



Novalis
Trust

William Morris
School

Policies & Procedures Handbook

2026

Contents

Introduction.....	1
-------------------	---

General Policies & Procedures

Accessibility Plan	2
Admissions Policy	4
Administration of Medication and Health Policy	11
Anti-bullying Policy	21
Behaviour Support & Restrictive Intervention Policy	32
Complaints Procedure	55
Confidentiality & Information Sharing Policy	62
Equality Scheme	73
First Aid Policy	77
Health & Safety Policy	86
Health & Wellbeing Policy.....	92
Missing Child Policy & Procedure.....	94
Risk Assessment Policy	111
Termination of Placement Policy	114

Education Policies & Procedures

Attendance Policy	119
Visitor Policy	130
Curriculum & Assessment Policy	132
Dress Code	153
Educational Offsite Activities Policy	158
Online Safety, Mobile Phone and ICT Acceptable Use Policy	163
Exams Policy.....	171
Homework (Home Studies) Policy	177
Marking Policy	179
Parent Engagement Policy.....	183

Welfare Policies & Procedures

Duty Manager Policy	185
---------------------------	-----

Introduction

This Handbook contains many of the policies and procedures operated by William Morris School. They cover various aspects of the School's day-to-day activities and are designed to ensure that the School offers a caring, supportive, safe and consistent environment for all our pupils, staff and visitors. Our policies and procedures reflect the importance we place on protecting and promoting the welfare of those who attend the School.

This Handbook is divided into three parts. Part 1 contains the policies and procedures which apply to both the educational and boarding settings. Parts 2 and 3 contain the policies and procedures which specifically apply to the educational and care settings respectively.

Whilst this Handbook is reasonably detailed, it would be impossible to provide a comprehensive guide to everything that may arise. Should a situation arise which is not covered by a policy, staff will be expected to deal with the matter in a way that is consistent with their training in the School's trauma-informed, attachment-focused and relationship-based model of approach. If in doubt, a member of management should be consulted for advice and guidance.

It is important to note that this Handbook does not contain a complete set of the policies and procedures operated by the School. Staff members should also refer to:

- The School's Statement of Purpose
- The Novalis Trust Staff Handbook
- The Health & Safety Handbook
- The School's Safeguarding Policy and Procedures.

Whilst the School expects that it will normally follow the policies and procedures set out in this Handbook, there may be circumstances when it is appropriate to adopt a different approach. Any decision to deviate from the provisions of this Handbook must be authorised by the Headteacher or the Chief Executive of Novalis Trust.

This Handbook includes the policies and procedures that are in place as of April 2026. It will be kept under regular review and will be updated as necessary. The next formal review will be carried out in or around September 2026.

Approved by	Gareth Parker
Title	Headteacher
Last reviewed on	April 2026
Next review due by	September 2026

Accessibility Plan

1. Introduction

- 1.1 This Accessibility Plan covers the period from September 2025 to September 2028.
- 1.2 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. The School's layout and facilities

- 2.1 We will make reasonable adjustments to allow disabled pupils to access the educational provision at the School.
- 2.2 The School is an independent special school for pupils with learning difficulties that include language and communication difficulties. Resources to deliver the Curriculum are wide-ranging to meet the needs of the pupils. They include SMART boards in all classrooms to help ensure that high quality visual/audio material is available to all pupils. Resources are wide ranging to meet the needs of all pupils. The School has in place comprehensive Schemes of Work with a wide range of activities to ensure the curriculum is delivered in a way that is appropriate to each pupil's individual needs. Teachers are skilled in using a range of teaching methods to make lessons accessible to all pupils in the group and each pupil has their own individual learning objectives set and shared with them at the beginning of each lesson.
- 2.3 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School by:
- increasing the extent to which disabled pupils can participate in the school curriculum
 - enhancing the physical environment of the school to increase access to education by disabled pupils
 - improving the delivery of written information to pupils, staff, parents and visitors with disabilities.
- 2.4 We will be preparing action plans to achieve the above objectives, which will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- 2.5 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Easy Read Guide
 - Easy Read Guide Day pupils
 - Easy Read Guide Boarding pupils
 - Health and Safety Policy
 - Equality Scheme.
- 2.6 The Plan will be monitored through the termly meeting of the Head Teacher, Deputy Head, Speech & Language Therapist and Novalis Trust's Resident Architect.
- 3. Welcoming and preparing for disabled pupils**
- 3.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
- 3.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service. Details of costs can be provided in writing on request.
- 3.3 To meet the needs of disabled pupils, the School requires full information. In assessing the pupil or prospective pupil, we may need to take advice and require assessments as appropriate. We will be sensitive to any issues of confidentiality.

Admissions Policy

1. Introduction

- 1.1 We recognise the impact of change on any pupil who has previously experienced adverse childhood experiences (ACE's) and childhood trauma. In keeping with our trauma-informed approach, we endeavour to make the huge transition of moving to William Morris School as smooth and as safe as possible so as to give the pupil the best chance of success.
- 1.2 Recognising the importance of relationships and attachment in overcoming some of these barriers to effective transition to a new placement, we endeavour to address a potential new pupil's admission to William Morris School both before and when they arrive at the School. This transition is managed and risk assessed carefully by a multi-disciplinary team who can identify the social, educational and therapeutic needs of each pupil and plan an individualised package of care based on qualitative and quantitative assessments before any admission is agreed. The process itself is then supported by a multi-disciplinary team, which includes the Head of Admissions, Transitions & Family Support, Head of Clinical and Therapy /Therapist and the Headteacher.

2. Aims

- 2.1 The aims of this policy are:
- to identify the individual needs of every pupil who is referred to the School so we can plan a smooth admission for those who will benefit from the School's trauma-informed, attachment-focused care, therapy and education departments.
 - to ensure compliance with the School's charitable purposes. William Morris School is an independent day and boarding special school for boys and girls aged 7-19 years and is a registered charity.

Equal treatment

- 2.2 We welcome pupils from all cultural backgrounds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of the school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their or their parents' cultural, religious, political, national or social background in accordance with the anti-discriminatory ethos of the school.

Disability and Special Educational Needs

- 2.3 The School will do all that is reasonable to comply with the School's legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can adequately cater for.

- 2.4 The School needs to be aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the School. Full details must be supplied prior to any placement during the thorough Admissions Process, which is managed by the Head of Admissions, Transitions & Family Support on behalf of the multi-disciplinary Admissions team.

3. Admissions criteria

- 3.1 Pupils may be placed by local authorities either as day pupils or as boarders on placements of up to 39-weeks per year. The school can currently accept up to 50 pupils including 14 boarders. The School has expertise in catering for the following categories of need:

- pupils who have experienced Developmental Trauma in early childhood
- pupils who have experienced disrupted attachments in their lives
- moderate and severe learning difficulties
- pupils with Behavioural, Emotional and Social Difficulties (BESD)
- pupils who would benefit from a therapeutic environment, including specialist therapeutic support around ongoing issues.
- pupils with minor physical and sensory difficulties
- difficulties resulting from Dyslexia, Dyspraxia, Tourette's Syndrome, Autistic Spectrum Disorder, Attachment Disorder, Asperger's Syndrome, Attention Deficit Hyperactivity Disorder, Epilepsy, Landeau-Kleffner Syndrome, Prader Willi Syndrome, Foetal Alcohol Syndrome.

The above list is not exhaustive, and all applications are considered on an individual basis.

