



**Sheiling School
Thornbury**

Statement of Purpose

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Registration Number:

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Welcome to the Sheiling School Thornbury

We believe in a vision of holistic education, care and therapy whilst being committed to providing the best opportunity for young people to develop their potential, real confidence and belief in themselves. We are fortunate to have one of the best locations of any residential school in the country, a most beautiful and peaceful site in Thornbury near Bristol, recently voted as one of the Best Places to Live in Britain.

We are committed to providing an environment where young people can live and learn together on foundations of trust, dignity and mutual respect. You will find at the Sheiling School a vibrant community which is aiming for the highest achievements in every respect.

This statement of purpose sets out what we do here at the Sheiling School in the houses registered as Children's Homes; it is however impossible to include everything but we hope it will give you a clear picture of our aims and intentions and answer some of your questions.

We would recommend that you visit our website for more information, pictures and news.

Please do not hesitate to contact us if you have questions or to arrange a visit.



Nico Sialelli
Chief Executive Officer

1. INTRODUCTION TO THE SHEILING SCHOOL

The Sheiling School is an activity of Thornleigh Camphill Communities Limited, which is a registered charity (No 307104) and a non-profit making limited company (No 497029).

Thornleigh Camphill Communities Limited is made up of the Sheiling School and The Hatch Community, which is for adults with special needs.

The Sheiling School is a member of the Association of Camphill Communities, which is an international movement of over ninety centres providing Special Education and Social Therapy for children and adults with special needs.

The Sheiling School is a member of the [National Association of Independent and Non-Maintained Special Schools](#).

The School has been in operation since 1952 as an Independent Residential Special School providing therapeutic education and care for children and young people with special educational needs. In 2016, the residential provision was registered as a Children's Home with Ofsted.

The Sheiling School offers a unique therapeutic, educational and social school community to children and young people, aged from six to nineteen years old, based on the therapeutic principles of Rudolf Steiner.

All of the children and young people have a wide range of SEN diagnoses including autism, autism spectrum disorders, Asperger's, PDA, communication difficulties, attachment issues, moderate learning difficulties, severe learning difficulties and behavioural, emotional & social difficulties. Education is based on the Waldorf School Curriculum, which is a broad based developmental curriculum adapted by the teachers according to individual and group educational needs.

Residential care is offered in two homes located on-site with residential places for up to 12 young people. In addition we offer short term breaks. Each house is located in beautiful well cared for grounds, which include open space, a sensory garden, play equipment, a swimming pool and a gym hall.

The Sheiling School is a non-denominational school and welcomes children and young people from all religious and cultural backgrounds. We celebrate all festivals and work with parents / carers and placing authorities to ensure the cultural and spiritual needs of the young people are met.

The Sheiling School offers a variety of provision, depending on individual young people's need, from day placements to 52-week placements.

Day young people usually arrive by taxi at the beginning of the school day, Monday through to Friday. They join a class appropriate to age and ability, have lunch with other day young people in the day young person house or in the residential houses if there is a valid reason and leave by taxi at the end of the school day.

For young people in the homes, learning continues within the house settings in which social and emotional skills, self-care, life skills, communication and language skills are fostered. Young people live in one of two residential houses and each has their own room. Young people share bathroom facilities and common areas of the house.

Therapies are based within the therapy building and include speech and language, music, massage, art, occupational therapies and eurythmy therapy (movement therapy), which are integrated into the young people's provision where appropriate and as stipulated on a their Statement of Special Educational Needs or Education, Health and Care Plan.

There are purpose-built classroom buildings, a swimming pool, gym, and school hall. The educational programme offers craft workshops, situated on the school grounds, which includes pottery, handwork, bakery and woodwork. The young people in the Seniors class maintain regular life skills and leisure trips within the local area as well as work experience placements.

Our staff teams are experienced and highly trained in all aspects of therapeutic education and residential care and the organisation is managed by the Chief Executive Officer and Registered Manager, who is supported by the Senior Leadership Team; all have an extensive commitment to the achievement of positive outcomes for all the young people that we are privileged to care for.

The Sheiling School believes that the staff they employ are their most valuable asset and make a major contribution to the School's success. We ensure that staff are fully vetted and receive on-going training and qualifications to complete a vital role in promoting the best outcomes for children and young people.

The Sheiling School's Statement of Purpose is built upon and around the Children Act 1989, United Convention on the Rights of a Child 1989, Human Rights Act 1998 and 2004, Care Standards Act 2000, Leaving Care Act 2000 and amended 2011, and the Every Child Matters Agenda for Change under the Children Act 2004, Disability Discrimination Act, Working Together 2006, 2010, 2013 and 2015, the Equality Act 2010 and the Children and Families Act 2014, Children's Home Regulations 2015 and Quality Standards.

We aim to achieve a standard of excellence in our services and therefore welcome comments from any person having access to this document, or contact with the Sheiling School.

2. CARING FOR CHILDREN

2.1. The range of needs of the children and young people

The Sheiling School currently provides care and accommodation for up to 12 young people of mixed gender, aged between 6– 17 years on admission, at any one time. We extend our leaving age to assist young people in their transition to independence.

We will consider young people with a mild to severe learning disability. The current admission criteria is for children who require a medium to long term placement and who

have a range of needs including Autism Spectrum Disorder, ADHD, Social Emotional & Behavioural Difficulties. Please refer to the Admissions policy and procedure for additional information.

We will not provide accommodation for:

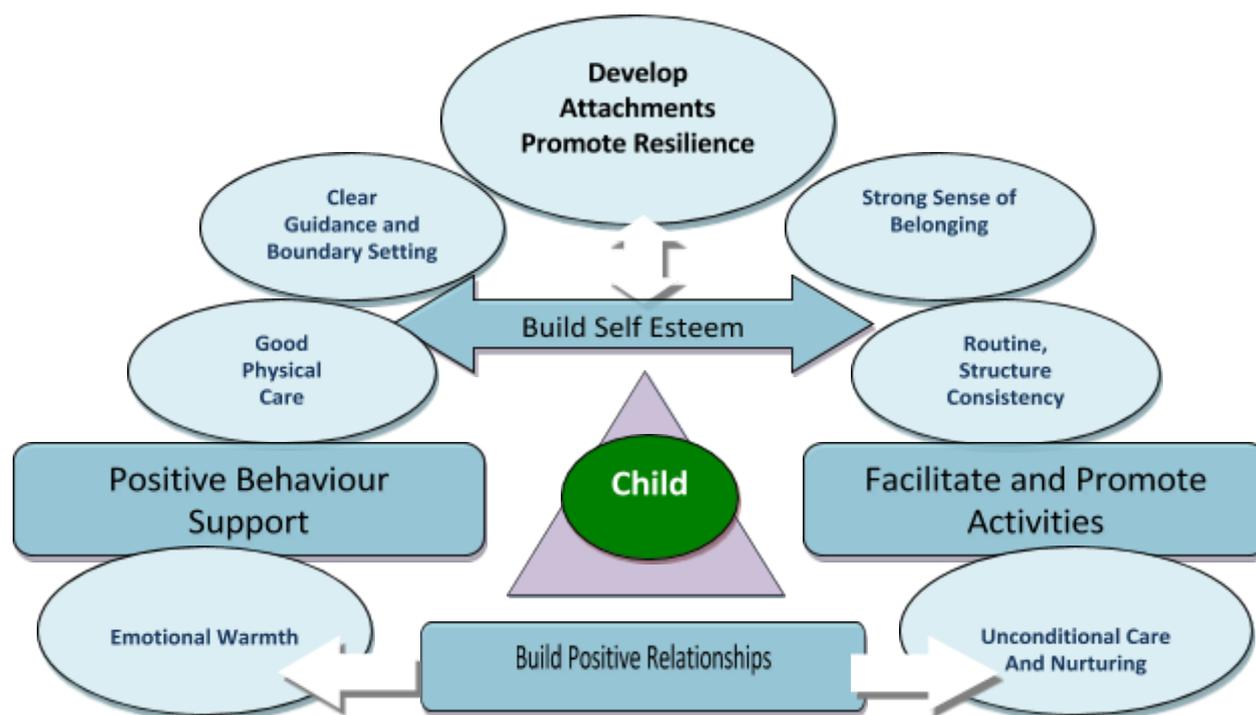
- Young people with severe physical or sensory disabilities
- Young people who may have serious mental health issues, or those requiring specialist psychiatric interventions, those with alcohol or drug dependency

The placement mapping process must be followed which outlines if the placement can meet the individual specific needs of the child prior to any introduction. Young people should not be placed in our care even in emergency situations, without careful consideration of the alternatives, the dynamics, and balance of the other young people will always be a consideration in any admission/discharge situation.

