



**Sheiling School  
Thornbury**

# **Statement of Purpose**

**Tyndale and Halliers House**

**Park Road, Thornbury, Bristol  
BS35 1HP**

**Registered Manager:  
Steven Taylor-Hayward  
Responsible Individual:  
Nico Sialelli**

**Unique Registration Number:  
1226971**

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# Welcome to Sheiling School Thornbury

We believe in a vision of a curative and holistic education, care and therapy whilst being committed to providing the best opportunity for children to develop their potential, increase their independence skills and self-esteem, to support them into the onward journey of adulthood.

We are fortunate to have one of the best locations of any residential school in the country, with a vast expanse of landscaped grounds and access to approx. 30 acres of open countryside. We are ideally situated on the edges of Thornbury, a small town, which is a short drive from Bristol and connecting motorways.

We are committed to providing an environment where children 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 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 CHILDREN'S HOMES

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 Sheiling School and the Life Communities (The Hatch and Orchard Leigh Communities). The Life Communities provide accommodation and support to adults with a learning disability.

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.

Sheiling School Thornbury 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 children with special educational needs. In 2016, the residential provision was registered as a Children's Home with Ofsted. We are regularly inspected by Ofsted and at our most recent inspection in March 2020 both our school and residential service were rated as good. Sheiling School offers a unique therapeutic, educational and social school community to children and children, aged from six to nineteen years old, based on the therapeutic principles of Rudolf Steiner.

All of the children and children 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 Emotional, Social and Behaviour difficulties (ESBD). 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 10 children, on either 52 or 38 week placements. The houses are named Tyndale and Halliers. Each house is located in beautiful well cared for grounds, which include open space, allotments, a sensory garden, play equipment, a swimming pool and a gym hall.

Sheiling School is a non-denominational school and welcomes children 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 children people are met.

Sheiling School offers a variety of provision, depending on individual children's need, from day placements (School only) to 52-38 week placements.

The children's day starts when their care staff arrive at 07:30, supporting them to be ready for a school day, starting at 09:15, Monday to Friday. They join a class appropriate to age

and ability, have lunch with their peers and then return to the School until it finishes at 15:30.

For the children in Tyndale and Halliers, learning continues within the house settings in which social and emotional skills, self-care, life skills, communication and language skills are fostered. Children live in one of two residential houses and each has their own room. Children 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 children's provision where appropriate and as stipulated in their Education, Health and Care Plan.

There are purpose-built classroom buildings, an indoor 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 children in 6<sup>th</sup> Form maintain regular life skills and leisure trips within the local area as well as work experience placements.

Our care staff teams are experienced and skilled in many aspects of therapeutic education and residential care and the organisation is managed by the Chief Executive Officer and Head of Care who is also the Ofsted Registered Manager. Supported by the Senior Leadership Team; all have an extensive commitment to the achievement of positive outcomes for all the children that we are privileged to care for.

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 as per Regulation 32(4) and schedule 2 of Children's Home Regulations 2015 and receive on-going training and qualifications, as part of continuous professional development, to complete a vital role in promoting the best outcomes for children.

The Sheiling School's Statement of Purpose is built upon and around the Children Act 1989, Keeping Children Safe in Education 2019, 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, Children Act 2004, Disability Discrimination Act, Working Together to safeguard children 2018, the Equality Act 2010, the Children and Families Act 2014, and the 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 Sheiling School.

## 2. QUALITY OF PURPOSE AND CARE

### a. The range of needs of the children

Hallier's and Tyndale House currently provides care and accommodation for up to 9 children of mixed gender, aged between 6– 17 years on admission, at any one time. We extend our leaving age to assist children in their transition to independence where necessary.

We will consider children 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 would not normally provide accommodation for:

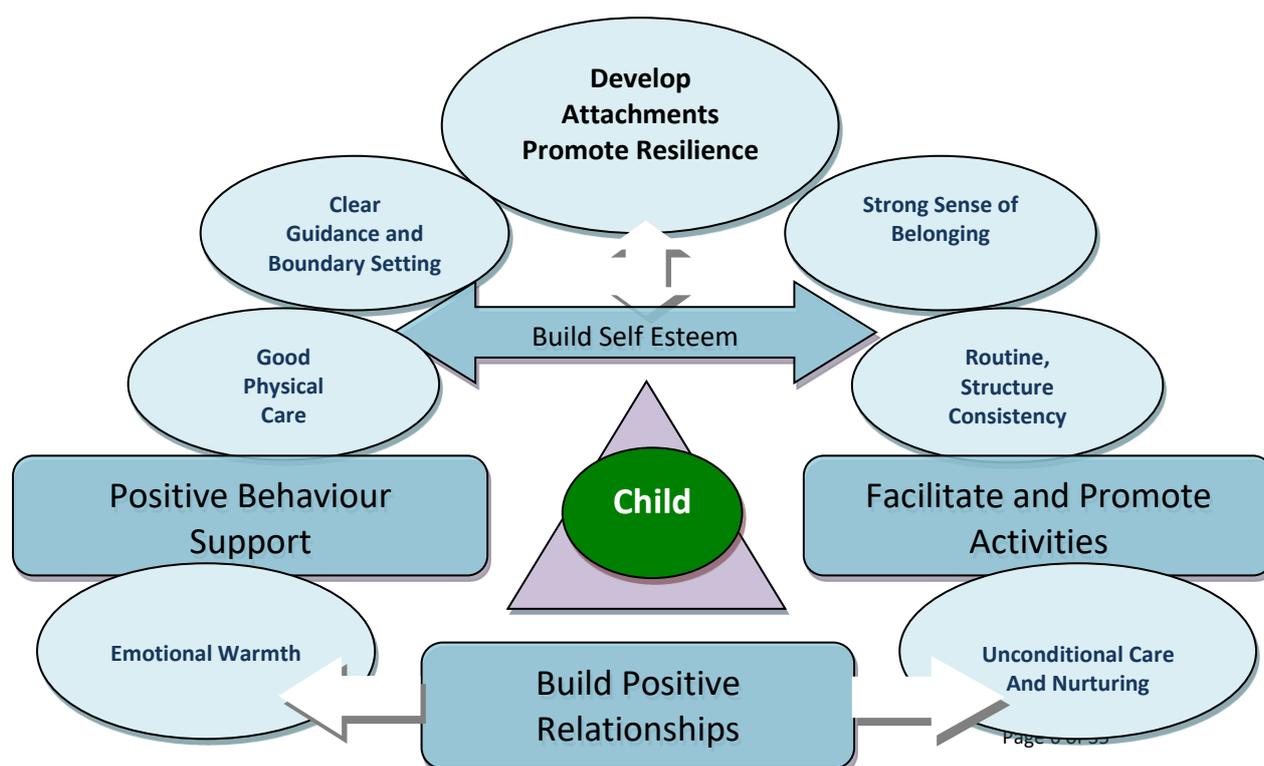
- Children with severe physical or sensory disabilities
- Children who may have serious mental health issues, or those requiring specialist psychiatric interventions, those with alcohol or drug dependency

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. Children should not be placed in our care, even in emergency situations, without careful consideration of the alternatives, the dynamics, and balance of the other children's needs.

### b. Ethos, outcomes the home seeks to achieve, the approach to achieve them

According to the individual needs of each child, we aim to:

- Allow children 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 children to experience new relationships through positive adult/child and peer group interactions.

## Our Ethos

The ethos of 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 child's human integrity and spiritual wholeness are preserved. For 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, enables 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. Sheiling School seeks to broaden each child'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.

Sheiling School encourages children 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 children
- 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 children 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 children to manage emotions and behaviour independently.

## Our Values

Sheiling School's values underpin and inspire our work:

- Each child has the right to learning and living in a positive, therapeutic environment that is non-institutional, warm and homely.

- Each child has the right to equality of opportunity, regardless of all protected characteristics
- Each child has the right to be valued for who they are and what they have to give.
- Each child has the right to have their needs met by care, therapy and education of the highest standard.
- Each child 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 child has the right to enjoy and experience a fulfilling life.

**We aim to:**

- Provide a nurturing, therapeutic and caring environment, where the physical, emotional and spiritual needs of the individual child 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 child's individual needs, including access to a healthy diet and locally produced and organic foods.
- Offer children the chance to experience and respect various festivals from around the world.
- Demonstrate effective planning by adopting a child centred approach to policy and practice.
- Demonstrate that all children are capable of making a positive contribution to the Community.
- Provide, in collaboration with the responsible Social Worker, purposeful support, advice, guidance and care that addresses identified need and prepares children for reunification with their family or, if reunification is not possible or appropriate, the most appropriate placement best able to meet their needs.
- Direct children's attention towards socially acceptable activities and behaviour.
- Support challenging behaviour by offering clear guidelines and boundaries to all children, taking into account the level of understanding and communication ability of the children.
- Provide opportunities to:
  - Encourage the children 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 children 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, meaningful and challenging.
- 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 children in our care are happy and healthy and are accessing the support they are entitled to.
- We offer regular opportunities to give feedback and for children to share their opinions with us through regular consultations or House Meetings, with the use of communication aids so they can 'voice their choice' and have a say in the service we provide.
- 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.

#### **c. A description of the accommodation offered**

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

Residential accommodation is provided in 2 individual houses (Tyndale and Halliers). 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 indoor swimming pool in the school, outside school hours.

Telephone, Skype / FaceTime and email communication is available and supported, in a private space, in the homes and children are facilitated to make contact with their parents and family (where and when appropriate).

All main meals are eaten in the homes. Meals (cooked or cold) are prepared in the homes at breakfast, lunch and in the evening. In term time, lunches are made by the School's cook, for the whole school to enjoy. We openly promote the children's understanding of where food comes from, how to prepare it and how to make simple meals or drinks. Meals are varied, healthy and balanced and are cooked from ingredients as much as possible, with ingredients sourced locally and organically.