- 3.2 Whilst we consider each referral on an individual basis following a risk assessment by the Admissions Panel, children with the following conditions, behaviours or circumstances are unlikely to be suitable for admission to the School:

- psychiatric disorders requiring close clinical supervision and treatment
- any addiction to drugs, alcohol or other substances
- a history of known serious violence towards others, especially with weapons
- serious eating disorders
- severe self-harming, requiring hospitalisation
- severe physical or sensory impairments
- aggressive sexualised behaviour towards peers or young children, which cannot be managed with close supervision

- a requirement for substantial one to one supervision and/or waking night supervision
 - a requirement for secure accommodation and/or single sex environment (although single sex house groups may be provided)
 - a lack of support from parents, carers and/or professional guardians for any aspect of the ethos, routine or curriculum at the School.
- 3.3 To the extent that the School's admission criteria might be considered to constitute discrimination on the grounds of disability, the School justifies this on the following grounds:
- the nature of the School's premises limit the physical and organisational adjustments that can be made to accommodate pupils with certain difficulties
 - the School provides highly specialised care, and it could be detrimental to the safety and welfare of other pupils if a child was admitted whose needs were beyond the expertise of staff and/or if that child required a disproportionate amount of staff time or other school resources.
- 3.4 As stated above, each referral is dealt with on an individual basis and reasonable adjustments will be considered in accordance with the School's policies to allow the admission of disabled pupils wherever this is possible, bearing in mind the best interests and welfare of:
- the pupil themselves
 - other pupils
 - staff and visitors.

4. The role of the Admissions Panel

- 4.1 The Admissions Panel comprises of a group of multi-disciplinary professionals who can inform the careful planning of transition and risk assessments for both the education and care departments. The experienced team of professionals with backgrounds in social care, safeguarding, education and clinical therapy are able to meet when a referral is made to consider how the School can meet the needs of the child seeking a placement at the School.
- 4.2 The Social Care and Safeguarding professionals help form an individualised plan that is safe for the pupil, highlighting the need to make multi-agency contact with police, the local CSE team and any other relevant local support. Likewise, the Head of Clinical Therapy and Services advises on the type of therapeutic support that may benefit any potential referral, based on the history of the pupil. The education team are able to look at existing academic levels and progress to set ambitious targets for the immediate, medium and long-term placement. It is regular practice for one or more of the Admissions Panel to go out and meet the pupil in their current placement and feedback to the forum.

5. The role of the Head of Admissions, Transitions & Family Support

- 5.1 The Head of Admissions, Transitions & Family Support is central in receiving and processing potential placements for pupils who will thrive at William Morris School. In order to make a balanced decision in the best interests of the pupil, the Head of Admissions, Transitions & Family Support collects data from previous placements and sends out a questionnaire designed to gauge the suitability of the school for the pupil and vice versa.
- 5.2 Should a referral be successful, the Head of Admissions, Transitions & Family Support will arrange a trial week in which the pupil can come to stay temporarily. Should the week be successful, some pupils will then begin placement immediately as not to cause any further unnecessary transitions. The Head of Admissions, Transitions & Family Support manages this process and is supported in its implementation by the Admissions Panel where appropriate.

6. The role of other staff members

The Head of Boarding will oversee the practical implementation of strategies to ensure boarding pupils are made to feel welcome and settled. The Head of Admissions, Transitions & Family Support will link in with the Headteacher, Head of Boarding and relevant family members and social worker as agreed during the assessment week.

7. The Admissions Response Team

The Admissions response team consists of senior figures within the School. The response team is engaged when the school has to accept an admission at shorter notice than is normal. As there may be information missing, the Head of Boarding or Welfare Manager will manage the transition personally and will allocate additional support and personalised strategies through a more dynamic risk assessment. Other members of the response team then gather information and data as a matter of urgency to prioritise the safest, trauma-informed transition given the circumstances.

8. Safeguarding new admissions

- 8.1 At William Morris School, every effort is made to meet the individual needs of each pupil. This individualised care is planned well ahead of the pupil's arrival through discussion of existing histories and records for that pupil by the multi-disciplinary panel. Looking at their particular safeguarding histories is no exception and some pupils will be allocated particular house group environments to best suit their needs, be it a need for a particular peer group, a particular age peer group or a need for a particular staff member's input. This planning ensures that pupils are given the safest circumstances in which to thrive and progress. Likewise, all safeguarding precautions and planning are made for arrival with external agencies in Gloucestershire who may input into the safeguarding of the child.
- 8.2 If there are any concerns around susceptibility to radicalisation, and / or CSE, safeguards are put in place on arrival through thorough individualised risk assessment and accessing relevant specialist safeguarding teams in Gloucestershire for advice and guidance; such as the local Prevent team or CSE team.

9. Behaviour assessment

- 9.1 Novalis Trust has developed a successful evidence-supported physical intervention reduction programme which clearly demonstrates that individuals' need for restrictive physical intervention when admitted decreases, if it is not eradicated completely. William Morris School accepts pupils who have acted violently to peers and carers in previous placements due to the success of the work evidenced consistently both qualitatively in improved relationships with those around them and quantitatively as their statistical numbers of emotional outbursts decrease.
- 9.2 That said, pupils who are placed at William Morris School are carefully risk assessed by the Admissions Panel. These behaviours may include significant violent outbursts but also include 'street wise' activities such as smoking, drug use that may be of detriment to the wider school community.

10. New admissions and the use of the ACE's assessment tool

On joining the School, pupils are assessed using the ACE's framework and overseen by a suitably qualified professional. ACE's looks at the number of adverse childhood experiences a pupil has endured before arriving at William Morris School. Being trauma informed about a pupil helps support the multi-disciplinary Support, Advice and Strategy team in devising personalised strategies for that pupil to overcome their barriers to learning and progress. These strategies are regularly reviewed by the Support, Advice and Strategy panel in order to ensure they are current and that the therapeutic support around the pupil is appropriate.

11. Creating the right trauma-informed physical and social environment

- 11.1 The New Placement Admissions Transition Procedure has been developed in consultation with Dr Maggie Bennington Davis.
- 11.2 Research shows that if a pupil can be given the right environment, socially and physically before they arrive, restrictive interactions may not be necessary, and it serves as a good admission and compatibility measure for new pupils.

Before the child arrives

- 11.3 In advance of the pupil's arrival at William Morris School, every effort is made to keep the current cohort of pupils safe and happy while the new admission is made to feel welcome and part of the community. The following procedures are to be followed:
- The Admissions Team are briefed on the arrival of the new pupil including when they are arriving and, if they are a boarder, which bedroom they have been allocated.
 - Collation of Reports – Managed by the Head of Admissions, Transitions & Family Support and Head of Therapeutic Support. The relevant information from the reports are collated into a Profile of the pupil including their particular needs (One Page Profile).

- Presentation of the pupil to the team – The first impression of the child and their positive attributes is important to the admissions process. This avoids 'labelling' of the pupil by their existing behaviours, as we hope to change these. A positive representation that inspires optimism that we are going to help another pupil. The information is shared with the Headteacher to share with his education team in their weekly meeting in advance of the new arrival.
- A welcome pack is posted out to the new admission in advance of their arrival. This includes welcome messages from the pupils with whom the new admission is going to reside with, pictures of their prospective bedroom, activities that happen and an introduction from the Head of Boarding. Requests of interests so the room could be tailored to their specific interests. Pictures of their Teachers and information about their class is also included.

Once the child arrives

11.4 The Head of Admissions, Transitions & Family Support shares the One Page Profile with the House Manager and the Youth Support Worker who then plan the welcome event and plan how they will introduce the pupil to their house.

- The new pupil meets with the Head of Boarding and/or Welfare Manager / Deputy Welfare Manager and welcomes them, introducing them to the group. This could be done with a welcoming event that is house based to ground the new arrival. Examples could include the sharing of a cake, a special meal in the house or a fun event like a film night, bingo night or the playing of a new board game.
- On arrival, the pupil meets with the Head of Boarding and/or Welfare Manager / Deputy Welfare Manager and discusses with them their views, wishes and aspirations.
- A staff member helps them unpack and supports them as they settle in.
- The pupil then accompanies the staff member to the school to meet their peers and teachers. They then return to the house group as part of the peer group and the welcome process event begins.

12. Procedure for short notice placements

12.1 In cases of unforeseen or short notice placements a focused emergency team of senior staff are actioned in order to give the best possible start to the child's placement should the usual best practice, trauma informed approach not be possible.

12.2 The following 'emergency' procedure is actioned:

- On arrival, the Head of Boarding meets and greets the pupil. The Welfare Manager then makes contact to complete an induction and provides the pupil with a welcome pack. A buddy is allocated from the pupil's new house group to help them settle in.
- The Head of Admissions, Transitions & Family Support will coordinate the collection of information from the previous placement and action the relevant teams to prepare the

pupil's room to make it as accommodating and relaxing as is possible based on known interests that may inform.

