

Welburn Hall School



Residential Care Policy

Signed: [M.Garnett](#)

Date: September 2022

Last Reviewed: March 2022

Next Review Due: September 2023

Introduction

Here at Welburn Hall School we want to make boarding an enjoyable and exciting time for students. We want to ensure they develop and enhance their skills ready for the transition. We believe that at Welburn we offer a warm and caring environment for the students to grow as individuals. We build open and honest relationships with parents and carers and value their input into supporting their child. We want to celebrate success with all involved.

Transition into Residential Provision

The school ensures boarders and their families are supported throughout the transition period into Welburn Hall by the care team who liaise closely with families and other professionals to ensure we are best placed to support the student. We want all the students to feel at home and encourage them to bring any items from home that will help support them to do this.

The Residential Team

The residential team consists of:

Residential and Safeguarding Manager (RSM)
Residential Team Leader (RTL)
Residential Care Officers (RCO)
Assistant Residential Care Officers (ARCOs)
Waking Night Officers (WNO)
Independent Listener, Section 20 visitor
Family Support Manager (FSM)
Residential Link Governor

Safer Recruitment (*See whole school policy*)

Safer recruitment processes as identified in Keeping Children Safe in Education are adhered to throughout the recruitment process with the active involvement of a senior leader who has completed safer recruitment training involved in all stages of the process and included on all interview panels.

Following Welburn Hall's safer recruitment policy, safeguarding checks, including enhanced DBS checks, are undertaken prior to successful candidates taking up post.

A review of staffing levels will be undertaken annually and formally reported to Governors. Any proposed reduction in staffing levels will be considered by the Headteacher and the Residential & Safeguarding Manager and implemented in line with the school's staffing policy. A thorough risk assessment will be carried out before any changes are implemented.

Staff Development

On appointment it is necessary for residential staff to undertake;

- WHS Induction Programme
- Level 4 Diploma in Working with Children and Young People (if not currently held)
- Level 2 Child Protection in Education (Educare online module)
- Level 2 food handling and hygiene course
- First aid training
- Medical administration training including emergency meds (Epipens, Inhalers, etc)

Training

The residential team will be available for 5 days per year for INSET. Such training may be residence focused, but staff will also be involved in teacher inset that includes whole school issues such as;

- Child Protection
- Behaviour Management including Physical Intervention
- First Aid / emergency medication training etc.
- Health and Safety (including Fire Marshall training)
- In house training in child development and residential care practice will be provided in weekly training sessions.
- In addition to in house training, supervision will enable individual training needs to be identified and staff confidence improved.
- Individual training needs and development plans will be outlined in half termly supervision sessions.
- The impact of training on staff performance will form a vital part of the annual appraisal process.

Admission

The school is committed to easing anxieties associated with weekly boarding during term time and has a structured induction programme to ensure new residents are familiar with staff, other residents, the school's expectations and daily routines. These are captured in the Students Guide to Boarding Booklet which serves as a point of reference prior to and on taking up a residential placement.

A residential care officer (RCO) will be assigned to each boarder before admission who will work closely with the RSM and FSM regarding admission arrangements and health / medical care.

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

The designated RCO is responsible for creating and evaluating the boarder's Care Plans. This RCO is primarily responsible for their care and welfare and for maintaining contact with parents or carers. The whole team will be aware of the individual student needs and support them during their time at Welburn.

The Care Plan identifies boarder's personal, medical, religious, dietary, communication, 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, 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.

Prior to entry, in consultation with the RSM and FSM, staff must ensure that all primary needs are catered for i.e. Bedrooms are welcoming

On arrival the RCO must meet and welcome the boarder and be available to help unpack (if appropriate) spending time with the boarder personalising their room

If the boarder is accompanied by his/her family, they too should be involved if they wish.

In a shared bedroom, other occupants should be part of this process.

The RCO will ensure that the pupil and family members have contact details of the RSM / Team Leader arrival and going home routines and Welburn Hall expectations should be outlined.