2.2. Ethos, outcomes the home seeks to achieve, the approach to achieve them

According to the individual needs of each young person, we aim to:

- Allow children and young people to develop positive relationships with a high emphasis on life enriching opportunities and activities; develop measures to reduce undesirable behaviour and develop strategies to cope with situations.



- The primary aim is to create an environment of constant warmth, predictability and responsiveness to need with the opportunity for young people to experience new relationships through positive adult/child and peer group interactions.

Our Ethos

The ethos of the Sheiling School is based on the social, therapeutic and educational principles of Rudolf Steiner. Essential to the school is the recognition and belief that behind every disability, each young person's human integrity and spiritual wholeness are preserved. For the Sheiling School, this means that every child, both because of and despite their disabilities, has something to give and something to learn in all of their relationships, with other children, staff, teachers, carers, friends and family.

We believe that mutual recognition and acceptance, within a distinct community setting, enable both the individual independence and social connectedness that form the basis of growth and change. We believe that recognising each child's human and spiritual integrity means to educate and care for the whole child; intellectually, morally, spiritually and physically. The Sheiling School seeks to broaden each child's and young person's horizons along with their confidence and ability to access the wider community beyond the school's and home boundaries in keeping with what is appropriate for their age and ability.

The Sheiling School encourages young people to:

- Build and maintain positive family links/relationships by encouraging and supporting the reunification process where possible; remaining aware of the social and geographical factors
- Minimise the number of moves experienced by the young person
- Support a programme of work to encourage independence
- Provide longer-term continuity of education, care, support and guidance
- Promote a positive approach to childhood care and experiences, incorporating and encouraging community activities and wider activities/hobbies
- Complete individual and direct work with young people to support them in coming to terms with past experiences and supporting them in the development of positive strategies for coping.
- Develop levels of Emotional Literacy to enable the young people to manage emotions and behaviour independently.

Our Values

The Sheiling School's values underpin and inspire our work:

- Each young person has the right to learning and living in a positive, therapeutic environment that is non-institutional and offers a 'home' feel.
- Each young person has the right to equality of opportunity, regardless of disability, ethnicity, gender, religion, sexual orientation or age.
- Each young person has the right to be valued for who they are and what they have to give.
- Each young person has the right to have their needs met by care, therapy and education of the highest standard.
- Each young person has the right to a learning and therapeutic environment that inspires interest and involvement in the world at large and also provides a safe and secure place to explore those interests.

- Each young person has the right to enjoy and experience a fulfilling life.

The Sheiling School aims to:

- Provide a nurturing, therapeutic and caring environment, where the physical, emotional and spiritual needs of the individual young person are met, following the principles of care and education developed by Rudolf Steiner, which we call Therapeutic Education.
- Provide excellent education, care, and therapy according to each young person's individual needs, including access to a healthy diet and locally produced and organic foods.
- Offer young people the chance to experience and respect various festivals from around the world.
- Demonstrate effective planning by adopting a young people centred approach to policy and practice.
- Demonstrate that all young people are capable of making a positive contribution to the Community.
- Direct young people's attention towards socially acceptable activities and behaviour.
- Support challenging behaviour by offering clear guidelines and boundaries to all young people, taking into account the level of understanding and communication ability of the young people.
- Provide opportunities to:
 - Encourage the young people to fulfil their individual potential;
 - Improve their ability to form personal relationships;
 - Increase their practical and self-help skills.
 - Continuously improve the quality of service of the school and homes whilst remaining a best value provider to local authorities.

It is our objective that all young people attain:

- Progress in overcoming the effects of their own physical, emotional or educational challenges.
- The ability to recognise and use their own gifts, talents and potential.
- An enhanced level of positive self-esteem.
- As high a level of self-help skills and independence as their special needs and potential allow.
- The ability to communicate needs and be able to participate in social communication.
- An interest and involvement with particular tasks, hobbies or leisure pursuits that is appropriate, enjoyable and meaningful.
- The social awareness to know when and how to help others.

How we ensure we continue to uphold our values and aims:

- We work in accordance with all relevant legislation to ensure we offer high quality standards of care and education.

- We work with and alongside other professionals and agencies to ensure the young people in our care are happy and healthy and are accessing the support they are entitled to.
- Young people are offered regular opportunities to give feedback and share their opinions with us through the School young person council and young people individual and group meetings.
- We invest in our relationship with all of our key stakeholders and welcome feedback on all aspects of our provision.
- We seek opportunities to raise the profile of practice inspired by the work of Rudolf Steiner so that all stakeholders understand the values we hold central to our school.
- We are open, inclusive and transparent in our practice.
- We place importance on further development and training opportunities for each staff member.
- We welcome organisational change and development as befits a learning school community that seeks to meet the changing needs of children with learning disabilities.

2.3. Enabling children to enjoy and achieve including participation in cultural, recreational, and sporting activities

Our aim at the Sheiling School is to make everyone aware of the things young people need to help them to be happy, successful, healthy and safe, actively encouraging learning and development. Leisure time is an important element in the learning and growth process for young people. It also affords the staff time to spend constructive periods with the young people that can greatly help in the development of positive relationships; providing specific activities for them either on an individual or group basis.

For example:

Camping	Swimming
Go-Karting	Cycling
Canoeing	Water based activities
Ice Skating	Theatre
Bowling	Cinema
Fitness	Trips
Horse Riding	Gym
Football	Forest Trips/Walks
Golf	Badminton/Tennis
Community resources	Cultural activities & festivals

All such activities will need parental and/or Social Worker consent and Risk Assessments are evaluated and authorised by the House Coordinators, Deputy Care Managers or Care Manager.

Taking part in cultural activities is actively promoted for all, not just because this is a legal right, but also because this helps young people to have an experience and understand the multi-cultural society in which we live, and also to celebrate diversity. Our staff team has developed resources and links in the local community to help to ensure that all cultural, linguistic, and religious needs can be met dependent on the individual.

Staff actively share with the young people the interests they have in various sports and hobbies in order to provide the young people with positive role models. The young people are encouraged to be involved in the planning of their holidays and short breaks.

We understand that activities and leisure, especially when accessed in the community, can be a resilience factor helping to stimulate and inspire our children and young people. These activities and leisure can support the development of positive behaviour and social competencies, and also be a vehicle to assist in social inclusion. The promotion of activities and leisure is a fundamental element to our model of care, due to the positive holistic benefits, including the opportunity to experience success and achieve in one way shape or form. Our service actively consults the children and young people in this area, and also introduces them to a great variety of activities so that hopefully the children and young people find something which becomes special to them and meets their individual specific needs.

The Sheiling School is aware of the fact that a lot of young people who come to reside at the Sheiling School may not have had the opportunity to travel within this country or abroad or be exposed to different cultures and communities, therefore a concerted effort is made to ensure that young people do have the opportunity to experience a wide variety of activities, festivals, events and holidays.

2.4. The arrangements for supporting the cultural, linguistic, and religious needs of the children

At the point of referral, the individual's linguistic needs, religion, beliefs and culture are taken into consideration and every effort is made to ensure an appropriate staffing structure that takes into account, gender, culture and ethnicity, and this is promoted through our robust recruitment and selection process.

The Sheiling School's policy and procedures relating to 'Equality' will ensure that young people are encouraged to explore, celebrate and take pride in their religious/cultural identity.