- The Head of Clinical Therapy and Head of Admissions, Transitions & Family Support collate a Basic Information Sheet to be shared at the Handover Meeting with the team who will be meeting, greeting and working with the pupil for the first time.
- Wherever possible a welcoming process is established in the house group. This may include each pupil sharing one fact about themselves in a group meeting and a pleasant activity such as sharing cake or marking the event with a nice activity as would happen with any new admission to the school community.

Administration of Medication and Health Policy

1. Introduction

- 1.1 It is vitally important that all medicines are handled and administered in a safe and secure manner so that children always receive the right medicine in the right dose at the right time.
- 1.2 The purpose of this policy is to ensure a consistent and safe approach to the administration of medication together with appropriate procedures for the ordering, storage, recording and disposal of medicines.
- 1.3 In particular, the procedures set out in this policy cover the following:
- Administration of medication
 - Covert administration of medication
 - Administration of non-prescription medication
 - Procedures for taking medication off site
 - Procedures for dispensing medication for home/family visits
 - Record keeping
 - Ordering and receipt of medication
 - Storage and safekeeping of medication
 - Disposal of medicines
 - Controlled drugs
 - Self-medication
 - PRN Protocols and guidance
 - Hospital admission
 - Reporting of medication errors
 - Training in the safe administration of medication
- 1.4 The Training Department will ensure that all staff are aware of the relevant procedures and that suitable training is made available to ensure that correct and safe practices are adhered to at all times. It is the responsibility of each staff member to read, understand and comply with the procedures set out below.
- 1.5 The management team will carry out internal quality assurance audits to ensure that the provisions of this policy are being adhered to.

2. Administration of medication

- Medication should only be administered by staff who have received the necessary training and who have been certified as competent to do so.
- Preparation is important before any medication is administered (i.e. have fresh water, glasses, medicine pots etc. ready).
- Any staff member administering medication should not be interrupted unless absolutely necessary or in an emergency.
- One staff member only should focus on the administration of medication to an individual child. Should an emergency occur, the administration should stop until that same staff member is able to re-administer.
- A second member of staff (who must have completed the necessary training on the theory of medication administration) must observe the staff member who is administering the medication.
- All staff should follow the six rights of administering medication – **RIGHT PERSON, RIGHT MEDICATION, RIGHT DOSE, RIGHT TIME, RIGHT ROUTE and RIGHT TO DECLINE.**
- Secondary administration (i.e., preparing medication ready for another member of staff to administer) is not permitted. If nobody is available to administer medication the Duty Manager must be consulted and they or another appropriately trained member of staff from another house will come and administer the medication.
- The MAR Sheet should always be reviewed prior to the administration of any medication to ensure that the **Right Dose** is administered to the **Right Person** at the **Right Time** and in the **Right Form**.
- Medication should be handled carefully and as little as possible using a tray, funnel or medication pot and protective gloves should be worn during this time.
- Before any administration of medication, the staff member should be certain of the identity of the child (all children have a photograph on the front of their MAR Sheet to easily identify them). This should be checked every six months.
- Staff should not administer medication without knowing what it is for (e.g. headache, anxiety, epilepsy etc.). This information is available on the MAR Sheet. If in doubt about any medication information staff should refer to the patient information sheets and then seek guidance from the Duty Manager.
- Careful observation is necessary after administration to ensure that the child has swallowed the medication and no medication has been spilt. Tablets should be given one at a time.
- If a child refuses medication it should be reported immediately to the Duty Manager so that steps can be taken to ensure the child's wellbeing is considered.
- Following administration, the medication should be locked away safely.

- 2.1 There may be circumstances where it is appropriate for a child to be administered medication without their knowledge. This is known as covert administration. Covert administration should only be used in exceptional circumstances. The child's consent should always be sought in the first instance. Covert administration is only likely to be necessary or appropriate where:
- A child actively refuses their medicine;
 - They do not have the capacity to understand the consequences of their refusal (for children aged 16+ capacity is determined in accordance with the Mental Capacity Act 2005); and
 - The medicine is deemed essential to the child's health and wellbeing.
- 2.2 When considering whether covert administration of medication is appropriate, the mental capacity of the young person concerned must be considered. Young people aged 16 years and above are presumed to have the capacity to make their own decisions under the Mental Capacity Act 2005 and staff should help them to make decision/s as independently as possible. Children under the age of 16 years may also be competent to make decisions in relation to their medication.
- 2.3 Where it is identified that a child does not capacity to understand the consequences of refusing medication then the following must be taken into consideration prior to giving medication covertly:
- The matter must be discussed with the child as far as possible, with those with parental responsibility, the GP and / or the Consultant Psychiatrist and any other relevant involved professionals and a team decision formed and recorded;
 - All decisions to covertly administer medication must be made in the best interests of the child and not the interests of anyone else;
 - The decision must take into account the previous known views of the child;
 - The aims and implications of the covert administration of medication must be fully explained in their Medical Risk Assessment alongside the information set out above and review dates;
 - The decision must be reviewed at regular, pre-planned intervals. There should always be a risk assessment in place duly signed by all parties.
- 2.4 If a decision is made to covertly administer a particular medicine, the Head of Boarding / Deputy and Assistant Headteacher will be responsible for considering and planning how the medicine can be covertly administered in consultation with the child's GP or other medical professionals and those with parental responsibility. In recognition of the fact that a child's capacity may fluctuate over time, they will also ensure that the need for continued covert administration is reviewed on a regular basis.

3. Administration of non-prescription medicines

- 3.1 The medical folder in each boarding house has a list of non-prescription medication / homely remedies which have been approved by a GP. No other non-prescribed medication or homely remedies should be stored in the medicine cabinet.
- 3.2 In any event, before administering any such non-prescribed medication to a boarder (e.g. paracetamol) staff should consult and obtain authorisation from the Duty Manager. Before administering any non-prescribed medication to a day pupil, staff should also consult their parents / those with parental responsibility.

4. Procedures for taking medication offsite

- 4.1 Any medication taken off site when pupils are participating in an activity must be stored in a locked box or bag that can only be accessed with a key or code. This key or code must remain at all times with the person leading the activity. The box/bag must contain details of each pupil's name and details of the dose and the times it should be administered.

5. Procedures for dispensing medication for home visits

- 5.1 When boarding pupils take medication with them when visiting family at weekends or holidays, the relevant staff member should complete a stock record sheet recording full details of the medication handed over including the quantity, dosage, instructions for administration and any other special instructions. The stock record sheet should be counter-signed by the person taking receipt of the medication.
- 5.2 Medication returned after the visit must be checked and signed in on a stock record sheet by a member of staff.

6. Record keeping

Record keeping requirements

- Both the staff member who has administered the medication and the staff member who has observed it being administered must sign the MAR Sheet to confirm that it has been administered correctly. To prevent errors this should be done immediately after the administration has been completed.
- The stock sheet should also be completed unless the administration involves controlled medication in which case it should be recorded in the Controlled Medication Book. If controlled medication is administered off site, the Controlled Medication Book should be completed by both staff members as soon as possible after they return to the home.
- If medication is refused, wasted or not available this must be recorded using the correct code on the bottom of the MAR sheet and the Duty Manager informed.
- If any non-prescription medicines (e.g. paracetamol etc.) are administered, the date, time and reason for the medication should be recorded in the appropriate place on the back of the MAR Sheet. The stock sheet should also be completed.
- All records will be kept for a number of years with a copy placed in the child's files.
- It is important that an accurate record is maintained of the quantities of medication in each house.
- If medication is taken home this must be recorded and checked back in if necessary on a stock sheet. The appropriate code for home visits should be recorded on the MAR Sheet.

