

# HEATH HOUSE CARE POLICY and PRACTICE

**Updated January 2017.**

<b>Statement of Purpose reviewed</b>	<b>January 2017</b>
<b>Due date of next review</b>	<b>March 2019</b>

**Heath House Care Policy and Practice**

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## Heath House Statement of Principles and Practice

Heath House operates as an integral part of this school for deaf children whose primary mode of communication is sign language. Information about the ethos and practice of the school is contained in the school's website and the Vision Statement in the School Development Plan. The school Governors manage the school on behalf of Hertfordshire County Council (HCC). The Headteacher is responsible for its operation. Day to day care practices of the residential provision in Heath House is the responsibility of the Head of Pastoral Care.

Accommodation is available in Heath House for a maximum of 20 pupils, both boys and girls, aged between five and sixteen. The pupils in residence are organised into groups according to age and gender sharing two common rooms, a study area, four shared and four single bedrooms. A self-contained kitchen is also available to help to develop a sense of responsibility and to foster independence in pupils.

A four-night weekly boarding cycle operates. Pupils arrive on Monday mornings and return home on Friday afternoons. Heath House provides care for pupils whose Special Educational Needs Statement directs that residential provision be made available. Residential pupils come from a wide catchment area, most are placed from Local Authorities other than Hertfordshire.

Pupils who board at Heathlands do so primarily to enable them to gain access to educational provision appropriate to their needs. The quality of the residential experience must therefore be of the same high standard as their education.

Heath House aims to foster a happy, safe and positive environment in which openness, trust, tolerance and respect support the learning and developmental objectives of all its boarders. This is achieved within the '**OUTCOMES**' identified by OFSTED and include **Social development, Personal Development, Health, Happiness and Enjoyment, Transitions, Behaviour, and Contribution to Residential Experience**. The Care Policy and Practice Document outlines the work of the residential sector and ensures correlation with the Policy documents for the whole school.

The Objectives are:

- to provide a safe and caring environment in which the mode of communication is appropriate to the needs of those who are resident;
- to support pupils in maximising their individual and educational potential;
- to encourage pupils to function and/or integrate within the wider community;
- to try to meet the recommended guidelines and safeguards of the Children Act 1989 (as amended by the Care Standards Act 2006 and The National Care Standards Commission Regulations 2002) as well as the 22 national minimum standards for residential special schools 2015.
- to enhance the physical, emotional, educational, social and behavioural development of each pupil;
- to promote pupils' spiritual, moral, social and cultural well-being - irrespective of gender, race, religion, sexuality or disability;
- to listen to pupils and treat them fairly, equally, sensitively and, where appropriate, to treat information they give in confidence; and
- to provide a positive and supportive residential and educational experience for pupils.

This will be achieved by:

- providing additional information to support the assessment of educational progress;
- meeting individual needs;
- preparing pupils to be independent; and
- responding to varied and changing need.

**Statement reviewed by Governors** \_\_\_\_\_

## **The Residential Team**

The Heath House team consists of: (see appendix 1)

Head of Pastoral Care  
Residential Support Workers  
Independent Listener  
Teachers supporting homework/offering after school clubs  
Waking Night Supervisors

## **School and Home Liaison**

Parents / Carers are the people who know the most about their children and should be involved in making plans for their children. This includes reviews and planning meetings, as well as, day to day decision making - where possible.

There is consultation between staff and pupils about rules, activities, and decision making in Heath House. There are regular meetings, in which pupils have the opportunity to discuss the running of the residence, express views and ideas, voice opinions and make proposals for change.

## **Staff Development and Good Practice**

Individual Care Plans will be used to review targets and social skills. This progress will be identified, discussed and monitored through RSW staff meetings and supervision sessions. Weekly recording in pupil logs and termly reviews with the young person.

Pupils should be encouraged to attend their reviews, as appropriate to age and understanding. If they feel unable to attend, they should be encouraged to write down their views, or ask for their views to be represented at the meeting.

