

National Minimum Standards – September 2018

SCCIF	Standard	SEF 2017	SEF 2018
Standard 1 – Statement of Principles and Practice			
	1.1 A suitable statement of the school's principles and practice to be known as the Statement of Purpose is available to parents and staff, is made known to children through an appropriate method of communication and is seen to work in practice. The statement describes the overall purpose of the school and describes any theoretical or therapeutic model underpinning the practice of the school. It also explains the ethos and philosophy of the school, and provides an outline of provision for children with special educational needs and/or disabilities.	<p>Statement of purpose in place and the welcome/induction booklet (specifically designed in a child friendly way) includes similar types of information. Feedback from students helps us to design the document to meet their needs and to contain the information they might need; this is continually reviewed.</p> <p>All new staff receive an induction folder and undertake a four week induction that allows them the opportunity to meet representatives from all areas of the school, who pass on the school's values, ethos and philosophy. At our most recent Training day (Sept), all departments came together to complete a whole school values statement.</p> <p>See statement of purpose and welcome/induction booklet. The school still has a working together booklet for parents/carers.</p>	<p>We have a new Statement of Purpose with an ethos of 'Becoming the best you can be', and improving the Quality of Life for the whole school community; this is evident in all areas of school and is a key focus within all our new documentation. This ethos is spread from interview right through all new staff inductions. There was a relaunch of our new Ethos last September, ensuring everyone was fully aware of the changes. Along with our aim to go down the PBS (Positive Behaviour Support) route, which matches our values and culture within the residential part of school. The school has recently trained 10 members of staff to be PBS coaches that will work to embed this philosophy within school.</p> <p>All staff still receive an induction folder on their first day of employment and receive a 4-week induction.</p>

SCCIF	Standard	SEF 2017	SEF 2018
Standard 2 – Induction, Transition and Individual Support			
(1)	2.1 There is a clear policy, implemented in practice, that children are able to contact any member of staff of either gender with personal, academic or welfare concerns.	<p>There is information contained within the care and, child protection policy. Learning Mentor teams (team around the child) consists of staff of both genders from across all departments, including therapists. All students have Key Workers. All students have access to email accounts to communicate directly with individual staff, students are reminded of the necessity to be safe users of this service. They also have access via e-mail to our Anti-bullying co-ordinator. There are a number of easier to understand visual aids to help direct students to the right person in their time of need 'Need someone to talk to?'</p>	<p>All children are allocated a key worker upon arrival at school (usually the Admission support worker in the first instance). They will then look at identifying the appropriate person to take on the key worker role for the long term. Child choice and preference is always considered when allocating key workers. Children have access to their own e-mail accounts in school where they are able to contact staff internally, should they have concerns or worries (they have their own passwords to access this service). There are updated prompts around school to support children if they have worries or concerns. We are looking at implementing a new service to support children within school who may be worried (Tootoot- giving the child a voice).</p>
	2.2 The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school who children may contact	<p>Liam Sutcliffe (Governor) is our unannounced inspector and he makes himself available; children can access him through a direct mobile number or via email, there are also contact details in the induction booklet and in house phone boxes; information about his role is also displayed in the assembly hall. Anne Longfield (The new Children's Commissioner) role and contact</p>	<p>Liam Sutcliffe remains actively involved in support our children with any concerns or ideas for change. We have actively sought other people to assist with the independent ear role within school, having adverts in local universities and</p>

	<p>directly about personal problems or concerns at the school. This person may be known as the ‘independent person’. Children are informed who this person is, and how to contact them and they are easily accessible. Children are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Office of the Children’s Commissioner for England, to ring in case of problems or distress.</p>	<p>details are in and around school. As well as these there are several help lines displayed in and around school, including in house telephone boxes.</p>	<p>schools. All relevant numbers of additional support are well displayed around houses, offices and school in general.</p>
	<p>2.3 There are appropriate procedures for induction and support for children on admission to the school to ensure that they are familiar with staff, other children, the school’s expectations and daily routine.</p>	<p>Prior to admission, staff from the Admissions house (Bronte) will visit the child at home, to make the child more comfortable with a familiar face on arrival in their new school. Our induction booklet contains information; new students are given a buddy on admission and they receive an induction to the school in respect of the school’s expectations and daily routines. Students are helped within the admission and assessment and are supported by a designated Admissions Support Worker (ASW) and other key staff. Prior to admission, some students are encouraged to attend school on a reduced timetable to gradually help them to integrate them into the school environment. All students are supported in their transition to the classroom by the ASW and the LSA from the designated LMT group. Outreach work by key people in school will be offered in the first few weeks to assist with the change of routines for both the new student and their families. Our own Family Support Team will also work closely with families during the transitional period and beyond if required.</p>	<p>There continues to be extensive work undertaken prior to children starting at the school. There has been a high number of admissions recently where we have provided 1-1 support, where the children are visited prior to admission and a positive relationship with a member of staff is formed prior to arrival. As well as the work undertaken with the child, our family support team have doubled and we are working with parents and carers within their homes, hopefully to improve the chances of a successful transition to school. This type of outreach work has seen a successful outcome in maintaining positive starts for our students, particularly for those who come to us on a residential basis. This support also continues throughout holiday periods and in some cases, on a weekend. Individualised timetables are provided for some children so they have a clear visual of where they are/need to be etc. The ASW works through the Admission booklet with the child that gives them a sound understanding of the expectations placed upon themselves and the staff that ensures that they are happy and kept safe.</p>
	<p>2.4 The school makes all reasonable efforts to obtain all necessary information about a child’s health, education and care needs, prior attainment and achievements prior to (or in an emergency, at the time of) admission.</p>	<p>We endeavour to obtain as much information as possible prior to admission; this gives us the opportunity to baseline some of our assessments An admissions panel meets fortnightly to identify what sources of information are required. Home visits provide more opportunity to gain an insight into specific needs and progress across all areas so that we are equipped to deal with children’s well-being; home visits are always carried out before admission and throughout a placement and information is shared with appropriate parties. We work very closely with previous agencies and professionals prior to the admission in order to cater for a child’s specific needs. We have recently introduced a new student profile which has more input from the child. We still do not have any provision for emergency placements.</p>	<p>We try and get as much important information/backstory on each individual case. Our 1-1 support workers/ASW/Deputy Head and the family support team work hard at ensuring that we get the correct information that will assist in the care package we offer to each child. Care staff baseline the child’s levels in terms of social progress/life skills and behaviour, they also get a baseline on ability from parents/carers prior to starting here. Care assessments are a new tool for care staff that assists in monitoring progress within the residential setting. All children show progress within their assessments within their first year (sometimes sooner). We still don’t have provision for emergency placements. However, we have supported children who are in the care of the local authority and have suddenly lost their placement.</p>

	<p>2.5 Arrangements are in place to review how the child is settling following admission to the school. In an emergency admission a review meeting is initiated as soon as possible (and never longer than four school weeks after admission) to consider whether the child should remain at the school, or whether it is in that child's interests to move to a different placement. Such a review meeting may involve (where appropriate) the school, the placing authority, the parents/carers or those with parental responsibility, those with significant involvement with the child (such as social services or health services) and, where possible, the child.</p>	<p>Following admission, students are assessed prior to initial assessment (within 12 weeks). Our Admission Support Worker and Therapy team work closely together to assess the suitability of the placement, which will include sound planning in order to give the child a good chance to succeed. Liaison with parents/carers is key at this time, including where appropriate, with Social Care and other key professionals. Copy of New Initial Assessment</p> <p>Following assessments, all parents, carers and other key people will be informed of the outcomes and the relevant work involved to hopefully making the placement successful.</p> <p>Attendance by the placing authority is dependent upon the child and circumstances.</p>	<p>We will, where possible provide the children with a safe place when necessary.</p> <p>Care Assessments are done within the initial stages of placement, giving us a baseline to work from. The 3 areas we concentrate on are Behaviour, Life and Living Skills and parent/carer assessments. These give our staff the opportunity to identify specific areas to work on; the online system enables staff to implement interventions to help support the children in a specific area. The 15-week assessment is now in place that brings together all involved agencies/key people to discuss the child in depth, plans are then put in place for the short and long term interests of the child. Our Family Support Team are more involved in this assessment process, prior, during and after, depending on the support required.</p> <p>Local Authority attendance will depend on the significance of the circumstance. In all cases where there are significant concerns of the success of the placement, the LA will be kept up to date and will attend any requested meeting.</p>
	<p>2.6 Where children are to leave the school on a planned date they are given appropriate information and guidance well in advance to assist in the process of transition.</p>	<p>Individual careers advice starts in Year 9, although all our young people take part in practical exercises to help them start to think about careers. There is a consistent and regularly up-dated Careers Education/Information/Advice and Guidance, together with an introduction to a 'Working Life' week. We also have students who have jobs in school, i.e. admin assistant, kitchen assistant and security/maintenance; this helps prepare young people for the transition. The school liaises with a child's local Careers service who meet with students to have conversations with children, plant seeds and raise aspiration. School staff also work with them to help fill in application forms ready for application to college placements and liaises with Careers Advisors in their home areas; Key Workers help to support interviews and visits to college. Our students do have access to work experience in Year 10 and 11. Any work placement is identified as an appropriate learning opportunity for our students. We have no set weeks or days and timetables are identified that best meets the needs of the child; Placements are sought on choice and opportunities for the child to succeed. Extended placements are encouraged, again, as long as they best meet the needs of the child. There is significant liaison with carers and other professionals to ensure sound planning exists and that young people are prepared for life changes. The school's Life and Living programme which supports students' transition to college/working life formally begins in Year 9.</p> <p>In Year 11 students in partnership with their Key Worker collates a Moving On booklet which signposts services and local amenities in their home area.</p>	<p>We have a Career advisor that comes into school and meets our children; she offers sound advice to the children in mapping out their futures. She attends EHC reviews and provides the child and his parents/carers with a detailed report. Children attend local careers events-so they can gain ideas of what college courses they would like to access on leaving us.</p> <p>We currently have one child attending Leeds Building College on day placement as part of his individual timetable equipping him with valuable skills for when he leaves school. Leeds Building College also work with a group of our year 10/11 students in the construction room-on a weekly basis working towards a valuable skill and an accreditation. We have also supported young people in to a chosen career by providing them with work experience opportunities, both internal and external. We have had children going to work in a local Barber shop, working and supporting horses at a stables; a few children have also helped out. We have extended the internal jobs within school that includes animal welfare worker. Internal post man and more children are now engaged with the maintenance team in repairing damage around school.</p>