7. Ordering and receipt of medication

- 7.1 Every boarder, including those pupils who do not usually receive a prescription, is issued with a MAR sheet every four weeks (the MAR Sheet will also record non-prescription medicines or homely remedies). New medication or changes should only be added to the MAR Sheet by the Head of Boarding / Deputy and Assistant Headteacher.
- 7.2 The amount of prescription medication is recorded in the appropriate box (Quantity) on the stock sheet at the beginning of each four-week period. Any additional medication received during the four-week period should be entered in the 'Received Stock' box.
- 7.3 Repeat prescriptions for boarders will be ordered on the MAR Sheets. The Head of Boarding / Deputy and Assistant Headteacher will check the accuracy of the order and produce a new MAR

sheet which will be passed to the relevant house. Medication for day pupils is supplied by parents/carers and the education team will liaise with them when more medication needs to be ordered.

- 7.4 After delivery of the medication two designated staff will check all of the medication against the MAR Sheets to make sure that the delivery is correct. If it is identified that there are any discrepancies or that medication is missing the Head of Boarding / Deputy and Assistant Headteacher should contact the pharmacy or GP surgery to follow up and rectify the problem as soon as possible.
- 7.5 Once the medication has been checked, it is then taken to the relevant house group by a senior Welfare worker and signed into the allocated space within the medication cabinet. All medication should be signed in by two staff members who have completed the relevant training. When putting medication into the locked cabinet the following should be checked:
- appropriate stock rotation
 - that the medication is clearly marked and labelled with the child's name
 - whether there is adequate storage space in the cabinet
 - that the name and medication description on the labels on the medication packs matches the MAR Sheet exactly
 - that the medication cabinet is clean with no spillages.
- 7.6 Staff should inform the Head of Boarding / Deputy and Assistant Headteacher whenever they require more stock of non-prescription/homely remedies. The Health & Safety Adviser should be contacted for first aid items.

8. Receipt, storage and safekeeping of medicines

- 8.1 All medication brought onto a Novalis Trust site from whatever source for boarders should be passed to the Head of Boarding / Deputy and Assistant Headteacher in the first instance. If the Head of Boarding / Deputy and Assistant Headteacher is not available to sign the medication in, the following are designated:
- The Designated Safeguarding Lead
- 8.2 All medication for day pupils should be handed to one of the Deputy Headteachers in the first instance who will then complete the relevant forms to sign in the medication
- 8.3 All medicines brought on site must be recorded in writing. Each record must show:
- where the medication came from
 - the date of receipt
 - the name, date and dosage of medication

- the quantity received
 - the name of the person for whom the medication was prescribed or purchased.
- 8.4 All medicines in each house group should be stored in a secure, locked cabinet which is firmly mounted to a wall within a room that is normally kept locked and not accessible to children. This must be adhered to at all times.
- 8.5 Staff must keep the medicine cabinet locked and the key removed from the cabinet at all times except when in use and the member of staff administering medicines is present. The medicine cabinet key must be kept at all times either physically on the staff member in charge of the shift or in a separate locked safe in the house. If the staff member in charge of the shift has to leave the site, the keys should be signed over to next most senior person remaining in the house. If this is not possible the staff member in charge of the shift should retain the key, taking extra care not to lose it.
- 8.6 At the end of each shift, the medicine cabinet key should be signed over to the person who will be leading the next shift or, in their absence, to the Head of Boarding. The person leading the next shift will then collect the keys from the health and wellbeing room.
- 8.7 If a house is closed over the weekend or holidays, the medicine cabinet key should be signed over to the Head of Boarding. If the keys are required for a house to be opened, the Duty Manager will make arrangements for the keys to be assigned to the most senior person when they come on shift.

9. Disposal of medicines

- 9.1 In order to ensure that there is a clear audit trail of all medicines, it is important that a written record is kept of all medicines that are disposed of.
- 9.2 The first step in the procedure for the disposal of medication is to record clearly on the relevant stock sheet the name and quantity of the medication that is to be disposed of together with the date of disposal. The medication should then be placed in a clearly labelled envelope. The label should record the date, the child's name and the name, strength and quantity of the medicine.
- 9.3 The medication to be disposed of should then be taken to the Head of Boarding / Deputy and Assistant Headteacher or, in their absence, to the Duty Manager so that it can be returned to the pharmacy. They will keep a record of:
- the date of disposal/return to pharmacy
 - the name and dose of medicine
 - the quantity returned
 - the name of the child for whom the medication was prescribed or purchased.

- 9.4 The record referred to above should be signed by the relevant manager and a receipt should be obtained from the pharmacist for all medicines returned.

10. Controlled drugs

- 10.1 All controlled drugs should be stored in a locked cabinet within the medicine cabinet.
- 10.2 The procedure for the administration of controlled drugs is the same as for non-controlled medications save that the administration should be recorded in the Controlled Medication Book instead of on the stock sheet.

11. Self-medication

- 11.1 An appropriate risk assessment will be completed to determine whether a child is able to manage their own medication. Any such assessment will take into account the views of the prescriber and the child's parents / those with parental responsibility along with the child's capacity, memory, their understanding of the type of medication including its importance and risks, and their motivation for wanting to self-administer their medication.
- 11.2 A child may wish to self-administer some but not all of their medication or it may be deemed that only certain medicines are safe for the child to administer themselves.
- 11.3 In any event, individual protocols will be written up by Head of Boarding / Deputy and Assistant Headteacher confirming which children can self-medicate, which medication should be self-medicated, what level of supervision is required and what other measures should be put in place. In the absence of a written protocol, a child should not be permitted to self-medicate.
- 11.4 Boarders who are assessed as able to administer their own medication must have a separate, lockable drawer or cupboard in their room so that they are able to keep medication safely stored.
- 11.5 Self-medication should be assessed regularly to ensure that it is working successfully and to review whether any changes may need to be made to help support the child in question better.

12. PRN protocols and guidance

- 12.1 When new medication is prescribed for a child on an "as and when required" (PRN) basis a specific protocol will be completed by Head of Boarding / Deputy and Assistant Headteacher using information provided by the GP/prescriber about when the particular PRN medication should be administered.
- 12.2 All children who are prescribed medication on PRN basis will have a protocol. Staff should ensure that the relevant protocol is followed at all times.
- 12.3 Whenever PRN medication is administered, the PRN MAR sheet should be completed and signed by the staff members responsible for the administration.

13. Hospital admission

If a child is admitted to hospital, a copy of their MAR sheet and listed medication must accompany them (Hospital Passport). The original MAR sheet must be kept at school and endorsed with the amount of medication passed to the hospital.

14. Reporting of medication errors

14.1 William Morris School aims to have an 'open culture' where staff feel confident about reporting not only medication errors but also 'near misses' where a mistake could have occurred. This is achieved through having a clear system of reporting and recording any incidents that occur, and ensuring that any errors are investigated fairly and thoroughly. The main aim of the process is to ensure that the appropriate lessons are learned from each incident so that steps can be taken to reduce the risk of reoccurrence. This may be through a whole system review through to individual staff training and support.

14.2 Errors with medication administration may include:

- the wrong dose of medication being given (too much or too little)
- a missed dose of medication
- medication given to the wrong person

14.3 If an error has occurred and the student/child is unresponsive, the emergency services should be contacted immediately. When an error has occurred and the child is showing no obvious ill effects, the situation should be made as safe as possible and then staff should contact the Duty Manager immediately. The Duty Manager will seek medical advice.

14.4 In any event, any errors or 'near misses' should be reported immediately to the Duty Manager. Not only will this help to ensure that any mistakes can be rectified but it will also allow the relevant procedures to be improved and to enable further training to be given where necessary.

14.5 The Duty Manager will be responsible for reporting any errors to the Designated Safeguarding Lead. Where it is identified that a child has been harmed or placed at risk of harm, the Designated Safeguarding Lead will report the matter to the appropriate external agencies (including the Local Area Designated Officer, Ofsted and the child's placing authority) in accordance with the Safeguarding Policy and Procedures.