"Pupils should if appropriate, receive a copy of the review".

Whole school policy documents, such as Equalities and Privacy and Confidentiality, underpin all care practices within Heath House. (These can be found in the central policy file on the staff drive.)

Individual training needs and development plans will be outlined in half termly supervision sessions.

Aims and objectives of supervision are outlined in the Heath House Supervision Agreement. See Appendix - 2

It is necessary for Heath House staff to undertake;

- Induction
- Signature 1, 2 (and 3 if possible)
- Level III Diploma in Working with Children and Young People
- Training - residential staff 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
  - Physical Restraint
  - First Aid / emergency medication training etc.

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.

## **1. Admission**

- A residential support worker will be assigned to each child before admission.
- Staff must ensure that all primary needs are catered for  
i.e. Bed space is welcoming
- On arrival the RSW must meet and welcome the pupil.
- The RSW should be available to help unpack (if appropriate) and spend time with the pupil.
- If the pupil is accompanied by his/her family, they too should be involved if they wish.
- In a shared room, other occupants should be part of this process.
- The RSW will ensure that the pupil and family members have the address and phone / fax number of Heath House, and visiting and going home guide-lines / Heath House rules expectations should be outlined.
- Liaison with the office staff re-admission arrangements and medical care should be made.

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

## **2. Physical Care** ( Ref: School 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 Heath House staff, i.e. supportive exercises for pupils with physical weakness - may be necessary from physiotherapy staff.

### 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.

***" All toilet and bathroom doors are lockable"***

- Pupils will be made aware of gauging appropriate water temperatures.

***"Pupils will have the choice of whether to take a shower or a bath"***

- Pupils will be given the choice to bath 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

- Pupils that suffer from constipation or bouts of diarrhoea will be monitored as appropriate.
- A pupil who wets the bed should, 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

### Clothing

- Pupils are encouraged to understand the need for weather appropriate clothing which is kept in good repair.

- Pupils 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 pupils the purchase of new clothes and fashionable wear acceptable to their peer group is of utmost importance, so pupils are encouraged to understand the meaning of good value as well as colour co-ordination.

### **3. Personal Care**

Regular routines are developed as good habits for the future.

- Pupils are allowed to wash their own hair without supervision dependant on age.
- No child should be treated for headlice unless there is a known risk. (e.g. lice discovered in the hair) When a pupil needs treatment for headlice, staff should be sensitive to any embarrassment the pupil may feel, and should recognise this is a common problem. (See H.C.C. Guide-lines.)
- Girls should be able to choose which forms of sanitary protection they wish to use. They should not have to consult male members of staff on this matter.
- Parents / Carers of pupils 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 school, menus are devised by the school chef.
- Pupils will be involved in the activity of meal purchase and preparation. Pupils will be encouraged to develop a range of household skills.
- It may be necessary for some pupils to have adapted diets for medical or behavioural reasons.
- Pupils should have access to food and drink within reason. Food should not be locked away unless for reasons of safety.
- Heath House staff should eat the same menus with pupils.
- There are set meal times, but these should, not be too rigid.
- It is reasonable to allow pupils, who are able, to prepare their own breakfasts. Breakfast should not be withheld if a pupil 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.

#### Environment

- Staff keep under review the recreational space in the residence, and the private spaces in the bedrooms to ensure pupils are not overcrowded. Staff also monitor the temperature in the living areas to ensure it is comfortable.

#### **4. Medical Care** ( ref: School health & Safety Policy, Audiology Policy and H.C.C. Guide-lines.)

All residential staff have training in schools first aid training. Residential staff support the medical well-being of pupils through,

- Liaising with teaching staff where medication or surgery appointments are involved.
- Recognising symptoms displayed by pupils that need medical attention.
- Taking pupils to doctor and hospital appointments.
- 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. All medication must be 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.
- Being aware of the medical history of the pupils and taking into account any special needs they may have, e.g. - visual problems or medical condition, such as diabetes.
- 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.
- Keeping up to date information, so that information is available for emergencies or outings.
- Helping pupils to manage their own medical conditions e.g. asthma.
- Respecting the confidential nature of medical conditions.