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 into bedrooms unless they are in an individual room. The care team support students to use their electronic devices safely and complete E-safety sessions with all students. Students are free to use their mobile and electronic devices in the internet café and communal areas of the house and grounds. Students and parents will sign an acceptable usage agreement as per the E-safety policy. All students will hand in electronic devices at bed time.

During the evening of admission and subsequent evenings the RCO, as well as members of the peer group, will guide the new pupil through the house routines. Once the pupil is settled and moving happily through the routines the period of induction will be concluded.

Physical Care / Intimate Care (*see Intimate Care Policy*)

Staff provide for the primary needs of the pupils in their care, and encourage development of independence skills in managing aspects of physical care.

Some aspects of physical care may involve specialised guidance and training for residential staff, i.e. supportive exercises for pupils with physical weakness - from a physiotherapist.

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 regarding appropriate practice.

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 record of their actions and reasons for them must be given to the person responsible for the shift.

Washing / Bathing / Showering

Personal hygiene is an important aspect of communal living, as well as developing skills for future independence.

It is important to recognise the most personal aspects of daily life, such as using the lavatory or taking a shower or bath should be essentially private activities and as such all toilet and bathroom doors are lockable.

Boarders will be made aware of gauging appropriate water temperatures.

Boarders will be given the choice to bath/shower either in the evening and / or morning - providing they are going to bed and getting up at an appropriate time and do not make themselves late for bed or school.

Teeth Cleaning

A routine of teeth cleaning will be encouraged twice a day.

Toileting

Boarders who suffer from constipation or bouts of diarrhoea will be monitored as appropriate.

Should a boarder wet the bed, if they wake be made comfortable quietly and sensitively; adequate clean pyjamas or night wear should be easily available to night staff or the

pupil. These pupils should be offered a bath/shower the following morning. Spare bedding is available and spare mattresses.

Clothing

Boarders are encouraged to bring clothing to change into during the evening.

Boarders will be involved in the laundering and ironing of their clothes. Staff will supervise the use of all machines and equipment and teach independent living skills in a supportive way.

For many boarders the purchase of new clothes and fashionable wear acceptable to their peer group is of important, staff will encourage boarders to develop an understanding of good value.

Personal Care

Regular routines are developed as good habits for the future.

Boarders are encouraged to wash their own hair without supervision dependant on ability.

No boarder should be treated for head lice unless there is a known risk. (e.g. lice discovered in the hair) When a pupil needs treatment for head lice, staff should be sensitive to any embarrassment the pupil may feel, and should recognise this is a common problem. Parents / carers should be informed.

Girls should be able to choose which forms of sanitary protection they wish to use. Products are readily available and they should not have to consult male members of staff on this matter.

Parents / Carers of boarders from minority ethnic groups will be consulted by staff to ensure the appropriate use of skin care routines and hair dressing.

Meals

A well-balanced diet is provided by the catering team with menus are devised in consultation with boarders.

Boarders in the bungalow will be involved in the activity of meal purchase and preparation. All boarders will be supported to develop a range of household skills. Such skills are accredited through the Open Awards.

It may be necessary for some pupils to have adapted diets for medical or behavioural reasons. However, boarders should have access to food and drink within reason. Food should not be locked away unless for reasons of safety.

The residential team should eat the same menus with boarders.

Although there are set meal times, but every attempt is made to ensure some flexibility.

It is reasonable to allow pupils, who are able, to prepare their own breakfasts. Breakfast should not be withheld if a boarder gets up late - an alternative or compromise should be offered.

Staff involved in the preparation of food should have training in safe hygienic practices and good food handling techniques.

Communication

Staff will support students with and SALT plans and support students who need communication via Makaton or the use of communicators. Needs will be identified prior to admission and staff will undertake training as required.

Environment

Senior Leaders keep under review the recreational space in the residence, and the private spaces in the bedrooms to ensure boarders are comfortable with arrangements and levels of privacy. Staff also monitor the temperature in the living areas to ensure it is comfortable.