The right to privacy will be respected and no member of staff will enter a bedroom / bathroom / toilet without first knocking, unless there are serious concerns about their or others safety. All children are taught to not enter each other's bedrooms, unless invited and with correct staff supervision.

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

The children are encouraged and supported to personalise their rooms by choosing their own bedding, pictures/posters, and photographs. A lockable space is provided for children to keep high value possessions safe which can be accessed with staff assistance. When discussed and agreed with the placing Local Authority, Health professionals and parents (where appropriate), monitoring systems such as door alarms or monitors are used, to alert staff members of the movement of children from exit doors, the monitoring of their health conditions, especially at night, and to ensure safeguarding is paramount.

#### **d. Description of the Location of the Children's Home's**

The homes are situated in beautiful open parkland owned by Thornleigh Camphill Communities Limited. The school estate is on the suburban edge of Thornbury, which offers many local amenities, including a library, coffee shops, churches, restaurants, hairdressers, public houses, shops, leisure centre / swimming pool etc. 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 one car and three minibuses to facilitate off site visits, if public transport cannot be used.

#### **e. 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 any child's personal protected characteristics and this is promoted through our robust recruitment and selection process.

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

Staff positively promote and value difference. Children 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. Children will be supported to maintain religious, cultural and social activities both through practical and financial support but also through the valuing and promotion by staff of these activities. All staff are trained in Equality & Diversity to support the individual needs of all children and champion equality of opportunity.

#### **f. The arrangements for dealing with complaints**

Who May Complain?

- The child
- The parent of a child
- 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 Head of HR.

Each child 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 child 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 Head of Care (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 child 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 on BehaviourWatch.

If the child is not satisfied with the explanation given or action taken or the complaint is of a more serious nature, the child's Social Worker will be informed. The child 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 child can make a formal complaint, which has to be in writing, although the child or parent can ask someone else to write it down for them. At this stage the child 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 child 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 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](http://www.ofsted.gov.uk)

Children 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](mailto:advice.team@childrenscommissioner.gsi.gov.uk)

Address:

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

## **g. Policy and approach for safeguarding children, preventing bullying and missing children**

### **Safeguarding**

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

The handling of actual or suspected abuse within Sheiling School will comply with the safeguarding procedures implemented by the local Safeguarding Partners of the specific region if a child is placed from another local authority. All South Gloucestershire Safeguarding Procedures are followed for all children. 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.

All staff involved with the provision of care for children in the residential settings and in school are trained to be alert to the possibility of abuse by other children, visitors and staff. The Sheiling School policies and procedures recognise this possibility and try to prevent circumstances arising which could encourage abuse.

Children 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 Department for Education's 'Keeping Children Safe in Education' (2020), 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 the children'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 whenever there are concerns about a child's welfare, the staff will report this, record their concerns accurately, and ensure that action is taken to safeguard a child's well-being 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 proactively 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.

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 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 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 the children, their parents and other agencies in order to promote their welfare. The purpose of this policy is to:

- Ensure protection for the children at the Sheiling School
- Ensure staff safeguard and promote the welfare of children
- 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 Sheiling School. We will endeavour to safeguard children 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’ (2020) to safeguard and promote the welfare of children and children.

### **Bullying Prevention**

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 are able to build positive social relationships with other people. Bullying undermines this objective and will not be tolerated. A proactive approach is adopted with children being educated in this area, through group and individual work, outside agencies, and general discussion.

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, advocate, 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 child 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 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 Sheiling School, we do not feel that it is appropriate for the children 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 children 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 child safe.

On a rare occasion when a child absconds, procedures are immediately instigated that are detailed within our Procedure for a Missing Person.

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

All children 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 child 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 likelihood of a child going missing from Sheiling School will be assessed and detailed in their individual risk assessments and placement plan. This will be reviewed and monitored on a regular basis, or when significant events occur.

As recommended in the response to the 'Missing from Care' report, all children will:

- Complete a "Return Home interview" with staff or an independent person and report sent to local Authority Social Worker within 72 hours;
- 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

#### **h. Behaviour Management Policy**

### **3. VIEWS, WISHES AND FEELINGS**

#### **a. Consulting with Children**

As part of the daily running of the homes, the children are consulted on all aspects of their care such as choice of menus, environment, activities etc. The children encouraged to host their own regular meetings, write the minutes and have control of agenda. Questionnaires are also given to them, so they can give feedback on the provision.

Children are supported to 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, or are encouraged to have an independent Advocate. All children are encouraged to take an active role in their statutory review. Following the review the children spend time with their key worker to ensure that they understand the decisions that are made and what was discussed, at a level they can understand.

'Participation', 'active involvement' and 'children's voices' are key concepts. We strongly promote the rights of the children and we are committed to delivering a quality needs led service, based on the belief that children 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 through active involvement in all decision making processes within the homes, 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.

#### **b. Anti-discriminatory practice and children's rights**

Sheiling School are 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 all protected characteristics fostering a culture of mutual respect and understanding for people from different racial, cultural and religious groups.

Sheiling School treats all children, 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.

Sheiling School believe that children, 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 children in our care.

