



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Residential Care Policy	
Section: R	Policy No: R.3
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Name of Originator: RB	Designation: Residential Services Manager (RSM)

Residential Care at Dawn House is an integral part of school provision and is delivered within the framework of the school's statement of Principles and Practice, Statement of Purpose, and Statement of Ethos and Values. This is achieved by following all agreed policies and procedures.

STATEMENT OF PRINCIPLES AND PRACTICE

We are committed to the highest quality education, therapy and care for pupils with speech, language and communication difficulties and/or Asperger's Syndrome.

- To enable the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- To provide for the spiritual, moral, intellectual and physical development of the pupils at the school.
- To provide a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- To prepare the pupils for the opportunities, responsibilities and experiences of adult life.
- To understand and meet the special educational needs of the pupils.
- To enable each pupil to maximize their achievements in all areas of the extended curriculum
- To increase each pupil's knowledge and understanding of the world around them.
- To enable each pupil to develop as much independence as possible and have their achievements accredited through Aim Awards.
- To give pre 16 pupils access to inclusive experiences in neighboring schools as appropriate to their needs.
- To help each pupil to achieve success regardless of age, disability, gender, sexual orientation, gender reassignment, pregnancy or maternity, race, faith or belief, and to develop in all our pupils a spirit of understanding, co-operation and respect for all members of the community.
- To engage the parents and carers of our pupils in an active partnership to the benefit of the social, intellectual and academic development of the pupils.

THE ETHOS AND VALUES OF THE SCHOOL

At Dawn House School we believe that:

- A good school is one that offers a caring, cheerful and safe environment in which pupils and staff feel valued and are encouraged to reach their full potential and where effective learning is promoted.
- A successful pupil is a happy, confident, well-motivated person who enjoys learning and who is enabled to become an independent member of society.
- An effective member of staff is one who engages the pupils and inspires them in a learning environment which is positive for all and who makes a significant contribution to the pupils' development.
- An effective learning environment is stimulating and attractive. In such an environment, a range of well-organised strategies are used to respond to groups and individual needs. Pupils are offered learning experiences that have an appropriate mixture of challenge and support.

The health, safety and welfare of pupils are a prime concern of the school. Policies and procedures for Child Protection are securely in place and all staff receive regular training to ensure practices are of the highest standard. I CAN's recruitment and selection of staff reflects best practice in safer recruitment.

STATEMENT OF PURPOSE

- To provide the highest quality of education, therapy and care for children and young people from 5-19 years who have speech, language and communication needs including Asperger's Syndrome and associated difficulties.
- To provide a breadth of opportunities and experiences across the day and the extended curriculum which support the philosophy of inclusive practice.
- To promote British values to ensure pupils are well prepared to respect others by developing positive and constructive relationships between all members of the school community, and by promoting an understanding and tolerance of people of different ethnic backgrounds, religion and sexuality.
- To work in partnership with families, professionals and other stakeholders.
- To provide a safe and stimulating environment where members of the school community can achieve their potential and grow in self-esteem.

Residential Support Workers work collaboratively with teachers, therapists and teaching assistants, and in partnership with parents/carers and associated professionals to ensure that the needs of individual pupils are identified and met through the extended curriculum.

Residential support workers have key-working responsibilities for individual pupils in their care and belong to core teams that plan, implement, co-ordinate and monitor, personalized programmes of education, therapy and care.

Each residential pupil's core team consists of a teacher, speech and language therapist, and residential key-worker that work in consultation with parents and other professionals as required. The core team monitor and report on pupil progress and contribute to the Person Centered Review process.

Residential Support Workers contribute to and actively support boarders to participate in the statutory review process, focusing on their progress within the residential setting and future aspirations. RSWs encourage boarders to contribute to the meetings and take ownership of resulting actions in so far as they are able.

Boarders' views are taken into consideration when allocating key workers wherever possible.

All residential pupils have a Care Provision 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 the pupils and parents.

Care plans are monitored to ensure that they are sensitive to the needs of individuals, and to make certain that there is no discrimination due to 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.

Where areas of personal development are identified, boarders' progress towards achieving personal targets is monitored and tracked using the school's data collection system adapted to suit the residential care setting. Achievements are accredited through the Aim Award and complement modules in independent living completed in the school setting.

Residential staff contribute to the assessment process of new pupils by reporting their observations of a child's abilities during an overnight assessment. Information is recorded about the child's ability to relate to others and engage in a variety of activities and daily living tasks during a typical evening in the residential setting. Their social skills, practical abilities, self care and emotional resilience is assessed during recreational activities, free-time, meal times and daily routines.

