




# Residence

## Statement of Principles and Practice

Approved/reviewed	
	
Date of review	January 2025
Date of next review	January 2026

## STATEMENT OF PURPOSE FOR RESIDENTIAL PROVISION

***This document needs to be read in conjunction with other school documents and policies that also define our statement of purpose.***

Lindsworth School has the overall purpose of offering a structured, broad, balanced curriculum. It is geared towards offering an enriched Personal, Health and Social Education programme that focuses on self-help skills, social interaction skills, behaviour management, self-advocacy and personal development.

### **Aims and Objectives of the Residential Provision**

Our aim is to provide:

- a safe, stable and secure environment that facilitates a broad and balanced curriculum, which supports pupils with social emotional and behaviour difficulties so that they have the opportunities to realise their full potential both academically and socially.
- an active, stimulating residential environment where pupils continue to develop and learn new skills to achieve an appropriate degree of independence. This will be provided in a caring structured unit where clear boundaries and routines form part of the young person's daily living experience.
- a safe environment where young people feel that they are 'listened to' and can contribute their views and opinions., and
- to help young people develop skills and strategies that enable them to function in a positive way all group settings and with both peers and adults.

As part of a consultative process with the young person, teachers, social workers, residential care workers, parents/carers, school nurse and any other relevant persons or agencies, we further aim to provide a wide range of short term and long term goals that will help that young person return home full-time in a planned and successful way.

We aim to achieve this by:

- Employing a wide range of staff that has the experience, skills and insight necessary to work with young people with a wide range of challenging behaviours and difficulties.
- Developing positive links and working relationships with parents, carers and other professionals.

- Developing systems of care that will meet as many of the individual needs of the pupils especially health, education and social.
- Providing an environment which reflects what it is like to live in a multi-cultural community.
- Providing an environment where all young people have equality of opportunity with their peers.
- Regularly reviewing and updating all policies and aspects of practice in line with statutory and legal frameworks.

### **Residential Accommodation**

Residential accommodation is available during the school week for up to a maximum of four nights per week, Monday to Thursday. It is also now available to pupils in Key Stage 2.

For those KS2 pupils that require a place in Residence, there is clear rationality that if they start their journey in residence, as a school we can carry out 'early help' work with pupils and families to help prevent the possibility of family breakdown and children going into care. This can also support their transition into Year 7. Year 11 pupils conclude their residential experience through an independent living skills programme.

Pupils are identified for a Residential placement through:

- a) the admissions process, or
- b) as part of the child's EHCP, or resulting from
- c) general concerns from parents, staff and others that the pupil would benefit from residential support to enable them to fully participate in all aspects of a 24 hour educational and social curriculum

Our Residential Provision is designed to meet the needs of young people with Social, Emotional and Behavioural Difficulties for whom living at home could and would affect their ability to access education.

Currently only one building is available for residential use. This offers a mixture of single and double bedrooms, with en suite facilities.

### **Admission Criteria**

The school follows the guidance set out by the Local Authority.

We are unable to consider referrals for convicted arsonists, convicted sex offenders and young people convicted of a Schedule One offence.

### **Procedures for Admission**

- Parents will be invited to look around the residential provision and meet with the Residential Schools Principal Care Manager
- A discussion will take place with other relevant staff and will include:

- School Procedures, Practices and Policies.
- Identifying any other needs of the young person being referred that might not be included in previous paperwork received.
- Completing and ensuring appropriate admission paperwork is signed.
- Opportunities for Parents/Carers, Social Worker and young person to ask questions.
- Health needs & Issues.
- Dietary needs.
- Educational Attainment.
- Behaviour Management Issues.
- Parental - Home/ School Contract.

This process is designed to make sure that both the young person and their parent/carer feel comfortable and welcome in the residential provision.

It is recognised that this can be a very traumatic time for the young person (and sometimes parents). In consultation with parents the young person will be encouraged to bring some personal belongings and to personalise their bedroom with posters, etc.

All new admissions will be given a start date following consultation with parents / carers, SENAR and the school's Residential Schools Principal Care Manager

Information will be gathered from this initial meeting and the pupil's file will be used to inform the pupil's Placement Plan. Continuous and on-going assessment throughout the placement will be made and reviewed at least every six months. SENAR will be notified of any changes to residential provision

### **Leaving Residence**

In consultation with the pupil, their families and other significant adults, the number of nights will be reduced to enable full-time reintegration back into the family home.