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

Children's Rights are actively promoted and each child has the details of their Advocate and or advice lines and Safeguarding posters are placed in communal areas. The children 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.

#### **4. EDUCATION**

Sheiling School offers a full range of educational and social experiences to pupils aged 6 to 19 years, with a wide range of special educational and complex learning needs that require a tailored individual approach to education. The School's approach is inspired by the pedagogical, therapeutic and developmental insights of Rudolf Steiner. Along with an emphasis on 'learning through doing', it gives a central place to human relationships and attachments in healthy human development. At the Sheiling School we believe that each young person should be enabled to develop to his/her best potential, to grow and to make a contribution to the whole community.

The School offers a broad, balanced and differentiated Curriculum offering Holistic and Therapeutic education that reflect the broad needs of our pupils. Educators, therapists and health professional's work together to support the young person's development and provide an educational and therapeutic environment designed to support and offer

challenge. Pupils are educated and taught in a variety of settings so they can practice skills in 'real life' situations.

In the case of residential children, the Head of Care will liaise and work closely with the Head teacher and members of the Education Leadership team to establish continuity of approach, shared learning objectives, and a common understanding of the child's needs and challenges. Such continuity is further refined by daily updates between members of the Care and Education teams.

#### **a. Assessing, Establishing and Monitoring Details of Pupil Provision**

The Head teacher will liaise with the relevant education bodies from the placing authority (including previous school, virtual school, Educational Psychologist, SEN team etc.) to ensure a thorough understanding of the pupil's established attainment levels, needs and difficulties. The Class Teacher will utilise all available information (including EHCP, Educational Psychologist reports, Annual Review reports etc) to formulate and implement an Individual Education Plan (IEP), which will address the outcomes specified in the EHCP, academic, personal and social. In the first three months of a pupil's placement, the education team (including therapists) will conduct their own baseline assessments to ensure the targets and profile presented in the EHCP are consonant with their understanding of the pupil.

Children placed at the Sheiling School will be actively encouraged to participate in and out of school hours in a range of learning activities. A member of the teaching staff will attend all relevant pupil meetings and submit reports as appropriate, and will be supported by the Headteacher if there are any concerns or complex issues. Residential pupils will be supported by a designated member of care staff who will attend school meetings as appropriate and act as an advocate should difficulties arise.

EHCPs are reviewed at an Annual Review meeting involving all relevant professionals, parents or carers, a member of the Education Leadership Team, a representative from the Care Management Team, and the pupil him/herself where they so choose. Prior to this meeting, the school sends out an Annual Review Report summarizing the year's events in both school and care, and providing a breakdown of the various assessments of progress. These include our own bespoke assessment (the Ariadne Assessment), and, where relevant, B-Squared Connecting Steps data (to establish levels according to the old National Curriculum) and updates from any accredited schemes undertaken.

#### **c. The curriculum and structure of the arrangements for education**

Sheiling School offers a bespoke curriculum based on the Waldorf Curriculum. The National Curriculum is not taught directly, though all key skills are covered. (For more details, see our Curriculum Policy). For pupils post-14, and where it is deemed appropriate and meaningful, a range of accredited schemes are available including Equals Moving On, ASDAN, AQA Entry Level and Functional Skills, and GCSE English and Maths.

All pupils within the school access a personalized learning programme which is designed to address their particular needs. As well as academic needs, the curriculum also addresses the areas of: feelings, confidence and self-esteem; friends and relationships; communication; being safe; living skills; sensory difficulties; physical health and self-care; choices and behaviour. Pupils who show a particular preference toward practical and vocational education are provided with opportunities to learn valuable practical skills. Outdoor learning is available both as part of a generalised approach to education, and as a therapeutic intervention to vulnerable children who may be experiencing difficulties accessing a more traditional indoor and desk-based timetable. Literacy and numeracy skills are embedded across the curriculum. Each pupil has an individual timetable which details their planned lessons and any therapies they attend.

Generally, pupils are grouped into classes based on chronological age rather than ability. However, sometimes pupils are placed with a slightly different age group if it is decided that, for particular social or academic reasons, this would increase their chances of success.

At the age of sixteen the pupils at the Sheiling School enter the 6th Form. They move into a setting that places increasing emphasis on preparation for adult life. There is a focus on academic accreditation in the 6th Form only when and where it is meaningful for the students' chosen future pathway. Students are presented with a range of activities around independence and self-help skills, as well as vocational skills and work experience. Where students are achieving academically, and where there is a desire to pursue a more academic path (to pursue a future college course, for example), the 6th Form supports with the following accredited schemes: AQA Entry Level 1, 2, and 3 Certificate (English and Maths); AQA Functional Skills; GCSE Maths and English. The 6th Form Curriculum is explored more fully in the Sixth Form Handbook.