		<p>We provide a dedicated and expanding Post 16 provision; assisting our children in developing their independence and social development in preparation for their working life.</p> <p>We have currently a student who is working in a new exciting environment, accessing the work environment at a local radio station (has his own live radio slot) as a DJ.</p>	
	<p>2.7 Where a child is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any pathway or other plan for the child before the child leaves school. These arrangements should support that young person's needs, and promote a smooth transition.</p>	<p>We contribute to pathway plans. We attend and organise some Pathway meetings along with Children and Young People's Care Services. Many meetings are held at school. Regular liaison occurs with Social Workers, carers and careers services.</p> <p>Key Workers accompany the students to college interviews and potential work placements. We have a programme of CEIAG embedded across the school year.</p> <p>The school has recently extended its Post 16 provision and we work closely with carers/authorities and the young adults within their care.</p>	<p>We continue to contribute to our children's pathways; recent ones have been very difficult for the placing authority to help, however we have actively been involved in finding the appropriate places, often residential placements for all our children leaving our care. We have liaised with colleges, housing associations, social workers and PPO (safeguarding police) to ensure that the children get the best possible chances to succeed when leaving school. All our children in our post 16 house are offered driving lessons and this year we have seen two young men pass their tests, a first for our school. We have also recently supported a couple of students to progress to university to continue their studies, opportunities like this were never a possibility before they came here.</p>
	<p>2.8 The school provides opportunities for all children to develop the daily living skills needed by the young person for their likely future living arrangements, taking account of their age and needs.</p>	<p>The care curriculum is focused on the. OCR Life and Living Skills this is embedded within the 24 hr curriculum and is accredited. This includes an intensive programme of life skills, including budgeting, shopping, cooking, cleaning, accessing local amenities in the community and, travelling independently.</p> <p>Our younger students are involved in awareness raising activities and are introduced to basic life skills which include, preparing simple snacks and safety in the kitchen, travelling using public transport and our curriculum covers other areas of safety which include road safety, stranger safety and e safety we also cover areas such as water safety through swimming lessons. They are also taught about the range of other supporting professional roles with colleagues from the Fire Service and our local community links Police officer (Chris Madden) are regular attendees at school. The school continues to offer alternative skills day on Fridays, these days offer our students the opportunities to try out new skills or to pursue an interest.</p>	<p>The opportunities we offer the children is varied and individual, we explore all chosen opportunities that our children request (nothing is off the table). We have this year seen a number of students take up out of school opportunities to gain greater life and living skills that will equip them for their futures. We have 2 students starting their second year on a successful Police Cadets training course. A child regularly goes to ROKT to partake in his interest of climbing. Some children attend out of school Judo and jujitsu activities, we also are providing individual sessions for street dance for some of our youngsters. One young person is having individual guitar lessons as he goes up through the grading system. A small number have also individual banjo and music sessions on a weekly basis. On a weekly basis some houses choose to cook their own tea, buying fresh ingredients and learning new skills and techniques as they do the task.</p> <p>Houses have theme nights, where they cook foods from different cultures, (Caribbean theme).</p> <p>Through the school's social progress system, students are encouraged to use Public Transport links to access local facilities.</p> <p>In Newton the ethos of the house, (developing independence skills) is promoted through posters, which the boys have in their bedrooms.</p>

		Students work alongside the premises team in order to develop basic DIY skills-skills afternoon through damage/ rep scheme
--	--	--

SCCIF	Standard	SEF 2017	SEF 2018
Standard 3 – Health & Wellbeing			
(1)	<p>3.1 Children’s physical, emotional and social development needs are promoted.</p>	<p>These areas are underpinned in the entire 24 hour curriculum. The school promotes a healthy lifestyle and an energetic activity programme designed to develop children’s physical and social needs. We try and encourage our children to engage in interests that they have, anything from sporting interests to Radio DJ’ing. See above for further information with regards to social development. Children’s emotional developmental needs are promoted through Key Workers and within Learning Mentor Teams designed to have a holistic approach to care.</p> <p>Therapeutic support is on site and involves a wide range of input from various professional and highly trained therapists which includes: Play, Social, Drama, Art, Music, Solution Focused, Family Counselling and Speech and Language intervention through the SALT Team and, more recently the Movement Group. Students’ sexual health and well-being is taught formally throughout the 24-hour curriculum and where needed a more bespoke intervention is implemented by an external specialist (Big talk). The school are also training key staff to enable them to deliver information on all matters associated with the sexual health and have identified its own SEX ED team who provide drop in sessions for students when required.</p> <p>The school continues to liaise with other services such as Lifeline, Community Police, Fire Service and YOS as a proactive approach; we have recently established links with Barnardo’s and their ‘Turnaround project’ which works with children who may be subjected to CSE.</p>	<p>We continue to grow our offer to our children in terms of activity choices/interests. Our Friday and Saturday Team (FAST) have been actively seeking challenges this past year; they have conquered a number of challenges, climbing numerous mountains in the UK, completing a dry triathlon and sleeping under the stars (raising awareness for the homeless) plus other challenges are planned for the year. We have developed our school gym to support a number of children with an interest in fitness, whilst offering over 20 new activities for the children this year, including Quad bike, Jujitsu, Calderdale rocks, Reading at the Zone etc. etc. We continue to work in partnership with our local police force, supporting the Sunnyvale project, where our children attend on a weekly basis, either through education on knife and drugs awareness or by living the outdoors life by outside cooking, fishing or just simply enjoying the outside.</p> <p>We are now working closer than ever with the West Yorkshire Fire Service, who offer presentations to our children on a range of anti-social subjects such as arson and the consequences of stealing cars etc.</p> <p>These opportunities are complimented by our onsite Therapy department who work closely with the staff and children to strive for a better-balanced child, both emotionally and physically.</p> <p>The OT support in school is again outstanding in that they were with individuals and groups to help them understand how they can develop the right skills to assist in their interests/ hobbies etc.</p>
	<p>3.2 Children understand their health needs, how to maintain a healthy lifestyle and to make informed decisions about their own health. They are encouraged to participate in a range of positive activities that contribute to their physical and emotional health.</p>	<p>A full-time on-site school nurse provides for all health needs. Students are encouraged to maintain a healthy lifestyle and to contribute to decisions about their own health; this is also an accredited module within OCR. We endeavour to ensure that our students, where appropriate, are ‘Gillick’ competent. The school currently holds the Healthy School’s Silver Award and has met all criteria for the Gold Award, we are just awaiting verification.</p> <p>The school has a diverse range of activities all geared to enhance the physical and emotional well-being of our children.</p>	<p>The children are aware of their individuality and the need to live a healthy lifestyle. Children are supported by all staff but our school nurse delivers additional support/sessions around specific health needs; she delivers healthy eating and personal hygiene sessions to our children. We have achieved a ‘Gold’ rating for the Healthy Schools award. Again, the Sunnyvale project provides our children the opportunity to engage with more specific health issues like drug and alcohol, knife crime and appropriate sexual relationships. We also provide individual</p>

		<p>Further Skills afternoons provide opportunities for students to be involved in stimulating and enriching learning experiences for example, sailing, construction, rock climbing, life and living skills and improving personal fitness.</p> <p>LMT's provide 'wrap around' care in order to support the emotional health and, well-being of all students and will identify students that may require additional support. We have two students who attend the army cadet core and a high number participating in a climbing school working up to achieve their level 1 NICAS accreditation. There are some also completing their DoE qualification. A number of other students participate in out of school clubs such as Boxing, Judo, Youth Clubs and multi sports clubs. We also provide additional tuition for students who have a keen interest in producing music and enhancing their already develop music skills.</p> <p>Activity Sheet</p>	<p>timetables for children to engage externally as they spend time at projects such as, Harmony with Horses, Lurcher link, Bumpies (mechanic) and On Track, in some cases these are helping some of our most disinvested children stay on the right side of the law and is helping them to engage with their education. We have also enrolled children onto the DoFE project, where the skills they acquire are based around life skills.</p> <p>As previously mentioned, we will cater for individual interests and explore every opportunity to harness the skills of the children with our care. We have a broad activity programme that runs throughout the year, this is not an exhaustive list of activities as we always look for new and exciting projects/opportunities for our children. We offered over 60 different activities last year and this will continue to grow as we look to support the emotional and health well-being of our children.</p> <p>Recently some of our children attended a Fire Intervention day at the Halifax station. The day consisted of a range of presentations in how to keep yourself and others safe-this included a mock call out to a fire.</p> <p>Branching out recently came into school and provided the care staff with a fascinating insight into the effects drugs can have on someone's life-the session was delivered by a recovering addict whose knowledge and experience was gratefully received by all in terms of improving our practice.</p>
	<p>3.3 Children's wishes and feelings are actively sought using methods appropriate to their level of understanding and taken into account in their health care, and staff at the school act as advocates on behalf of children.</p>	<p>The School Nurse is responsible for ensuring that all health needs are met; she holds regular meetings on a 1:1 basis with students to assess their wishes and feelings in respect of their own health care needs. EHC plans contain information on how health care will be met. These plans are agreed with children and parents are aware of the content.</p> <p>All students have Key Workers who act as advocates on their behalf. Key workers are pro-active with regards to supporting students and are happy to support the needs of the students with direct work in their own environment whilst on Outreach sessions. On a regular/annual basis, the school undertakes surveys with children and their parents/carers to ascertain their view points on various aspects of care and well-being.</p> <p>Parent Questionnaire Student Questionnaire Anti-bullying Questionnaires</p>	<p>We ask our children to tell us what they want and advise them as to the best way of meeting this in a safe and appropriate way. With the PBS approach a key focus is improving the 'Quality of life' for all our children and staff.</p>
	<p>3.4 The school has effective links with health agencies, including specialist services where appropriate, such as child and adolescent mental health services and sexual health services. The availability of such services is taken into account when considering admissions.</p>	<p>These areas are underpinned in the entire 24-hour curriculum. The school promotes a healthy lifestyle and an energetic activity programme designed to develop children's physical and social needs. See above for further information with regards to social development. Children's emotional developmental needs are promoted through Key Workers and within Learning Mentor Teams designed to have a holistic approach to care.</p> <p>Therapeutic support is on site and involves a wide range of input from various professional and highly trained qualified therapists.</p>	<p>Our onsite Therapy depart has expanded with more therapists offering support to our children and families. We continue to have links with the Diabetic nurse who comes into school as required to update staff training. We also have links with Big Talk education who provide 1-1 and group for our children in relation to sex education. Branching out is the new support in place who work with our children who may have difficulties around drugs and alcohol misuse.*Branching Out</p>

		<p>The school liaises with other services such as Lifeline, Specialist Medical Services such as Diabetic clinics and smoking cessation; CAMHS and sexual health services are accessed as the need arises, however our in-house therapeutic team covers many of the services available above from assessment through to intervention.</p> <p>Pre-admission discussion/consultation considers the availability of all services required by individuals prior to a decision whether the school can meet the needs of the individual. Students' sexual health and well-being is taught formally throughout the 24-hour curriculum and where needed a more bespoke intervention is implemented by an external specialist. (Big Talk)</p>	
	<p>3.5 Specific therapeutic techniques are used only:</p> <ul style="list-style-type: none"> • where there is a clear and widely accepted theoretical basis or evidence base underpinning their effectiveness; • with the continuing agreement of the child's responsible authority or a person with parental responsibility, and of the child concerned where the child has sufficient understanding to make an informed decision; • where specialist professionals (such as medical, legal, educationalists, psychologists, therapists) are professionally qualified and, where applicable, registered by the appropriate professional body. 	<p>Specific therapeutic techniques are only used as the standard indicates. All therapists are professionally trained and are licensed to practice. They are all registered under an appropriate body which is generally the Health Professions Council. However, in certain situations where qualifications require additional recognition, other affiliated bodies are accepted i.e. NLP and Social and Horticultural Therapy.</p> <p>Agreement is always sought with the child, the LA and the person with parental responsibility. There is consistent liaison between the therapists and the carers. Feedback is given to Key Workers and regular reports are shared with relevant parties.</p> <p>The school uses The Children's Happiness Inventory which is a valid and reliable source for measuring the impact that therapy has had on their own well-being. This was initiated following a response from students desire to feel happy as a result of therapeutic input. Therapeutic interventions are available at all times during the school day via drop in sessions.</p>	<p>All therapists are professionally trained and are licensed to practice. They are all registered under an appropriate body which is generally the Health Professions Council. The therapy department remains at the heartbeat of the school and the amount of sessions offered to our children has increase this year. There is a planned programme of sessions, as well as drop in opportunities if required. There are always opportunities for discussions between departments if the need is felt for further interventions.</p>
	<p>3.6 The school has, and implements effectively, appropriate policies for the care of children who are unwell, and ensure that children's physical and mental health and emotional wellbeing is promoted. These include first aid, care of those with chronic conditions and disabilities, administration of medicines (including controlled drugs) and dealing with medical emergencies. Policies for administration of medication should reflect guidance provided by the Royal Pharmaceutical Society (Handling of Medicines in Social Care).</p>	<p>See our Policy on Health. Care staff all undertake first aid training and administration of medicines and other specific training on particular illnesses i.e. diabetes. A comprehensive training programme is offered to all school staff in respect of complex disorders such as ADHD, ASD, OCD and more recently CSE. Refresher training for relevant staff has taken place in relation to a student with diabetes; close liaison with the student's dietician has also been essential.</p> <p>If students feel unwell, they are able to convalesce in their own houses whilst looked after by the school nurse or other key staff.</p>	<p>Our care team have been updated in terms of training in relation to meeting the needs of our complex children. We have revisited the core subjects around our children and more specifically training in CCE, County Lines, Prevent training and Disguised Compliance.</p> <p>All children are supported through illness and they will stay in their designated house with direct from the school nurse or members of house staff. Parents/carers are kept informed of their child's progress and if decisions are made that it is in the best interests for the child to be at home, we will ensure that this is done.</p>
	<p>3.7 Suitable accommodation, including toilet and washing facilities,</p>	<p>There are several facilities for this purpose, with all students having their own single bedrooms with sufficient washing and toilet facilities. Other</p>	<p>75% of the accommodation provides en-suite facilities (in 3 houses) the remaining will be completed at the earliest</p>