15. Training for staff in the safe administering of medicines

15.1 The procedure for training staff in the administering of medicines is as follows:

Step 1	A medication theory and policy training session is held with staff to give details of medication administration procedures by the Training Department.
Step 2	Staff will observe a member of staff who has been assessed as competent in the

	administration of medication and familiarise themselves with the medication, how it should be administered and the reasons for the medication.
Step 3	The staff member should then administer medication under the supervision of the experienced staff member.
Step 4	When the staff member and experienced staff member feel confident with this procedure, they should notify the Head of Training who will observe and verify the staff member.
Step 5	The Head of Training will sign an appropriate training form and pass this the Training Department for recording.
Step 6	The staff member's name, signature and initials are added to the authorised list of staff members displayed in the House Group Office.

Anti-bullying Policy

1. Introduction

- 1.1 The creation of an environment which supports pupils to feel physically, psychologically, socially and morally safe is a fundamental part of the Novalis Model. It should therefore go without saying that we are completely opposed to any form of bullying behaviour: it is entirely contrary to our ethos, aims and values and will not be tolerated in any circumstances.
- 1.2 The aim of the policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment. To this end, we will take all reasonable steps to educate pupils and staff about bullying, to detect bullying when it occurs and to take swift, effective and proportionate action to ensure that it does not reoccur.
- 1.3 Our expectation of all members of the School community is that:
- everyone will uphold the principles and rules contained in this policy
 - anyone (whether a pupil, member of staff, parent or carer) who witnesses or hears of an incident of bullying will report it immediately, and
 - no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
- 1.4 Any complaint of bullying will always be taken seriously and will be followed up in accordance with the procedures set out below.
- 1.5 This policy is intended to reflect and takes into account the guidance set out in:
- [DfE advice on Preventing and tackling bullying \(July 2017\)](#)
 - [DfE advice on Mental health and behaviour in schools \(Nov 2018\)](#)
 - [DfE advice on Behaviour in Schools \(February 2024\)](#)

2. What is bullying?

- 2.1 Bullying is defined within the School as any deliberately hurtful behaviour, usually but not necessarily repeated over time, which intentionally hurts another person or group either physically or emotionally. It may take different forms, including:
- **physical abuse** (e.g. hitting; kicking; pushing people around; spitting; or taking, damaging or hiding possessions);
 - **verbal abuse** (e.g. name-calling, taunting, teasing, spreading malicious rumours or demanding money);

- **cyberbullying** (e.g. using text messaging, photographs, video, e-mail and/or social media in a way that is designed to cause hurt or upset others);
- **exclusionary behaviour** (e.g. intimidating, isolating or excluding a person from a group);
- **sexual harassment** (e.g. talking to or touching someone in a sexually inappropriate way); and
- **discriminatory behaviour** (e.g. actions or comments which are sexist, racist, homophobic, transphobic or related to another person's religion, beliefs or disability).

2.2 Bullying can be an isolated incident, as well as a series of incidents over a period of time. It may involve complicity that falls short of direct participation, for example by encouraging or manipulating another person to tease or upset someone else. It may be overt and obvious, but it is often hidden and subtle.

2.3 Bullying is not the same as 'bossiness', 'leadership' or 'natural competition.' Some common features of bullies are that they tend to:

- have aggressive attitudes
- demonstrate little self-control
- lack empathy for others
- lack feelings of guilt
- rationalise their actions against others (e.g. by arguing that they deserved it).

2.4 It is also important to be aware that the distinction between 'victim' and 'bully' is not always clear-cut. Someone who appears to be suffering bullying may, in fact, be the one instigating it. Conversely, a person who is 'caught in the act' may have been provoked or set up. Similarly, a person who is the bully in one situation may be the victim in another. Great care should be taken before making assumptions.

2.5 It is likely that a person involved in bullying may regard their behaviour as teasing or playing. For these reasons, it is important that staff demonstrate a consistent disapproval of activities that can 'sow the seeds' of bullying, for example by not permitting play fighting, which is discouraged at the School.

2.6 Not all bullying is deliberate or intended to hurt. Some individuals may see their actions as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable even if they are non-malign and can often be corrected quickly with advice and without disciplinary sanctions.

3. Cyberbullying

3.1 Cyberbullying is an increasingly prevalent type of bullying. It can take various different forms:

- threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages);
- sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones);
- vilification, exclusion, peer rejection, impersonation ;
- unauthorised publication of private information/images; and
- 'trolling' (abusing the internet to provoke or offend others online).

3.2 Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to target their victim. However it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space, cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal;
- the potential for anonymity on the part of the bully – this can be extremely distressing for the victim;
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying;
- the knowledge that the data may have been made widely available on the internet can disproportionately amplify the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying;
- the difficulty in controlling electronically circulated messages as more people get drawn into the bullying as accessories;
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.

4. Sexual violence and sexual harassment

4.1 Sexual violence and sexual harassment are never acceptable and will not be tolerated under any circumstances. All staff should be aware of the importance of challenging all inappropriate language and behaviour between pupils. Further guidance on creating a culture in which sexual harassment of all kinds is treated as unacceptable can be found in the [Respectful School Communities Self-Review and Signposting Tool](#).

4.2 Sexually abusive language or behaviour should never be normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff should advocate strenuously

for high standards of conduct between pupils and staff and role model good manners, courtesy and dignified/respectful relationships.

- 4.3 Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Any incidents of child-on-child sexual violence or sexual harassment (whether offline or online) should be reported and dealt with in accordance with the Schools' Safeguarding Policy and Procedures. The Designated Safeguarding Lead will advise on the appropriate initial response. Each incident will be considered on a case-by-case basis.
- 4.4 Part 5 of [Keeping Children Safe in Education 2025](#) provides further guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.
- 4.5 It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the School should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

5. The School's approach to preventing bullying

- 5.1 The promotion of a culture of positive behaviour where pupils and staff treat one another with mutual respect is a fundamental part of the School's ethos and approach to creating an environment which is safe and which is free from any form of bullying.
- 5.2 We recognise that there is no single solution to preventing bullying and that it is necessary to adopt a sophisticated, whole organisational approach which recognises the complexity of its causes and impact. The particular strategies that we adopt to combat bullying include the following:
- Staff are trained to proactively identify issues between pupils which might provoke conflict and develop strategies designed to ensure that these do not escalate into bullying behaviour;
 - Guidance is provided to all pupils to help them understand the School's approach and behaviour expectations and to ensure that they are clear about the part they can play to prevent bullying;
 - Pupils are taught during PSHE lessons about bullying, peer pressure and the differences between people that could motivate bullying – such as religion, ethnicity, disability, gender or sexuality – and that any prejudice based on such differences is unacceptable;
 - Pupils are actively encouraged to use 'time in' meetings to raise any concerns that they may have about any aspect of their care or education;

- Parents and carers are made aware of the procedures to follow if they believe that their child is being bullied and are encouraged to reinforce the value of good behaviour at home;
- Steps are taken to ensure that there is an adequate presence of staff both in and outside of lessons to ensure that good behaviour is encouraged and maintained;
- Disciplinary sanctions are applied consistently which ensure that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- The School regularly evaluates and updates its approach to e-safety to take account of developments in technology;
- The School actively supports the creation an inclusive and safe environment in which pupils can openly raise concerns about bullying, without fear of further bullying or discrimination; and
- Staff and pupils are encouraged to celebrate the effort and achievement of others.

6. Measures to prevent cyber bullying

6.1 The School's E-Safety Policy contains details of the measures that the School has in place to promote the safe use of technology. In summary:

- All pupils' use of technology is subject to a contractual agreement between themselves and the School – this is based on and guided by a specific IT risk assessment that is made and included in each pupil's placement plan based on their capability, age and vulnerability.
- Staff talk openly and regularly about the positives and negatives of the internet with pupils. Staff should try not to demonise the technologies and the sites pupils use but take an interest and play alongside.
- Staff are encouraged to share anything that worries them about technology use with the Designated Safeguarding Lead.
- Internet access is subject to the School's firewall and all devices that are provided to pupils have the appropriate parental settings in place to avoid the access of inappropriate material.
- Before possessing an internet (wireless-enabled) device pupils are required to complete an internet safety (e-safety) course of the dangers of online use and the appropriate, healthy use of technology.
- Internet safety and the dangers online are appropriately taught at each pupil's level and understanding. This is done by the Designated Safeguarding Lead, Therapy Team and as part of the PSHE school curriculum. It can take the form of individual one to one sessions on more sensitive topics through to wider teaching in the classroom and focused group work with recognised appropriate adults to take the lead.