## 5. ENJOYMENT AND ACHIEVEMENT

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

Our aim at Sheiling School is to make everyone aware of the things children 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 development process for children. It also affords the staff time to spend constructive periods with the children, which 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	Horticulture
Go-Karting	Cycling	Canoeing
Water based activities	Caring for the environment	Music
Cookery	Theatre	Sensory
Bowling	Cinema	IT
Fitness	Trips	Community resources
Gym	Badminton/Tennis	Arts & Crafts

Football Forest Trips/Walks  
Trike Racing

Cultural activities & festivals Photography

Prior to all such activities we will have sourced parental and/or Social Worker consent where necessary with correct Risk Assessments which are evaluated and authorised by the House Coordinators, Care and Transition Coordinators or the Head of Care (Registered Manager).

Taking part in cultural activities is actively promoted for all, not just because this is a legal right, but also because this helps children 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 children the interests they have in various sports and hobbies in order to be positive role models. The children are encouraged and actively participate in the planning of their holidays throughout the year.

We also encourage the children to become involved in charitable work, to benefit others or the environment e.g. The Wildlife Trust / Macmillan Cancer Support / local Foodbank.

We understand that activities and leisure, especially when accessed in the community, can stimulate and inspire our children to build resilience. These activities 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 in this area, and also introduces them to a great variety of activities, some challenging, so that hopefully the children will find something which becomes special to them and meets their individual specific needs.

Sheiling School is aware of the fact that a lot of children 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 the children have the opportunity to experience a wide variety of activities, festivals, events and holidays.

## **6. HEALTH & HEALTH PROMOTION**

### **a. Health needs**

The Sheiling School strongly promotes the healthy lifestyle of children and is committed to delivering a service based upon this belief. Children 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 children are available through the use of resources, workshops and training in order to promote all levels of health needs.

All children at 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 live 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 homes.

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 are fully supported within the Homes at Sheiling School to promote the development of these plans and how they are implemented and progressed.

Children are supported to write their Daily Journals at the end of the day, to help them reflect on the day's events. All children are encouraged to take an active role in their statutory review, by completing a feedback form / sharing photos of activities. If they are able, they can contribute actively to their statutory reviews, 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 children spend time with staff to ensure that they understand and are happy with the decisions that are made. This is presented to them in a suitable form, to meet their needs and understanding.

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

All children will be encouraged to undergo a full appropriate health assessment on an annual basis, this provides information to the child 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 child, so that there is a continuum of healthcare for each individual.

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

## **b. Therapies Provided**

Each child will have an individualised program. We offer Massage Therapy, Drama Therapy, Speech and Language Therapy, Occupational Therapy, and Art Therapy currently (we are seeking a new Eurythmy Therapist). All children are assessed by SLT and OT and their programmes are integrated into the daily timetable. Staff are trained in delivery of the OT and SLT approaches and programmes, with therapists overseeing the provision. Additional therapies are delivered according to recommendations from our medical consultant.

## c. Therapy Staff and Qualifications

Name	Job Title	Qualification
Noah Black	Head of Therapeutic Support	BA (hons) in Curative Education Camphill Programme in Curative Education
Syl Edgely	Head of Development & Staff Support Lead	Camphill Programme in Curative Education NVQ L4 H&SC (Children and Young Adults) NVQ L4 Registered Manager (Adults)
Oona Irvine	Speech and Language Therapist	RCSLT in Specialist Services for Young Adults Certificate of Speech Therapy
Siobhan Edgington	Speech and Language Therapist	BSc HCPC Registered Speech and language therapist Registered Signalong tutor
Rachel Gardiner	Therapeutic Support Assistant	FdA Education and Learning, NVQ L3 Teaching Assistant, Edexcel Assured Programme in Holistic Support and Care for People with Complex Needs
Samantha Reilly	Therapeutic Support Assistant	BA (Hons) Education, FdA Supporting Teaching and Learning, Signalong Tutor Training
Victoria Derrick	Occupational Therapist	MSc Occupational Therapy, Registered with HCPC
Luke Brinsford	Drama Therapist	UAD Dramatherapy, MA Dramatherapy, Registered with HCPC
Liri Filippini	Art Therapist	Therapeutic Art Practitioner Diploma, NVQ L7 Art Therapy, Registered with CAHSC and AATA
Francisca Reinoso	Therapy	Registered with CAHSC, Steiner Qualification in Teaching, Rythmical Massage Therapist

## 7. POSITIVE RELATIONSHIPS

### a. The promotion of contact between children, their family and friends

Contact between children and their families and friends is positively promoted and the Sheiling School welcomes all our children's families, friends and others significant in the child's life, to be part of our community, be that through regular phone calls to the child 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 child'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 child'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 ongoing 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 children to visit the homes (unless this is contrary to the individual placement plan and/or places risk to any of the children and staff).

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

These contacts will be afforded the appropriate level of privacy but may require monitoring and will be dependent upon any contact restrictions e.g. imposed by the Court. Visits from friends and family are important and the home will endeavour to promote a warm welcoming experience for everyone, for as long as it remains in the best interest of the children

## **8. PROTECTION OF CHILDREN**

### **a. Approach to the surveillance and monitoring of the children**

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 the 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.