<p>are provided in order to cater for the needs of children who are sick or injured.</p>		<p>facilities can be made available for those students who are not residential, however, In the admissions house there is now a bedroom allocated to students who are not residential.</p>	<p>opportunity. The house without en-suite facilities has a good number of facilities and the residential ratios in this house is lower than in the other 3 houses.</p>
<p>3.8 All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the children to whom they are prescribed. Children allowed to self-medicate are assessed as sufficiently responsible to do so.</p>		<p>Prescribed medicines are administered to those who are prescribed them. The School Nurse monitors and advises on all health matters. Senior staff monitor the recording of medication on a regular basis. Consideration is always given to children who may be able to self-medicate, using the ‘Gillick’ competent guidelines. The students who self-medicate are supported by staff through observation. Training is provided by the School Nurse to all appropriate staff.</p>	<p>All administration of medication is supported by staff. One boy who administers his own medication (Diabetic) is supported by staff; staff receive the appropriate level of training to support the individual. The school nurse monitors the process of administering medication and offers training where necessary.</p>
<p>3.9 Any treatment received by a child is recorded in a written or electronic school record (separate from NHS records) to which only appropriately designated staff have access.</p>		<p>Any treatment received by a child is recorded on medication sheets in each house office. The School Nurse keeps all health records electronically and maintains these. All staff are aware of issues surrounding confidentiality and have read only access.</p>	<p>Any treatment received by a child is recorded on medication sheets in each house office. The School Nurse keeps all health records electronically and maintains these.</p>
<p>3.10 Where school staff carry out medical or nursing procedures for a disabled child (e.g. catheter care, administration of oxygen, administration of rectal diazepam, management of prostheses), these are only carried out on the written authorisation of the prescribing doctor or the responsible qualified nurse in relation to the individual child concerned. Staff carrying out these procedures should be authorised and trained to do so, and their training should be kept up to date. Records are kept of all such tasks carried out.</p>		<p>These medical procedures are not carried out at this school.</p>	<p>These medical procedures are not carried out at this school.</p>
<p>3.11 The confidentiality and rights of children as patients are appropriately respected. This includes the right of a child deemed to be “Gillick Competent” to give or withhold consent for his or her own treatment.</p>		<p>Child protection/Safeguarding training covers these areas, as does a comprehensive induction package and ‘refreshers’ in team meetings. Staff are aware of ‘Gillick’ competence and advocate for students as and when necessary.</p>	<p>Our safeguarding and child protection training covers Gillick competency and is part of our induction process (all staff undertake safeguarding training before employment starts). The care team receive additional training throughout the year, in the form of CP quizzes and are encouraged to access the additional training on offer throughout the year offered by Calderdale. Staff have attended numerous training e.g. Weapons and gangs, Disguised Compliance, Sexual Harassment/Violence and Online Safety etc.</p>
<p>3.12 Where necessary, a child has a clear individual health and welfare plan or similar record, containing relevant health and welfare information provided by parents/carers and recording significant health and welfare needs</p>		<p>The School Nurse maintains children’s health records and plans. ‘Hello’ document contains some basic information which is created with the child. Prior to admission parent’s/carers complete forms which gather information with regard to any health/welfare needs and issues. Following admission, the School Nurse meets up with children to ascertain their thoughts on their own well-being; regular conversations then continue in respect of development. Medical/health needs/issues</p>	<p>We continue to meet the medical needs of the children in our care. There is the option of children being registered with important medical services within their home area, i.e. Doctors, Dentist, opticians etc. We liaise with parents/carers to establish what is in the best interests of the child; even if a child is registered at his home doctors, we do have the option for any</p>

	<p>and issues. This record should be agreed by parents/carers and include:</p> <ul style="list-style-type: none"> records of developmental checks; health monitoring required by staff; intimate care or bodily functions requiring staff help; and the involvement of a child's parents/carers or significant others in health and welfare issues. 		<p>are fed into LAC reviews and EHC reviews and conversations occur on a regular basis between the School Nurse/Key Workers and parents/carers. Most children who are residential are looked after by the School's GP/Dentist/Optician, however, some keep their own practices within in their home area.</p>	<p>of the children in an emergency, to get an appointment at our local GP. The school nurse continues to monitor all aspects of intimate care and will acquire any necessary equipment as required.</p>
--	---	--	--	---

SCCIF	Standard		SEF	SEF 2018
Standard 4 – Contact with parents/carers				
	<p>4.1 Children can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor the use of electronic communications in order to detect abuse, bullying or unsafe practice by children. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families. Communication aids should be available for children who need them.</p>		<p>Children are encouraged to maintain regular contact with their families and friends. School provides mobile phones for private use in bedrooms during evenings and children have the opportunity to use their own personal phones during the evening. Alternative modes of communication with families are available if requested (Skype and faxing have been used). The school proactively monitors systems to ensure that unsafe practice by children, and others, is detected as soon as possible. The school has a web route security system see <u>E-Safety Policy</u> advice on safe use is available around school, often situated near computers and areas used with Laptops. Communication aids are available for those who need them i.e. a hearing-impaired child has a hearing aid for the telephone. The school is very sensitive to restrictions and differing children's circumstances; information is communicated and PISP's are amended accordingly.</p>	<p>We have a clear use of mobile phone policy for our children. The school has a thorough and effective filter system that monitors all access to the internet. We have a designated member of staff who is part of the safeguarding team within school who works with the IT department in identifying and supporting the young people to make better choices in relation to appropriate electronic communication and internet usage. Each house is equipped with mobile phones that can be used by children to make appropriate calls to keep in contact with family and friends; these can be used in the privacy of their own bedrooms.</p>

SCCIF	Standard		SEF	SEF 2018
Standard 5 – Residential Accommodation				
	<p>5.1 Suitable sleeping accommodation is provided for children. It is well organised and managed with risk assessments undertaken and the findings acted upon to reduce risk for all children. Where children are aged 8 years or over, sleeping</p>		<p>Suitable sleeping accommodation is provided. Individual needs can be catered for. We have a number of en-suite rooms and a house has been upgraded (finished and in use Dec 15) so that all sleeping areas have en-suite facilities and will have upgraded facilities. In our admissions house, some rooms have themed decoration for additional choice. Different size and structure of beds are available too. All our bedrooms are Individual rooms.</p>	<p>33 of our 44 bedrooms are now en-suite, it is the school's ambition that all bedrooms will be en-suite ASAP. This is 3 out of the 4 houses that have these facilities and the one remaining house, is a house with the lowest residential numbers in, ensuring that there is adequate numbers of bathing facilities and toilets. All our children have a choice in which bedroom that they have (within reason), safeguarding issues will override some</p>

	<p>accommodation for boys is separate from sleeping accommodation for girls.</p>	<p>The school does not cater for girls.</p>	<p>decisions and some children may need encouragement to make an informed choice (relationships, issues etc.). In all cases, children have the right to personalise their rooms to their liking, this includes appropriate pictures/posters and things from home like family photos or a favourite toy. Some boys don't want to have a special place away from home, but all are given the choice.</p> <p>All bedroom are personalised with the consent of the individual, we fully appreciate some boys are not keen to have their names on doors, pictures up etc.</p>
	<p>5.2 Suitable living accommodation is provided for the purposes of organised and private study outside school hours and for social purposes.</p>	<p>The school are using 4 separate residential houses and an extended specialist on site provision for post sixteen residents; one house has gone through a significant development that provides a higher grade of living accommodation that include new facilities not previously provided in school (cinema room and snooker table along with all bedrooms having en-suite facilities). All houses have many spaces for communal living and private spaces for study or quiet time. All bedrooms are single occupancy. The school has many facilities on site to meet the needs/interests/ages of all its students. Students are regularly consulted on these facilities, including any opportunities to further develop spaces and resources.</p>	<p>All our bedrooms provide a desk and space to complete any tasks they wish, whether that is additional schoolwork or just simply colouring or doodling. The houses have bespoke areas where children can wish to have quiet private time away from others, these include lounges, games rooms, cinema room (Newton), study room (Mozart) Quiet computer rooms etc. All houses are fitted with appropriate leisure opportunities whether it be computing or more social games like snooker and pool.</p>
	<p>5.3 Suitable toilet and washing facilities are provided for children, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for children.</p>	<p>There are suitable and private washing and toilet facilities which meet the needs of all students, all of which are on the same landing as bedrooms. These have a facility to be locked from the inside, although in emergencies staff can access from the outside.</p> <p>As mentioned previously, the house recently developed has en-suite facilities in each bedroom and all houses have additional facilities downstairs.</p>	<p>As mentioned there are 3 houses now fully equipped with en-suite bedrooms. There still remains enough other toilet and washing facilities for the children in the house with no en-suite. All houses have toilets downstairs for non-residential children. We try and keep one available bedroom in each house for use by non-residential children should the need arise or should they stay over due to special requests or when there are whole house outings.</p>
	<p>5.4 Accommodation is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any children with restricted mobility. The accommodation contains suitable specialist facilities to support children whose disabilities require them.</p>	<p>The statement of purpose describes the school's accommodation; the school has received many compliments from visitors referring to the high standard of accommodation. We have a reactive maintenance programme and a development rolling programme which ensures that high standards are maintained. We have a single room occupancy policy and adhere to regulations regarding washing facilities. The school does have specialist facilities that can be used if necessary.</p> <p>We continue to upgrade bedrooms and other communal areas to cater for students' specific needs. We have a dedicated Governor responsible for overseeing the premises, ensuring that high standards are maintained.</p>	<p>Adaptations have been made to a bedroom who is partially sighted. Hazards around schools are highlighted yellow to assist with this young person's movement around school. Children have a choice of en-suite facilities due to their sensory needs. Rooms have been adapted to include dimmer switches that helps with sleep on an evening.</p>
	<p>5.5 Accommodation is suitably furnished and of sufficient size for the number, needs and ages of children accommodated, with appropriate protection and separation between</p>	<p>With the exception of the Admissions House, the residential houses are grouped according to age; we are sympathetic of individual needs of children and residential arrangements are made based on their needs. The central laundry launders all bedding and clothing to ensure high standards of cleanliness; there is a clear procedure to ensure the system is effective.</p>	<p>Houses are grouped, mainly based on individual need rather than age appropriate. Each house is equipped with the appropriate equipment that is appropriate to meet their needs. All houses are different in decoration to best meet the needs of the children in there. The bedding is cleaned on a weekly basis</p>

	girls and boys, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm.		as a minimum, however, based on need, it can be done on a daily basis. There remains no girls within our school.
	5.6 Children can if they wish personalise an area of their accommodation with suitable posters and personal items.	Each bedroom is fitted with a large coloured notice board for children to display pictures/photographs etc. and children are encouraged to display personal items. A budget is available to all children; staff facilitate time to go out with children to choose their personal items. There are opportunities throughout the 24 hour curriculum where children can choose items to personalise their bedrooms. Children are encouraged to contribute to discussions regarding how their residential house is used, furnished and decorated; this often takes place through the vehicle of Student Voice and student's house meetings.	Children are encouraged to personalise their bedrooms-display of their own Work-Newton boy's art work on display-creates belonging and raises self-esteem. It is a personal choice and this is always considered. Houses have meetings that include children, who are encouraged to suggest things that will make their stay in school better; this can be room purpose changes, activity and house trip suggestions.
	5.7 Residential accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of 11 organised groups using school facilities) substantial and unsupervised access to children, or to residential accommodation while occupied by children.	All areas are secured by a proximity card system which ensures that access is only authorised by school staff. The school is protected by a CCTV system, and waking night staff (10pm-7.30am). There is a <u>procedure</u> for when members of public come into school...during the day, only arranged visits are permitted and always go through reception (signing in and being referred to a named person)...any tours around school involving children are planned, all take place with two students and a set tour is carried out...see <u>mini maps</u>; we ensure that the route passes members of staff. During evenings, visitors sign into houses and are met by the senior member of staff on duty. No visitor is left with children alone unless they have authorisation.	The CCTV system has been upgraded to cover more parts of the school. All private areas remain unseen. All visits have to be pre-planned.
	5.8 Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on children's privacy.	The school is very aware of the balance needed between privacy and safety. Our policy is very clear in respect of ensuring privacy is upheld. There is a consistent review of the policy and practice; children are consulted; induction includes an introduction to <u>CCTV</u>, its purpose and a focus on 'looking after'. Awareness is given to students/carers as part of preadmission. The removal of cameras in post 16 has been completed.	All children and staff are educated in the use of CCTV within school. There are no CCTV coverage into personal or private areas such as toilets and bedrooms.