7. Reporting bullying

Reporting by pupils

7.1 A pupil who is being bullied or who witnesses another pupil being bullied should raise the matter without delay. This can be done in any of the following ways:

- by telling a member of staff or a responsible older pupil;
- by using the School's complaints system (further details of which are set out in the School's written Complaints Procedure);
- by speaking to his or her social worker, advocate, independent visitor, parent or carer;
- by contacting one of the School's Designated Safeguarding Leads; or
- by contacting Childline (telephone: 0800 1111).

Reporting by staff members

7.2 A member of staff who witnesses or learns of alleged bullying behaviour should report the matter to the Deputy or Assistant Headteacher (if the incident has occurred during the school day or involves a day pupil) or to the Head of Boarding (if the incident involves a boarder and has occurred outside the school day).

Reporting by parents / carers

7.3 Any parent or carer who witnesses or is concerned about bullying should report the matter to either Gareth Parker (Headteacher) or Carol Hill (Deputy Head) or Tom Shanks (Head of Boarding).

8. Responding to bullying

8.1 The procedure set out below should be regarded as guidelines (which may be appropriate to adapt depending on the specific circumstances) except where particular steps are expressed in the terms "should" or "must". It is important to note that the School is not solely concerned with bullying incidents which occur during the School day or on the School's premises. This policy also applies to bullying (including cyberbullying) incidents outside the school day or premises:

- when taking part in any school-organised or school-related activity;
- when travelling to or from School;
- when wearing School uniform;
- when those involved are in some other way identifiable as a pupil at the School;
- that could have repercussions for the orderly running of the School;

- that poses a threat to another pupil; or
- that could adversely affect the reputation of the School.

Bullying incidents occurring during the school day or involving a day pupil

8.2 A member of staff who witnesses or learns of alleged bullying behaviour during the school day or involving a day pupil should:

- where appropriate, offer reassurance and support to the alleged victim;
- report the allegation to the Deputy Headteacher as soon as possible; and
- record the incident in the bullying log.

8.3 The Deputy Headteacher must:

- contact the other class teachers/Headteacher (if applicable) to agree on a strategy including who will take the lead in dealing with the matter; and
- ensure the incident/complaint is recorded in the bullying log.

8.4 The Deputy Headteacher will normally see the victim and (unless it is immediately obvious that the incident is very serious) any witnesses without delay and form an initial view of the seriousness of the incident or complaint, taking into account the following factors:

- the nature of the bullying behaviour (e.g. whether it is physical, verbal, exclusionary etc.);
- whether it is a "one-off" incident or part of a pattern of behaviour;
- whether it involves an individual or a group;
- whether any physical or other injury been caused; and
- the likely outcome if the complaint proves to be correct.

8.5 If the Deputy Headteacher's initial view is that the incident or allegation may constitute a "serious incident" he/she must inform the Headteacher. If the Headteacher considers that the incident is sufficiently serious to amount to a potential safeguarding matter the Headteacher (in his capacity as the Designated Safeguarding Lead for Education) will deal with the matter in accordance with the procedure set out in the School's Safeguarding Policy and Procedure.

8.6 If the Headteacher does not consider that incident is serious enough to warrant dealing with the matter under the School's Safeguarding Policy and Procedure, he will interview the alleged victim and bully separately to establish the facts and to decide what action is appropriate (see range of action below). The Headteacher will also notify the social worker and/or parents of the victim and perpetrator giving them details of the incident and the action being taken.

- 8.7 If the Deputy's Headteacher's initial view is that the incident or allegation is not one that needs to be dealt with by Headteacher, he/she will interview the alleged victim and bully separately in order to establish the facts and to establish what action is appropriate (see range of action below).

Bullying incidents involving a boarder occurring outside the school day

- 8.8 The procedure for incidents involving a boarder outside the school day is the same as the procedure for incidents during the school day with the following variations:
- All incidents should be reported to Tom Shanks (Head of Boarding) rather than to the Deputy Headteacher;
 - The Head of Boarding will discuss and agree a strategy with the Welfare Manager and other welfare staff within the house rather than with the Headteacher and other members of the teaching staff;
 - The Head of Boarding will carry out the procedure for dealing with serious incidents – if she considers that the matter is sufficiently serious to amount to a potential safeguarding matter she will deal with the matter in accordance with the School's Safeguarding Policy and Procedure.

Dealing with cyber bullying

- 8.9 If a member of staff is told about a cyber-bullying incident, the appropriate initial action will depend on whether the device in question is a mobile phone or computer:

Mobile phone	- Ask the pupil to show you the mobile phone - Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names - Make a transcript of a spoken message, again record date, times and names - Tell the pupil to save the message/image - Report the matter to the relevant senior manager (see above) immediately and pass them the information that you have.
Computer	- Ask the pupil to get up on-screen the material in question - Ask the pupil to save the material - Print off the offending material straight away - Report the matter to the relevant senior manager (see above) and pass them the information that you have.

- 8.10 Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.
- 8.11 The law provides that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine and delete data or files where there is good reason to do so.
- 8.12 If an electronic device that is prohibited by the School's rules has been seized and there are reasonable grounds to suspect that it contains evidence in relation to a criminal offence, the Headteacher or Designated Safeguarding Lead will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If material is found that is not suspected to contain evidence in relation to an offence, the Headteacher and/or Designated Safeguarding Lead will decide whether it is appropriate to delete or retain the material as evidence of a breach of the School's rules.

9. Range of action

- 9.1 Where it is identified that an incident of bullying has occurred, the School will take such action is appropriate not only to support the victim but also to ensure that the perpetrator is helped to understand why their behaviour is unacceptable and what they need to do to ensure that it does not happen again. Given that the appropriate action is likely to vary depending on the particular circumstances, it is impossible to provide a complete list of potential actions or outcomes. However, the following are examples of action that may be taken following an incident of bullying:
- the provision of advice and support to the victim and, where appropriate, establishing a course of action to help them;
 - the provision of advice to the bully in order to support them to change his/her behaviour. This may include clear instructions accompanied by a warning or final warning;
 - a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict;
 - a disciplinary sanction against the bully in accordance with the School's Behavioural Support Policy;
 - in a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently (see Termination of Placement Policy and Procedure);
 - reporting the matter to the police if there is reason to believe that a criminal offence may have been committed.
- 9.2 It is important that the relevant members of staff in both the Care and Education teams are made aware of all incidents of bullying and any follow-up measures. The Head of Boarding and

the Deputy Headteacher are responsible for informing each other and the Headteacher and of all incidents reported to them and subsequent action taken.

- 9.3 If the victim or his/her parents or carers are not satisfied with the action taken, they should be advised to make a formal complaint in accordance with the School's complaints procedure.

10. Record keeping & monitoring

- 10.1 Bullying incidents during the school day are recorded by teachers daily in the bullying log, including action taken to address the bullying behaviour. This record is monitored by the Headteacher in order to identify any clusters and trends or problem areas which require attention.
- 10.2 Bullying incidents which occur outside the school day are recorded daily in the bullying tracker. This is monitored by the Head of Boarding. Serious cases and clusters and trends should be reported by the Head of Boarding to the Headteacher.
- 10.3 The School's leadership team will review all records of bullying incidents on a regular basis in order to ensure that there is a fully joined-up and consistent approach to tackling and eliminating any bullying behaviour and that the provisions of this policy are being adhered to.
- 10.4 This policy will be reviewed by the Headteacher on an annual basis and updated as necessary.