Staff positively promote and value difference. Young people will be provided with practical, educational and social activities that promote diversity, ethnicity and religious needs such as personal care items, food/dietary needs and play items. Young people will be supported to maintain religious, cultural and social activities both through practical and financial help but also through the valuing and promotion by staff of these activities. All staff are trained in Equality & Diversity to hopefully support the individual needs of all children and champion equality of opportunity.

2.5. The promotion of contact between children and their family and friends

Contact between young people and their families and friends is positively promoted and the Sheiling School welcomes all our young people's families, friends and others significant in the young people's lives to be part of our community, be that through regular phone calls to young people and / or staff, visits at the weekend or coming to one of the popular school events that are held throughout the course of the school year.

Approved contacts and frequencies will be identified in the young person's Placement Plan which provides a framework for practice for the staff team. Any levels of risk and mitigating factors and strategies will be outlined through multi-agency meetings to ensure that the young person's welfare is safeguarded and promoted as a priority. Contact will be reviewed and discussed at further multi-agency meetings and pro-actively promoted as appropriate on an on-going basis as the Sheiling School team understand the importance of continuity in family support networks as a factor for resilience. The Sheiling School will encourage friends and relatives of young people to visit the home (unless this is contrary to the individual placement plan and/or places risk to any of the young people and staff).

Residential staff ensure that these visitors are made welcome and are at ease. The children and young people are consistently and pro-actively encouraged to keep in contact with their family and friends in line with their Local Authority Care Plan and staff members are available to give practical support to make this contact possible. Arrangements for maintaining contact between the young person and their family and friends are explicitly addressed in their placement plans.

2.6. Consultation with children about the care they receive

As part of the daily running of the home the young people are consulted on all aspects of their care such as choice of menus, environment, staff appointments, holidays, activities, incentives, staff appraisal of performance etc. The children and young people are encouraged to host their own meetings, write the minutes and have control of agenda items. These meetings take place at a frequency decided by them, but at least monthly.

Children and young people review their plans regularly through discussions with their key worker/management team, via planning meetings, where they are encouraged to attend or make a verbal or written contribution and through the reviewing process. All children and young people are encouraged to take an active role in their statutory review, from the initial decisions in respect of who should be invited; reviewing the recommendations from the last review, to setting the scene for the current review by completing specific consultation forms. Following the review the young people spend time with their key worker to ensure that they understand the decisions that are made.

'Participation', 'active involvement' and 'children and young people's voices' are key concepts. We strongly promote the rights of children and young people and is committed to delivering a quality needs led service based on the belief that young people should be provided with the opportunity and be supported to actively participate in decisions that affect their lives. Participation is a thread which runs throughout all service delivery. We try to empower all children and young people through active involvement in all decision making processes within the home, and where possible wider community. As an organisation we understand that this is not a privilege but a legal right as outlined in Article 12 of the United Nations Convention on the Rights of the Child 1989.

2.7. Policy & approach to anti-discriminatory practice in respect of children and their families & children's rights

The Sheiling School is committed to treating all individuals equally in all aspects of its work and will endeavour to promote Equal Opportunities with staff and all organisations and individuals with whom it works.

It is the Sheiling School's policy to ensure that all its employees celebrate and value the diversity of individuals and seeks to promote equality of opportunity for all, to eliminate discrimination particularly on the grounds of colour, gender, sexual orientation, ethnic origin, age, disability, religion and socio-economic background fostering a culture of mutual respect and understanding for people from different racial, cultural and religious groups.

The Sheiling School treats all children and young people, visitors and employees with respect and dignity, and seeks to provide a positive working and learning environment free from discrimination, harassment and promoting equality for all, to assist people in fulfilling their potential.

The Sheiling School believe that children, young people, and staff alike will benefit from the employment of a diverse and representative workforce where possible at all levels of responsibility and across all areas of work, thus hoping to provide positive role models for the young people in our care.

We will constantly challenge individuals or groups who discriminate against any of our children and young people or staff in any way.

Children's Rights are actively promoted and each young person has the details of advocacy and advice lines. The young people are given clear guidance and support to understand the Sheiling School's and the Local Authority Complaints Procedures and this is reinforced on a regular basis through individual sessions with key workers.

2.8. Description of the accommodation offered

As outlined above, the Sheiling School currently provides care and accommodation for up to 12 young people of mixed gender, aged between 6- 17 years on admission, at any one time.

Residential accommodation is provided in 2 small individual houses (Tyndale and Halliers) both have sensory/quiet rooms and one has a soft play room. Accommodation in the two houses is spacious and all children have individual bedrooms, adapted to their needs, decorated and furnished to their personal taste. All specialist adaptations are included as required.

In addition to facilities in the homes, children have access to large gardens, the school's gym hall, play areas indoors and outdoors and the swimming pool in the school, outside school hours.

Telephone, Skype and email communication is provided, in a private space, in the homes and young people are facilitated to make contact with their parents and family (where appropriate).

All meals are taken in the homes. Meals are prepared in the homes at breakfast, lunch and in the evening. There is no central kitchen. Where young people wish to do so, they can be facilitated to prepare snacks and light meals.

The right to privacy will be respected and no member of staff will enter a bedroom without first knocking, unless there are serious concerns about their safety, other residents or staff.

The Sheiling School can accommodate young people with mobility disabilities, as some of the bedrooms are on the ground floor.

The children and young people are encouraged and supported to personalise their rooms by choosing their own bedding, pictures/posters, and photographs. A lockable space is provided for a young person to place precious personal possessions. When discussed and agreed with the placing Local Authority and parents (where appropriate), monitoring systems such as door alarms or monitors are used, to assist staff members with the movements of young people, the monitoring of their health conditions, especially at night, and to ensure safeguarding is paramount.

2.9. Description of the location

The homes are situated in beautiful open parkland owned by Camphill Communities Thornbury Limited. The school estate is within a few hundred metres of the market town of Thornbury, which offers many local amenities, including a library, coffee shops, shops, leisure centre and swimming pool. We seek to provide as much integration as possible with the local community, making use of the facilities within the town itself. The School has two cars and two minibuses to facilitate offsite visits.

2.10. Policy and approach for safeguarding children, preventing bullying and missing children

Safeguarding

All children and young people have a right to be safe from harm. This involves the need for staff to be vigilant about dangers outside home and school. Staff are vigilant against bullying within the home, school and externally; this includes the use of ICT and social networking sites.

The handling of actual or suspected abuse within the Sheiling School will comply with the safeguarding procedures implemented by the Local Safeguarding Board of the specific region if a child or young person is placed from another local authority. All South Gloucestershire Safeguarding Procedures are followed for all children and young people. The School's Safeguarding Policy and the training that supports this, reflect both national and local area guidelines. As we are located in South Gloucestershire, we follow the locally agreed procedures for this county and annual Safeguarding Audits are conducted as is required by South Gloucestershire and other placing Local Authorities.

The Responsible Individual is the designated Trustee for safeguarding. He is responsible for monitoring all safeguarding and children and young people's complaints and achieves this in consultation with each Deputy Care Manager/ House Coordinator /Care Manager and all Line Managers and Heads of Departments in Care, Education, Resource and Training. All staff involved with the provision of care for young people in the residential settings and in school are trained to be alert to the possibility of abuse by other young people, visitors

and staff. The Sheiling School policies and procedures recognise this possibility and try to prevent circumstances arising which could encourage abuse.

Children and young people at the Sheiling School have the right to a high level and standard of protection from harm and this includes the vetting of visitors. The selection and recruitment of staff is consistent with the with the Department for Education's 'Keeping children safe in education' guidance (2016), all relevant regulations and the Safeguarding Vulnerable Groups Act 2006. All staff receive Safeguarding training within their induction period and this is then refreshed annually. Those staff in senior positions hold advanced interagency training certification.

The day to day monitoring of young people's actions and behaviour is part of the normal supervisory/managerial process. There is a requirement within legislation and the Sheiling School's procedures that wherever there are concerns about a young persons' welfare, the staff will report this, record their concerns accurately, and ensure that action is taken to safeguard a child's wellbeing immediately. This initial safeguarding strategy safeguards the child whilst further notifications and referrals are made as appropriate to the situation.

