



**William Henry
Smith Foundation**

Statement of Purpose, Principles and Practice

Policy Details

Status:	In-house
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Lead member of staff:	Sue Ackroyd
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2.0 Statement of Purpose

The William Henry Smith School & Sixth Form is a non-maintained Residential Special School that meets the needs of boys between the ages of 5 – 19 years, who have complex needs often associated with social, emotional and mental health challenges and/or specific learning difficulties and common diagnoses include ADHD, PDA, ASC, FASD, Trauma and Attachment Disorder. The School is a registered Charity and the Trustees delegate the day-to-day running of the School to the appointed Governors and the Senior Leadership Team. The William Henry Smith School is registered as a Residential Special School under the Care Standards Act 2000.

We work with children and young adults across a broad spectrum of social, emotional and mental health challenges. We use our knowledge, experience and expertise to help them become the best they can be. We provide a positive sense of self, promote high aspirations and offer endless opportunities to achieve outstanding outcomes. We plant the foundations for health, happiness and growth by building strength, confidence and resilience, a love for learning and a tool box to help manage life's challenges. We teach right from wrong, a positive mind-set and the belief and value of a 'can do' approach. We aim for our children to become respectful citizens who have the ability to form healthy relationships and contribute to society, through social and moral purpose and economic responsibility. We help adults in our school community develop their skills to enable them to be outstanding reflective practitioners who are able to support, develop & educate our children.

All students within our sixth form follow an education programme which includes literacy and numeracy study from Entry Level through to GCSE, in addition to completing external further education courses at local colleges. On-site, students follow a bespoke learning pathway that coincides with their chosen college courses, addressing any gaps in

learning through 1:1 tuition with our team of sixth form tutors to ensure access to a broad and balanced offer. Students access a range of additional accreditations through the OCR Life and Living Skills units and the Virtual College platform. Alongside this, students are given relevant support and advice to achieve their full potential and opportunities on offer include accessing UCAS events, college visits, work experience, volunteering, apprenticeships and University visits to explore their future pathways.

Our 6th Form accommodation provides residential care and support whilst students attend local Colleges. All young adults are guided to become more independent, learning key life skills such as cooking, household chores, independent travel and accessing local community amenities.

Beyond our doorstep, we contribute to professional and peer review and development, providing knowledge and experience across the sector. We provide leadership roles across National Organisations and make a valuable contribution to local providers, including delivering training to both mainstream and special schools locally, regionally and nationally.

3.0 Leadership structure

Senior Leadership Team:	Sue Ackroyd Karl Adamski Damien Talbot Leanne Clarke Tom Gilbody Georgina Poole Rachael Johnson Sarah Kaler	Chief Executive Officer/Executive Principal Head of School Deputy Principal Deputy Principal – Further Education Vice Principal - Learning and Development Vice Principal – Policy and Practice Vice Principal – Health and Therapeutic Services Vice Principal – Business, Finance & Operations
Middle Leaders:		
Foundation Development Leads:	Gareth Walters Lisa King Jo Sayles Simon Cotton Dan Keane	Head of Care Head of Central Services Head of Education Head of College Registered Manager
Foundation Development Managers:	Barrie Campbell Anthony Hemingway	Head of Positive Behaviour and Joint Lead on Reducing Restrictive Practice Head of Commissioning
Clinical Leads:	Jim Cameron Kim Webb Sara Hill Kirsty Helliwell Heather Clarke Christina Smith Amy Shipley Andrea Davies Stewart Griffiths	Senior Therapist Family Therapist Nurse Social Worker Clinical Lead Speech & Language Therapy Clinical Lead Occupational Therapy Clinical Lead Psychotherapy Nurse Head of ISW Operations and Joint Lead on Reducing Restrictive Practice
Child Protection Team:	Damien Talbot	Designated Safeguarding and Prevent Lead (DSL)

Leanne Clarke	DSL (Deputy)
Kirsty Helliwell	Safeguarding Manager Protection and Prevent Officer
Stewart Griffiths	DSL (Deputy)
Thomas Forsyth	DSL (Deputy)
Sue Bradley	DSL (Deputy)
Amy Carr	DSL (Deputy)
Sue Ackroyd	Chief Executive Officer/Executive Principal
Heather Gibson	Safeguarding and Prevent Care Governor/Residents

4.0 Named Provider

Sue Ackroyd is the Named Provider for the The William Henry Smith School & Sixth Form in compliance with the Care Standards Act 2000 (recent 2010). As Principal of the school she has overall responsibility and can be contacted at any time with regards to the service provision.