Once a placement has been offered, the date of a placement meeting is agreed by the school, family, placing authority and other agencies involved to consider its suitability and to plan for next steps.

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

Residential staff work closely with families to plan and review each pupil's transition both when joining the residential setting and when moving on to future provisions.

The school ensures boarders and their families are supported throughout the transition out of Dawn House through liaison and collaboration between the pupil's core team, further education advisors, colleges and future placements and key representatives of the placing LA. The school's Wellbeing Lead and designated teaching assistants or RSW's are made available to accompany students to college visits and interviews.

Contact with families is encouraged and supported where necessary. Facilities are made available for residential students to speak to their parents privately using the school's telephone system. However, the majority prefer to use their mobile phones. There is also an iPad available that students may use to communicate with approved contacts using Skype or Face-time.

Students are supported to use personal electronic devices with due regard to e-safety.

Health Care

Staff work closely with the School's Nursing Auxiliary to ensure that pupil's medical and health-care needs are met. Health Care and Medical plans are included within the Care provision Plans. RSW's follow a robust protocol in handling and administering medication following the guidelines from the Royal Pharmaceutical Society.

The school works collaboratively with health agencies and other specialist services to meet the needs of each individual. The nursing auxiliary or appropriate staff are made available to accompany students and their families to appointments when requested.

Behaviour management

Residential staff keep records of Positive Behaviour Support Plans (PBSPs) which provide guidance and direction regarding the needs of individual pupils and appropriate responses to managing challenging behaviours. A child's core team meet to discuss patterns of behaviour and recognised triggers in order to identify strategies that can be implemented consistently across the school. These are monitored and reviewed at regular intervals.

All staff are required to complete detailed records of all incidents, and to record sanctions and physical interventions. The Behaviour for Learning Group monitor these records ensuring a pro-active approach is implemented to minimize triggers and incidents. Concerns about general well-being are also logged and reported to the wellbeing team.

Residential Offer

Care is provided in a safe, comfortable and homely environment where pupils can relax, and learn to relate to one another in a supportive but informal setting.

Children are offered a wide choice of age appropriate activities both on and off site during the evenings. They are encouraged to make suggestions and to be involved in aspects of planning

Residential pupils are encouraged to identify their own leisure preferences and to try new things in order to widen their experiences and develop a range of interests that are transferable to their home area. This is balanced with the opportunity to choose 'free-time' that enables individuals to develop the ability to relax and occupy themselves appropriately during unstructured times.

Health and Safety Risk Assessments are carried out for all areas of the accommodation, and activities both on and off site. This is done formally, using standardized recording forms, and informally, by constant monitoring and re-evaluation of situations using dynamic risk assessment.

Individual Risk Assessments for pupils identify any areas in which they may require additional adult support or supervision and are revised at least annually by all members of the core team.

All residential pupils are encouraged to develop their independence through opportunities provided by the extended curriculum and through targeted work on the Aim Awards. Areas of focus include self care, domestic skills and safety within the home, care of laundry, food preparation and storage, money handling and budgeting, independent travel, access to local facilities and relationships and personal development.

All students that access the residential setting follow programs that focus on developing independence, social skills, and skills for life, continued learning and future employment at a level appropriate to their age and personal development. 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. They provide a nurturing environment and sense of security that enables individuals to achieve success and reach their fullest potential.

Securing Boarders' Views

An understanding of British values of democracy and the rule of law; individual liberty and an understanding of how citizens can influence decision-making through the democratic process are reinforced in the residential setting. Regular house meetings are held during which the residential pupils are encouraged to share their ideas and opinions about the running of the house, activities and future developments of the provision. They are consulted on day to day matters as plans evolve for the group, and their views are sought on an individual basis through 1:1 discussion and regular pupil/keyworker reviews.

Governors take a keen interest in ensuring issues raised by students are addressed in a timely fashion. We try to ensure at least one parent governor is the parent of a residential pupil.

Concerns and Complaints

Residential students are made aware and reminded at regular intervals that they are able to speak to any member of staff concerning personal, academic or welfare concerns.

The school also provides 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 for Ofsted and Childline are displayed within the residential houses in both text and symbolized formats.

The school also engages an independent listener who visits the residence at regular intervals

RESPONSIBILITIES OF RESIDENTIAL SUPPORT WORKERS

Residential Care at Dawn House aims to ensure the emotional and physical well-being of all our pupils.

On appointment all RSWs will be expected to engage in the school's induction programme and must complete the programme within 6 months. They must also embark on the NVQ 3 within 3 months of their confirmation of employment if they do not hold that qualification.