Safeguarding issues, which do not constitute a child protection issue, can be pro-actively addressed at an individual level through placement plans, anti-bullying programmes, risk assessments, Positive Behaviour Support plans, individual and direct work, and through individual and small group meetings with the children and young people.

The Sheiling School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

All children and young people have the right to be safeguarded from harm or exploitation whatever their:

- Race, religion, first language or ethnicity
- Gender or sexuality
- Age
- Health or disability
- Political or immigration status

All staff in this school understand the importance of working in partnership with young people, their parents and other agencies in order to promote their welfare. The purpose of this policy is to:

- Ensure protection for the children and young people at the Sheiling School
- Ensure staff safeguard and promote the welfare of children and young people
- Promote a culture which makes this school a safe place to learn

This policy applies to all staff, agency staff, Trustees and anyone working on behalf of the Sheiling School. We will endeavour to safeguard children and young people through our underpinning ethos by:

- Valuing them, respecting and listening to them

- Involving them in decisions which affect them
- Making sure all staff are aware of and committed to the child protection policy and procedure
- Sharing information about concerns with agencies who need to know, and involving children and their parents appropriately
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Adopting a code of conduct for all staff and volunteers – see below.
- Providing effective management through induction, support and training
- Offering a high quality, homely environment where all staff are informed of the signs and symptoms of abuse.
- Ensuring staff understand about ‘whistle blowing’ – See our whistle blowing policy

The Governing Body will act in accordance with Section 157 of the Education Act 2002 and the statutory guidance ‘Keeping children safe in education’ (2016) to safeguard and promote the welfare of children and young people.

Dr Nick Pike is the named Trustee to support the safeguarding systems in the school.

Bullying Prevention

The Sheiling School is committed to creating an environment where everyone has the right to work, learn and live in an atmosphere free from victimisation and fear. It is essential that children and young people are able to build positive social relationships with other people, bullying undermines this objective and will not be tolerated. A pro-active approach is adopted with children and young people being educated in this area through group and individual work, outside agencies, and general discussion.

The Sheiling School creates a culture and ethos of zero tolerance to bullying. Essential elements of our approach are:

- Training staff to identify potential risk, bullying incidents, and manage support around these
- Being able to talk freely through any difficulties with both the person being bullied and the protagonist with the help if necessary of another person.
- Being able to talk freely with the Line Manager, key worker, teacher or other members of staff.
- Being able to talk to an independent person such as teacher, friend, relative or their Social Worker. To include being given knowledge of their Children’s Rights Service and advocacy services and how to contact these.
- Being given knowledge and understanding of what bullying is and how victims may feel. Helpful information is also outlined in our Children’s guide.

Procedures are in place that inform staff of how to deal with a suspicion or allegation of bullying against the CEO & Registered Manager or any senior staff in the school.

We are aiming to foster the notion within the individuals that:

- Bullying is wrong and unacceptable

- It is important to “tell”
- It is “safe” to tell

All reported incidents of bullying are taken very seriously and fully investigated. If a complaint of bullying has been received, the child will be closely monitored as to their emotional progress, education and general well-being. Staff are also trained to identify bullying incidents when a young person may not be aware or may not have reported the issue.

When established, the perpetrator(s) will be referred to the Registered Manager and their behaviour will be discussed and all aspects of their conduct monitored and an Anti-Bullying Plan will be developed. This plan considers three levels of intervention, monitoring and support.

If the person still continues to bully, a series of meetings will be held with their parents/guardians and Social Worker to discuss the reasons for this behaviour. If the problem continues, the young person’s placement will be jeopardised and the process of termination of placement may be initiated.

At the Sheiling School we will take all reasonable steps to try to resolve the situation between the victim and perpetrator by attempting to find a “middle ground” between the two, through resolution. All outcomes will be recorded and contracts agreed if needed.

Missing from Care

At the Sheiling School, we do not feel that it is appropriate for the young people to be restricted in their movements across the school, as we would like them to enjoy the wonderful natural school grounds. However, their safety is paramount and all young people are supervised and supported according to their individual risk assessment and Positive Behaviour Support plan, which covers what day and night support is necessary to keep the young person safe.

On a rare occasion when a young person absconds, procedures are immediately instigated that are detailed within our Procedure for missing person.

The Sheiling School recognises that running away can be one of the most common methods that children and young people employ to cope with anxiety or demonstrate their confusion and distress. The staff will work with children and young people to ensure that they feel safe and find other means of expressing their distress. Every incident of a young person being missing from home will be dealt with seriously, and is monitored by senior management.

All children and young people who go ‘Missing from Care’ will be reported to the local police using the joint protocol reporting procedures and individual risk assessments. We will then ensure that the following persons are contacted as soon as possible:

- Social Worker (this may be via Emergency Duty Team during non-office hours)
- IRO
- Appropriate parents
- Other significant adults

A multi-agency approach is adopted to ensure that appropriate safeguarding strategies are identified to curtail instances of Missing from Care should they occur. The outlined strategies are then included in an updated care and placement plan which provide a framework for practice for all staff in safeguarding the welfare of the child.

On return from a 'Missing' period the young person will be offered support in terms of their physical and emotional needs and be given the opportunity to contact family, friends or Social Worker immediately or any other person independent to the home. The other residential or education provision to which the young person attends will also be contacted the following day so that support and understanding for the young person can be offered at all venues.

The likelihood of a young person going missing from the Sheiling School will be assessed and detailed in their individual risk assessments and placement plan. This will be reviewed and monitored on at least a quarterly basis, or as required.

As recommended in the response to the 'Lost in Care' report, all children and young people will:

- Complete a return interview with staff or an independent person;
- Have telephone contact with their Social Worker or a representative of their local authority;
- Have all reports read and signed off by Social Workers during statutory visits

2.11. Admission criteria and procedure including emergency placements

The placement mapping process must be followed which outlines if the placement can meet the individual specific needs of the child prior to any introduction. Young people should not be placed in our care even in **emergency situations**, without careful consideration of the alternatives, the dynamics, and balance of the other young people will always be a consideration in any admission/discharge situation.

All enquiries /referrals will be made to the Sheiling School Head Office on 01454412194.

The initial referral to the Sheiling School is usually made by telephone. At this stage the person receiving the call will complete a referral form. A decision is then made as to whether to proceed with the referral, either immediately or after further consultation.

The following criteria will be considered:

- Do we have the resources to accommodate the young person appropriately? Can the young person's needs be met either directly by the Sheiling School or in conjunction with outside agencies and networks? If the latter knowingly applies, then the Local Authority must be specific at this point, and not admit the young person in the hope that such arrangements will be made at a later stage.
- Is there an agreed and viable plan for the young person's medium to long-term placement?

- The extent to which the wishes and views of the young person and their parent (or those with parental responsibility) have been obtained and acted upon, i.e. if the young person or parents are unsure or unhappy about the proposed placement, have alternatives been actively sought?
- Has a provision been agreed for education?
- Has funding for the placement and where appropriate, for education, been agreed?
- Admissions will always be planned and involve a formal interview and minimum of one introductory/pre-placement visit.

Other Factors for Referrals

In addition to the admissions criteria, prior to placing the referral, we must also consider the potential impact of introducing a new young person on the existing residents.

Consideration must be given both to the impact of the young person on the existing young people, and vice-versa. This has to be a value judgement, and can only be made at a high level with the benefit of in-depth knowledge and understanding of the resident young people and the proposed referral. This process will involve a risk assessment completed by the Admissions Coordinator in conjunction with the Local Authority.

The referral process will also consider any additional support required for the young person and whether this can be met within the Sheiling School or would require additional external support.

There will be occasions when the placement proves not to be appropriate after a young person is admitted. It is necessary therefore to discuss a contingency plan at the point of referral.