Medical Care (*see medical policy*)

The school benefits from a school nurse who oversees all medical and health care matters. In addition, the school works collaboratively with health agencies and other specialist services to meet the needs of each individual.

Three residential staff have training in schools first aid training.

Residential staff support the medical well-being of pupils through:

- Liaising closely with the school nurse to ensure awareness of the medical history of the boarder and considering any special needs they may have, e.g. visual problems or medical condition, such as diabetes.
- Ensuring an up to date and accurate medical / health care plan is included within the individuals' care plan.
- Recognising symptoms displayed by pupils that need medical attention and reporting to Team Leader / RSM, informing parents/ carers and recording of concerns in student's medical file on Teams.
- Being aware of the emergency procedures, such as, general first aid, choking, epilepsy, and resuscitation techniques.
- Administering drugs/ medication where necessary and accurately recording any such administration. Ensuring all medication is kept in a secure place, in the medical room.
- Monitoring any side effects of medication, or changes in behaviour due to diet or

menstrual cycles, and recording these in the appropriate way.

- Having an understanding of allergies that pupils may suffer, and the use of special diets or alternative medicines such as homeopathy, if directed by parents / carers.
- Helping pupils to manage their own medical conditions e.g. asthma.
- Respecting the confidential nature of medical conditions.
- Ensuring medication for students is administered following the school's procedures.
- Playing an active role in promoting all aspects of pupils' health. This should include education about the effects of smoking, alcohol, substance abuse, sexual matters and HIV / Aids. Complementary to that provided by the school PSHE Curriculum and Sex Education Policy.
- Keeping themselves informed about the risks of solvent abuse, and should be alerted to the possibility that, aerosols, glue and other solvents may be being misused.
- Being aware of the needs of some pupils from ethnic minorities who may suffer from, for example sickle cell anaemia.
- Ensuring appropriate medical attention should be sought immediately in the event of an accident.
- Ensuring all accidents are recorded in / on the appropriate forms/books.

Smoking/Vaping

We are a no smoking or vaping school and these are not permitted under any circumstances.

Drug and Alcohol Misuse

Although unlikely, the school recognises that procedures need to be in place to guide staff in their response should a boarder consume alcohol / drugs:

- Throughout the safety and wellbeing of the boarder must be prioritised.
- A member of staff should stay with them to monitor their condition whilst the RSM is informed.
- Boarders should not be searched for drugs when possession is suspected, though it may sometimes be necessary to persuade them to empty pockets / bags.
- The RSM will keep the Head Teacher informed and consult with them as necessary.
- Concerns will be reported following safeguarding procedures and a multi-agency meeting convened when appropriate, including support and counselling for the individual.

Searching, Screening and Confiscation

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.

However, there are circumstances when senior leaders may 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. In such circumstances procedures as outline in Appendix A will be followed.

Emotional Care

The emotional development of pupils is an important aspect of residential provision.

Pupils struggling with the frustrations associated with additional needs, adolescence or with a low self-esteem, have the right to be supported by staff in a safe and secure environment.

Residential staff support the emotional development of pupils through;

- Counteracting the feelings of homesickness by maintaining family contacts through the regular use of telephone, email, mobile phone,
- Providing recognition, acceptance, affection, respect, encouragement and praise.
- Offering individual opportunities to communicate feelings and deal with personal issues, problems.
- Enabling pupils to learn to live with others and respect others' feelings, as well as, respecting the individual need for privacy.
- Supporting pupils in times of anger and frustration, teaching them how to deal with different emotions and to learn self-control techniques.
- Encouraging pupils to learn how to laugh at themselves on occasions, and how to recognise their own achievements and feel good about themselves.
- Awareness of the cultural differences of pupils, as well as the additional problems of adolescence and the inherent peer group pressures, and provide a relaxed residential environment.