5.0 Legal framework

The school actively supports and aims to raise all standards for its students, and as such works alongside current legal frameworks, the school constantly serving to promote health, safety, enjoyment and achievement and, economic well-being, encouraging children and young people to make a positive contribution to the school and home communities.

The school values its agenda, under the Children Act 2004 and other more recent legislation, including maintaining high standards of child protection and safeguarding and the importance of partnerships through collaborative work designed to improve outcomes for children and young people. The school ensures that services are organised around the needs of young people and this working together to intervene early is a key focus of its work. The school acknowledges its vital role in identifying where children and families need extra support across services and value appropriate communication across sectors in order to meet needs. The school operates a pro-active information sharing protocol and ensures that sensitive information is shared in line with the Data Protection Act and GDPR.

6.0 Referrals/Admissions

Students referred to the school for potential placement are likely to have struggled to thrive in a mainstream or alternative special provision. They may have suffered ACEs, severe emotional, physical and possibly sexual abuse. Many students will require the integrated services of Education, Care and Health and therapy. Referrals are usually initiated by the responsible Special Education Needs Department. Information provided will include background history of the child, together with the Education, Health and Care Plan statement and any relevant therapeutic, or health and safeguarding information, including and specific Child Protection or Adult Protection, previous and current work in progress. This information is considered by members of the Senior Leadership Team. Whenever a referral is deemed potentially suitable, the school will arrange for the child and his parents/carers to visit the school. If the visit indicates a positive 'match' between the school and the student, then a visit to the home will be arranged. Each potential student will be considered on the basis of whether The William Henry Smith School & Sixth Form can meet his individual needs and be best fit with the current cohort. The school upholds its statutory responsibilities in terms of race, disability, gender, age, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and, marriage and civil partnership is in line with The Equality Act 2010 and no discrimination will take place.

7.0 Assessment

All student placements are subject to a period of 15-week assessment. This culminates in an *Initial Assessment Meeting*, between professionals, including teachers, care, health and therapy which sets out students' needs, progress to date and provides a plan of education, care and health intervention and support that the school can offer.

As part of the assessment process every student undertakes several baseline assessments (this may consist of observation/professional discussion) across all areas of education, care and health to ensure we get an accurate picture of individual starting points.

Assessment is an ongoing process throughout a student's placement and serves to provide the necessary information and data to allow for increased access to the curriculum and specialised therapeutic and care support based on individual need.

The school has an Admission and Assessment House and a designated Admissions Support Lead to assist with a smooth transition to school and to serve as support to the student and their family. The school has a Family Support Team, consisting of a Family Therapist and a Family Support Practitioner.

8.0 Placements

The school is registered with the DfE for up to 87 residents and day (non-resident) students, and provides placements on a weekly boarding basis. 87 includes the holding of 4-day places for Boothroyd House. The school offers several part residential placements which offers the opportunity for students to take advantage of planned social care activities and experiences, and midweek sleep-overs to provide as agreed with Social Care (as a separate arrangement).

The school does not provide for emergency admissions.

9.0 Pedagogy

The Foundation is a psychologically and trauma informed environment. Children's needs are understood through the lens of trauma and neurodivergence and all staff across the organisation have been trained in trauma informed practice and PACE. There is an understanding that the children and young people we work with often have complex needs, as a result of social, emotional and mental health needs; challenges with communication and interaction; childhood trauma; and difficulties in family relationships and that early developmental experiences sculpt the brain and therefore have a big impact on many areas of functioning. Prolonged or multiple episodes of trauma can shape how individuals respond to stress and their social, emotional and cognitive development. Subsequently, it is vital that support and intervention is developmentally appropriate and considers their cognitive abilities and early experiences as opposed to being focussed upon their chronological age. As a Foundation, we understand behaviour as communicated need and strive to understand the function, seeking to meet need and work to develop skills systemically.