Admission Process

If it is agreed that the Sheiling School may be a suitable placement for a young person, an induction and admission plan will be drawn up. This plan will usually consist of the following stages:

- Informal Visit: Prospective parents, carer or Authorities to visit the School (can be with or without prospective young people). If initial visit and interview is requested at the same time, documents listed below must be received a minimum of one week prior to visit.
- Requesting Reports: To be received at least one week prior to visit.
- Latest Statement of Special Educational Needs/ EHC plan
- Latest school report
- Psychiatrist/ Psychologist reports
- Consultant reports, or any medical reports
- Behaviour Management Plans from previous school/residential provision
- Risk Assessment
- Care Plan
- Health Care Plan
- Incident reports. Charts of Significant Incidents

- OT / Physio / SALT reports
- All About Me / Young person Passport
- Transport Passport
- Parents Questionnaire to be completed by parents or carer.
- Interview and Assessment: to be followed by further visits, trial school days and overnight stays as appropriate.
- Place offered with a starting date: Subject to LA funding criteria being met, and staff in place to make the placement successful.
- A formal interview designed, both to assess the suitability of the placement and ensure the transfer of all relevant information, namely:
 - A copy of the Care Order/Written Plan if relevant
 - All appropriate L.A.C /ICS documents.

There will be an initial follow up plan involving a joint meeting of Teacher, House Coordinator, placing LA, and Admissions Group to finalise young person's admission, including Transition Plan, which will include:

- Taster days and introduction visits
- Meeting with Parents
- Positive Behaviour Support Plan and Risk Assessment to be confirmed by Local Authorities, and when ready to share with all involved; House, and Class and a copy to be kept in file in the office.
- To make a start on the Education and Health Care Plan (a draft Placement Plan)
- Copy of the Sheiling School Guide for Children and Young People to be sent to young person and his family.
- A photo album of Class and House staff as well as photos of buildings will be shared with young person and parents. Headteacher and Care will ask teacher and House Coordinator to arrange
- Map of the site as well as a list of clothing to be sent to young person and parents.
- Headteacher with Teacher will arrange an individual timetable for young person, which will be sent to young person and parents.
- Sharing with young person and parents the following:
 1. The School daily routine.
 2. The staff and children in the Class as well as the House.
 3. The School's expectations of the child and what she/he can expect of staff.
- To ask the parents to create a Learning Passport for young person:
 1. Pen picture
 2. Likes and dislikes
 3. Wishes
 4. Triggers
 5. Photo album of family and friends, for residential children.

Check list of documents to be in place before or as soon as the young person joins the School:

1. Care Plan
2. Health Care Plan
3. IEP
4. Risk Assessment
5. Positive Behaviour Management Plan (School, and House)
6. Medication Plan for emergency medication if needed.
7. Consent forms

Initial visits to the Sheiling School by the child or young person are designed in order that they may view the home during its usual working day. This will include spending time with the current young people and staff. We request that the child or young person be accompanied by a close member of their family or a significant adult.

The Sheiling School fully accepts and understands that any move for a child or young person is a traumatic experience and that every effort must be made to welcome and reassure them on their arrival. As such we will try to ensure the following:

- That the child or young person's key worker is there to welcome them
- That the child or young person is introduced and welcomed by the Admissions Coordinator or Headteacher
- That the other children or young people are around where possible to welcome them
- That the child or young person's bedroom has been prepared for their arrival, although they will subsequently be able to choose their own decoration
- That their immediate physical needs will be met
- That they are shown around the buildings
- That time is taken to explain to the child or young person what will happen next
- That the child or young person has received a copy of the Children's Guide
- That care is taken that this process is both informal and child-centred. It is designed to reassure the child or young person, not to confuse or create anxiety.

Emergency Admissions

The Sheiling School will always endeavour to admit a young person in a planned way however this is not always possible.

The School will consider emergency admissions to our residential provision for young people already placed at the Sheiling School¹ (as day pupils) or may consider a referral for a former pupil to the School. In exceptional circumstances, the School will consider referrals for emergency admission for children and young people not previously known to the School.

¹ For example in the holiday time if a crisis occurs in a family setting or current residential respite provision, the School will consider the referral for the child residentially providing there is a bedroom available.

In these circumstances, the following procedure will apply:

- Contact is normally made through the Admissions Coordinator by phone. At this stage as much information as possible regarding the young person is required. Although the staff on duty at the time are very capable of making an emergency referral decision, they would normally confirm this with the CEO.
- If it is possible to offer an appropriate service the young person will be brought to the Sheiling School to visit if they have not already done so and a meeting will be held to agree the short-term aims.

A formal admission meeting will be held prior to or within 72 hours of the placement where the criteria will be the same as for a planned admission but will also include the formulation of the placement plan.

All enquiries /referrals will be made to the Sheiling School Head Office on 01454412194 during office hours, or by contacting Nico Sialelli, CEO on 07871795846.

2.12. The arrangements for dealing with complaints

Who May Complain?

- The young person
- The parent of a young person
- Any person who has parental responsibility
- Foster parents
- Any person who has interests in the young person's welfare
- Any user of the Sheiling School's services

The responsibility for monitoring complaints is that of the School Business Manager.

Each young person is issued a copy of the complaints procedure and a copy of the Children's Guide, which contains guidance of how to raise a complaint. Significant family members are also given these documents.

If a parent or young person feels there is reason for complaint, they may do so using the Local Authority's own procedures through their Social Worker or those of the Sheiling School.

If the complaint is regarding the Registered Manager this should be presented to the Responsible Individual (named on the front sheet) using the School's address (also on the front sheet).

Any complaint made by a young person will be treated seriously. Simple explanation and discussion will resolve many complaints provided that they are received with respect and given serious consideration. Any such complaint and explanation or any action taken to resolve the complaint will be recorded in the Complaints Book.

If the young person is not satisfied with the explanation given or action taken or the complaint is of a more serious nature, the young person's Social Worker will be informed.

The young person will be advised that they can have someone of their choice with them during any discussions such as a parent, Social Worker or independent advocate. The aim at this stage is to attempt problem solving, conciliation and negotiation. All informally resolved complaints will be reported to the Social Worker, either immediately or at the next review.

If the complaint is not resolved, the young person can make a formal complaint, which has to be in writing, although the young person or parent can ask someone else to write it down for them. At this stage the young person will be informed of their right to have their complaint dealt with through their own Local Authority complaints procedure.

If the complaint is to be dealt with through the Sheiling School procedures, it will be investigated, replied to and recorded. A written response will be given to all formal complaints including why and how the decision was reached. Copies will be sent to everyone involved.

If the young person is still not happy with the decision they have the right to have the complaint looked at again by a review panel. If it is decided that the complaint was dealt with appropriately, that will be the end of the matter.

Ofsted inspect and regulate services that care for children and young people and regularly inspect the Sheiling School. Complaints can be made to Ofsted directly telephone 0300 123 1231. Ofsted complaints procedure can be found at www.ofsted.gov.uk

Children and young people can also contact the Office of the Children's Commissioner for advice, assistance and a representation service:

Telephone (free): 0800 528 0731

The line is open Monday to Friday 9am to 5pm.

Email: advice.team@childrenscommissioner.gsi.gov.uk

Address:

The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
SW1 3BT

Website: www.childrenscommissioner.gsi.gov.uk

3. CHILDREN'S BEHAVIOUR

3.1. Approach to the surveillance and monitoring of the children

The Sheiling School does not use CCTV in any of the buildings. In most circumstances appropriate levels of supervision are sufficient to meet the needs of children and reduce

risks. However for those children who may pose a danger to themselves or others, or who have a particular health condition (such as epilepsy), movement alarms, monitors and other monitoring systems may be used, mostly at night. When that is necessary, this is discussed with the placing Local Authority and parents (where appropriate), recorded in the children's placement plans and reviewed regularly.

3.2. Approach to promoting and supporting positive behaviour

Approach to behaviour support and the use of physical intervention

Children and young people are enabled to gain appropriate levels of self-control and personal responsibility, and to observe social boundaries not only in terms of group living, but more importantly on an individual level, therefore enabling them to function in a multitude of settings, such as a family, school and local community. On some occasions some children and young people struggle in managing their behaviour appropriately. Using a variety of supportive communication means, staff will try to work with the children and young people to talk through the issues, however, where a child or young person is presenting challenging and aggressive behaviour which is deemed as dangerous to themselves or others it may necessitate a need to provide support in safe holds or in extreme cases provide support with physical intervention. All incidents of physical intervention are recorded and the appropriate people are notified. Moreover, spaces to de-brief for staff, children and young people are created to encourage reflection, positive communication and forward-planning.