Equally, it is acknowledged that sometimes full-time reintegration is not possible. In this situation the school would be actively working with other agencies in looking at the long-term implications/provisions for a young person unable to be reintegrated home full-time

### **Ethos & Philosophy**

The residential provision at Lindsworth is seen as an additional support to both the young person and their parents/carers. It offers structure, consistency and routines, which afford the young person reassurance and stability. Residents will be encouraged to develop a wide range of life skills and abilities that they can utilise in a variety of situations.

It is recognised that each young person will require an individual package of care and support. This will be achieved by on-going assessment in both the social and educational setting. If it is discovered that young people have more specific needs that cannot be met within the general parameters of the school's resources they may be referred to appropriate agencies for further assessment and help.

## **Health Matters**

In consultation with parents/carers and the young person, all information relating to the child's individual health needs will be discussed at the admission process. This will take into account:

- Medical History including any current medication being taken.
- School Medical at earliest opportunity.
- Dental/opticians screening as necessary.
- Hearing Check.
- Specific Dietary Needs allergies.
- Cultural / race / religious and other sensitive background information, which may need to be considered during the placement.

It is important to remember that, at all times, parents/carers will be contacted should medical issues arise including dental treatment; doctors / hospital appointments etc and parents should be encouraged to be proactive in all aspects of the child's life

Staff will take a proactive role in advising children of the health risk involved in smoking, alcohol, drug and solvent abuse. The School nurse will also offer guidance and support to both staff and children on any or all of these issues.

## **The Staffing Team: 10-12 residents**

The school is committed to achieving the stated aim of the National Care Standards Commission that 100% of the residential staff team have a NVQ Level 3 qualification.

Within the residential unit our current staff team consists of:

1 Residential Schools Principal Care Manager

2 Residential Care Workers, at least one of whom is at senior level.

1 housekeeper

Evening Sessional Staff (usually Pastoral and Learning Support)

Teachers who voluntarily offer to come in and deliver Maths, English and Science

Lindsworth is committed to creating an environment that will promote good practice and as such, the residential provision is supported by a larger staff group of professionals on site which include:

- Administration staff,
- Building Services Staff,
- Catering Staff
- School Nurse.

It should be noted that the School Nurse offers a number initiatives to pupils such as:

- advice about testicular cancer;
- healthy eating;
- first aid;

- babysitting course (certificated);
- contraception and STI`s;
- sex education;
- smoking cessation;
- healthy school standard;
- dental hygiene.

### **Training & Supervision of Staff**

We believe that the staff group is our most valued resource. Our staff work with some of the most challenging young people in the country and this can often result in stressful situations and encounters. All new members of staff will be provided with:

- An induction programme designed to ensure that those working in the residential home / school will have an understanding of all aspects of working practices and school guidelines and procedures.
- Individual and group supervision, which will focus on all aspects of their work.

This will enable individual targets to be set which will be reviewed on a regular basis as part of the individual's Performance Management Targets. The level of supervision will be determined on the individual's level of experience but should not be less 2 x 1-hour sessions each half-term. These sessions will be used to inform on-going training courses and identify what programmes are offered to staff both in and out of school.

- Access to the Residential Schools Principal Care Manager and other Senior Managers on a day-to-day basis to offer additional support and guidance. Staff are not expected to act in isolation and are encouraged to seek guidance and clarification in areas of concern.
- A weekly Residential Meeting, with the two senior residential staff which will also be used as an extended forum for training. All residential care staff are expected to attend and participate in the training days for residential staff which is generally held during whole school training days.

### **Evening programmes**

These are designed to promote a wide range of activities that include the recreational and cultural diversity of the individual and group. They should raise self-esteem and encourage personal development in areas of work and play with peers and adults in individual and group situations. Pupils will be encouraged to help plan and take part in new experiences that will help them develop positive relationships and friendships.

Young people will be expected and encouraged to take part, in a supervised way, in some aspects of the 'doing of chores' in the home unit. All activities will be planned and risk assessments will be carried out to identify any potential health and safety risks and all steps will be taken to minimise the risk.