Interventions are bespoke and developed and targeted to meet each child's unique and individual needs, as well as the needs of the system around the child. They are evidence informed, delivered by trained practitioners and based on quality relationships.

Developing and maintaining feelings of safety is fundamental to trauma informed practice and the development of safe consistent relationships and provision of consistent care, daily routine and structure alongside individually tailored therapeutic support and educational curriculum is central to the Smith Foundation offer.

10.0 24-hour curriculum

Our curriculum is grounded in practice and research-based evidence and pedagogy, cemented in the belief and confidence that all students are able to learn and are capable, over time, of becoming happy, successful, self-fulfilling and contributing adults. We know that our children come to us with different challenges and starting points, yet our core responsibility to them all is to: diminish learning barriers; increase knowledge; teach positive behaviour and enhance skills and understanding; build self-esteem, confidence, strength and resilience, character and virtues. Our broad, balanced and ambitious offer provides substantial opportunities for personal development, bonded by dependent relationships. With careful scaffolding, we create a platform for engagement and a drive for moral and civically minded successful citizens.

The school is totally inclusive and provides every student the opportunity to develop their maximum potential through the delivery of a 24-hour curriculum that is based on a combination of Education and Care learning experiences, supported by Health and Therapy. Teaching is delivered taking into consideration the complex needs of young people and has a holistic mechanism for delivery in terms of students' social, emotional and mental health challenges.

Education is provided in compliance with each student's Education, Health and Care plan and reviewed, at least annually, in line with the Code of Practice. All students follow the National Curriculum with modification and differentiation as appropriate (in line with the SEN Code of Practice). The school is subject to OfSTED inspections and operates on a three-term academic year and provides statutory education time over a five-day education week. Learning tasks are personalised according to identified individual needs, and this informs all planning. The school defines the number of face to face teaching hours deemed appropriate to meet the needs (and complexities) of our cohort. Students are encouraged to enter for public examinations, including GCSE, Functional Skills and Entry Level qualifications. There is also opportunity for students to engage in AQA Unit Awards which follow specific areas and provide fundamental life skills.

Our core aim is for every student to:

- Have a Quality of Life which illustrates their individual hopes, dreams, interests, skills, aspirations, independence and happiness.
- Be a functional reader and writer; have an increasing vocabulary; have the capability to read for pleasure and also to gain and provide information for life's journey.
- Have functional maths and computing skills.
- Be able to recognise their strengths, have the confidence to try new things, visit different places, meet different people, have confident conversations and make sense of the world around them.
- Know how to make safe choices and develop the skills to make better decisions independently.
- Know how to build a sense of mental and physical health, wellbeing and happiness.
- Know how to play, make friends and build and maintain healthy relationships and have the ability to be able to transfer these skills into adulthood.
- Experience the outdoors as well as creative and expressive arts.
- Know who they are, where they belong and how they can contribute to the school, their home community and society.
- Have respect for their own and others' identity, views, rights, faiths and beliefs and the law.
- Embrace diversity and have the skills and values to help them contribute as a respected member of society.
- Have the ability to reflect, explore and solve problems.
- Develop the resilience to challenge themselves and the perseverance to bounce back from experiences and overcome barriers and previous experiences.
- Have the skills to access further education, employment or training.

Curriculum enrichment is offered in the form of educational trips and visits, cooking, music, physical education activities to support well-being and develop fine and gross motor skills and experiential learning opportunities within the local community.

On entry, students will complete baseline assessments in English and Mathematics.

All students will have the opportunity to work towards external qualifications. Currently this includes Step-Up to English Entry Level Certificate and Functional Skills English levels 1 and 2. Entry Level Certificate in Mathematics and Functional Skills Mathematics levels 1 and 2 are also available to study. In addition to this, the OCR Life and Living

Skills suite of qualifications are also available for students at Entry Levels 1 to 3 to support with areas such as moving into employment, managing and living life and self-development. Similarly, the AQA unit award scheme offers a unique way to record learner achievement. Its 'can do' approach is used to boost student confidence, engagement and motivation.

GCSE qualifications are also offered in a range of subjects.

