



FALCONER SCHOOL

Dream | Believe | Achieve

RESIDENTIAL CARE POLICY

.....
Signed – Governor

.....
Print Name

Date: Oct 2017

Review: Oct 2018

1. Admission and Reception of Children

See School Prospectus Page 10 Appendix 1
See Residential Handbook Pages 1 – 5 Appendix 2

2. Methods of Care and Control

See Residential Handbook Pages 2 – 4
See Behaviour Management Policy Appendix 3

3. Permissible Sanctions

The Residential Handbook (Appendix 2) provides detail of the Behaviour Management Policy operated with School House, the Residential Unit. The policy closely relates to the policy operated in the school. The Token Economy provides the main means of registering approval or disapproval of a pupil's behaviour. The use of a Behaviour Criteria system represents a more significant intervention as consequences follow a breach of the behavioural code. See Residential Handbook, Page 7.

A pupil who appears to be heading towards a crisis may sometimes be appropriately diverted from this course by being given 'cooling down' space and time. A pupil may be asked to go to his bedroom to aid calming down, he must be regularly checked and appropriately counselled when able to respond.

'Supervision' is used when a pupil repeatedly fails to respond appropriately to staff instruction or when a serious incident has occurred. 'Supervision' is a withdrawal of a pupil from a programmed activity to an area where he can be monitored by a member of staff. The duration of the 'supervision' is dependent largely on the pupil's demeanour. Once a pupil is outwardly calm and willing to reflect on the reasons why supervision was imposed, he should be permitted to rejoin the group. Staff are required to complete the Supervision Log Book for every imposition of supervision (see separate guidelines in Residential Handbook, Appendix 2, P12).

Pupils who deliberately damage either property belonging to the school or to another pupil will, in principle, be expected to pay the cost of replacement (see School Damage Policy, Appendix 4).

Staff need to be aware that the following sanctions are prohibited. There are no circumstances under which they may be used.

- Corporal punishment / hitting
- Forced consumption / deprivation of food or drink
- Restriction on contact /visit / communication with specified people or phone helplines
- Made to wear distinctive or inappropriate clothing
- Use of or withholding of medication, medical or dental treatment
- Intentional deprivation of sleep
- Locking in a room

- Fining other than reparation for damage
- Intimate physical examination
- Withholding any aids needed by a pupil
- Measures imposed by another pupil
- Punishment of the group for an individual offence
- Restraint as punishment or to enforce compliance unless covered by Section 550A of the 1996 Education Act – The use of force to control or restrain pupils guidance 2010

4. Use of physical intervention and dealing with aggression and violence

All staff who have contact with pupils are trained to follow the principles of Therapeutic Crisis Intervention (TCI). This is the standard, the approach and the techniques staff are expected to use when managing challenging behaviour.

The above programme (TCI) will be used within the context of the Framework for the Use of Physical Intervention in Hertfordshire Schools (Appendix 5).

5. Case recording and access to records

The Residential Manager will ensure all necessary information from a pupil's main file is transferred to School House Office. Once the pupil is allocated a Key Worker, it is the responsibility of the Key Worker to ensure information is accurate and current. The pupil file maintained by School House should contain a copy of the Placement Plan and any previous plans. It should also include any communications relating to the pupil in boarding. Pupils have access to this file. It is good practice for the Key Worker to work from the pupil's file when conducting a review of the Placement Plan.

Pupils' main files are kept within the school's general office. They are available to staff during the working day. Only under exceptional circumstances may a file be removed from the main building.

6. Planning, using and amending placement or other plans

A residential pupil's Placement Plan is the critical document in determining the work needing to be undertaken in order to facilitate a return to a home environment. The pupil's Statement of Special Education Need will specify only that a pupil should be resident. This is reviewed annually. Any change proposed in a pupil's boarding status needs to be recognised through an amendment to the statement. A statement review can be called at any time in the year provided that proper notification is given to all interested parties.

Placement Plans are working documents. They should be reviewed and revised if necessary by the Key Worker with the pupil on a three monthly basis or more frequently if circumstances require it.

7. Equal Opportunities

See Equal Opportunities Policy Appendix 6

8. Anti bullying

See Bullying Policy Appendix 7

9. Log Book and Diary Recording

A school log book is maintained for every day the school is open. The Residential Manager, the residential team and the night supervisor all maintain daily log book records. Whenever a resident pupil is placed in supervision a separate log entry is recorded (Appendix 2, P12). There is a separate log book for recording incidents involving the use of physical restraint. This is kept with the Residential Manager. All permitted sanctions are recorded in a Sanctions Log.