SCCIF	Standard	SEF	SEF 2018
Standard 6 – Safety of Children			
(2)	6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.	The school has a health and safety policy relevant to laws and is implemented effectively.	The school has recently had a Health and Safety and successfully gained five-star recognition (The highest grade).
	6.2 The school premises, accommodation and facilities provided therein are maintained to a standard	The school has a proactive <u>Health and Safety Policy</u> ... The school has a Health and Safety and a Premises Committee who meet regularly. We have introduced a ticketing system to report maintenance	The committees still meet on a regular basis. Staff are familiar with the procedures in reporting concerns. All houses have a dedicated member of staff who weekly reports snagging issues

	such that, as far as is reasonably practicable, the health, safety and welfare of children are ensured.	issues, this means that emergency and high priority tasks will be done quickly.	(if they can wait); staff on duty know their responsibilities in reporting issues that could compromise the safety and welfare the children. Residential Care leads have regular (fortnightly) checks in ensuring the facilities are kept up to and provide the highest possible standard. The Vice Principal has regular walk rounds with Head of Support Services to look specifically at H&S and the standard of cleaning.
	6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.	All activities and camps etc. have risk assessment done through Evolve (Local Authority- risk assessment). LMT's do risk assessments for all students via their PISP's Physical restraint concerns are raised and individual PIRP's are actioned on a termly basis. PISP's are regularly updated and agreed by the child (signed by the child) and reviewed following any incident of physical intervention, and or when a serious incident occurs where the level of risk is greater than the norm.	All activities are risk assessed and updated as required. We are starting the process of introducing the PBS plans for all our children.

SCCIF	Standard	SEF	SEF 2018
Standard 7 – Fire Precautions and Drills			
	7.1 The school complies with the Regulatory Reform (Fire Safety) Order 2005.	All actions are complied with	All actions are complied with as expected.
	7.2 In addition, fire drills are regularly (at least once per term) carried out in 'residential time'.	Fire drill protocols are carried out on a regular basis.	Fire drill protocols are carried out on a regular basis. Protocol in place for certain times of the day.

SCCIF	Standard	SEF	SEF 2018
Standard 8 – Provision and preparation of food and drinks			
	8.1 All children, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.	We have alternative options for students with additional dietary requirements. The students who have needs through religious practices are catered for and food/ingredients are sourced locally. Our students are active (student voice) in creating the menus and what foods are on offer. The kitchen now has a rolling 4-week menu, so students can look ahead and plan accordingly. For students who have complex dietary needs, we have sought advice from external professionals who have come in and delivered training to the staff (dietician, diabetic nurse etc.).	There has been a big focus on children helping to prepare and cook their own meals. The children can make suggestions to the kitchen staff in terms of preference. Work has been undertaken with the student voice who are working with our Caterer. There is a wide range of food on offer and the caterer will take into consideration any sensory, religious or dietary requirements. School has maintained its Gold Standard in the healthy school's award and remains 5 star in terms of hygiene.

		<p>Our Occupational therapist works closely with students who have sensory issues and difficulties around eating food.</p> <p>Student voice work closely with the catering department to develop menus. All students fill out a questionnaire regarding choices and portions, these then go back to the catering department. The School has received a Gold rating in the 'Food for Life' Category and has recently (Nov 16) received/maintained a 5-star rating from Environmental Health.</p>	Our OT work closely with staff and individuals to help provide choice and appropriate meals for our children.
	8.2 Suitable accommodation is provided for the hygienic preparation, serving and consumption of children's main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the residential accommodation.	The school's central kitchen provides lunch and teatime meals. They have maintained a 5-star rating in respect of hygiene. All houses have well equipped kitchens which are cleaned daily.	All our houses are equipped with facilities to cook main meals and for staff and children to prepare small snacks throughout the day when needed. 3 out of the 4 houses have had significant upgrades to the kitchen facilities.
	8.3 In addition to main meals, children have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to children's individual needs in this respect.	<p>Individuals with medical difficulties are catered for and allowances made. These alternative arrangements are recorded within their PISP's.</p> <p>All the kitchens and classrooms are fitted with a system that filters and provides cold water.</p> <p>The kitchen provides food for children to make snacks. Pack ups are also available on request. Individual needs and preferences are always considered and catered for.</p>	All dietary needs for both health and medical reasons are accounted for. There are always produce available to make snacks as and when required. The Main kitchen is accessible throughout the 24hr period of the days upon request.
	8.4 Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.	Discrete support is provided for students that have phobias or are sensitive around taste and textures. Soundproofing the dining room in the admissions house has helped certain student's ability to adapt to a dining room environment.	1-1 staff support children who may have difficulties in this area. OT support also work with children to assist them in everyday tasks to eat meals. We have put in sound mufflers on ceilings and walls in two houses, this is to support some of our children who struggle to concentrate in such difficult environments.

SCCIF	Standard	SEF	SEF 2018
Standard 9 – Personal possessions			
	9.1 Adequate laundry provision is made for children's clothing and bedding. Children's clothing is satisfactorily stored and issued to the right child following laundering.	The school has a central laundry where all laundry is sent. All laundry is well labelled and our House Keeper ensures that children are provided with their own clothing and that there is a varied choice. Some children like to launder their own clothing and there are utility facilities in all houses. During our social care curriculum all students (particularly those preparing for adulthood) are taught how to independently launder their own clothes.	Laundry is cleaned on a daily basis. The children have a choice in which leisure clothes they have. Options in terms of uniform when they get to year 10 is also done on a personal choice. All leisure clothing is named.
	9.2 Children are able to obtain necessary personal and stationery items while accommodated at school.	All personal and stationery items are actively provided by school. In addition to this, one of the school's reward systems enables students to exchange learning tokens for items and our incentive red cupboard also offers personal and stationary items. Children earn learning tokens for positive contributions to learning; they cash these in for stationary and personal items of their choosing.	The school still provides children with the appropriate stationary and other key items. Children are also able to use their weekly pocket money and other obtained income (learning tokens and house awards) to obtain other items that compliment what is provided.

	9.3 Reasonable protection is provided for children's personal possessions and for any children's money or valuables looked after by the school.	All <u>possessions</u> are signed into school. Money and small valuables are kept securely in-house offices. We do not encourage students to bring in larger valuables such as computers (and expensive phones) as the school provides these or alternatives i.e. phones where private calls can be made. Parents/carers are asked to take responsibility for expensive items by the school requesting that they sign a dis-claimer. Any items locked away in offices are the responsibility of school.	All valuables that are not in the possession of children are locked away in a secure place in each house.
	9.4 Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.	There is a very clear protocol which is intermittently communicated to staff as a reminder. Carers are advised of this prior to admission. There is a clear policy. Staff are familiar with current guidance.	We still adhere to appropriate legislation.

SCCIF	Standard	SEF	SEF 2018
Standard 10 – Activities and free time			
(1)	10.1 Children develop their emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment created by the school. Children are supported to take part in school based and out of school activities.	<p>There is an active and diverse 24hr curriculum that provides stimulating and enriching learning opportunities. This includes an afternoon of further qualifications; these are experiences that serve to develop students' emotional, social, intellectual, creative and physical skills (<u>example of activity programme</u>). We encourage children to take part in both school and out of school-based activities, and encourage our students to engage in out of school clubs/organisations such as, sailing, youth clubs, swimming, gym, rugby/football training and rock climbing.</p> <p>An external provider has been delivering football coaching, Boxercise, Circuit training and Street dance. We also have tutors coming into school who provide 1-1 tuition in guitar playing and drumming. Individual interests are also explored.</p>	<p>We have extended our offer to our children in terms of activities. There have been 28 new activities developed and delivered to the activity programme, a few examples are: Ukulele sessions after school club, Street dance, Judo, Jujitsu, Quad biking, Yoga sessions, Treasure hunts, Reading and play at the Zone, Calderdale Rocks. We have also developed our in-house gym due to interests from our older children. We have children attending a Swimming club on Monday evenings, a child attending his local football team one evening a week as to not lower his risk of not playing on weekends. 2 children have successfully completed their first year at the Police Cadets training and are current attending their second year (one of them is keen to follow this career path). One boy regularly attends a local Rock-climbing centre, whilst others attend Harmony with Horses and Bumpies (working with motor vehicles)</p> <p>We have also had an upgrade and addition to the tyre park within school, with the addition of swings and other playground equipment. The go-karts remain a popular activity and we have also invested in a new Kart (petrol) and new peddle karts. If a child expresses a wish to seek a new activity or request that they partake in a new activity, we will explore these opportunities. We have a trained fishing instructor who takes children fishing at a local fishing club (Riley's) or to Sunnyvale (this is seasonal). Our Friday and Saturday Team (FAST), have provided some significant and rewarding challenges for our children; they have had our children sleeping rough overnight to raise awareness of homelessness, walked up a large number of mountains, completed a dry triathlon in aid of charity and also completed a</p>

			<p>number of personal challenges of our children, conquering their fears. More opportunities for the FAST team are on the horizon and they are working towards completing a marathon walk around a local walk in one day. Our focus on our annual camps have changed; they now have a focus around providing appropriate social opportunities, they are now more like holidays and allow our children to experience social experiences, some that have not been risked before by parents. Our outreach work on weekends and during holiday periods continues to help maintain relationships between home and school and also relationships between child and parents. We also provide opportunities on weekends for child to experience positive trips to a chosen hobby/interest. We have successfully had weekends in London and Birmingham attending the NGX conference (Gaming expo) and more planned. Nights at the coast so that children can explore the beaches and surrounding areas have also been provided.</p> <p>Theme nights such as Indian, Mexican etc are offered in some of the houses, where the children are encouraged to prepare and try food from different cultures.</p> <p>We recently invited two elderly people's residences to our school for a coffee morning, which involved presenting them with Christmas presents, playing bingo and more importantly meeting our children and allowing them to get an overview of the service we provide for them.</p>
	<p>10.2 Children take part in age appropriate peer activities as would normally be permitted by the parent in relation to their children or as outlined in any placement plan. Suitable risk assessments are in place for any activities which may put children at risk of harm. Decision-making should be undertaken from the perspective of a reasonable parent.</p>	<p>Students are encouraged in years 10 and 11 to organise their own social pass with the assistance of an experienced buddy, to enable them to experience life within the local community with a view to extending these skills to their own environment. Younger students have the opportunity to experience supported activities in order to develop their social skills; these may take place both within and outside of school. E.g. use of public transport and the use of local amenities; this is risk assessed by care staff prior to the activity. The school is very keen for its youngsters to become members of local clubs and organisations, such as youth clubs, Cadets, gym, football and rugby teams.</p>	<p>Each individual request for additional opportunities are risk assessed. However, we do look at every opportunity for any child to experience the right opportunity. As mentioned above, we are keen for all our children to experience the appropriate social opportunities away from the school; we place a large focus upon getting our children out in the community to experience a sense of normality, this is done by visiting local facilities and joining in with local groups/projects. This has been done via children helping out with local projects in improving a sports club facility or during the bad snow fall, help clearing the snow for access to some of the local elderly's homes. We have local walks and visits to local shops on a regular basis.</p>
	<p>10.3 Children are encouraged and enabled to make and sustain friendships with children outside the school, which may involve friends visiting the school and reciprocal arrangements to visit friends' homes.</p>	<p>We have 3 open evenings per year where friends and extended family members are encouraged to attend and help celebrate the student's progression/achievement and also see them in their own environment.</p> <p>We encourage visits from families through an arranged visit and at specific times to avoid disruption to the school day. Parents', carers are encouraged to attend school on special days (birthdays).</p>	<p>Despite the locality and distance between home and school, we encourage these positive relationships. Mid-week breaks to maintain such relationships has been put in place for a couple of children. We encourage children to maintain positive links and have allowed access appropriate social media access for children who need it and it is safe to do so. We have 3 open days each year and friends of our children have attended these days.</p>