### **b. Approach to promoting and supporting positive behaviour**

#### **Approach to behaviour support and the use of physical intervention**

Children 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 struggle in managing their behaviour appropriately. Using a variety of supportive communication means, staff will try to work with the children to talk through the issues, however, where a child is presenting challenging and aggressive behaviour which is deemed as dangerous to themselves or others it may necessitate a need to provide support in the use of proportionate physical intervention or in some cases as a last resort, provide support with use of restrictive physical intervention. All incidents of physical intervention are recorded and the appropriate people are notified. Moreover, spaces to de-brief for staff, children are carried out to encourage reflection, positive communication and forward-planning. Debriefs include sections on how the child felt, what did they want to do, what did they need, how did they feel when 'held' (restrictive physical intervention only), what can staff do differently in future. Staff are given an incident 'debrief' to reflect on all incidents and importantly to ensure that they themselves are fine and not in need of further support

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 are given a copy of the Children's Guide, prior to their arrival, 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 when they live with us.

### Team Teach

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 children who live at 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 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 are trained in the Team Teach **intermediate level techniques**, this also includes a great plethora of de-escalation and risk reduction strategies to prevent holding children 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 will only be physically held in order to prevent them harming themselves, others, or to stop significant damage to property. In some rare cases it may be as a result of a dynamic risk assessment that a child would place themselves at such significant risk that preventing them from doing so would require the use of restrictive physical Intervention to ultimately keep them safe.

### Staff training in the use of physical intervention and how competence is assessed

All staff are trained in the Team Teach Intermediate Model. This model is **I.C.M. (The Institute for 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 restrictive physical intervention techniques. Advanced Team Teach trained staff undergo the same rigorous training and assessment by Team Teach and a refresher training in advanced level 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. Part of this will take place as part of a regular review of the children's Positive Behaviour Support Plans.

## 9. LEADERSHIP AND MANAGEMENT

### a. The Registered Manager, the Responsible Individual and Registered Provider

The **Registered Provider** is:

The Council of Thornleigh Camphill Communities Limited

The Council is composed of:

Anthony Nowlan (Chair), Ian Bailey, John Southcombe, Graham Snell, Sarah Compson and Paul Glover.

The **Head of Care (Registered Manager)** is Steven Taylor-Hayward.

Steven has been a manager for over 20 years. He has previously worked at a Young Offenders Institution working with challenging and complex young offenders for over 10 years. From here, he took up the role of a Social Care Manager (Registered Manager with CIW/Social Care Wales Registration No. W/5001669) setting up and managing privately owned Residential Children's Home in Wales for the last 7 years. Steven has a QCF Level 5 in Leadership, Health and Social Care, Children and Young People, Residential Management, a Professional Certificate in Management and is Level 3 NVQ assessor.

The **Chief Executive Officer and Responsible Individual** is Nico Sialelli.

Nico has worked in Special Education for over 20 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 children 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 Sheiling School was when he came as a volunteer for one and half years in 1999. Nico returned to Sheiling School in 2009 and was appointed Chief Executive Officer in October 2011.

## **b. Senior Leadership Team (SLT)**

**Chief Executive Officer & Responsible Individual:** Nico Sialelli

Email: [nico.sialelli@sheilingschool.org.uk](mailto:nico.sialelli@sheilingschool.org.uk)

**Head of Care & Registered Manager:** Steven Taylor-Hayward

Email: [StevenT-H@sheilingschool.org.uk](mailto:StevenT-H@sheilingschool.org.uk)

**Head Teacher:** Dean Frances-Hawksley

Email: [deanfh@sheilingschool.org.uk](mailto:deanfh@sheilingschool.org.uk)

Dean has worked in a range of roles in SEN education for over twenty years, including LSA, Assistant Teacher, Class Teacher, Education Co-ordinator, Assistant and Deputy Head, and now Head Teacher. In this time he has worked with the full spectrum of ages, needs and abilities (including pupils with ASD, ADHD, DS, Attachment Disorder and SEMH issues), the common thread being challenging behaviour. Throughout, Dean has worked closely with the Steiner Waldorf approach and is a trained Waldorf Teacher. Dean first came to the Sheiling School in 2000 in the role of class teacher. After a period of living abroad (2006-2011) he returned to Sheiling School for a short period as LSA and then as Class Teacher. In 2017 he was appointed Assistant Head, became Deputy Head in 2018 and was appointed as Head Teacher in February 2019.

**Head Development, Deputy DSL:** Syl Edgeley

Email: [syl.edgeley@sheilingschool.org.uk](mailto: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 Children), 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](mailto: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 HR:** Alison Davis

Email: [alison.davis@sheilingschool.org.uk](mailto: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 children with autism.

**Head of Resource:** Sam Hembury

Email: sam.hembury@sheilingschool.org.uk

Sam has worked in facilities management for over 10 years, working in Special Education, for the local authority and a family run security company.

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 children.

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. Our HR department follow a Safer Recruiting process.

Advice and support is available from Senior Management and other Managers and staff within 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.

#### **b. Details of the experience and qualifications of staff working at the children's home**

Please see Appendix A.

