



# Welburn Hall School

## **RESIDENTIAL CARE POLICY**

Signed:

Date:

Last Reviewed: 18/01/2018

Next Review Due: 01 January 2019

Residential Care/boarding at Welburn Hall is an integral part of school provision and is delivered within the framework of the school's agreed policies and procedures.

Residential Care Officers work collaboratively with teachers, therapists and support staff, and in partnership with parents to ensure that the individual needs of the children and young people are identified and met through the extended curriculum.

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

Care staff also contribute, alongside teachers, therapists and others, to the Annual Review process; reporting on progress and suggesting targets for the future.

The school is committed to easing anxieties associated with weekly boarding and has a structured induction programme to ensure new residents are familiar with staff, other residents, the school's expectations and daily routines.

Contact with families is encouraged. Facilities are made available for boarders to do so privately using the school's telephone system. However, the majority prefer to use their mobile phones. Students are supported to use personal electronic devices with due regard to e-safety.

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

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

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

Areas of personal development are identified. Boarders' progress towards achieving personal targets are monitored and tracked using the school's data collection system adapted to suit the residential care setting.

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

Staff work closely with the School's Head of Care to ensure that student's medical and health-care needs are met. Health care and medical plans are also included within boarders' care plan files. RCOs follow a robust protocol in handling and administering medication.

The school works collaboratively with health agencies and other specialist services to meet the needs of each individual.

In addition to Care Plans and Medical Information, care staff also keep records of positive behavior plans, which provide helpful advice and guidance about the needs of the student and appropriate responses when managing behavioural incidents.

All staff are required to complete detailed records of all behavioural incidents electronically and record all sanctions and physical interventions in bound logs.

The Headteacher leads on behaviour and monitors records ensuring a pro-active approach is implemented to minimize triggers and incidents. Concerns about well-being are reported to the Head of Care.

Care is provided in a safe, comfortable and homely environment. Here the students can relax, and learn to relate to one another in a less structured setting than in the classroom. However, the accommodation is not intended to be a substitute for home.

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

They are encouraged to identify their own leisure preferences and to participate in as many activities as possible in order to widen their experiences and develop a range of interests. This is balanced with the opportunity to choose 'free-time' in order to enable students to develop the ability to self-occupy their leisure time.

Health and Safety Risk Assessments are carried out for high risk on and off site activities and accommodation, both formally, using standardized recording forms, and informally, by constant monitoring and re-evaluation of situations.

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

All boarding students are encouraged to develop their independence skills through opportunities provided in the extended curriculum, focusing on budgeting and handling money, self-care and laundry, independent travel and building further on their leisure and social skills.

Students in the College follow programmes focusing heavily on independence, social skills, life-skills and employability skills.

Whilst the aim of the provision is to enable students to develop their skills, and take more responsibility for themselves, staff ensure that appropriate support and supervision is provided at all times.

Any proposed reduction in either support or supervision must be discussed with other members of the team, considered by the Head and Head of Care and implemented in line with the school's staffing policy. A thorough risk assessment must be carried out before any changes are implemented.

In addition the school ensures boarders and their families are supported throughout the transition out of Welburn Hall by the core team who liaise closely with Connexion advisors and key representatives of the placing LA. The school's Family Support Manager, or another delegated member of staff, is made available to accompany students to college visits and interviews.

## Securing Boarders' Views

All students can attend regular student forum meetings, during which boarders are encouraged to voice their views and opinions on the running of the residential provision. Students are made aware they will not be penalized for raising a concern.

## Concerns and Complaints

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

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

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

## RESPONSIBILITIES OF RESIDENTIAL CHILD CARE OFFICERS

Residential Care at Welburn Hall aims to ensure the emotional and physical well-being of our students.

On appointment all RCOs will be expected to engage in the school's induction programme and within 7 working days begin The Children's Workforce Development Council's Induction. RCOs must complete the programme within 6 months. It is a requirement that all care staff have, or attain, at least a Level 3 qualification in working with children and young people. If, on recruitment, they do have this, the school will commission training, to begin within 3 months.

There is an expectation that all members of the residential team engage in continual professional development. The school delivers a comprehensive CPD programme which ensures staff are equipped to meet the needs of students within the school. The impact of the CPD programme is evaluated by senior leaders and monitored by the Governing Body to ensure the staff team remain up to date with professional, legal and practice developments and reflects the policies, legal obligations of the school.

RCOs are supported through regular half termly supervision sessions with their line managers. At any time they are able to seek advice and guidance from team leaders, the Head of Care and standard 20 independent visitor. The Headteacher remains available to those members of staff who feel their line managers have not resolved issues or provided advice.