There is an expectation that all members of the residential team will engage in continual professional development. The school delivers a vibrant, 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.

RSWs are supported through regular half termly supervision sessions with their line manager. At any time they are able to seek advice and guidance from the Residential Services Manager, the senior leadership team or the standard 20 independent visitor. In keeping with all education staff, RSWs have a formal annual appraisal of their performance.

RSWs ensure pupils 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 the Premises Manager, and Residential Services Manager.

As keyworkers for individual students RSW's are responsible for creating and evaluating pupil Care Provision Plans, writing the residential report for an annual review and maintaining regular contact with parents.

At least one member of staff remains in the house/building at all times with the students. However, some activities may take place without direct adult supervision to encourage independence when this is appropriate to the development of individuals. This enables the pupils to develop a sense of responsibility for their own actions and behaviour. Whenever such activities occur, risks are assessed and plans clearly defined and agreed. The responsible member of staff will make regular checks to ensure that all is well and will be on hand to deal with any problems which arise.

RSWs will actively support boarders by reinforcing teaching in school about how to keep themselves safe from risks such as abuse, sexual exploitation, radicalization, FGM and extremism particularly when using the internet and social media. Particular vigilance is required when pupils are accessing the internet. **Staff are vigilant and supervise and monitor materials and images which are accessed in line with the school's Online Safety Policy.**

Staff must inform the Residential Services Manager/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 pupil.

Incidents must be reported and recorded in the incident book which is kept in the file room in school in accordance with the School's Behaviour Management Policy. An incident form should be completed as soon as possible after the incident within 24hours. Information regarding the incident and its management should be shared with the Residential Services Manager or shift leader before the member of staff goes off-duty.

There is always a member of the Senior Leadership Group 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 a member of the safeguarding team. The Principal is the Designated Safeguarding Lead for the school and the Residential Services Manager and Wellbeing Leads are deputies that share safeguarding responsibility. In the event that all these people are unavailable, the senior manager in charge of school/on call at the time, should be informed who will then inform the DSL as soon as possible. The safe-guarding concern should be detailed on the schools web based safeguarding recording system CPOMs before the member of staff goes off duty.

Medication for pupils must be administered following the school's procedure. Concerns about a pupil's health should be reported to the person responsible for the shift and the Nursing Auxiliary who will arrange any necessary treatment. Should the nursing Auxiliary not be available a member of the Senior Leadership Group should be informed.

All matters relating to intimate personal care should be discussed with a senior member of staff to ensure that the Medical Policy/Personal and Intimate Care policies are followed. Male staff should not undertake any aspect of intimate

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

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

In addition to the guidance set out in the school's Code of Conduct for Staff the following measures will ensure that pupils are treated with respect and dignity at all times in the residential setting:

- Staff must not use toilets or bathrooms which are provided for pupils.
- Staff must knock at the door and wait for permission to enter, to be given by the pupil when entering any pupil's bedroom.
- Pupil'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 pupil's room without permission, or to offer intimate personal care to a pupil, 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.

Staff should:

- Not invade the privacy of pupils when they are changing, showering & toileting.
- Not be drawn into rough, physical or sexually provocative games.
- Not engage in inappropriate or intrusive touching of any form e.g. caressing or kissing pupils – even when initiated by pupils.
- Avoid conversations, jokes, or banter that are sexually suggestive –even when initiated by pupils.
- Not scape-goat, ridicule or reject any pupil.
- Avoid, as far as possible, working with a pupil anywhere you cannot be seen by colleagues. (Where this is not possible staff should ensure that colleagues are aware of where they are working, what they are doing, and with whom).

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.

In line with DFE guidance regarding Searching Screening and confiscation January 2018:

Staff may only search a pupil's possessions without consent if there is good reason to believe that a pupil has in their possession any item/items which are 'prohibited items' or has the potential to cause harm to themselves or others i.e.:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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

Permission must be obtained from the Residential Services Manager or Principal 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 Services Manager or shift 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. The search must be carried out in the presence of a witness; also a staff member. If at all possible, the staff witness 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.

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 Principal or Residential Services 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 a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them 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. This would include, 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.

Weapons and knives and extreme pornography 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.

Statutory guidance for dealing with electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

Quality Assurance

The wider organization ensures 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 and made available to the Principal, the governing body, directors of I CAN.

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 pupils in relation to:

- Statement of Principles and Practice
- Statement of Ethos and Values
- Statement of Purpose
- Staffing policy
- Placement plans for individual students
- An internal assessment of compliance with national minimum standards

Records

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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 35 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.