Students will be equipped with appropriate qualifications; life and employability skills to ensure that they are work/college ready and/or achieve realistic and holistic outcomes, which enable them to develop their own independence.

The 24-hour curriculum provides formal education, which works in combination with a stimulating and energetic programme of small group teaching situations, where students are taught basic social and life skills, many of which are accredited, designed to enhance their ability to interact and socialise within a variety of settings. Opportunities to learn a wide range of daily living skills are provided, and students are encouraged to participate and develop in other areas of interest and skills. Quality of Life social and life skills are an integral part of the care curriculum and serve to enhance the skills required for the world of work and further education. There is a significant emphasis on developing the attributes essential for citizenship and key elements such as making a positive contribution to students' local communities and achieving economic security, within reasonable parameters, are taught with a view to transferring these skills, particularly in Year 10 and Year 11, to students' home environments.

Assemblies provide opportunities to praise and recognise individual and group performance and support the promotion of spiritual, moral, cultural, emotional and intellectual development of students. Assemblies can provide occasions for collective worship, although the school does not follow any specific faith, and sees these times as an opportunity to celebrate and recognise success. Individual arrangements are made for any student who wishes to regularly attend a place of worship.

Many students have encountered negative educational experiences. It is therefore a primary task of the school to provide an environment that enables every child/young person to become motivated towards learning. To assist in achieving this aim, learning groups are usually kept to a maximum of 10 students, with a minimum of two staff to a group in most situations. Care, health and therapy staff support an integrated approach to facilitate learning, quality of life, health and well-being.

The school links with local colleges and businesses, with the aim of providing students in years 10 and 11 with the opportunity to extend their practical and/or academic skills. Strong links with schools in the locality ensures that some students are able to broaden their subject knowledge by attending mainstream where deemed appropriate. A programme of career education and guidance is in place using the 8 Gatsby Benchmark as a structure and starts with activities and experiences of, and exposure to the world of work, leading to an ability to relate learning to a world beyond school which helps consider a multitude of options and aspirations, supported by the PSHE/RSHE curriculum, a Careers Advisor, Careers Fayres, school jobs, work experience, and College and University visits.

Liaison and integration within the community are vital components of the work that is undertaken with young people. The school believes that it is essential to use local amenities and engages in any opportunities that serve to contribute to the local environment, as well as helping students develop social and citizenship skills. Several local schools and other organisations utilise our facilities for training and leisure opportunities. The school partakes in sports fixtures and competitions with other schools and national events.

11.0 WHSS BACC

The WHSS Bacc is our bespoke school performance indicator that measures students' success and attainment based on a range of achievements, experiences, life-based skills, awards and qualifications. All of our students are entered for the WHSS Bacc on a pathway suited to their skills, needs and talents. It is our aim that every student will achieve the Bacc by the time they leave us. Our bespoke Bacc recognises that a broad and balanced curriculum is vitally important to help all students, fulfil their potential, whatever their educational needs and learning goals.

We have five pathways, all of which set our students in good stead for the next stage of their learning journey, providing them with the qualities to access further education, life skills relevant to today's world, and easing their

transition into adult life. All four pathways contain academic success in two of the core subjects, English and mathematics. Our students can select three non-core subjects from a varied and broad range of qualifications and awards that suit their skills, interests and talents. Many students study more than these.

Alongside academic qualifications, all our students have the opportunity to undertake a plethora of experiences such as bikeability, health and fitness, outdoor learning, and water confidence to name a few. This works alongside our '100 things to experience before you leave WHSS' initiative. Our students also undertake learning in areas such as first aid, food safety, online safety, British Values; achievement of the Bacc also considers student participation in our Quality of Life Curriculum, Therapy, Social Progress system, work experience, school jobs, volunteering and community work, participation in clubs and activities, and progress made towards their individual EHCP targets.

12.0 Therapy and Family Support

The school is resourced with skilled staff, who provide students with the specific care and attention that they require to meet their individual needs. A range of therapeutic support is provided. Psychotherapy is delivered through Art, Music, Drama and Dance. Occupational and Speech and Language Therapy provides support and intervention in respect of speech, language and sensory integration, providing support and resources designed to assist with adaptations to learning environments and access to the curriculum. Occupational Therapy provides support and intervention in respect of sensory and physical abilities to participate, providing support, advice and resources designed to assist with adaptations to the learning environment and access to the curriculum.