10. Confidentiality

See Child Protection Policy Appendix 8
Privacy and Confidentiality Appendix 14

11. Administration of Finance (Petty Cash) and Security

There is no petty cash allocation to School House. Where expense is incurred by the Residential Manager, payment is made against the receipt of an authorised invoice.

Pupils' pocket money is handed to the Residential Manager at the start of each week. Sums received are recorded in a ledger. Actual monies are kept within a locked cash box which is kept secure in the School House office. The ledger and balance is periodically checked and counter-signed by the school administrator.

12. Repairs and Maintenance

See Damage Policy (Appendix 4)

13. Health and Safety including fire precautions and emergency procedures

See School Health and Safety Policy (Appendix 9)
See Dealing with Emergency Situations and Fire Evacuation (Appendix 10)

The Residential Manager acts as the responsible person concerning the management of fire practices. These are conducted at least per term, in line with NCMS requirements, and at times which reflect the occupation of the building.

14. Countering risks identified through the school's risk assessments

Risk Assessments have been conducted on the physical provision and on the routine activities normally undertaken by resident pupils. The facilities are regularly checked by School House staff to ensure no safety features have been compromised. The school's Site Manager conducts more formal checks in accordance with County Council Health and Safety requirements.

Individual pupils bring with them their own significant risks. Where these are known prior to admission, staffing plans will be put in place. Where these are discovered after admission - and usually after a first occurrence - staff practice will be altered to reduce the likelihood of repetition. In such cases the individual's Risk Assessment is likely to need revision.

Where a previously unidentified risk is seen to be emerging, the School House staff are able to respond quickly in terms of amending the programme or altering an activity in order to minimise opportunities for high risk behaviours. This is a positive advantage of the small size of the unit.

15. Extent to which all or part of the premises may be locked as a security measure

The residential unit is locked when all pupils leave for school in the morning. It is not possible then to enter without the key. The unit is unlocked when staff start the end-of-school shift. It remains unlocked until the following morning except when everyone in the unit is engaged in an off-site activity.

There are two external doors giving access to School House. The main access is always locked from the outside. The secondary access is open during the school day but is locked at the end of school unless residents are playing outside. It is locked when outside play is finished.

The unit is never secured from the inside. Residents are able to leave the building by the Fire Escape route(s).

See Complaints Procedure and Reporting Illegal and Improper Conduct (Appendix 13)

See Whistleblowing Policy (Appendix 14)

16. Child Protection and responding to allegations or suspicions of abuse

See School Child Protection Policy (Appendix 8)

17. Arrangements for regulating, accompanying and vetting visitors to the school

Visitors to School House are expected to make arrangements in advance. This is primarily to ensure that the particular individual has not gone on an off-site activity. Parents/Carers are not restricted in the number of times they may visit but will be advised that too high a frequency diminishes the effectiveness of the placement. A similar approach is taken to the time of visiting except that the visit should end in sufficient time to allow for a calm bed time.

Only Parents, Carers or close adult relatives who have previously been introduced to staff will be given access to resident pupils. Professional visitors are expected to make initial contact with the Home School Liaison Coordinator who will inform the Residential Manager. Subsequent visits will be arranged with the knowledge of the Residential Manager.

The majority of visitors to School House will be known to the residential staff and will be unaccompanied. Any visitor about whom there is a concern or who is the subject of a Court instruction will be invited to arrive during the school day when staffing levels are higher.

18. HIV/AIDS awareness, confidentiality and infection control

See attached policy (Appendix 11)

19. Treatment of children who have been abused.

Where it is known before admission that a pupil has been abused, the school, through its designated Child Protection Officer, will become involved in the protection strategy. It is normal for this officer to become part of the core group and to participate fully in all reviews of the plan.

Where abuse is suspected against a pupil, staff will follow the school's Child Protection Policy. The designated Child Protection Officer will then make the necessary contacts.

Staff working with pupils who are known to have been abused will be informed on a 'need to know' basis. The Residential Manager and the pupil's Key Worker if not the same person would be made aware in order that appropriate support could be offered or sought.

20. Rostering and shift hand-overs

The maintenance of safe staffing levels is a key priority. This means a minimum of two staff on duty at all times when pupils are expected to be awake. Staffing will be at maximum levels during the active sessions following on from the end of the school day.