	10.4 Children have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where children can be alone if they wish.	There is an abundance of safe recreational areas both indoors and outdoors. Children are encouraged to use quieter areas, including their bedrooms (which are all single). Specific and identified areas discussed within strategies can be used. We have recently had installed a new tyre play park.	We have created a number of areas where children can go to be alone but still remain safe and supported. WE now have an additional play area nearer to the residential houses and there has been the addition of a canopy to an area of the main school playground. We have introduced seating areas outside of the houses where children can take time away to reflect; these have helped staff to support children, particularly through Summer months when children are just simply playing outside.
--	---	---	---

SCCIF	Standard	SEF	SEF 2018
Standard 11 – Child protection			
(2)	<p>11.1 The school ensures that:</p> <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of children at the school; and • such arrangements have regard to any guidance issued by the Secretary of State. 	<p>The Child Protection policy, Statement of Purpose, statutory training and yearly refreshers (in the form of on-line training and a quiz for staff) helps to keep the subject live and confirms understanding and responsibilities. Surveys for our children are also conducted. The guidance for students is contained within <u>induction booklets</u>. Assemblies are used as a forum to discuss areas around safety and well-being. Bullying questionnaires, whole school foci's and anti-bullying weeks are high profile too. The LMT (team around the child) regularly discuss individual needs/concerns and plan and action accordingly. All students have access to their own e-mails and can e-mail internally if they need support. All students are trained and given the correct information on safe use of e-mails and the use of the internet.</p> <p>The school promotes the welfare and safeguarding of the children in school. The school has its own dedicated CP Team, made up of staff from all areas of school; they are all up to date with current DSL training etc. They meet on a regular basis and discuss, plan and action where necessary any current issues and concerns. The school works closely with our Local Safeguarding Team (Calderdale) and have hosted a DSL network meeting for all schools in Calderdale. Our Deputy Principal has also assisted in the recruitment of the designated PREVENT co-ordinator for Calderdale.</p>	<p>We have a dedicated safeguarding team within school who have specific roles within the team who function under the umbrella of safeguarding. We have one member of staff who supports all children when they make poor choices in terms of internet access. One member of staff manages and supports the school in making safer choices in relation to bullying issues. We attend all necessary training and ensure that safeguarding is embedded within school. We attend half termly DSL network meetings to keep on top of all national and local issues.</p> <p>We have upgraded our online safety filter system, which monitors all access to the internet and the safeguarding team receives a report on a daily basis (if required). We also attend a local Missing</p>

SCCIF	Standard	SEF	SEF 2018
Standard 12 – Promoting positive behaviour and relationships			
(1) (2)	12.1 The school has and consistently implements a written policy on managing behaviour, including promoting good behaviour. This policy includes:	The school has a policy on discipline. The school has a staff handbook which contains advice/guidance/practice tips for staff. The school provides behaviour management training for all staff and there are regular meetings and supervision which provides time for revisiting these areas. We have also introduced a staff peer to peer support system. The school has a proactive preventing bullying policy (which supports DFE 'Safe to Learn-Embedding	The school is investing significantly in the Positive Behaviour Support approach to ensuring that children thrive in our school. In residential, we have already changed routines and systems to include the PBS philosophy. We no longer have punishments/sanctions as part of our curriculum; our key focus is learning through mistakes and having the ability to put things

	<ul style="list-style-type: none"> • measures to combat bullying, including cyberbullying, and to promote positive behaviour; • school rules; • disciplinary sanctions; • when restraint¹¹, including reasonable force¹², is to be used and how this will be recorded and managed; and • arrangements for searching children and their possessions. 	<p>anti-bullying work in schools document'). The school delivers bullying awareness training to students, staff and parents/carers on request. The school has a policy on sanctions and records all; Key Workers review sanctions and their impact. There is a policy on Physical Intervention, restraint and restriction of liberty; detailed records are kept. There is a policy on searching children and their possessions.</p> <p>The school has a dedicated information data base (SID) which provides accurate, live and detailed information that can be drilled down and used to inform practice. This information is regularly reviewed and practice adjusted accordingly to meet individual needs (a good example is a personal intervention support plan). As well as PISP's that are reviewed and actioned regularly, we now have Physical Individual Reduction Plans (PIRPs); these are implemented on at least a termly basis when statistics highlight a significant area of concern for individuals who are getting more involved in physical interventions. All key people, including the student will contribute to the plan, where they will look at strategies for assisting in the reduction of interventions.</p> <p>The school has regular staff training to promote positive behaviour</p> <p>All students and staff participate in anti-bullying week.</p> <p>All incidents and 'What has worked?' and behaviours are recorded on SID</p>	<p>right. We now use natural consequence in dealing with behaviours that are deemed to be inappropriate. We have 10 members of staff being trained to be PBS coaches (We also have a PBS consultant on our governing body). We have also a member of staff trained in restorative practice and he assists staff in managing conflicts between children. Following a successful project in working with the Police in setting up the Sunnyvale project; we are now an active user of the facility, a facility that some of our children access for outdoor learning, cyberbullying and CSE workshops and knife crime awareness. This relationship with the police has been significantly successful in conducting pro-active work with our children, hoping to ensure more positive outcomes for them as they are educated in current issues that could affect them in their futures.</p> <p>We have sound links with Branching Out, a local substance misuse counselling/education service, who have come into school and worked with our children and delivered training to the care team. We have introduced Positive Support Plans (Dec) to replace our Positive Behaviour Support Plans (PISPs), as these fit better alongside our PBS approach.</p> <p>This year we had the 'Power of One' group to come in to school to deliver anti-bullying awareness workshops to all our children and staff, getting the children and staff to sign a pledge to refrain from bullying and ensuring we all reported incidents.</p> <p>We have a system for recording any incidents of Bullying (Student information Database SID) and there are a number of visual aids around school to assist them if they feel unhappy.</p>
	<p>12.2 The policy complies with relevant legislation and has regard to guidance and is understood by staff and children.</p>	<p>All policies comply with relevant legislation and guidance. These are understood by staff and children and updates/changes are communicated within full staff meetings, assemblies and house meetings. Examples of guidance are as follows...</p> <p>Staff handbook, Induction etc. An induction booklet is given to all students and this is worked through with our Admissions Support Worker and is a vehicle to moving up the social progress ladder. Students have a 'buddy' in the first few days at school who help to explain expectations etc.</p>	<p>Any changes to key documents/policies are communicated with staff, either by e-mail or face to face discussions at Staff Meetings or during other key meetings (handovers etc.).</p>
	<p>12.3 Staff receive appropriate training and support to recognise and deal with incidences of challenging behaviour or bullying. This training should include assistance in managing staff members' responses and feelings arising from working with children who have emotional difficulties which result in challenging</p>	<p>Training in de-escalation techniques (TYWOOT). Team Teach techniques are in place and staff have regular refresher sessions. As part of our physical intervention practise, all staff receive a de briefing following a restraint where they are encouraged to share their feelings as well as receiving ongoing Peer to Peer support. The School Practice handbook contains handy tips and guidance, as does the Staff Induction booklet. Staff, students and our parents have accessed some preventing bullying training. Clear identified handover time and supervision for staff provides opportunity for reflection and support.</p>	<p>There still remains a core level of training for staff to assist in meeting the needs of the complexities that our children come with. On top of the core training i.e. Team Teach, TYWOOT and Child Protection; our staff have training on other key areas around supporting our children with ASD, Eating and attachment issues and more core areas around mental health. PBS basic understanding training has been delivered to all school staff as we change the ethos, this training is supported by the PBS coaches who are from all areas of school. The key focus of all training</p>

	behaviour. Staff training is regularly refreshed.		around the PBS ethos is improving the QOL Quality of life for both children and the adults within our school community. Any additional training is considered and once training has been given on any new subject areas, the staff share their new found knowledge.
	12.4 Methods to de-escalate confrontations or potentially challenging behaviour are used wherever appropriate to avoid use of restraint, including reasonable force. Restraint, including reasonable force, is only used in exceptional circumstances, to prevent injury to any person, including the child, or to prevent serious damage to the property of any person, including the child's, or to prevent the child leaving the school's premises where this may lead to the child injuring themselves or others. Restraint in relation to a child must be necessary and proportionate.	<p>Training in de-escalation techniques (TYWOOT) Team Teach techniques are in place and staff have regular refresher sessions. The School Practice handbook contains handy tips and guidance, as does the Staff Induction booklet. Positive Intervention Support Plans are an effective tool to ensure that suitable strategies are formed with the best needs of the child at the forefront of our practice. Student's opinions contribute to the formulation of these plans. These plans include pro-active and de-escalation techniques for individuals.</p> <p>PIRP's are implemented on a regular basis and along with the student, plans are put in place to reduce/avoid the occasions of intervention.</p>	<p>Emphasis is placed on de-escalation and trying to try everything possible to de-escalate in issues from developing into something of significance. We continue to explore ways of reducing our incidents even further; The main reason behind going down the route of Positive Behaviour Support, is to help reduce the number of incidents further and to give our children and staff the tools to avoid such incidents that escalate. The newly formed PBS plans (Dec) will be more specific in identifying the de-escalation techniques and what works and what needs to develop for the child to improve their quality of life.</p> <p>We have staff and child de-briefs following significant incidents and the plans will be amended if new things come from the de-briefs in terms of 'what worked?' and things to learn from.</p>
	12.5 All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by.	<p>The whole physical intervention procedure allows staff to reflect on practice and make positive changes following conversations/discussions between staff and Senior Leaders. All children are given the opportunity to discuss incidents and an electronic form to record their responses; these are signed electronically by the staff and students, who have their own PIN access, these are always completed at a time when students are happy to do so. There is always an opportunity for children to request additional follow-up, following such incidents and these are recorded too. Students have the choice to nominate an appropriate person to conduct any mediation that may be necessary. Complaints procedure policy and physical intervention.</p> <p>The school has its own in-house team teach tutors and regular training and refresher/de-briefing sessions are given, they offer individual sessions upon request and are available to discuss individual cases. Team Teach tutors have regular discussions with staff who are involved in an increase of physical interventions.</p>	As part of the process following incidents, children are involved in de-briefing (3 L's Listen, Link and Learn). There is a Neutral person involved with the de-briefs. Further mediation work following may include all staff involving the incident.
	12.6 A written record is kept of major sanctions and the use of any reasonable force. Records include the information in Appendix 2 (use of reasonable force). The record is made within 24 hours and is legible. Children are encouraged to have	<p>A written record is kept of major sanctions within the exclusion book kept by the Principal. We also keep an electronic record of all minor sanctions within all houses and classrooms, which include the reason for the sanction, the effectiveness and the outcome.</p> <p>All physical restraint records are held centrally on SID and this monitors trends and issues, which are all communicated to the school's governing body. LMTs look at trends/issues and implement strategies and plans</p>	<p>Major sanctions are still recorded by the Principal. All incidents are recorded as per policy on SID.</p> <p>We do not have sanctions as a general response to behaviour, so there is no recording of everyday sanctions. Termly data is recorded and RAG rated with notes, these monitor trends. Where there are significant spikes, work is undertaken to</p>

	their views recorded in the records. The school regularly reviews any instances of the use of reasonable force and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice.	accordingly. The whole physical intervention procedure allows staff to reflect on practice and make positive changes following conversations/discussions between staff and Senior Leaders. All sanctions are now recorded on SID.	improve the situation for each individual. Regular discussions take place in LMT meetings that discuss concerns and then plans are put in place to improve the situation.
	12.7 These standards do not prevent a child from being deprived of their liberty where that deprivation is authorised in accordance with a court order.	The school does not restrict the liberty of the children within its care. Staff have been on DOL's training and taken part in discussions within national organisations.	We do not deprive children of their liberty.
	12.8 Staff working within the school know and implement the school's policy, and where relevant the local authority's policy, in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with the police where appropriate.	Staff will always seek students who go missing. Staff, complete safe and well-being checks when students return from absenting from school site (completed when their whereabouts have been unknown). Any issue identified will be passed onto Barnardo's and the Turnaround project, who deal with issues around CSE. Staff have received recent training with regards to CSE and the school held a conference which has a focus around CSE. The training day in January too has a focus around all things in relation to CSE.	The school implements their Missing protocol at the first opportunity. Staff are made aware of the protocol at the start of each term and the DSL has face to face discussions with departments, re-iterating the importance of following protocol. We have attended appropriate training around exploitation and the additional factors why children do go missing. We also contribute to the local missing joint partnership group, where we share issues and key 'hot spot's locally where children may frequent. We receive regular feedback from police in terms of reporting statistics and any current issues within the community. All house staff are provided with a house mobile to help contact the necessary parties in relation to a child going missing. We have seen a significant reduction in the incidents of children going missing since we implemented the changes.