The school has a Clinical Psychologist. The school's own therapy team works in close connection with CAMHS practitioners and other professionals, to ensure that needs-led assessments are matched with appropriate service provision. Parents, carers and families also access our therapies through a Systemic Dyadic Approach to family support.

13.0 Child Protection and Safeguarding

The school is wholeheartedly committed to ensuring that the safety and welfare of its children and young people is paramount. Staff are aware of their responsibility to report any concern or incident to their line manager or Damien Talbot (DSL) or to Sue Ackroyd (Executive Principal/CEO). Whistleblowing must be reported to the Executive Principal/CEO (Sue Ackroyd). The Safeguarding Governor is part of the CP team, reviews some cases, monitors the SCR, quality assuring CP processes and practice. Clear posters point to simple processes of reporting concerns including to the Local Authority Designated Officer. Steve Barnes, is the advisor for schools and Taneer Hussain is the Prevent Lead. Risks associated with young people living away from home are fully recognised and the school, in partnership with the local Children and Young People's Care Services/Designated Officer, have developed an in-depth Child Protection and Safeguarding Policy. This undergoes regular independent review. The school believes that a whole school policy is crucial to the development of good practice and sound procedures, and to ensure that children's (and young adults) welfare is, at all times, of the uppermost priority.

14.0 Residential Accommodation

Students reside in single rooms within residential houses, designed as much as possible to replicate a family environment. All rooms have washing facilities and all have en-suite facilities.

15.0 Staff

The school ensures that there is a high ratio of staff to students. All teachers hold QTS or are working towards. Each classroom is supported by LSP's and TSP's. The school has a highly qualified care team, which allows for a high quality 24 hour curriculum of student support and personalised learning pathways and individual support. The school has a School Nurse and a School Occupational Health Nurse.

The school strives to maintain an equal opportunity working environment. Supervision of all staff is a planned process; annual Performance Development applies to all staff, in all departments.

16.0 Learning and Development (Training)

A variety of training, development and support is provided for all staff. Staff training needs are determined through the requirements of the National Minimum Care Standards, Teachers' Standards, Performance Development and the School's Self-Evaluation and its Improvement Plan. This encompasses NVQ/Diplomas for all Residential Care Staff and Learning Support staff.

The school holds regular 'in service' training on a wide range of subjects, and is committed to ensuring that all its staff are familiar with theory and practice within their particular department. All staff receive Child Protection awareness training and on-going refresher updates.

All departments offer an induction package. The content, length and depth vary, depending upon the specific key area of work, however all staff access the following core areas:

- Child Protection
- Health and Safety
- Adult Safeguarding
- Health and Safety
- Fire Prevention and Safety
- First Aid
- Positive Behaviour Support Training
- Physical intervention including restraint
- Policy and legislation
- ICT and on-line safety
- Basic Drug Awareness and procedures
- Child Sexual Exploitation and CCE
- Prevent
- National Online Safety
- Cultural Awareness
- Medication Awareness
- Food Allergy and Awareness
- Food Hygiene
- GDPR

This is in line with National Minimum Standards, under the Care Standards Act 2010.

17.0 Key Working

The school's practice is built upon creating and developing relationships with young people. A key feature is that that all students have a Key Worker who manages, with the support of education and therapy and other care colleagues, a young person's journey. Key Workers liaise with parents and carers, supported by the Family Support Team. The Key Worker is part of a wider 'Learning Mentor Team', a group of five or six staff charged with the responsibility of delivering successful outcomes across both education and care settings for a specific group of students in their 'Learning Group', supported by therapists.

18.0 Fire safety

The school operates strict adherence to fire alarm procedures. All students and staff are inducted into the particular emergency procedure, depending upon the time of day. Regular fire drills are held and recorded. Weekly tests are conducted on emergency alarms and lighting throughout the school. Emergency evacuations are also undertaken when students are asleep in their rooms. Fire prevention and awareness is greatly enhanced by the presence of Waking Night Staff supported by 'sleeping in' staff.