- 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.
- If a pupil suffers an accident, appropriate medical attention should be sought immediately. All accidents should be recorded in / on the appropriate forms/books. ( Ref: School Health & Safety Policy.)

If a pupil has consumed alcohol / drugs, a member of staff should stay with them to monitor their condition whilst the Head of Pastoral Care is informed. Pupils should not be searched for drugs when possession is suspected, though it may sometimes be necessary to persuade them to empty pockets / bags. The Head of Pastoral Care will keep the Deputy/ Head Teacher informed and consult with them as necessary.

## **5. Emotional Care**

The emotional development of pupils is an important aspect of residential provision. Pupils struggling with the frustrations of being deaf, an adolescent or with a low self esteem, have the right to be supported by staff in a safe and secure environment.

Staff support the emotional development of pupils through;

- Providing a positive and supportive relationship to assist pupils in the separation and loss of being away from home.
- Counteracting the inevitable feelings of homesickness and isolation by maintaining family contacts through the regular use of telephone/ Face time fax, email, MSN, mobile phone, letters and photographs.
- Providing recognition, acceptance, affection, respect, encouragement and praise.
- Offering individual opportunities to communicate feelings and deal with personal issues, problems or circumstances at home.
- 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 reactions 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.

## **6. 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, including the awareness of controlling audible noises such as, hiccups and burping, as well as good table manners.
- Using public transport safely and appropriately.
- Controlling inappropriate or repetitive patterns of behaviour.
- Making use of role play activities to develop pupils, understanding in different situations.

## **7. Leisure Activities**

- Heath House should have a variety of reading materials, toys and games, appropriate to the age and abilities of the pupils.

*' These should not be locked away except for reasons of safety.'*

- Books, newspapers, art and study materials should be available and pupils should be allowed to pursue these activities quietly.
- Staff should 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.

- A range of other equipment should be available so that pupils have opportunities to maximise their personal development and to enjoy themselves.
- Leisure activities should be purposeful. The activity should be promoting progress, physical or educational with a clear idea of the purpose in relation to the curriculum.

## **8. Educational Care**

Residential staff must 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 a 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. (Ref. Homework Policy).
- 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 hearing world and taking an active part in local clubs and sports.

## **9. Audiological care**

Audiological care is of paramount importance to the development and placement of the pupil's within the residence. (Ref. School's Audiology Policy).

Heath House staff play an important part in audiological care through.

- Undergoing training in the care and use of hearing aids/cochlear implants.
- Encouraging pupils to wear their hearing aids and make sure they are switched on and at the correct settings, as well as, turned off when removed and stored in a safe place.
- Encouraging pupils to be as independent as possible in the care and responsibility for their hearing aids/cochlear implants.
- Supervising, where necessary, the cleaning of ear moulds on a regular basis.
- Being aware when batteries need replacing or when there is a fault, and the aid needs to be referred for repair.

### **10. 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 deafness or who may not want to help them.

Heath House staff help pupils to understand the hearing 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 the deaf community, deaf clubs, deaf culture, organisations for the deaf, and use of communication aids such as face time and on screen interpreting services, etc.
- Developing an understanding of how to get help from doctors, social services, interpreters and emergency services.
- Visiting doctors, hospital, etc.
- Awareness of others in the community such as the elderly, who may need help e.g. with doors, road crossing etc.

## **11. Behaviour/Bullying**

The School's policies on Behaviour and Anti-Bullying explicitly extend into Heath House. Copies of both policies are available.