Social Care

Staff use every opportunity to develop independence skills and social responsibility with pupils through:

- Understanding what it means to care for the world we live in and our environment,

- e.g. recycling.
- Respecting other people, their possessions and their privacy.
- Understanding team work and turn taking.
- Developing acceptable standards of social behaviour e.g. including the awareness of controlling audible noises such as, hiccups and burping, as well as good table manners.
- Using public transport safely and appropriately.
- Self-regulation of inappropriate or repetitive patterns of behaviour.
- Making use of role play activities to develop pupils, understanding in different situations.

Leisure Activities

Within the residential setting there is always a variety of reading materials, toys and games, appropriate to the age and abilities of the pupils.

Books, newspapers, art and study materials are available and boarders are allowed to pursue these activities quietly.

The residential team take active steps to ensure that pupils have access to a range of leisure activities, both on an individual and group basis to support their special interests, hobbies and cultural upbringing.

The wide range of activities on offer include the school pool, the pony, the farm and bikes so that pupils have opportunities to maximise their personal development and to enjoy themselves.

Staff ensure leisure activities are purposeful. The activity should be promoting progress, physical or educational with a clear idea of the purpose in relation to the waking curriculum.

Throughout leisure time, at least one member of staff must remain in the house / building at all times with the boarders. 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.

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 CPOMS, (electronically), and always before the member

of staff goes off-duty.

Educational Support

Residential staff play an important part in supporting the educational development of the pupils through:

- Showing an interest in all of the pupils' educational achievements, and assume the role of supportive adults and recognise and applaud those achievements.
- Supervising homework, encouraging the pupils when they are finding the work difficult. Establishing the study hour as part of the residential routine and an atmosphere and environment that ensures the study hour is a positive and rewarding experience.
- Offering appropriate reward systems to encourage positive behaviour in liaison with teaching staff to develop a whole school approach.
- Liaison with teaching staff to ensure quality of homework.
- Creating educational experiences in 'out of school' hours to provide opportunities to learn about the world around us.
- Teaching and encouraging respect for safety standards and providing practical opportunities to learn about road safety, cycling proficiency, and swimming etc.
- Ensuring pupils have an understanding of stranger danger.
- Encouraging pupils to develop leisure interests or hobbies for the future and to make good use of their free time, including mixing with the community and taking an active part in local clubs and sports.

Life Skills/ Independence and Living in the Community.

Staff supports the development of life and independence skills by encouraging pupils to be helpful members of society, tolerant of people who may not understand their additional needs or who may not want to help them.

Residential staff help pupils to understand the world they are living in through:

- Developing appropriate behaviour in public places such as shops, libraries, cafes and post offices.
- Using public transport, visiting places of interest and understanding the need for queuing for tickets.
- Developing and understanding of the need for preparation for trips such as packing things, working out the route, remembering spending money, cameras and packed

meals, etc.

- Awareness of external support groups for those with additional needs, such as youth clubs,
- Developing an understanding of how to get help from doctors, social services and emergency services.
- Visiting doctors, dentists, hospital, etc.
- Awareness of others in the community such as the elderly, who may need help e.g. with doors, road crossing etc.

Behaviour / Bullying (*See whole school policy*)

The School's policies on Behaviour and Anti-Bullying explicitly extend into the residential provision. Copies of both policies are available on the school's website and in the staff handbook.

Welburn Hall operates a system of rewards and unintended consequences based on agreed rights and responsibilities. The rules are discussed and agreed with the boarders at the start of each academic year. All boarders have their own copies of these expectations and the school liaises closely with parents in seeking their support in compliance. This ensures the house is a happy place to live in during the week.

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 scrutinised by the Standard 20 visitor half termly and formally reported to Governors.

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.

The Anti-Bullying Policy states that no form of bullying will be tolerated in the School. If such issues arise:

- Incidents of bullying will be brought to the attention of the RSM / Team Leader who will discuss with the young person's RCO how best to investigate, following the school procedures.
- Following the investigation, the RSM will discuss with the young people and their RCO:
- strategies for supporting the victim
- plans to help the perpetrator modify his/her behaviour, including positive ways of encouraging and reinforcing non-aggressive behaviour and empathy / restorative

action

- A clear set out procedure of reflect, repair and restore
- appropriate unintended consequences.
- Incidents of bullying in the house will be recorded on CPOMS.
- Behaviour logs are recorded on CPOMS.
- Parents and carers are informed of incidents of negative behaviour and staff action.