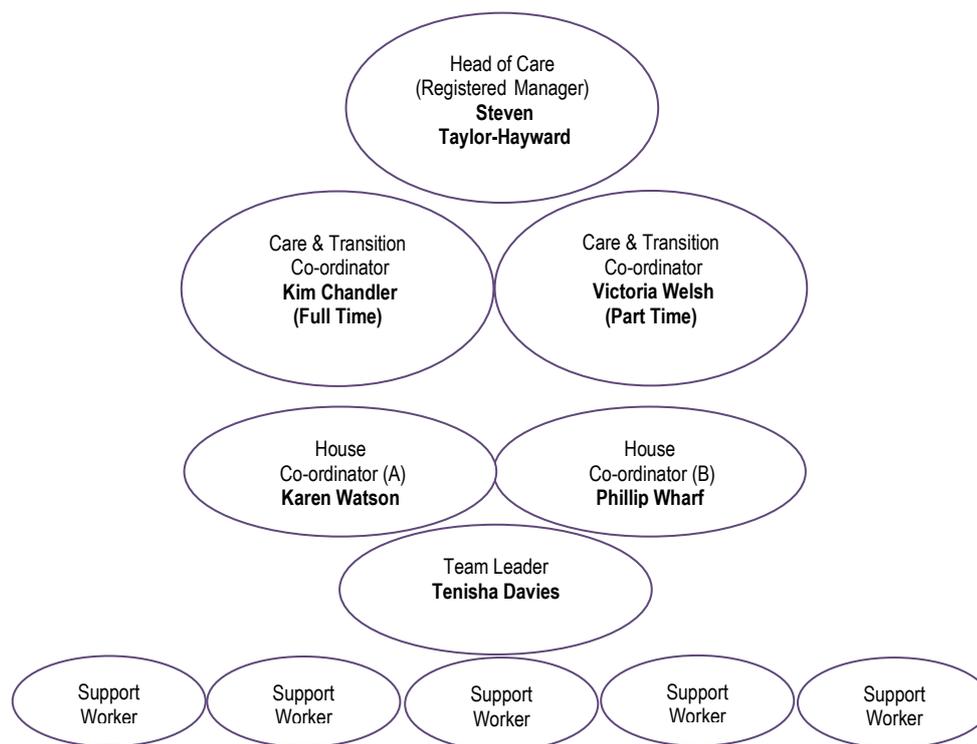
#### **c. Details of the management and staffing structure**

### **School organisational structure**

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

In the homes, the team is based upon a Head of Care / Registered Manager, two Care and Transition Coordinators, two House Coordinators (one per shift), a Team Leader and Support Workers. House Coordinators lead their teams composed of support workers in their respective houses, with support from a number of Bank / Agency staff, who will cover any shortfall in staffing levels e.g. sickness / annual leave / vacancies and offer flexibility to meet an individual child's needs.

**In the homes, the staffing structure is as follows:**



#### **d. Professional Supervision**

Supervision and appraisal are one of the most important ways of ensuring staff deliver a high standard of service to the children, 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
<b>Frequency</b>	As required on any working day.	Normally 2 – 6 weeks depending on individual requirements.	12-monthly
<b>Focus</b>	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.
<b>Characteristics</b>	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. 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 Designated Safeguarding Lead or deputies at any time. Senior staff are also available to offer de-briefing sessions for those staff who have experienced a traumatic work related incident. The school also have designated staff as part of the Staff Support Team and can offer Wellbeing Support, if needed. Staff also have access to a Perk Box scheme, which offers a 1:1 counselling services.

Any development needs identified by this process for individuals or the organisation are communicated to the Head of HR, 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.

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

Sheiling School promotes staff teams that are gender balanced; allowing children 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.

## 10. CARE PLANNING

### a. 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. Children should not be placed in our care even in **emergency situations**, without careful consideration of the alternatives, the dynamics, an impact risk assessment, staff current skills, training and experience and the balance of the other children 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 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 child appropriately? Can the child's needs be met either directly by 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 child in the hope that such arrangements will be made at a later stage.
- Is there an agreed and viable Care & Support Plan for the child's medium to long-term placement?
- Has an Impact Risk Assessment been considered, completed and in place.
- The extent to which the wishes and views of the child and their parent (or those with parental responsibility) have been obtained and acted upon, i.e. if the child 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 child on the existing residential children.

Consideration must be given both to the impact of the child on the existing children, 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 residential children and the proposed referral. This process will involve a risk assessment completed by the Admissions Coordinator, Head of Care in conjunction with the Local Authority.

The referral process will also consider any additional support required for the child and whether this can be met within the Sheiling School or would require additional external support. It will also consider the existing staff teams experience, skills and training to meet the child's needs.

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

### **Admission Process**

If it is agreed that Sheiling School may be a suitable placement for a child, 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 children). 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 EHC plan
- Latest school report
- Psychiatrist/ Psychologist reports
- Consultant reports, or any medical reports
- Behaviour Management Plans from previous school/residential provision
- Child's Risk Assessment
- Care and Support Plan
- Health Care Plan
- Incident reports. Chronology 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 CLA /ICS documents.