The Behaviour Policy is based on a system of clear rules and rewards. Heath House operates a system of rewards and consequences based on agreed rights and responsibilities (explained in appendix 5). The rules are discussed and agreed with the residential pupils at the start of each academic year. All pupils have their own copies of these rules and the school liaises closely with parents in seeking their support in keeping these rules. This ensures that Heath House is a happy place to live in during the week. The Anti-Bullying Policy dictates that no form of bullying will be tolerated in the School. Special reference to Heath House is made, thus;

### *Additional issues for Heath House*

*Incidents of bullying will be brought to the attention of the Assistant head of pastoral care who will discuss with the young person's residential support worker how best to investigate, following the school procedures.*

*Following the investigation, the Assistant Head of pastoral care will discuss with the young people and their RSWs;*

- *strategies for supporting the victim;*
- *plans to help the bully modify his/her behaviour, including positive ways of encouraging and re-enforcing non-aggressive behaviour and empathy tasks;*
- *A clear set out procedure of reflect, repair and restore.*
- *appropriate consequences.*

*Incidents of bullying in Heath House will be recorded in the young person's file and main school bullying file.*

- *Behaviour logs are kept on SIMS and a copy is printed half termly for the paper file.*
- *Parents and carers are informed of incidents of negative behaviour and consequences.*

## **12. Sex Education**

Sex education is provided through the schools PHSE programmes and Sex Education Policy but these issues need also to be addressed in Heath House. Sexuality is one of the most important factors affecting young people in the transition from children to adulthood.

Heath House 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.

Heath House staff support parents and teaching staff in the pupil's 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 young gay men and young lesbians 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.

### **13. Communication**

All residential staff must be aware of the school's total communication policy and must understand the issues relating to deaf awareness and deaf culture. Staff must pass Signature Stage one examination as soon as possible after employment and develop their communication skills leading to Stage two / three where possible.

Staff support the school communication policy through;

- Encouraging pupils to make full use of their residual hearing and voice.
- Encouraging hearing aids to be worn at all times except when activities endanger them being lost or damaged.
- Using sign language amongst themselves at all times in front of pupils and deaf members of staff.
- Awareness that every pupil has the right to expect respect from others including the adults caring for them. Staff must be conscious of the language used to pupils. Racist and sexist language will not be tolerated. Staff should correct inappropriate language by discussion and group work that can highlight that such language may cause offence to others.
- Ensuring that pupils are never ridiculed or feel humiliated. Where a pupil's behaviour needs to be corrected in a group situation, this should be done firmly but fairly. In some circumstances it may be necessary to remove the child from the group, but care must be taken by staff not to expose the pupil to possible abuse or themselves to such accusations. Heath House staff will call on the Head of Pastoral Care to support them should this situation arise.
- Ensuring the pupils know that any written communication about them is kept in the duty room in a locked filing cabinet and is treated as confidential. Pupils should know that they have the right to see their file if they wish to do so.

### **14. Child protection**

Heath House staff must be aware of;

- The school's Child Protection Policy, which is available in the Heath House section of the staff drive and a paper copy held in the Heath House office. All staff have received their own copy which should be kept in induction books.
- The school's designated person for child protection.
- Procedures, including whom pupils can turn to in the residential setting.
- Action to take if they suspect any form of abuse of 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 designated person for child protection if they suspect, or have evidence that a pupil is suffering, or has suffered abuse.
- Being aware that when a pupil abuses another pupil, a very clear distinction will need to be made between behaviour which amounts to serious physical/sexual assault, intimidation etc. (Which should be dealt with by the designated member of staff for child protection, the Head Teacher or Head of Pastoral Care), or normal sexual exploiting behaviour, which should be dealt with by residential staff after notifying the person designated for child protection, the Head Teacher or the Head of Pastoral Care.
- Being aware that when an allegation of abuse is made by a pupil against a member of staff, it must be taken seriously. It may involve temporary suspension of the member of staff to enable unhindered investigation and to ensure the safety of the complainant and other people. Senior staff should ensure appropriate support is offered to the member of staff.
- Attending up to date training and being vigilant of current changes to safeguarding regulations such as procedures linked to reporting FGM. Identifying changing nature of safeguarding i.e. rise in sexting, exploitation, trafficking.