11. Supporting Organisations and Guidance

Supporting organisations	The Anti-Bullying Alliance (ABA) Kidscape NSPCC
Additional guidance	DfE advice on Preventing and tackling bullying (July 2017) DfE advice on Mental health and behaviour in schools (Nov 2018) DfE advice on Behaviour in Schools (February 2024)
Cyberbullying	Childnet Help and Advice on Online Bullying internetmatters.org UK Council for Internet Safety (UKCIS) Online Safety Training For Schools The National College
SEND	Changing Faces Mencap Anti-bullying Alliance: Cyberbullying and children and young people with SEN and disabilities DfE SEND Code of Practice
LGBT+	Barnado's LGBT+young people EACH

	Proud Trust Schools Out Stonewall
Sexual harassment and sexual bullying	Ending Violence Against Women and Girls Preventing and responding to sexual and sexist bullying (ncb.org.uk)

Behaviour Support & Restrictive Intervention Policy

1. Introduction

- 1.1 We aim to create a happy, safe and stimulating environment in which all pupils are able to achieve their full potential. We recognise that the promotion of good behaviour together with a set of clear and fair rules and expectations play a vital role in contributing towards this objective.

Vision & Aims

- the promotion of positive behaviour, self-esteem, independence and self-discipline
- an environment in which all are treated with understanding, dignity, kindness and mutual respect
- the provision of a safe environment, free from violence, bullying and harassment
- a culture of praise and encouragement which enables all pupils to fulfil their potential
- an environment which enables all pupils to make appropriate and safe choices
- a culture where physical intervention is only used as a last resort
- a consistent approach across the organisation

- 1.2 This policy takes into account and is intended to reflect the guidance published by the Department for Education called [Restrictive interventions, including use of reasonable force, in schools \(April 2026\)](#) and [Searching, Screening and Confiscation: Advice for schools \(July 2022\)](#) together with the requirements of the Education and Inspections Act 2006, the School (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025, the Health & Safety at Work etc Act 1974 (and associated regulations), the Human Rights Act 1998 and the Equality Act 2010.

2. Our approach to supporting positive behaviour

- 2.1 To achieve a consistent approach across the organisation, staff members need to be able to fully understand, explain and implement the aims and philosophy of the Novalis model developed by the Trust. The organisation aims to create and maintain a non-violent, democratic and therapeutic environment which is attachment-focused (i.e. one that recognises the importance

of forming safe and secure attachments between pupils and staff through the establishment of positive relationships).

- 2.2 Further, in view of the fact that many of the pupils in our care have been exposed to childhood trauma, it is important that the way in which we work is trauma-informed through an understanding of the impact of childhood trauma on each pupil's development and behaviour.

3. Defining the complex needs of the pupils at the school

- 3.1 Trauma in children can manifest in a number of ways including phobias, anxiety disorders (e.g. separation anxiety), attachment disorders, depression, hyperactivity/ADD and disruptive behaviour disorders (e.g. oppositional defiant disorder). These behavioural, emotional and social difficulties (BESD) are often the result of trauma derived from adverse childhood experiences (ACE). Examples of such adverse childhood experiences include bullying, abuse, neglect and difficulties experienced in mainstream school environments. Autism and learning difficulties can also cause trauma as can the experience of being in residential care and numerous special school environments.
- 3.2 The School aims to address the many complex needs that arise due to the neurological, biological, psychological and social effects of childhood trauma. It does this by adopting a trauma-informed, relationship-based and attachment-focused approach whereby the way in which we care for each pupil is tailored to their individual needs and in a way which helps them to regulate their own emotions.

4. Behaviour expectations

- 4.1 In the interests of ensuring an environment where everyone feels physically, emotionally and socially safe, we expect and encourage all pupils to adhere to the following:

We expect all pupils to

- treat others with kindness, respect and dignity
- be honest and reliable
- show respect for the School environment
- look after their own and others' property
- respect the law and the School's rules

Inappropriate behaviour includes

- breaking school, classroom or house rules
- unkind or aggressive (verbal and physical) behaviour
- intentional damage to property
- bullying
- discriminatory comments and behaviour
- swearing or abusive language
- failure to follow staff instructions
- going missing from school
- non-attendance at lessons

-
- 
- disrupting the learning of others
 - theft or taking the property of others
 - coughing or spitting at or towards any other person

4.2 Although the School will always consider the nature of each pupil's particular needs and difficulties, some types of behaviour may result in the School asking a pupil to leave the School, either for a fixed period of time or permanently. These behaviours include:

- aggressive and/or violent behaviour that may result in serious injury to others
- the use of alcohol or illegal substances or supplying these to others
- placing oneself or others in situations that have the risk of causing severe injury or harm
- sexualised behaviour towards peers and young children
- bullying behaviours that cause severe emotional or physical distress

5. Alcohol, smoking and illegal substances

5.1 Pupils are not permitted to bring to school, supply to their peer group, come in under the influence of or attempt to take/use alcohol, cigarettes or vapes or any illegal substance whilst at the school.

5.2 If it is discovered or suspected that a pupil is using any of these substances, then we will carry out a risk assessment and act in accordance with the Safeguarding and Health and Safety Policy. Pupils who arrive at school under the influence of alcohol or illegal substances may be sent home to protect their peer group and support their physical health. This decision will be made by the Headteacher who will consider the most appropriate course of action to support the pupil and their peer group.

5.3 If it is suspected that a pupil has an illegal substance in their possession at school then a relational approach will be used with the pupil to ascertain whether the suspicion is well founded.

5.4 Pupils can be supported by the therapeutic team in the first instance if they are found to be engaging with such substances if parents and their placing authority are in agreement with this approach.

5.5 Although the School will always take into account the nature of the pupil's particular needs and difficulties, repeated instances of breaching the school's rules in relation to alcohol, smoking and illegal substances may result in the pupil being asked to leave the school, either for a fixed period of time or permanently.

6. Promoting positive behaviour

- 6.1 We believe that the establishment and development of good relationships is crucial to promoting positive behaviour. This relationship-based approach involves staff understanding and supporting pupils through having positive interactions with them; spending quality time with them; acting as good role models; de-escalating challenging behaviour; and providing them with safe supervision.
- 6.2 To promote the creation of positive relationships staff are trained in the model of PACE (which stands for Playful, Accepting, Curious and Empathic). PACE was originally devised by Dan Hughes PhD, a Modern Attachment Family Psychotherapist, as part of a therapy for children with attachment difficulties. Adopting a playful, accepting, curious and empathetic approach can help teachers and carers demonstrate to pupils that they are available and sensitive to their needs. This helps to meet the emotional needs of the child to be loved, nurtured, protected and understood.
- 6.3 As part of its relationship-based approach, the School uses Dyadic Development Psychotherapy (DDP). Several senior staff members have trained in level 1 and level 2 DDP, one of whom is the Chief Executive who meets pupils and takes a lead role in training care and teaching staff.

7. Collaborative problem-solving approach

- 7.1 The Collaborative Problem Solving (CPS) approach is an evidence-based practice for understanding and helping behaviourally challenging children and adolescents. The technique itself is a non-punitive, non-adversarial, trauma-informed approach designed by the Think:Kids initiative within Massachusetts General Hospital, the top psychiatric hospital in the United States. We will be embedding the CPS approach throughout the School to support pupils' behaviour.
- 7.2 The CPS approach acknowledges that challenging behaviours in children (including tantrums, violent outbursts, lack of engagement and other) is not "bratty," but is more a reflection of the fact that the child is lacking the skills appropriately respond to an expectation of an adult. Since the child's brain has not developed the communication functions that adults have, this "bad behaviour" is really a way for them to communicate that they are struggling. Punishing them is the worst course of action because such an action causes them to withdraw and develop negative emotions. These negative effects are often carried throughout an individual's life if not appropriately managed. The CPS approach, therefore, meets behaviourally challenged children at their level and helps them build the skills to respond appropriately. This is the opposite of the traditional, punitive approach, which is harmful to a child who really needs compassion. Staff have been trained in the collaborative problem solving approach.