## **Consulting Young People**

The young people within the home have a wide range of opportunities to participate in all aspects of their care including:

- Regular mentoring meetings.
- Intervention Meetings
- EHCP
- School Council (Student Voice)

## **Care and Control**

The school's ***Behaviour Policy, Positive Engagement Policy, Weapons Policy*** and ***Anti-Bullying Policy*** are designed to address all aspects of the young people's behaviour both in school and the residential home setting.

These procedures help staff to be consistent and fair. These policies are reviewed and updated as required on a regular basis to take into account the changing needs of the pupils.

Among the range of techniques available to staff in the promotion of good care and safe control would be the acknowledgement of good relationships and the establishment of trust and respect between staff and pupils. Additionally, the use of rewards and incentives is encouraged as is the whole school use of contracts. Consequences for inappropriate behaviour are also important in the teaching of good conduct.

Staff are advised to follow these procedures at all times and, if in doubt, to ask a member of staff on the Senior Leadership by radio for advice and guidance. New staff are given a hard copy of these procedures which are included in their induction package as well as being published on the School's Intranet version of the Staff Handbook.

Sanctions should be carried out as soon as possible and should be consistent with those outlined in the Behaviour Policy.

It is important to ensure that the young person has an understanding of the home/school boundaries and expectations and wherever possible staff are encouraged to offer positive verbal acknowledgements and feedback to pupils.

Methods of discipline will include:

- Restitution - clearing up any damage caused or other jobs that contribute to the good appearance of the home.
- Loss of special or evening activities.
- Time Out.
- Inclusion.
- Fixed term suspension.

Physical restraint is defined as "the reasonable application of the minimum force necessary to overpower a child with the intention of preventing them

from harming themselves, others or from causing serious damage to property". Physical restraint is not used as a sanction for wrong behaviour.

The 1996 Education Act (Section 55OA) updated in 2006 Education and Inspections Act stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school (this includes authorised out-of-school activities);
- self-injuring;
- causing injury to others;
- committing an offence.

We will ensure that all staff undertake the appropriate training to ensure correct methods of restraint are used. This will include working in a preventative way with the young person, his parents/carers and other professionals to identify potential behaviours that might trigger a physical response or negative behaviour. All staff will have had training in the Team Teach technique of managing physical interventions which is certified by BILD-ACT under the Restraint Reduction Training Standards.

Young people will be encouraged to develop insights into their behaviours and their impact on others.

### **Child Protection (Safeguarding)**

The welfare of the young people in all situations is paramount.

The school has clear guidelines and policies as defined by Birmingham LEA Safeguarding Procedures. The school's designated senior person (DSL) for Child Protection is Ian McMahon, Assistant Headteacher. He monitors all aspects of Child Protection concerns. He holds regular meetings with the Headteacher and keeps her informed of all communications.

Staff working within the school are trained to develop an awareness and recognition of various circumstances and situations where abusive behaviour might be possible. This would include individuals who may be abusing a position of authority in respect to young people, as well as parents/carers, relatives, and individuals in the wider community who might seek to exploit vulnerable young people. Staff are encouraged to report 'the slightest' concern they may have about a pupil at the earliest opportunity and on the same day that they first developed that concern. Young people too, are advised of the different options available to them if they are experiencing problems.

### **My Concern**

A Child Protection reporting system available to all staff

### **Anti-Bullying (see Anti-Bullying Policy)**

Bullying is not tolerated and as such the school has a number of systems and strategies in place to address this issue:



**BromCom-** this is a computerised system for monitoring and recording positive and negative behaviour.

**Anti-Bullying contract** - this helps identify the bully and whilst enabling staff to offer more severe sanctions (BMP), can also be supportive to the bully in addressing negative behaviours.

**Regular discussions in Resident Meetings** – These are held at least once a month

The Co-ordinator for anti-bullying collates all the information and liaises with staff responsible for working with both victim and bully.

### **Unauthorised Absence**

For young people who leave the home/school without permission the following action will take place:

Based on the prior knowledge of the young person, their skills and abilities and taking account of other factors such as time of day, length of absence, known risks or concerns, vulnerability of the young person:

- Senior designated member of staff is notified.
- Parents/carers are also informed
- The necessary authorities and police are notified of unauthorised absences.
- Other residents are consulted as to whether they might have any information about the absence of another young person.