Sex Education (*See whole school policy*)

Sex education is provided through the school's PHSE programmes and Sex Education Policy and reinforced in the residential setting. Sexuality is one of the most important factors affecting young people in the transition from children to adulthood.

Residential staff supporting the sex education programme will need to cover issues such as the emotional aspects of entering into a sexual relationship with another person. The emotional and practical implications of becoming a parent will also need to be explained in some detail. It is vital that sexuality is not ignored or repressed as this will create an unhealthy environment.

Residential staff support parents and teaching staff in the boarders' development of understanding in this area through:

- Creating an environment where pupils feel able to discuss their feelings about themselves and their sexuality.
- Being aware of the school's Sex Education Policy, and resources available such as books, videos, which are appropriate to their age group and stage of development.
- Being able to answer questions and provide helpful information when subjects arise, either as a follow on from a lesson or through seeing something on television.
- Organising sessions for discussion to assist pupils in their understanding of sensible attitudes to relationships.
- Helping girls to understand and manage their menstruation.
- Encouraging pupils to understand and use privacy.
- Helping pupils to understand their adolescent feelings appropriately and understand their changing bodies.
- Liaising with parents/carers and following through their wishes and concerns.
- Understanding cultural differences and beliefs.

- Being aware that pupils who may have been abused may need special counselling if they are not to regard sexual feelings as a matter of shame, or to regard sexual relationships as impersonal or exploitative.
- Recognising the needs of gay, lesbians, bi and trans boarders and approaching this sympathetically. Discrimination against a pupil on the grounds of their sexuality is entirely unacceptable.
- Dealing with overt sexual behaviour sensitively and not punishing it as 'bad behaviour'.
- Neither encouraging, nor condoning sexual relationships between pupils. Where they arise, staff should respond sensitively and counsel the pupils concerned about the issues this has raised for them as individuals, as well as their peers.
- Dealing with apparent deliberate acts of sexual harassment promptly and firmly but also sensitively.

Child Protection (*see whole school policy*)

Residential staff must have a secure working knowledge of:

- The school's Child Protection Policy, which is available on the website and in the staff handbook.
- The school's named designated safeguarding lead (DSL) for child protection and their deputies who form the safeguarding team.
- Their own personal role and responsibilities in keeping children safe.
- Procedures, including timely and accurate reporting and recording of concerns whom
- Action to take if they suspect any form of abuse by a colleague or a member of senior staff.

Staff assist in the protection of pupils through;

- Being aware of the possibility that pupils may be abused during the time they are at school by adults and peers.
- Reporting to the DSL if they suspect, or have evidence that a pupil is suffering, or has suffered abuse.
- Being aware of the possibility of peer on peer abuse and how to respond

- Being aware that when an allegation of abuse is made by a pupil against a member of staff, it must be taken seriously and reported to the DSL following the Allegations Against Staff policy.
- Attending regular update training and being vigilant of current changes to safeguarding regulations such as procedures linked to reporting FGM and in identifying the ever changing nature of safeguarding such as the rise in sexting, criminal exploitation, CSE, trafficking.

Teamwork/ Working in Partnership and Report Writing

Communication between school and boarding is an important part of team-work (whole school) approach, and helps to develop a co-ordinated view of working with the pupils. Staff across both residential and the school setting are therefore required to follow the same policies and practice such as recording and reporting procedures by:

- Completing incident, accident and sanction procedures.
- Developing individual targets in line with objectives specified in the EHC Plan and reviewing them on a regular basis.
- Discussing pupil progress or concerns with the RSM in regular supervision sessions.
- Producing reports for case conferences, social service reviews as requested.
- Monitoring and recording pupil progress within the residential setting and need relating to behavioural or medical issues.
- Liaising regularly with teaching staff regarding the progress of pupils.
- Completing home/ school books (as appropriate) on a weekly basis. Communicating by letter, telephone / email with parents / carers. Providing a forum for discussing any concerns between parents / carers and staff.