### **15. Teamwork/ Working in Partnership and Report Writing**

Communication between the departments in the school is an important part of team-work (whole school) approach, and helps to develop a co-ordinated view of working with the pupils. Therefore staff are involved in a number of recording and reporting procedures by;

- Completing incident, accident and sanction procedures.
- Developing individual targets in line with objectives specified in the statement, and reviewing them on a regular basis.
- Discussing pupil progress or concerns with the Head of Pastoral Care in regular supervision sessions.
- Producing reports for case conferences, social service reviews as requested.
- Monitoring and recording areas of pupil progress, 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 or fax with parents / carers. Providing a forum for discussing any concerns between parents / carers and staff.

## **16. Policy and Practice -V - Institutionalisation**

It is important to recognise that the pupils spend a significant proportion of their school life in the residence and whilst policy and practice are important for health and safety and development of pupils, it is also important to guard against an institutional way of life. The aim is to create a home from home with care staff acting in 'loco parentis'. To achieve this:

Pupils must have the flexibility of individual choice and as far as possible in a group living environment, have their preferences recognised. This will include;

- Acceptance of food preferences.
- Some private space
- Freedom to put their choice of decoration on their walls or private area.
- Some unstructured time to relax.
- The opportunity to be listened to in confidence, (within reason) if they have anxieties and worries.

## **17. Independent Listener**

Heath House employs an Independent Listener

The function of the Independent Listener will include;

- Visiting Heath House.
- Advising and befriending any child 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 Head of Pastoral Care or the Head Teacher as necessary.

## **18. Staff - Pupil Relationships**

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

- Staff must ensure that pupils have access to spontaneous and planned outings that are agreed as part of the residential plan. The sort of outings which should be part of the residential plan includes shopping and visiting the park, as well as more planned and organised activities.
- Plans for outings should be made with pupils and should reflect the interests of the individuals.
- Pupils should be allowed out socially with friends unsupervised providing that:
  - Staff are made aware of arrangements, including expected time of return.
  - Staff are made aware where the pupil is going and with whom.
  - Parents/carers have given consent
  - Freewalking training has been undertaken

## **19. Pupil Records**

All pupil records are confidential and must be kept locked in a cabinet in the duty room. Records should be kept for up until the child reaches 25 years of age when they can be destroyed.

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, GAL solicitor etc.
- Contact restrictions
- Statement of Special educational Need
- School reports / Annual Reviews / EHCP
- Social services reports and reviews
- SIMS 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 in the main office by the Head Teacher's Secretary.

**Heath House Care Policy and Practice**  
**Appendix 1**

**Heath House Staff**

Sarah Shields	Head of Pastoral Care (non - resident) – B.A Hons Theatre Arts, Education and Deaf Studies, PGCE English, Media Studies and Drama, Qualified TOD, BSL Level 6, Designated Senior Person for Child protection, Steps Trained.
Tom Tharby	Residential Support Worker (resident) – NVQ III in Health and Social Care, AVCE in Health and Social Care, BSL3, Food hygiene level 2, School First Aid. Fire Training. Pre Level III BSL
Rhianon Jones	Residential Support Worker – BA Fine Arts, First Aid, Level 2 Food Hygiene, Fire Safety and Steps Trained
Lena Reading	Residential Support Worker – BTEC First Arts and Design, BTEC Photography, BTEC Graphics, BSL Level 3, Steps trained
Neal Jordan-Caws	Evening Residential Support Worker – BSc Cartography and Maths, BSL Level 2, Steps trained
Debbie Sandiford-Cummins Night Supervisor	
Pauline Jordan- Caws	Homework Duty staff
Natalie Round	Clubs Duty Teacher (resident)
Sean Priestly	Youth Club co coordinator (resident)
Ellie Monk	Youth Club co coordinator (resident)
Emma Colton	Homework Duty Support (resident)
Verity Butcher	Clubs Duty support (resident)
Deborah Jones-Stevens	Head Teacher (resident) - B.Ed Hons Education and Audiology, Qualified T.O.D., NPQH, BSL 3 Designated Senior Person for Child protection, Steps Trained.