SCCIF	Standard	SEF	SEF 2018
Standard 13 – Leadership and Management			
(3)	13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.	The school has half termly unannounced <u>Standard 20 visits</u> Liam Sutcliffe who along with our own junior inspectors conduct inspections. There are annual school development plans and Performance Development targets that lead to common goals. Learning Mentor Teams (Team around the Child) consists of both academic and residential staff. The 24-hour curriculum supports academic social and emotional development. All academic and residential staff meet regularly to discuss the student development supported by the 24-hour curriculum	Liam Sutcliffe (Prevent and Safeguarding governor) conducts the section 20 visits half termly. He always makes himself available for children at these times should they wish. Liam produces a sound balanced report that challenges the school to improve further.
	13.2 There is clear leadership and management of the practice and development of residential and care	Some managers are qualified at level 5 NVQ/Diploma. All Staff have to train to a minimum of NVQ level 3	Our RCL's are qualified at level 4 level in management, One RCL has a level 5 qualification. Our full-time Senior RSCW's are also trained to level 4 equivalent (level 3 diploma) or working towards

	<p>provision in the school, and effective links are made between academic and residential staff.</p>	<p>Support staff have same access to relevant training and will undertake level 3 training. All staff have personal development meetings with their senior colleague and senior managers have peer to peer responsibilities with colleagues from the education department.</p>	<p>this level. All other residential staff are qualified at the appropriate level of 3 in working with children and young people. New staff are enrolled straight away after induction. All staff have formal supervision and Performance Development on a regular basis (minimum of six formal occasions per year). Staff have access to support from senior colleagues on a regular basis, this can be daily. There are fortnightly team around the child meetings where staff from all areas meet to discuss the welfare (Quality of Life) and academic and social progress of each child. Residential staff handover important information every day before the children go to school. Information is then shared formally at the end of the school day when the transition back into residential time takes place. Education staff support children at key times within the residential provision and care staff support the children to engage with their learning within the classrooms follow transitions from houses.</p>
	<p>13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role.</p>	<p>All records are monitored on a termly basis as a minimum requirement. Action is taken to follow up issues arising from the monitoring. These issues are discussed within Learning Leaders meetings and resolutions are made a priority.</p>	<p>There remains an experience skillset in management of the residential provision.</p>
	<p>13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.</p>	<p>The Learning Leaders team meet regularly to discuss the standards and allocate areas for individuals to specifically to look at. Regular training sessions are undertaken amongst all care staff.</p>	<p>The management of the residential houses meet on a regular basis. There are formal meetings in place (fortnightly) between Vice Principal and the Residential Leads. A member of the RCL's chairs another fortnightly meeting with the senior representatives from each house. RCL's conduct monitoring visits to houses on a fortnightly basis, these include regular checks on the environment, monitoring that appropriate checks/recording are in place and general discussions with staff.</p>
	<p>13.5 The school's leadership and management actively promote the wellbeing of pupils</p>	<p>The well-being of students is at the forefront of every decision that the leaders make within the school.</p>	<p>Improving the welfare and Quality of Life for our children is our priority and every decision/change we make is focussed around allowing our children to be happy and safe and giving them the opportunity to becoming the best that they can be.</p>
	<p>13.6 Staff with management responsibilities have an adequate level of experience or training in the management and practice of boarding to ensure that children's welfare is safeguarded and promoted.</p>	<p>All managers have relevant experience. Managers are qualified at level 4 or 5 NVQ/Diploma. Managers attend all relevant training in relation to ensuring the safety and well-being of the children in their care.</p>	<p>All our managers have the required level of experience within our setting that keeps our children safe whilst supporting their individual needs.</p>
	<p>13.7 The school follows and maintains the policies and documents described in Appendix 1.</p>	<p>All policies are monitored on an annual basis and as and when necessary.</p>	<p>All policies are monitored on an annual basis and as and when necessary.</p>
	<p>13.8 The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.</p>	<p>The Vice Principal of Student achievement/HOC ensure that the right person is designated to monitor, analyse and taken appropriate action when necessary.</p>	<p>The Vice Principal is responsible in ensuring that all records are maintained and monitored.</p>

	13.9 The issues specified in Appendix 3 are monitored, and action taken to improve outcomes for children as appropriate.		All policies and procedures in relation to Appendix 3 are in place.
--	--	--	---

SCCIF	Standard	SEF	SEF 2018
Standard 14 – Staff recruitment and checks on other adults			
(2)	14.1 Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to guidance issued by the Secretary of State.	<p>All managers are trained in safer recruitment. The school presents training to several other schools on this subject. The school offers a safer recruitment policy.</p>	The Residential Care Leads are trained in Safer Recruitment. Although we only require one trained person on a panel, we ensure that all members of the panel have the relevant qualification. We also ensure that there is a member of the panel who is DSL trained, so that there is extended knowledge of safeguarding through the process.
	14.2 For all persons over 16 (not on roll of the school) who after April 2002 began to live on the same premises as children but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS).	The school is aware of the protocol however it currently does not apply	The school is aware of the protocol however it currently does not apply.
	14.3 There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with children, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.	There remains no staff or families living on site.	There remains no staff or families living on site.
	14.4 All adults visiting residential accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff	<p>All DBS checks are up to date. Houses have a signing in book to sign out of office hours. Signing in system in reception that all visitors must sign in to and then display their ID.</p>	No visitors, unless have the necessary permission/rights (parents' social worker etc.) are left alone with the child without the appropriate level of support. All staff have an enhanced DBS check. Staff are identified by the wearing of their ID cards on a

	supervision to prevent them gaining substantial unsupervised access to children or their accommodation.		Students are chosen in pairs to show visitors around. They have a planned route of the school to follow.	blue lanyard. Staff members of the safeguarding team have red lanyards. Official visitors wear distinctive yellow lanyards, showing that they have registered their attendance at reception. During out of hours' time, visitors (unannounced) are directed to SOS that evening to process them correctly. Staff will question visitors to the school who are not in possession of the appropriate ID and who are not familiar to them. It is not uncommon for social workers to arrive in the evening and some parents do pick up their children later on in the evening.
	14.5 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.		At present this is not applicable	At present this is not applicable
	14.6 Any guardians appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils should be monitored. Guardians appointed by schools do not have parental responsibility. This standard applies where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear whether the school or parent is responsible for the appointment of guardians.		At present this is not applicable	At present this is not applicable

SCCIF	Standard	SEF	SEF 2018
Standard 15 – Staff deployment and supervision of children			
	15.1 There is a sufficient number of competent staff deployed appropriately, both as a staff group and on individual shifts, to fulfil the school's Statement of Purpose and meet the individual needs of all children resident in the school.	There are sufficient numbers of staff deployed to fulfil the schools Statement of Purpose and to meet the individual needs of all children. Each evening there is an additional staff member to cover for any possible absences. In addition, there is a Senior on Site and a Senior on Call each evening. Sessional workers are also employed to work with small groups of children on specific skills. Should individual needs of the student change, we provide staff to meet their needs as soon as possible via individual programmes. The school operates a	We have sufficient staff to cover the children under our care on an evening. We have a number of support staff on an evening who specifically work with identified children with more significant needs. This some-times takes the ratios to a 1 to 1 basis. The SOS allocates his staff appropriately to ensure that all needs are met. Additional support outside of the basic staffing levels is available on daily basis.

		<p>very flexible rota that ensures that the levels of staffing are at the appropriate level to meet the needs of the students. We have additional support from therapists who offer support during parts of the evenings.</p>	<p>During identified periods, particularly after Summer when admissions are on the increase (replacing leavers), we add an additional worker to support the admission support worker.</p>
15.2	Records of staff working in the school demonstrate sufficient competent staff are deployed and that contingency plans are in place in the event of a shortfall in staffing levels.	<p>See above. Learning Leaders cover for any gaps in the rota. We don't use agency staff within residential time, as consistency in a familiar face is essential for consistency for our students. All records of staff rotas are maintained and stored for future reference.</p>	<p>We cover gaps within as we know the importance of having a familiar face for our children. We are very flexible with our staffing rota and have used some weekend hours to help cover long terms gaps. Records of staffing are recorded on a daily basis.</p>
15.3	There are clear arrangements for suitably experienced staff to deputise in the absence of the head of care (or school equivalent).	<p>All the Learning Leaders are equipped to deal with all day to day responsibilities; they are trained and hold high levels of qualifications. A number of other leaders have the same experience and similar level of qualification.</p>	<p>There are clear procedures in place to support the absence of the Vice Principal. There is a RCL with the same level of qualification and who attends all Heads of Care meetings nationally.</p>
15.4	Staff members who are placed in charge of the school and other staff at particular times (e.g. as leaders of staff shifts) have substantial relevant experience of working in the school and have successfully completed their induction and probationary periods.	<p>All staff employed undergo a full induction and probationary period. Staff members who are in charge of the school and other staff have completed NVQs/Diplomas and have undergone supervision training; this is to at least NVQ/Diploma 3 level, many staff hold qualifications in excess of this. Staffing standards are completed by all staff prior to promotion and the evidence portfolio is checked and signed by a senior member of staff. Additional training is given to staff if the need arises e.g. fire alarm, health and safety procedures.</p>	<p>We have a clear induction that all staff undertake. All staff in a leadership/management have the appropriate level of qualification and skillset/knowledge required. We encourage all our staff to work at level above their pay grade, one it ensures career development and two, it provides our children with the consistency required in a specialist school like ours.</p>
15.5	The head of care (or school equivalent) has in place a staff disciplinary procedure which is clear. The procedure clearly separates staff disciplinary processes from child protection enquiries and criminal proceedings, and is known by staff.	<p>The school has an effective discipline procedure contained within the staff handbook that all staff receive as part of their induction. This document is referred to as the need arises. Child protection procedures are held within the Safeguarding policy.</p>	<p>There is clear guidance that distinguishes between disciplinary processes and those that require additional procedures in relation to the safety of children. All staff are aware of these procedures and know what to do in such situations (Whistleblowing).</p>

