



# Welburn Hall School

## Residential Care Policy

**Signed:**

Date:

Last Reviewed: 29/11/2018

Next Review Due:

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 and support staff, and in partnership with parents to ensure that the individual needs of all boarders are identified and met through the waking hours curriculum.

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

Care staff also contribute, alongside teachers, teaching assistants 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.

At present, the school does not allow students to carry personal electronic devices equipped with cameras or internet access. However, the care team support students to use the Internet Café under appropriate supervision. It is planned to develop the Internet Café further to allow for students to use their own devices but, again, under supervision.

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 Residential & Safeguarding Manager to ensure that students' medical and healthcare 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 behaviour 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 Residential & Safeguarding Manager.

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.

Boarders 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 standardised 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.

College boarders follow programmes focusing heavily on independence, social skills, life- skills and employability skills.

Whilst the aim of the provision is to enable boarders 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 Residential & Safeguarding Manager 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 LA. The school's Family Liaison Manager, or another delegated member of staff, is made available to accompany boarders to college visits and interviews.

### **Securing Boarders' Views**

Boarders are encouraged to attend the regular forum meetings, during which boarders are encouraged to voice their views and opinions on the running of the residential provision. Boarders 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 and a flow chart is available detailing who to speak to in school and external contacts should they wish to escalate their concern.

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

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.

### **Responsibilities of Residential 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; or have a directly relevant equivalent. 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 the Team Leader, the Residential & Safeguarding Manager 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 Site Manager.

A senior member of the Care Team, typically the 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 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 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 DSL 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 scapegoating, ridiculing or rejecting of a student.
- If you are driving a student anywhere on your own ask them to sit in the rearseat 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.

### **Power to Search without Consent**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Staff may only search a pupil's belongings without consent if there is good reason to believe that a pupil has in their possession any item which are

'prohibited items' or has the potential to cause harm to themselves or others  
i.e.:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Does not belong to him/her e.g. stolen items.

Permission must be obtained from the Residential & Safeguarding Manager or Headteacher 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 pupil is to be informed of the search.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

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 senior leadership group or during the evening the Residential & Safeguarding Manager or Team Leader.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Staff conducting a personal search should be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes wardrobes, desks, lockers and bags.

## What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. **Where any article is thought to be a weapon it must be passed to the police.**

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Following the search the Headteacher or Residential & Safeguarding Manager will decide whether any further action is necessary. However, legislation sets out what must be done with prohibited items as a result of a search. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this **should not** include returning it to the pupil.

Where they find controlled drugs, these **must be delivered to the police** as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find other substances which are not believed to be controlled drugs these **can be confiscated** where a member of staff believes them to be harmful or detrimental to good order and discipline; including, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these **must be delivered to the police** as soon as reasonably practicable - but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where they find weapons and knives and extreme pornography, these **must always be handed over to the police**, otherwise it is for the senior leader to decide if and when to return a confiscated item.

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 Residential & Safeguarding Manager.

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
- 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.