Health and Safety (*see whole school policy*)

The school subscribes to North Yorkshire County Council Health and Safety Services. Regular routine visits ensure the school's compliance with health and safety checks and monitoring and includes the annual fire risk assessment. In addition, internal monitoring of compliance checks are undertaken half termly and reported to Governors.

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.

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 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, risk assessments identify when support and supervision is required.

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.

Surveillance and Monitoring (*see whole school policy*)

The Governors, Headteacher and Senior Leadership team take their responsibilities around safeguarding very seriously and have to be assured that pupils are safe at all times especially during the night. The site is open and easily accessible and as such has been identified as an assessed risk. The installation of surveillance and monitoring equipment has therefore been installed as an additional layer of protection from a safeguarding point of view to minimise risk.

Systems comprise of Closed-circuit television (CCTV) with a number of fixed and dome cameras located around the school site, listening devices for medical reasons in some bedrooms, movement sensors on staircases, door sensors and the use of 2 way radios for communication between staff across the site.

Listening devices may be located in the bedrooms of some boarders for the monitoring of medical conditions such as epilepsy requiring a swift response. The installation of such devices is based on assessed risk and such devices are only installed with the consent of parents and students.

The monitoring of listening devices is undertaken by waking night staff with responses guided by the boarder's medical care plan.

Sensors and alarms have been installed on staircases and doors to minimise risk of students attempting to leave the residential area during the night. Such sensors alert waking night staff should a boarder attempt to do so.

Due to the nature of the site, staff may not be in the vicinity of a landline and mobile network coverage is weak, consequently 2 way radios are in use to summon support and assistance. In such cases, staff aim to ensure personal details are kept to the bare minimum to protect the privacy and dignity of pupils concerned.

Independent Listener

All boarders have access to an Independent Listener

The function of the Independent Listener will include;

- Visiting the residential provision
- Meeting, listening to and advising any boarder who may request it.
- Observing residential standards of child care practice.
- Offering advice to staff.

Any concerns raised by the Independent Listener will be passed to the RSM or the Head Teacher as necessary.

Staff - Pupil Relationships

It is important for staff to develop warm and friendly relationships with boarders however professional boundaries must be maintained at all times.

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.
- When 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.

Pupil Records

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

All pupil records are confidential and must be kept securely on CPOMS/Teams. 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 NMS will be retained for at least 5 years from the date of the last entry.

Records should contain the following information about each pupil:

- Name
- DOB
- Gender
- Religion
- Address/ telephone/ mini-com /mobile phone number
- The name and address of parents/carers and their religion
- Racial, Cultural, Linguistic background
- Legal Care status (if accommodated / looked after - the Social workers address/ telephone number is required).
- Visitors - parents/ parental representative, relatives, friends, independent visitor, social worker,
- Contact restrictions
- Education Health Care Plan
- School reports / Annual Reviews
- Social services reports and reviews
- Record of incidents, accidents, sanctions, positive reward etc
- Dietary health and medical needs
- Medication administered

- Pocket money records

Each pupil's main file is held electronically or in the main office by the Operations Manager.

The school ensures:

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

Quality Assurance

The Governing Body has a dedicated link governor for boarding who attends termly and ensures that the residential provision is monitored. Boarding is also 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

Concerns and Complaints (*See whole school policy*)

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 visual 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.

Appendix 1

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, cigarette papers, vapes,
- 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.
- Electronic devices with cameras

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.

Members of the Senior Leadership team 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 team 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.

Transition out of Welburn Hall

The RSM and FSM will ensure that students are supported with Futures advisors and key representatives of the LA. The school's Inclusion Manager, or another delegated member of staff, is made available to accompany boarders to college visits and interviews.