### **Cultural and religious needs**

The young person's needs will be discussed at the admissions interview. This will give the young person and his family an opportunity to provide the Home/school with detailed information of the young person's individual cultural and religious needs.

The young person will be encouraged and given opportunities to celebrate and worship in his faith.

The Home/school will seek advice and support to enable the young person to explore their beliefs in a positive environment.

The school in its daily worship and as part of the National Curriculum tries to encourage all pupils to identify with a wide range of differing cultural and religious faiths.

### **Contact between Parents/Carers**

All parents/carers are encouraged to participate in all decisions concerning their child.

On admission, parents/carers are introduced to members of staff in the unit and a 'link' person is identified should the parent seek any information or guidance.

Although the majority of young people are away from home for a maximum of 4 nights, parents/carers are encouraged to maintain regular contact with their children and include them in family outings or other significant events at home.

Young people are equally encouraged to maintain regular contact with parents/carers.

Although the young people are in 'residence', parents have the ultimate say in how many nights their child is in residence. Parents/carers are asked to consider any and all changes to the young person's status in a planned way. Temporary changes can take place but need to be ratified at the pupil's EHCP Meetings.

Social Workers and other relevant professionals are kept informed of any significant changes.

### **Complaints**

There will be occasions when the decisions made will conflict with the views of young people. It is important that the young people, parents/carers and any other relevant adults understand the decision making process and whenever possible are consulted and included in the decisions taken.

The school has a complaints procedure which aims to accomplish the following objectives:

- To give pupils access to a complaints and representation procedure.
- To acknowledge that young people, their parents/carers and other interested parties have a right to complain if they have concerns.
- To monitor areas within the Home/school which require improvement.
- To develop a procedure which individuals can easily use.

### **Making a complaint**

Before their arrival young people and their parents will be given clear information regarding the complaints procedure. Upon arrival this information will be in the form of a Handbook.

There is a clear process for any individual wishing to make a complaint. All individuals wishing to make a complaint will be encouraged to follow the stages as laid down in the schools complaints procedure.

Any complaint made either verbally or in writing by the young person, parents or visitors must be taken seriously. A record of the complaint will be recorded and passed onto a Senior Manager or the nominated Complaints Person.

If a pupil does not wish to make a written complaint, he will be offered the opportunity to speak to a member of staff usually their mentor or any other member of staff of their choice.

Often complaints can be resolved at this first stage. The person dealing with the complaint must not in any way act in a manner which is oppressive or negates the complainer's concerns. Any individual who has had a complaint made against them must not be involved in the investigation of a complaint.

Parents/carers will be notified that a complaint has been made.

It is expected that under normal circumstances all complaints be dealt within a maximum of 7 working days.

Parents/carers will be notified of any outcomes, and in the case of a successful resolution not being achieved parents/carers will be informed of their rights to take the matter further.

Residential pupils also have access to an Independent Outside listener or Advocate. The Advocate's photograph and phone number are on display in the Residential Home.

### **Anti - Discriminatory Practice**

Through staff training and supervision all staff will be encouraged to develop a clear understanding of their own ability to discriminate and the impact that this has on their work. By developing an understanding of the young people we work with can we better understand the disadvantages and stigmatisation they may have had to experience.

Staff are encouraged to develop an understanding of the role they play in the young person's life particularly in areas of forming trust and building up positive relationships. This is important and will create an openness, which allows discriminatory practices to be challenged.

This is further enhanced by allowing social work students to take part in placements in the residential home who as part of their training are encouraged to look at all aspects of the school's policies, and practices.

### **Children's Rights**

Staff have a clear role in helping the young people in their care to fully understand the concept of children's rights and that with 'rights' comes a responsibility to themselves and others. By giving them an understanding of this concept, they are being empowered to develop respectful and trusting relationships with peers and adults throughout their lives.

Allowing young people to exercise their rights does not mean that staff can neglect their responsibilities as caring adults; they would be expected to take all measures to protect young people from harm or injury to themselves or others.

### **Interventions**

The Home/School will use number of interventions and strategies to support pupils during their time in the Home/School. These include:

- Counselling.
- Anger Management.
- Access to Therapists who can deliver a range of services.
- Psychological Assessments.

Many of the above services have been delivered by the visiting school psychologist. Additionally services are available through external agencies.