19.0 Night care

Sleeping in Social Care Workers are supported by Waking Night Staff, who monitor upper landing corridors and the school grounds, via a CCTV system, which aims to provide additional security. The privacy of young people is always upheld. There is a strict and regularly reviewed procedure for any member of staff who wishes to view any recordings. The system has been agreed with LAs and all professionals and carers are informed of its purpose prior to admission. Students are inducted into its use and are encouraged to share any questions or concerns.

20.0 Health and Wellbeing – Food, diet, exercise and lifestyle

The school aims to provide all students with adequate quantities of well-prepared food that is wholesome, nutritious and sufficient to enable normal physical development and social and emotional well-being.

Whilst the catering department is keen to offer choice, it is also conscious of the effect which some less nutritious convenience food has and therefore prepares and serves more 'home cooked' options. The school is able to meet all special dietary requirements arising out of health, religious or cultural needs. The school carries awards in relation to Healthy Schools and Food for Life.

21.0 Clothing, toiletries and personal possessions

All clothing and footwear is provided, ranging from leisurewear to school uniform. The school ensures that students and staff are suitably dressed for the wide range of sport outdoors and work activities, which they undertake. Toiletries are also supplied. Students are encouraged to personalise their bedroom spaces with items which may help to facilitate a smooth transition to residential living. Parents/carers are asked to provide a letter accepting responsibility for electrical equipment brought into school, and rigorous safety checks are carried out to ensure its safe use.

22.0 Positive Behaviour Support for Learning

The school seeks to promote a positive atmosphere based on a sense of community and shared values. Students are expected, with support, to show respect and consideration for others, property, authority and themselves, honour commitments and take personal responsibility for their own behaviour. The school is committed to improving the quality of life of all students and staff. All students have a Positive behaviour support plan, which sets out to identify 'what makes individual student's happy, triggers and diffusers; it also includes information which assists staff to manage difficult and challenging situations. The good practice of the Team Teach holistic approach is used, which largely focusses on de-escalation and encompasses the use of physical intervention as a final supportive measure. Further information about Team Teach can be gained by visiting their website www.teamteach.co.uk. Where diversion and de-escalation fail, physical intervention supports the student until he regains self-control. All staff receive Positive Behaviour Support training through well-established Team Teach principles. Initial training is updated and supplemented by regular refresher training, delivered by our own specialist tutors. The school has Positive Behaviour Coaches who are charged with the responsibility of ensuring approaches are continually embedded into the ethos and culture of the school.

Within the school day, a range of support is in place for students who are experiencing challenges or moments of dysregulations, experiencing in the classroom through the Positive Behaviour Support team. A range of options are available:

- Targeted support in the class room
- Students are encouraged to resolve the issue at hand without leaving the classroom
- Each classroom has easy access to an adjacent 'Quiet Room' where a student can go himself from the difficult environment
- Use of personalised strategies

- 1:1 time with their Key Worker or other named staff from their PBS plan
- Use of the therapy department.
- Support from houses is always available.

Incidents that necessitate physical intervention are reported to parents, carers and social workers where appropriate, SLT, school nurse, and any other parties, as agreed during a student's admission or at any review. All incidents are monitored by independent monitoring and reports are completed on a ½ termly basis. This information assists in the review of Positive Behaviour Support Plans and in forming Physical Intervention Reduction Plans. The admission procedures, Learning Mentor Team meetings, informal and formal review of cases and progress meetings, provide opportunities for detailed descriptions and discussion about intervention and support strategies.

23.0 Quality of Life

Health and well-being are vital components to the overall care of children and young people and to ensure that individual needs are met, the school employs a Registered Nurse. All Resident students are generally registered with a local General Practitioner and Dentist, and detailed records are kept of appointments and treatment; some parents/carers prefer to keep their own GPs as do carers of non-resident students.

On admission, the school requires a full medical history of the student, which should include details of any current prescribed medication. In addition, parents/carers are required to complete a Medical Consent Form, authorising the school to action medical needs. Naturally, those providing such consent are kept fully informed of any action taken by the school.

Although many of our students may have experience of smoking, this is not permitted at the school. This is naturally the same for other drugs, including alcohol. Where necessary, the school provides other professional intervention, by way of specialist advice centre appointments, if any addiction is deemed to be impeding a student's progress or putting them at risk of harm. The school liaises closely with local agencies to provide support to students and therefore counselling can be offered by staff with relevant training and expertise. The school also has an Occupational School Nurse to meet the needs of its staff team and families.

