staff are required to complete detailed records of all behavioural incidents, on incident sheets and record sanctions and physical interventions. The behaviour support group monitors records ensuring a pro-active approach is implemented to minimize triggers and incidents. Concerns about general well-being are also reported.

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

Children and young people are offered a wide choice of age appropriate activities both on and off site during the evenings.

They 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 area. This is balanced with the opportunity to choose 'free-time' in order to enable pupils 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 of situations using dynamic risk assessing.

Individual Risk Assessments for pupils identify any areas in which they may require additional adult support or supervision. Completed on a standardized pro-forma, risk assessment are also included in care plans and are reviewed regularly.

All boarding pupils are encouraged to develop their independence skills through opportunities provided in the extended curriculum and through the Aim Awards which includes modules focusing on budgeting and handling money, self-care and laundry, independent travel and building further on their leisure and social skills and also their relationships and friendships.

All students that use the care residence follow programs that focus on independence, social skills, life-skills and employability skills. For those students that join the school from a young age, this will be a more gradual process.

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 and supervision is provided at all times.

In addition the school ensures boarders and their families are supported throughout the transition out of Dawn House by the core team who liaise closely with further education advisors, colleges and key representatives of the placing LA. The school's family and community liaison officer and designated teaching assistants or RCCO's are made available to accompany students to college visits and interviews.

Securing Boarders' 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 house meetings during which boarders are encouraged to voice their views and opinions on the running of the house.

Governors take a keen interest in ensuring issues raised by students are addressed in a timely fashion.

Concerns and Complaints

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

The school also provides a designated area where boarders and staff are able to meet in private with the standard 20 independent visitor to discuss concerns.

The contact details of senior staff within ICAN, Ofsted, The Children's Rights Director and Child Line are displayed within the residential houses.

RESPONSIBILITIES OF RESIDENTIAL CHILD CARE OFFICERS

Residential Care at Dawn House aims to ensure the emotional and physical well-being of all our pupils.

On appointment all RCCOs will be expected to engage in the school's induction programme and must complete the programme within 6 months.

There is an expectation all members of the residential team engage in continual professional development. The school delivers a vibrant, 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.

RCCOs are supported through regular termly supervision sessions with their line managers. At any time they are able to seek advice and guidance from team leaders, the senior leadership team or the standard 20 independent visitor. In keeping with all education staff, RCCOs have a formal annual appraisal of their performance.

RCCO's ensure pupils 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 senior staff, and the Head of Care.

The pupils live in house groups. Each pupil has a designated Keyworker, who is primarily responsible for their care and welfare and for maintaining contact with parents or carers. The Keyworker is also responsible for creating and evaluating pupil Care Plans and writing the care report for an annual review.

At least one member of staff remains in the house/building at all times with the students. However, some activities may take place without direct adult supervision to encourage independence and enable the pupils to develop a sense of responsibility for their own actions and behavior. Whenever such

activities occur, the responsible member of staff will make regular checks to ensure that all is well and be on hand to deal with any problems which arise.

RCCO's will actively support boarders by reinforcing teaching in school about how to keep themselves safe from risks such as abuse, sexual exploitation, radicalization, FGM and extremism particularly when using the internet and social media. Particular vigilance is required when pupils are accessing the internet, (which is communicated through the school E Safety Team) in light of the additional vulnerabilities of our students due to their communication difficulties. **Staff are vigilant and will remain with pupils to supervise and monitor materials and images which are accessed in line with the school's E Safety Policy.**

Staff must inform the team leader/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 pupil.

Incidents must be recorded in the incident book and incident form filled in 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 Group on-call and any concerns or issues must be passed onto them by the person responsible for the shift.

Any concerns relating to Child Protection must be passed on immediately to Jenny McConnell the Vice Principal, who is the Designated Safeguarding Lead for the school, and either Gary Simpson or Philip Chandler in her absence. During the evening contact Gary Simpson the Head of Care. Should either of these people not be available at any time, the senior manager in charge of school / on call at the time, should be informed who will then inform the DSL as soon as possible.

Medication for pupils must be administered following the school's procedure. Concerns about a pupil's health should be reported to the person responsible for the shift and recorded in the Medical/Care book, so that the Nursing Auxiliary can arrange for any necessary treatment. Should the nursing Auxiliary not be available a member of the SLG should be informed.