	<p>15.6 The school's procedures are compatible with the local runaway and missing from home and care (RMFHC) protocols and procedures applicable to the area where the school is located. Where children placed out of authority go missing, the head of care (or school equivalent) follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority.</p>	<p>The school completes safe and well-being checks for all students who go missing for a period of time where their whereabouts are unaccounted for. Any concerns raised from these meetings will be explored and passed onto our own CP team.</p>	<p>Our policy includes procedures that are followed, which include all follow up with regards to local Authorities. We along with our local authorities have our own safe and well checks. Should a LA representative not make contact within 24 hours, the school contacts them.</p>
	<p>15.7 There is continuity of staff such that children's relationships are not overly disrupted. No more than half the staff on duty at any one time by day or night at the school are external agency staff or temporary staff who do not know the children very well.</p>	<p>We are aware of this and at no time has this ever happened. We are extremely flexible and have an extremely committed team who ensure that the needs of the students are paramount; staff have a good understanding of this and realise the importance of the students having consistency in relation to staffing.</p>	<p>We don't have agency staff to cover care staffing. We run a rota that is flexible as we know our children respond better to familiar faces. Our rota dictates that staff who are there on an evening (putting to bed) are there in the morning to wake them up; this is to try and replicate a normal home situation.</p>
	<p>15.8 The arrangements for deploying staff facilitate continuity of care for individual children, and maximise children's choices of staff members to provide their personal care, where appropriate. The school can demonstrate that, as far as is possible, children are able to choose who provides their personal care.</p>	<p>Students do contribute to decisions around where they want to reside. They are always included in discussions around which staff work more closely with them i.e. Key worker.</p>	<p>Children have a say in where they reside and discussions take place between themselves and sometimes their therapists have some input to help them make the appropriate choice. There are always planned transitions when children move houses, these can last a day or in some cases years, depending upon the individual.</p>
	<p>15.9 Where only one member of staff is on duty at any time, a risk assessment has been carried out and recorded in writing, identifying any likely risks to children, staff and members of the public.</p>	<p>See above. Presently, students at the school do not require specific intimate care support. Where this was the case students would have this right and a plan put in place to support. All information is recorded electronically and placed on system</p>	<p>A general risk assessment is in place for lone working. Within the residential houses, there are always additional staff who can support in an emergency.</p>
	<p>15.10 The staff group in day-to-day contact with children includes staff of both genders whenever possible. Where the school's Statement of Purpose makes it explicit that the school uses staff of one gender only, clear guidance is provided and implemented on how children are enabled to maintain relationships with members of the opposite gender to the</p>	<p>Consideration is always given to the distribution of staff. On anyone shift the best possible balance between the genders of staff, as we try and even out staffing accordingly.</p>	<p>In all circumstances we try and replicate a family environment and place staff accordingly. When we have shortage of one gender we try and plug the gap by getting staff in in different roles to give that balance i.e. we have a lady who comes in part time and works across houses during the day and we have a lady who works one evening a week who moves around the houses and focusses on different work with the children.</p>

	staff group. Staffing arrangements also take into consideration children's ethnic and cultural backgrounds and any disabilities they may have.		
	15.11 Any role of spouses, partners and/or other adult members of staff households within residential accommodation is made clear.	No spouses, partners currently work within residential care.	There are no staff who work in residential that are spouses or in a partnership.
	15.12 Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for children.	All sleep in accommodation for staff are separate to all students. Adequate facilities are included within this accommodation.	All our bedrooms for staff sleeping in are en-suite and equipped with the appropriate facilities. There are alternative facilities separate to the residential houses where staff can sleep over if required.
	15.13 Any child access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and children.	Students are not allowed in staff accommodation areas.	Our children do not go into the staff (Senior on site) accommodation.

SCCIF	Standard	SEF	SEF 2018
Standard 16 – Equal opportunities			

(1)	16.1 Children are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010, or because of their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of children, so that care is sensitive to different needs.	See equality, diversity community cohesion policy (equal opportunities). Admissions policy, staff induction/handbook. Cultural awareness days. Anti-bullying training for students, staff and parents. Preventing Bullying training covers all aspects of discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. Children are not discriminated against and staff are sensitive to different needs.	All our children are provided with the same opportunities as each other. Their individual needs are taken into consideration but the goals are the same, improve their quality of life and help them to becoming the best they can be. All religious and cultural needs are considered.
------------	---	---	---

SCCIF	New Standard	SEF	SEF 2018
Standard 17 – Securing children’s views			
	17.1 Children are actively encouraged to contribute their views to the operation of residential provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Children are not penalised by raising a concern or making a complaint in good faith.	Student voice, House meetings, discussions in assemblies and student access to staff via e-mails provide opportunities. Students take part in several surveys through the year, which include: food, healthy diet, bullying, whole school questionnaires etc. etc. Our students take part in annual and national surveys commissioned by the Children’s Rights Director. We have also on occasions been part of relevant research involving children within our care that are looked after. Our children are encouraged to raise and discuss concerns and be involved in coming up with an appropriate resolution; this helps to develop their personal and social growth. We have students chairing house meetings and have recently introduced a role for junior inspectors who along with a governor, who inspect areas of school and are able to contribute to recommendations and actions from such inspections.	House meetings for children are a great opportunity, the children are encouraged to chair these meetings. Our children are encouraged to speak up and make changes to how things run within residential houses. Children have a say on what their bedrooms have in, any additions to houses like the TV’s game console and any equipment. The children in Newton (Ex) wanted a snooker table instead of the traditional pool tables and dart boards have been requested along with table football. House trips are decided by child choice and they have daily choices around activities. The residential houses contribute to the whole school student voice and they may significant differences to the school. Are children have participated in national surveys and contributed to Article 39 survey.
	17.2 Active steps are taken to enable all children to make their views known, to make everyday choices and to maximise their opportunities to develop independence. The school should not assume that any child is unable to communicate their views and should support children to participate in important decisions about their lives using means appropriate to the child’s level of understanding.	As above. EHCP Reviews, LAC’s, PEP’s, Transition and Pathway meetings. EHC plans, PISP’s and student progress meetings, work experience choice, CEIAG programme; student questionnaires on various topics support this area. Students all contribute their own feelings to the EHCP review via a PowerPoint presentation, they are also encouraged to contribute during their review.	All children complete a ‘My year’ PowerPoint for the yearly annual EHC planning meeting, in these reviews there is a section that gives their views. Our children are given the opportunity to attend their review, either full attendance or for a shorter period.

SCCIF	Standard	SEF	SEF 2018
Standard 18 – Complaints			
(1)	18.1 The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory requirements.	New protocol has been developed in relation to Safeguarding; this protocol is displayed in a visual format around school School has a policy for students to complain and protocol for recording.	The school has an internal CP log that records all aspects of CP and safeguarding. This log includes Cause for Concern, Allegations, Prevent and complaints. It also states the issue and outcome and whether or not there was a referral made.
	18.2 The school's written record of complaints identifies those complaints relating to residential provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).	A log of events is recorded for all complaints; the child is kept up to date with the progress as well as their parent/carer. The child can choose the member of senior staff that he wishes to deal with the complaint.	All included in the CP log on our system.

SCCIF	Standard	SEF	SEF 2018
Standard 19 – Staff supervision, training and support			
(3)	19.1 Staff are equipped with the skills required to meet the needs of the children as they relate to the purpose of the setting. Training keeps them up-to-date with professional, legal and practice developments and reflects the policies, legal obligations and business needs of the school.	Induction, department shadowing, supervision, performance management and development, annual training programme. CPD and peer to peer support. The school arranges appropriate training to help meet the needs of children who have specific difficulties, e.g. ASD, ADHD, Diabetic, Foetal Alcohol Syndrome Disorder etc.	All staff undergo a thorough induction programme and are assigned to a residential Care Leaders*Full Care meeting's- focusing on increasing knowledge of current issues and developing skill sets to meet the needs of the students.
	19.2 All existing care staff have attained a relevant minimum level 3 qualification or have qualifications which demonstrate the same competencies. All new staff engaged from the commencement of these standards hold these qualifications or begin working towards them within 3 months of confirmation of employment.	All staff have relevant or above qualifications. There are numerous staff within care that have a higher qualification than is required.	All staff with the care team are qualified to the appropriate level. New staff undertake the qualification as soon as their 4-week induction is complete (some may get registered before completion of induction).
	19.3 A school ensures that new staff undertake an induction programme designed and delivered to enable them to meet the range of needs of children at the school and fully equip them to identify and safely manage safeguarding issues. The programme should begin within 7 working days	All new staff are given an induction booklet to assist them in settling into school. They are supported through this with a designated buddy which is overseen by a senior member of staff responsible for induction. They complete a 4-week induction before their first appraisal after 6 months.	New staff complete core training (CP and prevent) and have to read school policies before they start. They start their induction on day 1 The schools Designated Safeguarding Lead meets with all new staff to ensure they have a clear understanding our responsibilities to safe guard all children.

	of starting their employment and be completed within 6 months.		
	19.4 The learning and development programme is evaluated for effectiveness at least annually and is updated if necessary.	CPD programme. APT feedback and feedback following internal training focus within team meetings and supervision (through performance development and management, and, CPD end of year report ensures that programmes are evaluated for effectiveness.	All our training provided by our specialist is quality assured by senior staff. Training packages are updated as and when required. All training delivered have feedback from staff and recommendations for further training is made.
	19.5 Any social workers and other specialist professionals (e.g. medical, legal, educational, psychologists, therapists) are professionally qualified and, where applicable, registered by the appropriate professional body. They are appropriately trained to work with children and their families, and have a good understanding of residential child care and the policies and purpose of the school.	Qualifications and registrations by an appropriate governing body are kept on file as part of our safer recruitment process.	All our therapists and SALT team are appropriately qualified. We also have a school Nurse who keeps up with her CPD and has regular supervision external to school. All these qualifications are sought and recorded through the safer recruitment process.
	19.6 All staff have access to support and advice for their role. They also have regular supervision and formal annual appraisal of their performance.	The school has onsite therapists that offer staff additional support. The school contributes to a health scheme for its staff that also offers benefits in relation to well-being and support.	Our staff are provided with formal supervision at least six times per year when in full attendance. We also have access to external supervision and support if required. The school provides appropriate Occupational Health support when necessary and is currently training up one of our family counsellors to be able to offer clinical supervision. The school provides a Health scheme where staff can access support if required.

SCCIF	Standard	SEF	SEF 2018
Standard 20 – Monitoring by independent visitors			
	20.1 The governing body, trustees, partnership, or organisation responsible for carrying on the school arrange for one of their number, or a representative who is independent of the management of the school, to visit the school six times, spread evenly, over the course of a school year and complete a written report on the conduct of the school. Where the school has an individual proprietor, that person may carry out such visits personally if they are not also the head teacher (or school equivalent).	<p>The students are advised on this service through displays around school and on a regular basis within assemblies.</p> <p>The school has up to date records of all monitoring visits.</p> <p>All staff and students are informed of opportunities to speak to the person undertaking the unannounced visit.</p> <p>A photo of the visitor is displayed around school.</p>	Our governor who conducts these visits has good knowledge of this field. He completes these unannounced visits each half term. We have also a parent governor who has also conducted some visits separate to this standard. The section 20 visitor's name and face is on display around school. All staff and children know they can speak to the visitor on his inspection day or they are aware that he can be contacted via their own e-mail system within school.