In keeping with all staff RCOs have a formal annual appraisal of their performance.

The team of Residential Care Officers provide activities and experiences which will extend student's learning, and enable them to practice skills in a variety of settings.

Each student has a designated Keyworker, who is primarily responsible for their care and welfare and for maintaining contact with parents or carers. The Keyworker is also responsible for creating and evaluating student Care Plans.

All staff must ensure students' safety and welfare at all times, by remaining alert to any Health and Safety issues, and by carrying out formal, and ongoing risk assessments. Any issues or concerns must be reported immediately to senior staff and, where relevant, the Siter Manager or Compliance Officer.

A senior member of the Care Team, typically a Team Leader, will be the nominated person responsible for the deployment of staff and management of the shift each day.

Staff are required to inform this person of any visitors to the site, so that their presence is known, and the entry system must be used to ensure their name and the reason for their visit is recorded.

At least one member of staff must remain in the house / building at all times with the children / young people. However, some activities may take place without direct adult supervision to encourage independence and enable the students to develop a sense of responsibility for their own actions and behaviour.

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

Particular vigilance is required when students are accessing the internet. A member of staff must remain with students to supervise and monitor materials and images which are accessed.

Staff must inform the team leader/senior member of the care team responsible for the shift of any off-site activities, concerns about potential problems with behaviour, or any incident involving the behaviour or well-being of a student.

Incidents must be recorded on SIMS, (electronically), and always before the member of staff goes off-duty.

There is always a member of the Senior Leadership Team, (Head or Head of Care), on-call and any concerns or issues must be passed onto them by the person responsible for the shift.

Any concerns relating to Child Protection must be passed on immediately to the Designated Senior Lead, (DSL), or other member of the Safeguarding Team if the DSSL is not available. Should none of these people be available, the senior manager in charge of school at the time, should be informed.

Medication for students must be administered following the school's procedure. Concerns about a student's health should be reported to the person responsible for the shift and recorded in the student's medical file. The senior member of staff for that shift must arrange any necessary treatment and ensure that parents/carers are informed.

All matters relating to intimate personal care should be discussed with a senior member of care staff to ensure that the Medical and Intimate Care policies are followed. A student known to require intimate care must have that care described in their Healthcare Plan, which should include guidance as to method.

The school has clear policy regarding intimate care and privacy and expects that students are treated with respect and dignity in the residential setting. Examples of these expectations include:

- Staff must not use toilets or bathrooms which are provided for students, when students are in residence.
- Staff must knock at the door and wait for permission to enter to be given by the student when entering any student's bedroom.

- Student's rooms should only be entered without permission in an emergency, or where children are considered to be at risk.
- If it is necessary for staff to enter a student's room without permission, or to offer intimate personal care to a student, a written record of their actions and reasons for them must be given to the person responsible for the shift.

Staff should be aware of gender issues, especially when dealing with children of the opposite sex, and should refer to the Code of Conduct for staff,

i.e. staff should not engage in any of the following:

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

In addition to the above, male staff should not undertake any aspect of intimate care for females.

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

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

Staff may only search a student's belongings if there is good reason to believe that a student has in their possession any item which

- a) Has the potential to cause harm to themselves or others  
e.g. alcohol, drugs, knives etc.
- b) Does not belong to him/her.

Permission must be obtained from the Head of Care, (or Head in his or her absence), before any search is carried out.

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

Staff should seek permission from the young person and allow them to be present when the search is made (unless to do so would compromise safety.)

At least two members of staff must be present during any search, one of whom should be a member of the school's SLT, or during the evening the team leader responsible for the shift having first consulted with the senior leader on call that evening.

Following the search, the most senior leader involved will decide whether any further action is necessary. Any situation which requires further action must be discussed with the Headteacher.

### Quality Assurance

The Governing Body ensures that the work of the school is monitored by an independent visitor. Following the half termly, unannounced visits a formal written report on the conduct of the school is produced for the Governing Body and made available to the Headteacher and Head of Care.

Monitoring visits include:

- Checks on the school's records of attendance, complaints, sanctions, use of physical interventions, risk assessments and care plans
- Assessment of the physical condition of the building, furniture and equipment
- Opportunities for any students or member of staff to meet with them in private.

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

- The operation and resourcing of the school's welfare provision for boarding students in relation to:
- Statement of Purpose
- Staffing policy
- Placement plans for individual students

and

- An internal assessment of compliance with national minimum standards

### Records

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

On leaving the school individual records are archived securely and retained for at least a period of 25 years after the birth of the student or are passed to the next school / college and a receipt obtained.

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

The school ensures:

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