## **Appendix 2**

### **Supervision Agreement**

This Supervision Agreement relates to the practice and professional development of (Residential Support Worker). The agreement is made between The Assistant Head of Pastoral Care and .....(RSW).

The aims of supervision are to ensure;

- An oversight of practice - getting the work done well.
- ..... responsibilities are carried out in accordance with his/her job description.
- Responsibilities are carried out to the school's expected standards.
- A source of support.
- Professional development is monitored and reviewed.

The objectives are to provide;

- An opportunity to give and receive feedback.
- A setting in which problems, as well as difficult and stressful situations related to the job, can be discussed.
- An individual programme of development, working knowledge, understanding and skills related to good practice.

Details of discussions during supervision will be kept confidential except:

- When it is agreed to do so.
- When matters of ethics or professional conduct which the Assistant Head of Pastoral Care is obliged to raise with the Designated Person for Child Protection or the Head Teacher
- In the event of breakdown with this agreement, in which case either party is free to appeal to the Deputy Head or Head Teacher to act as arbitrator.

Supervision will be recorded in accordance with the guidelines that accompany the Children Act 1989, as well as the Care Standards Act 2000 and will include;

- Update and planning of work with key children.
- Matters arising problems / Space to reflect on experience and feelings about practice issues.
- Agreeing action plans where appropriate.
- Personal Development

- Training and Career Planning.

Copies of supervision records will be kept in a locked file with access only by the Head of Pastoral Care. The Head of Pastoral Care will summarise sessions, the original copy will be given to ..... to read, when it has been agreed both the Head of Pastoral Care and the RSW will sign and date the copy. It is the responsibility of the RSW to make a copy for the Head of Pastoral Care. .... will keep the original copy.

Supervision will take place every half term and will be free from interruptions. Each session will last at least 45 minutes

Heath House recognises the significance and value of informal supervision and it will be available as required subject to the above criteria.

We regard supervision as a priority, which will only be cancelled in the event of sickness or crisis demanding immediate attention. In this case alternative session will be arranged as soon as possible, ideally in one week.

**Signed**

- ..... RSW                      **Date**.....
  
- ..... A Head Pastoral Care   **Date**.....

**This agreement complements the code of employment practice issued by The Support Force for Children in Residential Care and builds on the Children Act 1989, Guidance of Regulations concerning residential care, as well as, the Warner Report “ Choosing with Care” 1992.**

**Appendix 3 – Behaviour Management**

**PRIMARY REWARDS AND SANCTIONS**

The Heath House Primary Reward System is designed to help and encourage the young children in our care to be as independent as possible. It is also used to reinforce positive behaviour within the primary group.

Each child has their own individual chart (see attached) on which there are a number of areas and targets where they can earn points. The charts are displayed on the wall of their TV room and are filled in daily by the RSWs working with them. The children are able to see their progress and how well they are doing. They are also able to identify where and when extra effort is needed. Staff are also able to monitor the children's progress and if necessary, help the children to focus on areas where they may need more help and support.

Heath House also adopts a consequences system for any reported incidents of negative behaviour. Consequences used include 'withdrawal' from the group for periods of between 5 and 10 minutes. This is designed to give the child the opportunity to calm, reflect, repair and restore. Another example of a consequence would be the use of early bed times, usually between 15 and 30 minutes early. For more serious incidents or for persistent negative behaviour, the children may be excluded from taking part in outings and activities.