Given that there is always continuity between the morning and evening staff teams, the majority of 'hand-over' is verbal. This notwithstanding, staff are required to complete the daily log entry for their period of duty before leaving the unit to go off duty.

21. Sleeping-in, bed time and night-time supervision

Pupils' bed time is determined by their reward privileges – 8:45pm is every pupil's bed time but they can earn the right to a later bed time. Under normal circumstances, younger pupils will start going to bed at 8.45pm, older pupils will be settled in their rooms by 9.30pm.

The Awake Night supervisor(s) starts his duty shortly before 11.00pm when the security of the building will be checked following hand-over from the evening shift staff and an initial check that resident pupils are in bed and settled, the day team goes off duty. The Night Supervisor is required to make half-hourly checks of all bedrooms and to log these and any pupil movement.

The Awake Night supervisor has access to an external telephone line in order to contact the Residential Manager.

22. Physical contact with children and spending one-to-one time alone with children

See Appendix 16 – Guidance for Safer Working Practice for Adults who work with young people in educational settings.

Staff are not discouraged from making appropriate physical contact with pupils. Guidance is given indicating that such contact, which is recognised as a significant caring gesture, should occur in public situations. Staff need to be aware of individual pupils' reactions to contact. Where it clearly makes a young person uneasy, it should not be made.

Staff who plan to hold a one-to-one meeting with a pupils, for whatever reason, must inform their colleagues of both place and purpose of the meeting. Whenever such a meeting happens in a bedroom, the door must be left ajar and other staff should monitor the room. Planned meetings will not take place in bedrooms.

23. Care practices towards children of the opposite sex

Female members of staff need to be sensitive at times when pupils may be in a state of undress. Staff are expected to knock on doors, request permission to enter and confirm that pupils are appropriately covered before entering a room. There are few exceptions to this requirement.

24. The particular care needs of children from minority ethnic groups

Staff need to be aware prior to admission if there are any special arrangements needed to conform with a pupil's cultural background. These may be religious, dietary or both. Provision must be made to accommodate these needs which should be as seamless as possible.

Staff also need to be aware of their role in promoting a positive, culturally embracing environment within the residential unit through their use of posters and artefacts representing the diversity of culture.

25. Practices within the school to combat racism

See Appendix 6 – Equal Opportunities Policy.

See Equal Opportunities policy which both seeks to promote race equality and provides guidelines for its implementation.

26. Staff disciplinary and grievance procedures

The school governors have adopted Hertfordshire County Council's guidance on these matters. The relevant Personnel Guides are available to all staff in the staffroom or on the school website www.falconer.herts.sch.uk.

27. Delegated authority and notifications to Senior Staff

A designated member of the Senior Management Team has overall responsibility for the school whenever pupils are in residence. This member of the SMT should be informed of any major incident affecting individual pupils or the safe running of the residential unit.

The Residential Manager is often the most senior member of staff on the school site. The post holder is empowered to make all day-to-day decisions concerning the organisation and management of the unit. The Residential Manager formally reports via a log book to the Headteacher on a weekly basis. Informal contacts can happen daily.

28. Placements

See 'Residential Admission Criteria' in the school's Statement of Purpose. The 'agreement' for a pupil to be a resident should be stated within the pupil's Statement of Special Educational Needs. Hertfordshire County Council resumed this practice in September 2002. Where a prospective resident has an allocated Social Worker, he or she is always involved in the decision as to whether the offer of placement is accepted.

29. Reviews

All pupils are the subject of a Statement of Special Educational Needs which is reviewed annually. Parents, carers and those with a professional interest in the pupil are invited to attend. The pupil is expected to attend as is the pupil's Key Worker.

Care Plans are reviewed on a more frequent basis. This should be at a maximum half-yearly and ideally termly. The Key Worker and the pupil together conduct the review. Outcomes and changes are recorded and reported to the Residential Manager.

30. Risk Taking

It is recognised that there is a level of risk in admitting any pupil into a residential unit. Staff need to be aware that for most young people growth and development of the individual will involve risk taking. Staff are expected to know pupils in their care and to actively prepare them for steps towards increasing responsibility and independence. Staff need to demonstrate that risk factors have been taken into account when preparing a pupil for a 'growth step' and that the risk involved is both reasonable and is (developmentally) age appropriate. A balanced approach to risk taking is viewed as both necessary and a healthy aspect of a unit which is encouraging individual growth.