24.0 Placement planning/assessment and annual review

There is a multi-skilled approach to the assessment, development and review of students and their cases, and this is facilitated by staff from Education, Care and Therapy. Key Workers and Learning Group Teachers, in partnership with therapy, regularly review all plans, and this ensures that there is a coherent co-ordinated service. Initial Assessments and EHC Reviews are held within school and for those students who have 'Looked After' status, we support the formal CLA and PEP process. Individual Learning Targets/Education, Health and Care Outcomes are reviewed at least three times a year. All these means of assessment and review are supplemented by contribution from students, parents/carers, Local Authorities, Educational Psychologists, Children and Young People's Care Services, YOT and Careers Services as appropriate, in order to meet the holistic needs of our students.

25.0 Contact and travel

Maintaining contact with a home base and the roots of a student's life is seen as vital. Home phone calls is fully encouraged, as are visits by parents/carers and friends to the school. Whilst the school is officially 'weekly boarding', it is our policy that students should have as much contact with home supported by weekend and holiday outreach, and the Family Support Team.

Throughout the year, the care curriculum extends to provide weekend activities, such as camping expeditions, trips to hostels and short hikes, trips to the local ice skating rink and challenges to support charities. These times create additional opportunities to further develop relationships and work on social and life skills. Staff support a social and life skills programme mid-week and during some weekends, where young people are introduced to independent travel, using a variety of forms of transport. Residential Care Staff provide outreach most weekends, supporting

parents/carers and providing activities for young people. This serves to further develop relationships between staff and students, and enhance the work on specific difficulties they may be experiencing both at home and at school.

Students are transported to and from their home base via taxi and, where necessary, an escort is provided by Local Authorities, in partnership with the school. Students are encouraged, with support, to extend their independence skills in Years 10 and 11, by occasionally travelling on public transport.

26.0 Anti-bullying

In recognising the vulnerability of many of our students, there remains a strong emphasis on the prevention of bullying. The protection and supervision of all students remains a central focus, and the school operates a zero-tolerance policy. Elements of Restorative Practice are utilised, which serves to work with the perpetrator and help to teach them to recognise the damage caused to a victim. A member of staff carries the responsibility for the co-ordination and awareness of bullying prevention. Additionally, we raise the profile each year in National Anti-Bullying Week through the PSHE/RSHE curriculum, house meetings and in Student Voice.

It is recognised that bullying can take many forms including name calling, physical bullying, emotional bullying, cyber bullying, prejudice-based and discriminatory bullying, rude gestures, intimidations and extortion, or other behaviours which cause anxiety or distress. Incidents are prevented in so far as reasonably practicable and there are effective systems for children to report bullying. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling), whether in relation to protected characteristics (Equality Act 2010), or otherwise, are dealt with quickly and effectively.

All staff receive training delivered by NOS (National Online Safety). All Safeguarding Leads study for the advanced certification.

All incidents of bullying are recorded. The school uses mediation for all parties and elements of restorative practice, guided by the anti-bullying lead.

School staff are proactive to provide advice about e-safety and staying safe on social media.

25.0 Absence, absenting and missing

Unauthorised student absence and absenting have a strict procedure of notification, to which the school rigidly adheres. Whether it is a student failing to return on time from a weekend, or in a personal crisis *escaping* from a situation, swift response will always follow. Regular notification to parents, carers and appropriate agencies takes place if students remain missing and on-going risk assessment takes place until the student has returned to a place of safety. We liaise regularly with the local police, following Missing Persons protocols and procedures. Returning from absence is an opportunity to welcome the student back, and make efforts to establish strategies, in order to reduce the insecurities that may have caused the initial problems.

27.0 Student Voice

‘Student Voice’ comprises of student representatives from each year group, supported by three members of staff across departments (once a term a member of FDT/SLT also attends), who facilitate discussion on topics generated by students. Students set themselves a target and the SLT once a year, and attend a leadership team meeting once a term. Minutes of meetings are shared with all students and staff. Students are encouraged to be involved in the daily running of the school, and impact positively where they are able to.