The Sheiling School creates an ethos where structure and routines are promoted to develop an approach which supports, enables and empowers children and young people to live in a predictable environment and manage their feelings and behaviours appropriately developing resilience. This approach ensures a level of reflective practice where activities in the day are outlined and given a clear structure. The rules that exist are in recognition of our respect for others, both individually and in terms of group living.

All children and young people are given a copy of the Children's Guide, which is explained to them, taking into account their age and level of understanding. This outlines the quality of care and safeguarding that they will receive and what is expected of them in terms of appropriate and socially acceptable behaviour.

Team Teach/Holding Children

The Sheiling School adopts the **Team-Teach Model** as its approved method of behaviour support for children and young people. Team-Teach emphasises positive behaviour support and person-centred planning. Positive Behaviour Support describes a holistic approach to a range of risk reduction strategies which include non-verbal, verbal and where 'reasonable and absolutely necessary', physical interventions.

All young people who live at the Sheiling School have a detailed **Positive Behaviour Support Plan** which identifies the following areas: strengths, needs, behaviour exhibited, effective de-escalation techniques and coping strategies. This plan breaks down into primary preventative strategies, secondary preventative strategies and responsive strategies.

Primary prevention is the most important as it concerns the implementation of both short and long-term strategies that help the person behave in non-challenging ways and are therefore concerned with behaviour change. Secondary prevention and responsive strategies describe methods of responding to behavioural challenges once they occur and are therefore concerned with behaviour management.

On the occasions deemed necessary for a member of staff to physically hold a child or young person who is presenting challenging and aggressive behaviour, it is our policy to use the taught techniques provided by Team-Teach.

As a minimum, all staff working with children and young people are trained in the Team Teach **intermediate techniques**, this also includes a great plethora of de-escalation and risk reduction strategies to prevent holding children and young people in the first place. Records are routinely checked by the Head of Therapeutic Support, this is an additional safeguarding tool as this information is analysed looking for any visible patterns which might cause concern and can be addressed through additional supportive or therapeutic measures.

Children and young people will only be physically held in order to prevent them harming themselves, others, or to stop significant damage to property.

Staff training in the use of restraint and how competence is assessed

All staff are trained in the Team Teach Intermediate Model. This model is **I.C.M. (The Institute of Conflict Management)** accredited.

“Team-Teach provides training to staff groups in children's and adult services and Health Care Trusts in behaviour supports and interventions. The training combines both theory and practice, emphasising the need for staff to show restraint rather than apply it! Providing a risk assessment structure to the selection of physical interventions that best allow the employer to provide a risk reduced workplace for service users and staff.”

Eight out of ten modules within the Team Teach model are devoted to understanding behaviour and communication, and diversion strategies therefore it includes a multitude of de-escalation and risk reduction strategies to prevent holding children in the first place.

All staff undergo extensive assessment as part of the training programme which includes practical assessments of each physical technique taught, and also a written test at the end of the programme. The staff member's de-escalation techniques are also assessed by the course tutors as is an assessment of conduct, values, principles and beliefs. Refresher training is also facilitated every two years as a minimum.

Some staff are also trained in additional Advanced Team Teach physical intervention techniques. Advanced Team Teach trained staff undergo the same rigorous training and assessment by Team Teach and a refresher training in advanced techniques is also facilitated as a minimum once a year.

In addition to this, staff undergo regular practice sessions with the school's Team Teach on-site tutors to discuss and reflect on practice as well as to practice and review de-escalation and physical intervention strategies for individual children and young people. Part of this will take place as part of a regular review of the children and young people's Positive Behaviour Support Plans.

4. EDUCATION

Through the referral and placement matching process a child's educational needs will be assessed, including the identification of children and young people with special educational needs. The Headteacher will outline a suitable education plan to meet the individual needs of the child.

The Sheiling School has a commitment to the right of every young person to have access to appropriate education provision and will support them to achieve their full educational potential. The school and home supported by the Headteacher will work in collaboration with the relevant agencies to ensure young people placed at the Sheiling School receive their statutory entitlement to education. The Sheiling School's Headteacher is an integral part of the team around the child and works in partnership with key stakeholders to make sure that children and young people can overcome their disadvantage, make outstanding progress and achieve positive outcomes.

The Sheiling School has an on-site education provision providing high quality good education and care for up to 45 boys and girls aged 6 to 19, experiencing social, emotional, communication and behavioural difficulties. The teaching staff is fully supported by the Headteacher and the Registered Manager.

4.1. Details of provision to support children with special educational needs

To ensure that the individual needs of the young person are fully met, including children with statements of Special Educational Needs or EHC plans, the Registered Manager, supported by the Headteacher, will liaise with the relevant education bodies from the placing authority including the previous school, Virtual School, Educational Psychology and the SEN team. The Sheiling School teaching staff will work in partnership with all agencies as appropriate to formulate and implement a successful integration plan. The teaching staff will utilise all available information from the statement of SEN/EHC plan and the Personal Education Plan to plan and implement an appropriate and needs led curriculum. Initial assessments will further inform future planning.

A member of the teaching staff will attend all meetings and submit reports as appropriate and will be supported by the Headteacher if there are any concerns or complex issues.

Children and young people placed at the Sheiling School will also be supported by a designated member of care staff who will attend all school meetings as appropriate. The designated member of staff will also be responsible for overseeing the young person's educational progress and attainment and will act as an advocate should difficulties arise.

Children and young people placed at the Sheiling School will be actively encouraged to participate in out of school hours learning and activities. Differentiated resources and study aids will be provided to meet the needs of a range of ages and abilities including those with SEN. All children and young people will be encouraged and supported to complete their homework.

4.2. The curriculum and the management and structure of the arrangements for education

The School aims to provide a broad, balanced and differentiated Curriculum based on the principles of the Waldorf Curriculum, Equals Moving On 16-19, ASDAN, AQA and access to the National Curriculum where appropriate.

- The School uses 'The Educational Tasks and Content of the Steiner Waldorf Curriculum' for Classes 1-10. It is modified and adapted to the needs and ability of each young person.
- The School uses Equals 'Moving On' for the Seniors and for some young people in Key Stage 4. It is modified and adapted to the individual needs and ability each young person.
- Young people aged 14 and above follow Equals Literacy and Numeracy or AQA Entry Level Certificate in English and Maths as appropriate to their ability.
- The school has one Class (Woodland Class) that follows an Outdoor Curriculum Programme. Young people from other classes may be referred to follow the Outdoor Curriculum either for a portion of their timetable or for an agreed period of time. This is to best meet the young person's needs and promote their progress and development at different stages in their education.
- The School supports and implements an approach of Total Communication in classroom and houses

Classes:

The Waldorf Curriculum offers contents and topics in the different subject areas that match the chronological development of the healthy child. It has strong cross-curricular elements, particularly in the younger classes and therefore presents an integrated experience of the world.

Themes within each subject area have been chosen to support and stimulate the child's physical - emotional - cognitive and spiritual growth at each phase of their development (corresponding to chronological age).

Seniors:

At the age of sixteen the young people at the Sheiling School enter the Seniors. In as much as possible they leave behind the familiar structure of a Lower School approach and move into an education phase that gives increasing emphasis, with each successive year, on preparation for adult life and the big transition into adult provision.

We provide a curriculum "Moving On" by Equals which spans 3 years involving 3 main areas of study: "World Studies", "Life Skills" and "Vocational Studies".

Craft:

We have a strong commitment to the experience and development of craft skills and activities (design and technology) such as pottery, woodwork, weavery and bakery. For our Seniors we aim for these activities to have some relation to a place of work, with routine, preparation, productivity and, when appropriate, an end product as part of the learning experience.