	<p>20.2 Most monitoring visits are carried out unannounced. They include:</p> <ul style="list-style-type: none"> • checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children; • evaluation of the effectiveness of the care provided to children and whether they are safeguarded; • assessment of the physical condition of the building, furniture and equipment of the school; and • Opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish). 	<p>A picture of the visitor is displayed around the school and in child friendly documents.</p> <p>See records of monitoring visits.</p> <p>A picture of the visitor is displayed around the school and in child friendly documents.</p>	<p>A picture of the visitor is displayed around the school and in child friendly documents.</p> <p>See records of monitoring visits.</p>
	<p>20.3 Written reports of all monitoring visits are provided to the head teacher (or school equivalent) and where applicable the governing body, organisation, or partnership. Reports are also provided to each member of that body (or the appropriate committee of that body), within two weeks and as written by the visitor without amendment or summary. Monitoring reports should be retained by the school and made available during an inspection.</p>	<p>See records of monitoring visits. Reports are given to governors within 2 weeks of the visit.</p>	<p>See records of monitoring visits. Reports are given to governors within 2 weeks of the visit.</p>
	<p>20.4 The head teacher (or school equivalent), governing body, trustees, partnership, or organisation responsible for carrying on the school carries out, and records in writing, once each year:</p> <ul style="list-style-type: none"> • a review of the operation and resourcing of the school's welfare provision for boarding pupils, in relation to: • its Statement of Purpose; • its staffing policy; • the placement plans for individual children; and • an internal assessment of its compliance with these standards. 	<p>See Principal's end of year report and unannounced inspection reports.</p>	<p>See Principal's end of year report and unannounced inspection reports.</p>

	Where appropriate such a report may be incorporated within a review of the whole school.		
--	--	--	--

SCCIF	Standard	SEF	SEF 2018
Standard 21 – Placement planning and review			
(3)	<p>21.1 The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child, unless the information is held elsewhere such as in the child's statement of special educational needs or education, health and care plan. The placement plan identifies the needs of that child that the school should meet and specifies how the school will care for the child and promote their welfare on a day to day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable the plan is consistent with the care plan of the placing authority for any child placed by a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible, children in the school are aware of the content of their placement plans, and confirm that the school is providing care for them that is consistent with the plans.</p>	<p>Plans are reviewed on a formal basis three times a year and informally when required and reviewed with the child/keyworker, teacher and other key staff.</p> <p>Each child has a Positive Intervention and Support Plan (PISP) and these are reviewed in the same way as the EHC outcomes, along with each child's local authority agreement.</p> <p>All students have a completed EHC plan agreed with the child and carers. A child's EHC outcomes are formed after the initial assessment period. This is to allow a thorough audit of the child's needs.</p> <p>Where applicable the plan is consistent with the care plan of the placing authority. This ensures consistency of approach to best meet the care and welfare of individual children.</p> <p>PIRP's are completed as and when required.</p> <p>The Assist team contribute observations and support to all child's 'team around child' to ensure that the correct support is provided.</p>	<p>All EHC plans are completed by the TAC team (team around the child). They meet prior to writing the report to concentrate on getting all-inclusive opinion on progress.</p> <p>The content of these reviews has changed significantly and include input from Health, Care and education, with important information and reports from Therapists, parents/carers and the child's views are also included.</p> <p>Positive Behaviour Support plans have replaced our old PISPs (Dec) and these maintain consistency in the approach and support needed to help each child.</p> <p>Physical Intervention Support Plans are implemented when we see a significant increase in incidents.</p>
	<p>21.2 Each child has at least one key worker (or similar person) within the school who provides individual guidance and support to the child. They regularly make time available to the child to enable the child to seek guidance, advice and support on any matter. They monitor the school's</p>	<p>Each child has a 'named person/Key Worker' as well as being assigned a 'team around the child' group. This group consists of both care and education and other support staff. Each child has individual time on a regular basis. Therapeutic staff contributes to the development of strategies and offer advice to groups as and when required.</p> <p>Students are able to discuss changes to key workers if needed.</p>	<p>Each child is allocated a key worker, as well as a number of other professionals within school who take an active interest in the child's development.</p> <p>Consideration is always given to the child when allocating key workers.</p>

	compliance on a day to day basis with the child's placement plan.		
	21.3 The child's wishes are sought and considered in the selection of their key worker/s and if they request a change of key worker.	The child's wishes are always taken into consideration when Key Workers/named person are selected. Changes are often made on requests and are monitored by LL's. Keyworkers are now selected from within the 'team around child' or house where applicable. In times of long-term absence by a key worker, temporary replacements are identified with the support/ wishes of the student.	We try and match appropriate skills between the child and their keyworker. Consideration is given to any gaps in gender that may need filling in a child's life.
	21.4 The school contributes appropriately to all statutory reviews for children; enables, as far as possible, children to contribute to and understand any processes of review that apply to them; and actively implements any resulting actions.	EHCP plans are now embedded within school. All students. Parents/carers and other key people contribute to the EHCP...before during and afterwards. All children attend all statutory meetings as far as possible. They contribute to the reports, either by written, symbols or through verbal communication. All reviews are differentiated in terms of understanding the content for the child prior to the meeting. EHCP Outcomes feed directly into the formation of future planning with the child. The child produces a PowerPoint or video that reflects their progress and aspirations for their future, and is played in all annual reviews. We have undergone some significant work to help with the transition from a statement to a EHC plan; an annual review which meets the criteria, set out under the new SEN code of practice/Children and families bill is near to completion, to reflect an outcomes based process	EHC reviews are now fully in place following the transition from statements.

SCCIF	Standard	SEF	SEF 2018
Standard 22 – Records			
(3)	22.1 Every child has an accurate, permanent record of their history and progress which can be read by the child at any time (except where the data controller is not obliged to supply the information to the child), and add personal statements or statements correcting errors.	An accurate record is kept for every pupil and the pupil has access to this information if asked	An accurate record is kept for every pupil and the pupil has access to this information if asked. All consideration is given to GDPR as we move to paperless information.
	22.2 Each child's file includes the information in Appendix 2 (individual records).	<ul style="list-style-type: none"> • 1.Held centrally by AA (Child Protection Officer) • 2.BJH • 3. SID • 4. Held centrally by AA • 5. Held as above in 22.1 • 6. Held in house files • 7&8 Health record and incident books • 9. Pre-admission papers and Health records • 10. Master copies held centrally on admin file • 11. Personnel files/SS 	<ul style="list-style-type: none"> • 1.Held centrally on SID (restricted access) • 2.SCA Principal • 3. SID • 4. Held centrally on SID (restricted access) • 5. Held as above in 22.1 • 6. Held in house offices • 7&8 Health record and incidents on SID • 9. Pre-admission papers and Health records • 10. Master copies held centrally on admin file • 11. Personnel files/SS

		<ul style="list-style-type: none"> • 12. On the system • 13. Deputy Principal /Admin S:drive holds supervision records; training is on SID • 14. Held with Vice Principal- business • 15. As above • 16. Held by Caterer • 17. Individual house records • 18. SID • 19. Pre-admission papers • 20. Held Vice Principal- business • 21. N/A • 22. Held centrally 	<ul style="list-style-type: none"> • 12. On the system • 13. S:drive Personnel holds supervision records and training is on SID • 14. Held with Deputy Principal- business • 15. As above • 16. Held by Caterer • 17. All electronic • 18. SID • 19. Pre-admission papers • 20. Held Deputy Principal- business • 21. N/A • 22. Held centrally
	<p>22.3 Any individual pupil records are kept by the school for a period of 25 years after the date of birth of the child or are passed to the next school and a receipt obtained. This retention period is the minimum period that any pupil file should be kept.</p>	<p>A pupil's records are kept for 25 years</p>	<p>All records are held for 25 years but due to GDPR all recent documents are being kept electronically.</p>
	<p>22.4 The school keeps a register showing:</p> <ul style="list-style-type: none"> • For each child resident at the school: • the dates of admission and departure of each child • who was responsible for their placement in the school • where they were living/accommodated prior to arriving at the school • where they are living/accommodated on leaving the school, and • the placing authority and legal status (if applicable) • duty rosters recording the identities of the staff and other persons who actually worked at the school or with children from the school, by day and night 	<p>See register for full compliance. All records are maintained in compliance</p>	<p>See register for full compliance. All records are maintained in compliance</p>

The above records are retained for at least 5 years from the date of the last entry.

Appendix

Policies:

1. Countering bullying, including cyberbullying
2. Child protection
3. Discipline (including sanctions, rewards and restraint)
4. Staff disciplinary, grievance and whistleblowing policy
5. Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies
6. Safety and supervision on school journeys
7. Access to school premises by people outside the school
8. Pupil access to risky areas of school buildings and grounds
9. Health and safety
10. Pupil access to a person independent of the school staff group
11. Provision for pupils with particular religious, dietary, language or cultural needs
12. Supervision of ancillary, contract and 'unchecked' staff

Documents:

13. Staff handbook/guidance for boarding staff (this document may include many of the policy documents listed above)
14. Statement of the school's boarding principles and practice
15. Requirement for staff to report concerns or allegations of risk of harm to pupils
16. Complaints procedure
17. Procedure for enabling pupils to take problems or concerns to any member of staff
18. Responses to alcohol, smoking and substance abuse

1. [Anti-bullying policy](#)
2. [Safeguarding and child protection policy](#)
3. [Positive intervention and support planning, Student achievement and physical intervention and restriction of liberty.](#)
4. [Staff Induction booklet, employee handbook, grievance procedure, capability procedure management guidance.](#)
5. [Healthy school.](#)
6. [Transporting students](#)
7. [Contractors and see HSB18.](#)
8. [See RA 1-27: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27](#)
9. [See HS 1-31: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31](#)
10. [Complaints policy](#)
11. [Healthy school, Equality diversity community and cohesion policy.](#)
12. [Recruitment and volunteer policies and, contractors' policy.](#)

13. [Staff induction booklet and school practice guide.](#)
14. [Statement of purpose, school values and care policy.](#)
15. [Safeguarding and child protection.](#)
16. [Complaints policy.](#)
17. [Complaints policy.](#)
18. [Healthy school and, drugs policy.](#)
19. [School emergency plan.](#)
20. [Staff induction](#)
21. [N/A.](#)
22. [Welcome Booklet.](#)
23. [Personnel files.](#)

1. [Anti-bullying policy](#)
2. [Safeguarding and child protection policy](#)
3. [Positive intervention and support planning, Student achievement and physical intervention and restriction of liberty.](#)
4. [Staff Induction booklet, employee handbook, grievance procedure, capability procedure management guidance.](#)
5. [Healthy school.](#)
6. [Transporting students](#)
7. [Contractors and see HSB18.](#)
8. [See RA 1-27: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27](#)
9. [See HS 1-31: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31](#)
10. [Complaints policy](#)
11. [Healthy school, Equality diversity community and cohesion policy.](#)
12. [Recruitment and volunteer policies and, contractors' policy.](#)

13. [Staff induction booklet and school practice guide.](#)
14. [Statement of purpose, school values and care policy.](#)
15. [Safeguarding and child protection.](#)
16. [Complaints policy.](#)
17. [Complaints policy.](#)
18. [Healthy school and, drugs policy.](#)
19. [School emergency plan.](#)
20. [Staff induction](#)
21. [N/A.](#)
22. [Welcome Booklet.](#)
23. [Personnel files.](#)

	19. Plans for foreseeable crises 20. Staff induction, training and development programme 21. Prefect duties, powers and responsibilities 22. Key written information for new boarders 23. Job descriptions for staff with boarding duties		



Social care common inspection framework (SCCIF)

<p>(1) The overall experiences and progress of children</p>	<ul style="list-style-type: none"> • the quality of individualised care and support provided and the influence and impact of the school on the progress and experiences of children • the quality of relationships between professionals, carers and children and parents • the progress children make in relation to their health, education, and emotional, social and psychological well-being • how well children’s views are understood and considered • the quality of children’s experiences on a day-to-day basis • how well children are prepared for their futures and how well transitions are managed
<p>(2) How well children are helped and protected</p>	<ul style="list-style-type: none"> • how well risks are identified, understood and managed and whether the support and care provided help children to become increasingly safe • the response to children who may go missing or may be at risk of harm, including exploitation, neglect, abuse, self-harm, bullying and radicalisation • how well staff and carers manage situations and behaviour and whether clear and consistent boundaries contribute to a feeling of well-being and security for children • whether safeguarding arrangements to protect children meet all statutory and other government requirements and promote their welfare

(3) The effectiveness of leaders and managers

- whether leaders and managers show an ambitious vision, have high expectations for what all children can achieve and ensure high standards of care
- how well leaders and managers prioritise the needs of children
- the extent to which leaders and managers have a clear understanding of the progress children are making in respect of any plans for them
- whether leaders and managers provide the right supportive environment for staff through effective supervision and appraisal and high-quality induction and training programmes, tailored to the specific needs of the children
- how well leaders and managers know and understand the school's strengths and weaknesses, prevent shortfalls, identify weaknesses and take decisive and effective action
- whether the boarding/residential provision is achieving its stated aims and objectives
- the quality of professional relationships to ensure the best possible all-round support to children in all areas of their development
- whether leaders and managers actively challenge when the responses from other services are not effective
- the extent to which leaders and managers actively promote tolerance, equality and diversity
- how well the school considers the views of children