All matters relating to intimate personal care should be discussed with a senior member of staff to ensure that the Medical Policy / Personal and Intimate Care policies are followed, in addition male staff should not undertake any aspect of intimate care for females.

Any requests from a female pupil for help with intimate or personal care should be directed to a female member of staff.

If male pupils require help with intimate or personal care they should be asked if they would prefer help from a male worker whenever this is possible.

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

- Staff must not use toilets or bathrooms which are provided for pupils, when pupils are in the residences.
- Staff must knock at the door and wait for permission to enter, to be given by the pupil when entering any pupil's bedroom.
- Pupil's rooms should only be entered without permission only in an emergency, or where children are considered to be at risk.
- If it is necessary for staff to enter a pupil's room without permission, or to offer intimate personal care to a pupil, a written record of their actions and reasons for them must be given to the person responsible for the shift.

Staff should be aware of gender issues, especially when dealing with children of the opposite sex, and should refer to the Code of Conduct for staff, i.e. staff should not engage in any of the following:

- Invading the privacy of pupils when they are changing, showering & toileting.
- Be drawn into rough, physical or sexually provocative games.
- Inappropriate or intrusive touching of any form e.g. caressing or kissing pupils – even when initiated by pupils.
- Conversations, jokes, etc. Initiated by pupils that are sexually suggestive.
- Any scapegoating, ridiculing or rejecting of another pupil.
- If you are driving a pupil anywhere on your own ask them to sit in the rear seat of the car.
- Avoid, as far as possible, working with a pupil anywhere you cannot be seen by colleagues. (Where this is not possible ensure that colleagues are aware of where you are working, what you are doing, and with whom).

Power to Search without Consent

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Staff may only search a pupil's belongings without consent if there is good reason to believe that a pupil has in their possession any item which are 'prohibited items' or has the potential to cause harm to themselves or others i.e.:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Does not belong to him/her e.g. stolen items.

Permission must be obtained from the Principal, or a member of the Senior Leadership Group, before any search is carried out.

They must be satisfied that failure to carry out the search will put at risk the welfare of the child, or others and will decide when the pupil is to be informed of the search.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item

Staff should seek permission from the young person and allow them to be present when the search is made (unless to do so would compromise safety.) At least two members of staff must be present during any search, one of whom should be a member of the school's senior leadership group or during the evening the team leader responsible for the shift having first consulted with the senior leader on call that evening.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Staff conducting a personal search should be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes wardrobes, desks, lockers and bags.

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. **Where any article is thought to be a weapon it must be passed to the police.**

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Following the search, the Principal or Senior Leader will decide whether any further action is necessary. However, legislation sets out what must be done with prohibited items as a result of a search:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this **should not include returning it to the pupil.**

Where they find **controlled drugs**, these **must be delivered to the police** as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find **other substances** which are not believed to be controlled drugs these **can be confiscated** where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these **must be delivered to the police** as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where they find weapons and knives and extreme pornography must always be handed over to the police, otherwise it is for the senior leader to decide if and when to return a confiscated item.

Quality Assurance

The wider organization ensures the work of the school is monitored by an independent visitor. Following the half termly, unannounced visits a formal written report on the conduct of the school is produced and made available to the Principal, the governing body, directors of I CAN.

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.

Senior leaders review and record in writing on an annual basis:

- The operation and resourcing of the school's welfare provision for boarding pupils in relation to:
 - Statement of Principles and Practice
 - Statement of Ethos and Values
 - Statement of Purpose
 - Staffing policy
 - Placement plans for individual students
 - An internal assessment of compliance with national minimum standards

Records

A permanent, accurate record of history and progress is maintained which can be read by the student at any time.

On leaving the school individual records are archived securely and retained for at least a period of 35 years after the birth of the student or are passed to the next school / college and a receipt obtained.

Records detailed in standard 22.4 will be retained for at least 5 years from the date of the last entry.

The school ensures:

- All policies listed in appendix 1 of the National Minimum Standards are made available on request.
- The list of records in appendix 2 are maintained and updated regularly
- The list of issues in appendix 3 are monitored and used to identify changes in practice required.

Revised: September 2016
Next Review: Autumn Term 2017