For the younger children the projects and lesson content are as much as possible linked to the crafts in the Waldorf Curriculum.

Outdoor curriculum:

The Outdoor Curriculum offers a therapeutic intervention to vulnerable children and people who may be experiencing difficulties in settling into formal schooling which is traditionally oriented towards an indoor and desk-based timetable. Learning need not take place solely within educational buildings as the outdoor environment has immense potential for learning too. We are extremely fortunate to have such a rich rural environment on our doorstep supporting our young people's learning experiences to be enhanced by maximising the potential of the outdoors. Experiencing the world through our hands and learning through making.

Assessment:

New young people are baseline assessed on B squared within their first term at the school. Young people working at National Curriculum levels are also assessed on Literacy and Numeracy using a range of tests from Guroo Assessments.

All young people at the Sheiling School have an Individual Education Plan (IEP). The IEP sets out how we will ensure a young person makes progress, taking into account the needs outlined in their Statement of Special Educational Needs. Most IEPs contain targets relating to the areas for development outlined in the Statement, plus *how* and *when* this learning will take place. Having a central plan like this allows professionals from across the school, including in the residential houses, to contribute to the young people's development.

The school uses B-Squared software Connecting Steps for on-going assessment and evaluation of young people's achievement. We continue to assess young people's progress using the attainment targets from the previous National Curriculum (pre- 2014) for those young people who have reached academic progress above P-levels. The software is also used as a formative tool to plan IEP targets as well as planning of learning outcomes in lesson plans.

5. HEALTH & HEALTH PROMOTION

5.1. Meeting health needs

The Sheiling School strongly promotes the healthy lifestyle of young people and is committed to delivering a service based upon this belief. Young people should be able to lead a healthy lifestyle, should be empowered to take control of their lives, and actively contribute in decisions made to promote their individual health on a daily and more long-term basis.

Advice and guidance to staff and young people are available through the use of resources, workshops and training in order to promote all levels of health needs.

All young people within the Sheiling School have their individual health needs assessed and identified at an early stage. This is then recorded in the Placement Plan which includes a detailed health plan, this is a working document that clearly outlines their health needs and health promotion including a detailed medical history, specific needs, all dental, hearing and optical checks as well as any on-going medical support required. There are robust systems in place within the healthcare plan to effectively record all administered medication, medical appointments, accidents, illnesses and injuries within the home.

The placement plan is a clear structure that sets out to show how these needs will be met, who will be responsible for supporting/completing actions in each area and an indication of timescales involved. Children and young people are fully supported within the Sheiling School to promote the development of these plans and how they are implemented and progressed.

Young people review their plans regularly through discussions with their key worker. They are encouraged to attend or make a verbal or written contribution to the reviewing process. All children and young people are encouraged to take an active role in their statutory review, from the initial decisions in respect to who should be invited, reviewing the recommendations from the last review to setting the scene for the current review by completing 'consultation/feedback forms'. Following the review the young people spend time with their key worker to ensure that they understand and are happy with the decisions that are made.

There are age appropriate booklets within the Sheiling School to support the young people's understanding of the purpose of the home and other resources that support the participation of the young people around health issues. In addition to this the staff ensure that young people have access to and information about health and social issues and support them in the application of such advice when needed.

All children and young people will be encouraged to undergo a full appropriate health assessment on an annual basis, this provides information to the young person and the staff team on how healthy development can be maintained and or improved. This information will also be an important basis for the future placement of the young person in a family situation so that there is a continuum of health care for each individual.

Health issues that relate to ethnicity; race, sexuality, faith and belief are fully assessed in respect of each young person and these issues are explicitly addressed in their individual plan with actions as to how these are to be addressed.

6. FIRE PRECAUTIONS AND ASSOCIATED EMERGENCY PROCEDURES

6.1. Compliance

The Sheiling School fire alarms systems, emergency lighting and smoke detectors are tested, inspected and certificated by an accredited NIC EIC company every six months in accordance with current legislation.

Fire extinguishers and blankets are tested and inspected by an accredited fire extinguisher company annually in accordance with current legislation.

All certification is found in each property's fire file and a copy in the resource office.

6.2. Testing

Fire alarms – weekly tested and documented in fire log (rotation of call points).

Door closure systems – tested weekly and documented in fire log.

Extinguishers and fire blankets – inspected every month and documented in fire log.

Emergency Lighting – tested and documented every month in fire log.

Smoke Detectors – inspected and cleaned regularly by the resource team– tested and certified every six months and documented in fire log.

6.3. Audits by Avon fire brigade

Audits are annual by Avon fire brigade, no notice is given prior of visit. Documentation can be seen in fire file (Resource office).

6.4. Procedure

A fire emergency evacuation plan (FEPP) is in place, which includes actions to be taken by all staff and young people in the event of fire and the arrangements for calling the fire brigade.

General Fire Notice including procedures is at all emergency exits/entrances, this includes a floor layout, which shows clearly all exits and fire safety equipment, this information is wall mounted where staff can read it and become familiar with its contents. As testing is done weekly and evacuations scheduled at three-month periods all staff are trained in fire procedures.

Key staff have been nominated as persons to implement the fire action plan in every building (many are trained and qualified fire marshals) and training in fire-fighting and evacuation procedures have been given to all staff and volunteers, emphasis has been given to the following points:

- Action on hearing the fire alarm
- Investigation / Evacuation
- Calling the fire brigade
- Identification of key escape routes
- Fire marshals and responsible person
- Places of assembly and roll call
- Fire-fighting equipment provided
- Training
- Emergence Evacuation Plan

6.5. Fire marshals/responsible persons

The Head of Compliance and Health & Safety has a duty to safeguard the safety of all employees, young people and visitors and has nominated key employees to implement certain fire safety measures which will include the fire evacuation. This in the main falls to the resource department, the Head teacher; the head of care and House Coordinator's to ensure compliance and documentation. Documentation is checked weekly by the Head of Compliance and Health & Safety to ensure fire safety is adhered too; this is paramount to all at the Sheiling School. The Head of Compliance and Health & Safety is a qualified fire marshal, as are a large number of CCT staff. Fire training is covered in induction training on health and safety and on-going. Deborah Wilcox (Head of Compliance and Health & Safety) is given the responsibility of maintaining a high standard of fire precautions and the overall responsibility for the action in the event of fire and is responsible for ensuring that notices are correctly sited the fire emergency evacuation plan is properly distributed and understood by all, in her absence Nico Sialelli (the CEO & Registered Manager) is responsible.

6.6. Assembly points and roll call lists

Every building has a different assembly point which is at a safe distance from danger but close enough to ensure everyone evacuates calmly but does not interfere with fire fighting operations and does not jeopardise the actions of the fire service. The assembly points chosen are large enough to accommodate all the staff and young people.

7. REGISTERED PROVIDER AND REGISTERED MANAGER

The **Registered Provider** is:

The Council of the Camphill Communities Thornbury Ltd

The Council is composed of:

Rosie Phillpot (Chair), Dr Nicholas Pike (Vice Chair), Evan Davies, Paul Randon, John Southcombe and Paul Glover.

The **Registered Manager** is Richard Tiplady

Richard has been working in Specialist education and care with young people and adults for over 14 years.

The **Chief Executive Officer** is Nico Sialelli.

Nico has worked in Special Education for over 17 years and during this time has mainly worked in organisations with ethos based on Rudolf Steiner's work on therapeutic education. These have included schools for children and young people with severe learning difficulties, Autism, severe behavioural difficulties and a residential care home for young adults with complex and multiple needs. Nico studied Steiner Education at the London Waldorf Steiner Teacher Training Seminar for two years. Nico also holds a Level 4 qualification in Health and Social Care as well as the Registered Manager Award. Nico is also a Team-Teach accredited Advanced Tutor.

Nico's first experience of the Sheiling School was when he came as a volunteer for one and half years in 1999. Nico returned to the Sheiling School in 2009 and was appointed Chief Executive Officer in October 2011.