31. Dealing with sexuality and personal relationships

All pupils receive Sex Education lessons as part of the PSHE curriculum. Individual residential pupils who express concern or interest can usually be offered support from within the resident staff team. Whenever such an issue arises, a discussion in principle should take place with the member of the SMT responsible for inter-agency work. A brief report of the areas discussed should be completed by the member of staff and placed on the pupil's file.

Personal relationships within the single sex unit are not an issue. Boys who claim to have formed a relationship within their own community are offered a 'listening ear' if it is sought. The school does not facilitate meetings during the school week nor are visits to the unit by friends encouraged. Pupils are, however, encouraged to see the development of such relationships as part of the maturational process.

32. Working with parents/carers

The school's Home Liaison team has overall responsibility for maintaining active contact with all parents/carers. In the case of residential pupils, Liaison Team staff discuss with the residential team the most appropriate means to maintain a minimum/adequate level of direct contact. Residential staff, especially the Residential Manager, maintains regular telephone contact with parents/carers. This may be an aspect of an individual pupil's Placement Plan or a response to a situation where direct contact is deemed necessary. While it is the school's policy not to contact parents/carers about relatively minor transgressions, where a pattern of behaviour is developing, a serious incident has occurred or there is a cause for concern, contact will be made.

Parents/carers are informed at initial interview that they are welcome in school at any time during the day except when resident pupils should be preparing for bed. They are also informed of the routine pattern of home visiting undertaken by the Home Liaison team for all pupils. They are further encouraged to telephone the school whenever they need information on any subject.

33. First Aid and administration and storage of medication

First Aid kits are kept in the following locations:

- CDT Workshop
- Art room
- Food Technology Room
- Kitchen
- School House Office & School House Kitchen
- All minibuses

These are checked on a regular basis. The majority of staff at any one time hold the Emergency Aid Certificate. Updates are provided every 3 years. Whenever treatment of any kind is provided to a pupil, this must be noted and who provided it. If a residential pupil receives treatment it is essential that a member of the residential team is notified at the earliest opportunity.

The administration and storage of medication is addressed by the school's Medical Needs Policy. Copy attached. (Appendix 12)

34. Complaints and representation procedures

The school adheres to the complaints procedures prescribed by Children, School and Families. The school also has its own internal Complaints Procedure to try and ensure pupils and staff have access to an advocate if required (Procedure attached) (Appendix 13).

35/36 Smoking and Alcohol Policies

No pupil in Falconer School is permitted to smoke. There are no exceptions to this rule. The possession of smoking materials is considered to be a significant breach of school discipline. Any pupil who smokes illicitly or carries a means of ignition with him is considered to compromise the safety of all who use or live in the building.

Staff are not permitted to smoke on duty or anywhere within the school grounds. Resident staff may smoke in their own accommodation but they are expected to demonstrate awareness that the smell of smoke is undesirable and an irritant.

The possession and/or consumption of alcohol by either pupils or staff is prohibited at all times when there are pupils in the school. There is no exception to this rule. It is unacceptable for staff to have consumed alcohol prior to attending work or to consume alcohol during break periods.

37 Gift giving and receiving

Parents/carers occasionally choose to send gifts to the school. This mostly occurs at Christmas or when a pupil leaves school. Provided that the gift can be shared to the benefit of all staff, it may be accepted. Gifts given to School House should ideally be shared between resident pupils and staff. Those given to the school as a whole should be placed in the staffroom.

Staff need to be aware of timing when gifts are offered. If there is any possibility that there might be an element of inducement, the gift should be courteously declined and the Headteacher informed. When a gift is offered to an individual member of staff, the head teacher should be consulted. The aim of the policy is to ensure openness.

The residential staff team need to formulate their view on the giving of gifts at Christmas. If gifts are given to residential pupils at this time, they should be of small value and similar worth. If gifts are exchanged, pupils should be encouraged and supported to participate within specified limits.

Staff are advised it is inappropriate and unacceptable to make gifts to individual pupils. They are discouraged from making gifts to class groups.

38. Whistleblowing by staff

Falconer School is bound by Hertfordshire County Council Personnel Guidelines. Governors expect the highest standard of conduct from all employees and will treat seriously any concern that an employee has about illegal or improper conduct on the part of their employees (see attached policy guidance) (Appendix 15).