House meetings are held, and this gives students the opportunity to raise issues regarding the residential care aspects of their placements. The ‘Listening Person’ is another opportunity for all students to share concerns and celebrate achievements. Student Questionnaires provide opportunities for feedback.

Representatives from houses meet with the Head of School and Head of Care on a termly basis. This provides an opportunity to share experiences of residential living and suggest ideas and areas for improvement.

Governors visit at least termly to review the provision and have conversations with students and staff and produce a report. Visits under Standard 3 give opportunities for students and staff to have conversations about their experiences of residential living.

28.0 Outdoor education and adventurous activities

A healthy lifestyle is encouraged for all students and can have a positive effect on the development of individual self-esteem and overall development. The provision is very broad and encompasses outdoor and adventurous activities, such as camping, walking, cycling and some water sports together with a wide range of other leisure experiences. The school has its own take on Forest Schools and delivers the Duke of Edinburgh Award, and has an experienced outdoor specialist on the staff team. Term time holidays are designed to enhance self-worth, develop the breadth and quality of relationships and learning and skills across a wide range of elements.

29.0 Concerns, complaints and resolution

The school has a comprehensive policy and procedure for dealing with concerns and complaints which is available to all interested and relevant parties and which is subject to regular review. Students have an awareness of their own specific complaints' procedure, and this is the subject of discussion during student meetings and Key Worker sessions. All students have direct contact e-mail access to all staff, including the Independent Person. The school uses debrief after incidents and restorative practices to enable reflection and resolution. Parents and carers have general means of expressing concerns, including regular contact with the student's Key Worker, LG Teacher, Family Support Team and Therapists, and a formal means via a parent/carer questionnaire and a complaints pro-forma.

Where complaints cannot be dealt with effectively internally, they are referred to the local Children and Families Initial Response Team. Accurate records are maintained and all relevant parties are kept informed of the details, action and outcome.

The school believes that it is the responsibility of all its community members to report any incident or concern, which may be detrimental to the general well-being/protection of its students, or staff member, or may impact upon the reputation of the school.

30.0 British and School Values

The school promotes attitudes and behaviours which enhance personal, family, community and British values.

The government set out their definition of British Values in the 2011 Prevent Strategy. These were reinforced in September 2014 due to recent events. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of school.

We agree with the Department for Education's five-part definition of British Values

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Students encounter these principles throughout everyday school life, through our PSHE/RSHE curriculum, and our 24hr curriculum. These provide a safe and secure platform to discuss values and opinions.

31.0 Equal opportunities, Equality, Diversity and Community Cohesion

It is the duty of every student and member of staff to endeavour to further develop equal opportunities, by personally contributing towards a happy and caring environment, and by showing respect for, and appreciation of, each other as individuals. Difference, in every sense, is valued and celebrated and the school ensures respect, democracy and tolerance. The William Henry Smith School is inclusive in every way and appreciates the specific needs of all individuals and groups, and pro-actively and positively works towards maintaining high standards in meeting everyone's needs raising happiness and Quality of Life. The school advertises the fact that it is an equal opportunity organisation and this is an integral element of the school's staffing and recruitment policy.

32.0 Inspections

The school is inspected by OfSTED. Local authorities inspect the school, and school Governors carry out monitoring visits. Section 3 visits (National Minimum Standards) are also carried out by an independent adviser. All reports can be obtained upon request directly from the school.

33.0 Health and Safety

The Leadership Team of the School and the Governing Body are committed to ensuring the Health and Safety of everybody involved in the school. We aim to:

- Ensure that all reasonable steps are taken to ensure the health, safety and welfare of users of the premises and all participants in school trips.
- Establish and maintain safe working procedures for staff and students.
- To provide and maintain safe school buildings and safe equipment for use in school
- Develop safety awareness, by appropriate training if necessary, amongst staff, students and others who help in school.
- Formulate and implement effective procedures for use in the event of fire and other emergencies.
- Investigate accidents and take steps to prevent a re-occurrence.

As part of the induction process, all staff undertake H&S training, online fire training and National Online Safety training. Level 2 Food Safety Hygiene training is also completed once in post.