8. SENIOR LEADERSHIP TEAM

Chief Executive Officer: Nico Sialelli

Email: nico.sialelli@sheilingschool.org.uk

Headteacher & Lead Safeguarding Officer for Education: Paul Gawdan

Email: paul.gawdan@sheilingschool.org.uk

Head of Care & Registered Manager: Richard Tiplady

Email: richard.tiplady@sheilingschool.org.uk

Head Training, Development and Therapy and Safeguarding Officer for Care: Syl Edgeley

Email: syl.edgeley@sheilingschool.org.uk

Syl has more than 40 years' experience in Special Education and has completed an NVQ Level 4 in Health and Social Care (Children and Young people), and an RMA (Adults), the 3 year Camphill Course in Curative Education and Advanced Inter-Agency Child Protection training and in Child Protection and Disability.

Head of Therapeutic Support & Designated Safeguarding Lead: Noah Black

Email: noah.black@sheilingschool.org.uk

Noah has more than 10 years experience working in several Camphill Communities. Noah has a BA Degree in Curative Education and currently completing an NVQ 5 in Health and Social Care. Noah is also a Team-Teach accredited Advanced Tutor.

Head of Compliance & Health and Safety: Deborah Wilcox

Email: deborah.wilcox@sheilingschool.org.uk

Deborah joined the School in 2010 and has over twenty-five years' experience in managing organisations, fifteen of those years spent in property management. Qualified in health and safety (level 2) initially, Deborah has gone on to gain an advanced IOSH qualification in managing health and safety and is responsible for H&S training. Deborah is responsible for every aspect of health and safety including fire safety, accidents, environmental health, risk assessments, all testing including legionella and the vehicle fleet. Deborah is involved in strategic planning and ensuring full compliance and certification. In addition Deborah has an NVQ 3 in Business and Administration and is responsible for all contracts, insurances and procurement. Deborah manages the maintenance, cleaning and grounds teams and is responsible for all contractors. She also oversees the cooks in the houses. Deborah is responsible for all works/repairs and project management. Deborah is a qualified fire marshal, qualified first aider at work, qualified at level 2 in food safety in catering and qualified at level 2 in the Principles of COSHH.

School Business Manager: Alison Davis

Email: alison.davis@sheilingschool.org.uk

Alison has over 10 years experience in HR Management, coupled with a strong background in Finance and Administration. Alison also started and ran a successful business for a period of 8 years. Prior to joining the Sheiling School, Alison worked at a residential special school that specialises in meeting the needs of children and young people with autism.

Head Teacher:Paul Gawden

Email: paul.gawden@sheilingschool.org.uk

9. STAFFING

The aim is to create a balanced staff team taking into consideration equalities, experience, qualifications and skills in order to create the maximum opportunities for the support and guidance of the young people.

All staff are subject to DBS (Disclosure & Barring Service) enhanced disclosures and reference checks before they commence employment, and are appraised on an annual basis with regular supervisory sessions.

Advice and support is available from Senior Management and other Managers and staff within the Sheiling School with specific specialist knowledge and experience. The six month probationary period is used to support the staff member in developing the skills and knowledge needed to fulfil their role, including formal packages of learning and development, and performance is assessed and measured prior to passing probation.

9.1. Details of the experience and qualifications of staff working at the children's home

Please see Appendix A.

9.2. Details of the management and staffing structure

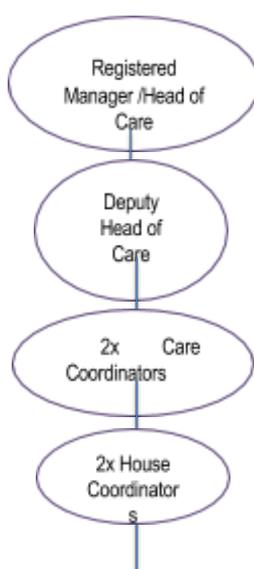
School organisational structure

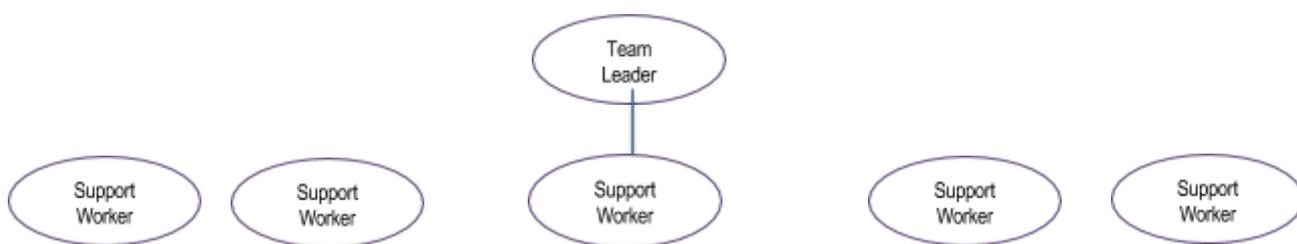
The Chief Executive is responsible for all operational matters within the Sheiling School for both young people and staff.

In the homes, the team is based upon a Head of Care / Registered Manager, Deputy Head of Care, two Care Coordinators and two House Coordinators, a Shift Leader and Support Workers.

House coordinators lead their teams composed of support workers in their respective houses, with support from a number of casual staff, who will cover during holidays, training courses, and offer flexibility to meet an individual young person's needs.

In the homes, the staffing structure is as follows:





9.3. Professional supervision

Supervision and appraisal are the most important ways of ensuring staff deliver a high standard of service to children and young people, carry out their duties according to policy and procedures and work out of the ethos of the School. Supporting staff through supervision and appraisal improves working practices and contributes to better service delivery and outcomes for children.

Supervision and appraisal need to be seen as one aspect of a comprehensive ‘performance management and staff support framework’, whose steps are:

1. Recruitment and selection
2. Induction
3. Supervision
4. Appraisal
5. Continuing professional development
6. Disciplinary policy

Professional supervision is to be understood and implemented as an integral part of this wider framework. The performance management elements form a continuum as follows:

	Management	Supervision	Appraisal
Frequency	As required on any working day.	2 – 6 weeks depending on individual requirements.	12-monthly
Focus	Dealing with day-to-day issues as they arise.	Line management. Professional supervision. Continuing professional development.	Longer term performance review and development planning within objectives framework.
Characteristics	Ad hoc, as required.	Planned and structured. Some preparation.	Planned and structured. Significant preparation.

Supervision and appraisal are conducted by the staff members' line manager. All staff members who have supervising responsibilities receive training on how to conduct the sessions and how to bring up difficult topics within supervision sessions, such as addressing a staff member's need to increase their level of performance. During appraisals, where targets from the year ending are reviewed, new targets set for the coming year and training opportunities are identified.

In addition to these formal supervisions, staff are also able to receive informal, ad-hoc colleague support and are welcome to speak to the Safeguarding Officer at any time. Senior staff are also available to offer de-briefing sessions for those staff who have experienced a traumatic work related incident.

Any development needs identified by this process for individuals or the organisation are communicated to the Head of Training and Development, who then supports the individuals by accessing or facilitating programmes of learning and development to meet the identified need. Learning and development action plans are then taken into supervision to outline how the newly acquired skills and knowledge can be applied in practice. Once this has been outlined this is then measured and discussed at the following supervision session.

9.4. Details for promoting positive role models of both sexes if the staff team are all of one sex, or mainly of one sex

The Sheiling School promotes staff teams that are gender balanced; allowing young people the experience of gender difference. Should a staff team consist of a single sex group, the home endeavours to recruit a gender balance over appropriate time scales but shall ensure appropriate role modelling, where possible, through the following means:-

- Gender balance between school and home
- Activities which are varied and incorporate all aspects of gender promotion
- Maintaining positive family relations
- Positive contact with other professionals, such as support officers, Social Workers etc.
- The promotion of gender balanced discussions and experiences as part of daily living.

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Reviewed on	07/03/2016	Nico Sialelli – CEO

Reviewed on	27/04/2016	Nico Sialelli – Registered Manager
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Reviewed and updated on	30/10/2017 19/01/18	Richard Tiplady- Registered Manager