Major sanctions are recorded in the Heath House Sanction Book and on SIMS, and are signed and dated by the Assistant Head of pastoral care. The book is also monitored annually, by inspectors of OFSTED.

Please also see attached list of prohibited sanctions which are not allowed to be used in Heath House

## **SECONDARY POSITIVE BEHAVIOUR MANAGEMENT**

Heath House recognises the benefits of positive behaviour management for our secondary aged pupils. For such behaviour they are subsequently rewarded.

Immediate rewards generally consist of later bed times, which may be 15 or 30 minutes (although pupils are unable to have bed times later than 10pm). These can be gained for extra politeness, helping staff and peers, working well at homework time, carrying out extra chores (e.g. if other pupils are absent) and other signs of positive behaviour.

At the end of each half term the pupils who have accumulated the most numbers of late bedtimes, or 'credits' will be rewarded. They may have a choice of either going out for a meal, receiving a voucher or some other 'prize'

We are also aware that at times, secondary aged pupils need to experience consequences of choices and actions, and that these are age appropriate. Please find below a list of appropriate consequences.

### **SANCTIONS FOR SECONDARY AGE GROUP**

15 minutes early bedtime

30 minutes early bedtime

45 minute early bedtime

60 minute early bedtime.

An appropriate 'extra' chore. (May include cleaning pupil kitchen, tidying common room etc).

Grounding. This could include excluding from activities/outings. In cases involving exclusion, parents will usually be informed.

Reimbursement. If a pupil has deliberately damaged something in Heath House then we would contact the parents and ask that

reimbursement be taken out of the pupil's pocket money (preferably by the parents themselves).

Major sanctions are listed in the Heath House Sanction Book, and are signed and dated by the Head of Pastoral Care.

This book is monitored annually, by inspectors from OFSTED

**Please See Below a List Of Unreasonable or Excessive**

**Sanctions That Are Not Permitted Within Heath House**

- corporal punishment
- any form of hitting a child (including hitting a child in anger or retaliation)
- deprivation of access to food or drink
- enforced eating or drinking
- prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- requirement to wear distinctive clothing or the wearing of nightclothes by day
- use or withholding of medical or dental treatment
- intentional deprivation of sleep
- use of fines other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision
- locking in a room or area of a building
- intimate physical examination of the child
- withholding of any aids or equipment needed by a child

**Please will all staff sign and date below that they have read and fully understand that the above punishments are not allowed in Heath House.**

## Heath House 'WOW' Factor

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### Applying the WOW Factor

- We establish a whole school and Heath House ethos which expects good behaviour.
- We develop an effective set of Heath House rules and routines in line with the pupils rights and responsibilities.
- We teach and agree these rules and routines with students
- Students learn the skills and attitudes they will need to carry them out
- When students work within the rules and routines we apply our system of praise and rewards
- We teach students our system of consequences if they fail to follow our rules and routines

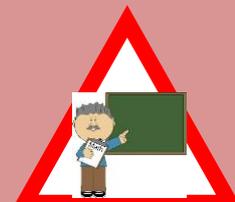
# Heath House 'WOW' Factor Rights and Responsibilities

- 1 Staff will treat you fairly, will help and advise you and will help you feel safe and happy in Heath House.  
You should be polite and respectful to staff at all times.
- 2 You can go out freewalking if you have permission.  
You should arrive at Heath House on time after school and sign yourself in, get permission from staff, sign yourself out and make sure you are back on time. You earn this right if you can behave appropriately in Heath House.
- 3 Staff and teachers will be available to help you at homework time and you can use computers if you need to.  
Be ready to start homework at 4:00pm; making sure you have everything you need. Complete any homework/revision tasks and work to the best of your ability during homework club, use the computers appropriately.
- 4 Dinner is at 5:00pm and you are able to use the kitchen in the evening.  
You should be ready to go to dinner at 5:00pm, eat and behave appropriately when in the dining room. When using the dining room and kitchen, please clean up after yourself.
- 5 Staff will help to organise activities and will provide some games or equipment of your choice.  
You should get changed out of your school clothes immediately after dinner, ready for evening activities. You should contribute your ideas of activities and should try to commit and participate if you have agreed to.
- 6 You are given some freedom, independence and choice in Heath House.  
To earn this you should follow and accept the agreed Heath House expectations. These include bedtime rules, doing your daily job, being ready for school on time, tidying up after yourself and leaving your bedroom tidy.