There will be an initial follow up plan involving a joint meeting of Teacher, House Coordinator / Care & Transition Coordinator, placing LA, and Admissions Group to finalise the child'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 Children and a personalised Welcome to The Sheiling guide, to be sent to the child and their family.
- A photo album of Class, as well as photos of buildings will be shared with the child and parents.
- Headteacher with Teacher will arrange an individual timetable for the child, which will be sent to the child and parents.
- Sharing with the child and parents the following:
  1. The School and the houses daily routines, by using Social Stories / symbolled text.
  2. The staff and children in the Class and houses (following GDPR regulations).
  3. The School's expectations of the child and what they can expect of staff.
- To ask the parents to complete an appropriate Key Care Plan for their child, which includes information such as; Important Information About Me, Likes and Dislikes, How to keep me Safe, Personal care needs, Routines, How I communicate, What I want to work towards etc.

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

1. Local Authority Care & Support Plan
2. Health Care Plan
3. IEP
4. Impact Risk Assessment
5. Positive Behaviour Management Plan & Risk Assessments – PBSRA - (Care & School)
6. Medication Plan for emergency medication if needed.
7. Consent forms

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

Sheiling School fully accepts and understands that any move for a child 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's key worker is there to welcome them
- That the child is introduced and welcomed by the Head of Care/ Care Manager / the Admissions Coordinator or Headteacher
- That the other children are around where possible to welcome them
- That the child'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 School and houses
- That time is taken to explain to the child what will happen next
- That the child has received a copy of the Children's Guide and Welcome To Sheiling homes pack
- That care is taken that this process is both informal and child-centred. It is designed to reassure the child, not to confuse or create anxiety.

### Emergency Admissions

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

The School will consider emergency admissions to our residential provision for children already placed at the Sheiling School (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 not previously known to the School.

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 child is required.
- If it is possible to offer an appropriate service the child 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.**

Website: [www.childrenscommissioner.gsi.gov.uk](http://www.childrenscommissioner.gsi.gov.uk)

## 11. FIRE PRECAUTIONS AND ASSOCIATED EMERGENCY PROCEDURES

### a. Compliance

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.

#### **b. 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 – tested and certified every six months and documented in fire log.

The fire log is stored in the office of each house

#### **c. External Audits**

Avon fire & rescue carry out fire safety audits routinely to ensure we comply fully with fire safety and issue action plans highlighting any remedial works.

Sheiling School has also appointed an external Health & Safety company to provide audits and advice.

#### **d. Procedure**

Aim of procedure: To ensure all staff, pupils/children, and visitors are aware of their role if the fire alarm sounds. To ensure the calm and effective evacuation of pupils/children and adults in the event of a fire and during all fire drills.

On discovering a Fire Operate the nearest fire alarm point or call out FIRE! Ensure the fire brigade is called by dialling (9) 999. Only use a fire extinguisher if it is safe to do so or it is required to aid escape from the building.

On hearing the Alarm Exit the building via the nearest exit and move towards the Assembly point. Checking rooms as you leave, ensuring the building is empty.

Assembly point Indicated at all fire exits in every building. No one should re-enter the building until permission is given by a manager/ Fire warden or responsible person.

Assembly points: Outdoor play area and Behind Halliers & Swimming pool

For further information please refer to the fire policy.

#### **e. Training**

All staff will be provided with instruction on the fire precautions and fire evacuation arrangements in place and informed of their responsibilities as part of their induction. As part of the induction, all staff complete a fire awareness course.

In-house fire warden training is also provided by the Head of Resource, a record of attendees is kept within the training records.

<b>Document</b>	<b>Date</b>	<b>By</b>
Created on	27/03/2015	Nico Sialelli, Jo Turksen, Rikke Julin, Noah Black, Syl Edgeley, Deborah Wilcox
Adopted by Council on	10/06/2015	All Trustees
Frequency of review	Annually and when required	Registered Manager and SLT Member(s)
Reviewed on	21/06/2015	Nico Sialelli – CEO
Reviewed on	07/03/2016	Nico Sialelli – CEO
Reviewed on	27/04/2016	Nico Sialelli – Registered Manager
Reviewed on	24/11/2016	Nico Sialelli – Registered Manager
Reviewed on	17/01/2017	Nico Sialelli – Registered Manager
Reviewed and updated on	30/10/2017 19/01/18 12/10/2018 17/12/2018 17/05/2019	Richard Tiplady-Head of Care Registered Manager
Reviewed On	03/12/2019	Nico Sialelli - CEO
Kim Chandler	21-09-20	Kim Chandler – Care & Transition Co-ordinator
Reviewed on	03-11-20	Steven Taylor-Hayward, Head of Care (Registered Manager)
Reviewed on	17-11-20	Steven Taylor-Hayward, Head of Care (Registered Manager)
Reviewed on	7-12-20	Steven Taylor-Hayward, Head of Care (Registered Manager)
Reviewed on	11-12-20	Steven Taylor-Hayward, Head of Care (Registered Manager)