# The 'WOW' Factor Working on Work

Level	Behaviour
1	<p>A student will be deemed to be at Level 1 if they meet the majority of the following criteria:</p> <ul style="list-style-type: none"> <li>○ Late back from school/freewalking.</li> <li>○ Failure to sign in on arrival at Heath House.</li> <li>○ Disruption at homework time e.g. lateness, distracts other students, talking, not working, inappropriate comments, not having correct things needed, etc.</li> <li>○ Late to dinner time.</li> <li>○ Refusal to get changed from school clothes.</li> <li>○ Disregard of Heath House routines e.g. bedtimes, daily jobs, inappropriately dressed for school, leaving bedroom messy, etc.</li> <li>○ Possession of prohibited items including hats worn inside building at homework or dinner time.</li> <li>○ Eating and drinking in classrooms or common rooms.</li> <li>○ Lack of respect to staff and peers.</li> </ul>
2	<p>A student will be deemed to be at Level 2 if they persistently meet the criteria for Level 1 as well as the majority of the following:</p> <ul style="list-style-type: none"> <li>○ Persistently meet the criteria of Level 1 (2 or more occasions).</li> <li>○ Low level damage to another student's or school property.</li> <li>○ A deliberate action towards another that may cause offense or be deemed as low level teasing.</li> <li>○ Encouraging others in a negative way e.g. manipulating others or situations, gossiping with the intent of stirring trouble, etc.</li> </ul>
3	<p>A student will be deemed to be at Level 3 if they meet the criteria for Level 2 as well as the majority of the following:</p> <ul style="list-style-type: none"> <li>○ Graffiti.</li> <li>○ Bullying (including being part of a group who persistently tease an individual).</li> <li>○ Threatening without intent of following through with threats.</li> <li>○ Offensive language towards another student or staff member.</li> <li>○ Deliberate, high level damage to another student's, school or staff property.</li> <li>○ Misuse of all Heath House facilities e.g. kitchen, ICT suite, common rooms, buses, etc.</li> </ul>
<p><u>Major Sanction</u></p> <p>4</p>	<p>A student will be deemed to be at Level 4 if they meet the criteria for Level 3 as well as the majority of the following:</p> <ul style="list-style-type: none"> <li>○ Rudeness to staff e.g. arguing, swearing, offensive signing, body language, confrontational/physical/threatening behaviour.</li> <li>○ Defiant behaviour e.g. refuses to move, follow instructions</li> <li>○ Theft</li> <li>○ Serious bullying incident</li> <li>○ Possession of an item/weapon likely to cause harm to another</li> <li>○ Aggressive behaviour towards another student</li> <li>○ Offensive graffiti</li> <li>○ Intolerant behaviour e.g. racist, homophobic</li> </ul>

# Heath House 'WOW' Factor Working on Work

Level	Consequences		
1	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Warning</div>	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Issue recorded in pupil log and daily debrief</div>	
2	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Extra job or early bedtime at staff discretion</div>	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">School staff informed</div>	
3	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Empathy Task where appropriate</div>	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Early bedtime</div>	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Banned from activities and parents informed</div>
4	<p style="margin: 0;"><u>Major Sanction</u></p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Behaviour Contract with CPSO</div>	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Grounding</div>	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Exclusion from school</div>