8. The use of sanctions

- 8.1 We aim to keep the use of sanctions to a minimum through the use of high-quality teaching and trauma informed care, intelligent behaviour management and positive reinforcement. However, there may be occasions when a sanction is necessary and appropriate for the purposes of:
- supporting a pupil to develop more constructive behaviour; or

- helping a pupil to develop their understanding about what is needed for people to get along with each other.
- 8.2 It is essential to take account of the pupil's level of development and understanding when deciding which sanctions to apply and when. To foster learning and to help the pupil to understand the link between cause and effect, it is important to ensure that any sanction is logically related to the transgression in some way. Any sanction that is applied should be relevant to the incident, reasonable and carried out as contemporaneously as possible.
- 8.3 The School considers that the establishment of secure and mutually satisfying positive relationships is fundamental to healing and future development. It is for this reason that sanctions should never involve the withdrawal of interaction or personal relationships. Once a sanction has been applied it will be necessary for staff members to stress that the pupil is still valued and cared for despite the transgression giving rise to the sanction.
- 8.4 If a sanction becomes necessary, the following options are available:

Potential sanctions

- ✓ a verbal reprimand
- ✓ requiring the pupil to repair any damage caused
- ✓ requiring the pupil to complete unfinished work
- ✓ an educational task for further learning about the incident
- ✓ undertaking an extra chore or task which is considered useful to the School
- ✓ doing something special for someone who may have been upset by the pupil's actions
- ✓ requiring the pupil to make appropriate financial reparation (which would need to be agreed by the Support, Advice and Strategy team)

- 8.5 These options should demonstrate our determination to be fair and have clear outcomes for persistently inappropriate or challenging behaviour. The duration of any sanction should not be unnaturally prolonged and should offer a fresh start once successfully completed. Any sanction should never deprive a pupil of their dignity, safety or reasonable comfort.
- 8.6 Sanctions should never involve:
- any form of corporal punishment
 - any punishment involving the consumption or deprivation of food or drink

- any restriction (other than one imposed by a court or one which has been approved by the Support, Advice and Strategy team as being necessary for the purposes of safeguarding or promoting the pupil's welfare) on:
 - o a pupil's contact with their parents, relatives or friends
 - o visits by the pupil's parents, relatives or friends
 - o a pupil's communications with their parents, friends, relatives, social worker, guardian, advocate, solicitor/adviser, the School's independent visitor, or any person authorised by the local authority or Ofsted or appointed by the court to have contact with them
 - o a pupil's access to any online or telephone helpline providing counselling for young people
- the use or withholding of medication or medical/dental treatment
- the intentional deprivation of sleep
- imposing a financial penalty, other than a requirement for the payment of a reasonable sum by way of reparation
- any intimate physical examination
- withholding of any aids or equipment needed by a disabled pupil
- any measure involving a pupil imposing any measure against another pupil
- any measure involving punishing a group of pupils for the behaviour of a single pupil

8.7 Whenever a sanction is applied, staff should ensure that a record of the sanction should be sent to the Positive Support & Behaviour Analyst as well as the Senior Leadership Team, and the sanction should be signed by the pupil's teacher as well as the member of the Senior Leadership Team who authorised the sanction.

9. Searching of pupils

9.1 The Headteacher (in the case of any search carried out during the school day) or Head of Boarding (in the case of any search of a boarder outside the school day) and any member of staff authorised by them will be entitled to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have one of the following items (referred to below as 'Prohibited Items'):

- knives and weapons
- alcohol

- illegal drugs
 - stolen items
 - any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.
- 9.2 Before authorising a search, the age and needs of the pupil involved should be considered including whether any reasonable adjustments are required where a pupil has a disability.
- 9.3 Only the Headteacher, Deputy Head, Head of Boarding or any authorised member of staff may carry out a search. Whilst it is expected that it will very rarely be necessary to conduct a search, the Headteacher, Deputy Head and Head of Boarding will oversee the School's practice of searching with support from the Designated Safeguarding Lead to ensure that a culture of safe, proportionate and appropriate searching is maintained and which safeguards the welfare of all pupils and staff.
- 9.4 The relevant Designated Safeguarding Lead should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of one of the Prohibited Items. The staff member should also involve the Designated Safeguarding Lead without delay if they believe that a search has revealed a safeguarding risk. If the Designated Safeguarding Lead finds evidence that any child is at risk of harm they should make a referral to children's social care services immediately in accordance with the School's Safeguarding Policy and Procedures

Before searching

- 9.5 A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of one or more of the Prohibited Items. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
- 9.6 Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The co-operation of the pupil should always be sought before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
- are in possession of a Prohibited Item;
 - do not understand the instruction;

- are unaware of what a search may involve; or
 - have had a previous distressing experience of being searched.
- 9.7 If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this policy, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Headteacher, Deputy Head, Head of Boarding and/or Designated Safeguarding Lead. During this time the pupil should be supervised and kept away from other pupils.
- 9.8 If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any Prohibited Items. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

During a search

- 9.9 **Where.** An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil (e.g. on a school trip).
- 9.10 **Who.** The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 - in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- 9.11 When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept in accordance with paragraphs 10.18 to 10.19 below.
- 9.12 **The extent of the search.** A member of staff may search a pupil's outer clothing, pockets, possessions, desk, locker or bag. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

- 9.13 A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may only be conducted if there are reasonable grounds for suspecting that the pupil is in possession of one of more of the Prohibited Items.
- 9.14 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 9.15 The member of staff's power to search outlined above does not enable them to conduct a strip search.

After a search

- 9.16 Whether or not any Prohibited Items have been found as a result of any search, consideration should be given to whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, staff should notify the Designated Safeguarding Lead in accordance with the School's Child Protection Policy and Procedures. If any Prohibited Items are found during the search, the member of staff should follow the guidance set out below on confiscation.
- 9.17 If a pupil is found to be in possession of a Prohibited Item, then the staff member should alert the Designated Safeguarding Lead and the pupil should be sanctioned in line with this policy to ensure consistency of approach.

Recording searches

- 9.18 Any search by a member of staff for a Prohibited Item and all searches conducted by police officers should be recorded in the School's safeguarding records, including whether or not an item is found. This will allow the Designated Safeguarding Lead to identify possible risks and initiate a safeguarding response if required.
- 9.19 The record of each search should include:
- the date, time and location of the search;
 - which pupil was searched;
 - who conducted the search and any other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and

- what follow-up action was taken as a consequence of the search.

Informing parents

- 9.20 Parents or those with parental responsibility should always be informed of any search for a Prohibited Item, and the outcome of the search as soon as is practicable. They should be informed of what, if anything, has been confiscated and the resulting action the School has taken, including any sanctions applied.
- 9.21 Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

10. Confiscation of items

- 10.1 An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
- poses a risk to staff or pupils;
 - is a Prohibited Item; or
 - is evidence in relation to an offence.
- 10.2 **Controlled drugs.** Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so in which case the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance issued by the Secretary of State:
- The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug.
 - When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.
 - If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.
- 10.3 Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
- 10.4 **Alcohol / tobacco / vapes / fireworks.** If a member of staff finds alcohol, tobacco, cigarette papers, vapes or fireworks, they should pass them to the Headteacher, Deputy Head or Head of Boarding but should not return them to the pupil.
- 10.5 **Pornographic images.** If a member of staff finds a pornographic image, it should be removed from the pupil's possession and reported immediately to the Headteacher, Head of Boarding or Designated Safeguarding Lead. Members of staff should never intentionally view any indecent

image of a child (also sometimes known as nude or semi-nude images) and must never copy, print, share, store or save such images. The member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead as the most appropriate person to advise on the School's response.

10.6 **Stolen items.** Where a member of staff finds stolen items, these must be delivered to the Headteacher or Head of Boarding who will arrange for the items to be delivered to the police as soon as reasonably practicable or, if there is a good reason to do so, return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, all relevant circumstances will be taken into account including the following:

- the value of the item (it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, although it may be deemed appropriate to contact the police if the items are valuable);
- whether the item is a Prohibited Item;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

10.7 **Weapons and other items.** Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, all relevant circumstances should be taken into account including:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

10.8 **Other Prohibited Items.** The Headteacher or Head of Boarding will use their judgement when deciding whether to return, retain or dispose of any other Prohibited Items. In deciding what to do with such an item, all relevant circumstances will be taken into account including:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

10.9 **Electronic devices.** Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited

to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all Prohibited Items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. The Headteacher, Deputy Head, Head of Boarding or Designated Safeguarding Lead may examine any data or files on an electronic device that has been confiscated as a result of a search if there is good reason to do so.

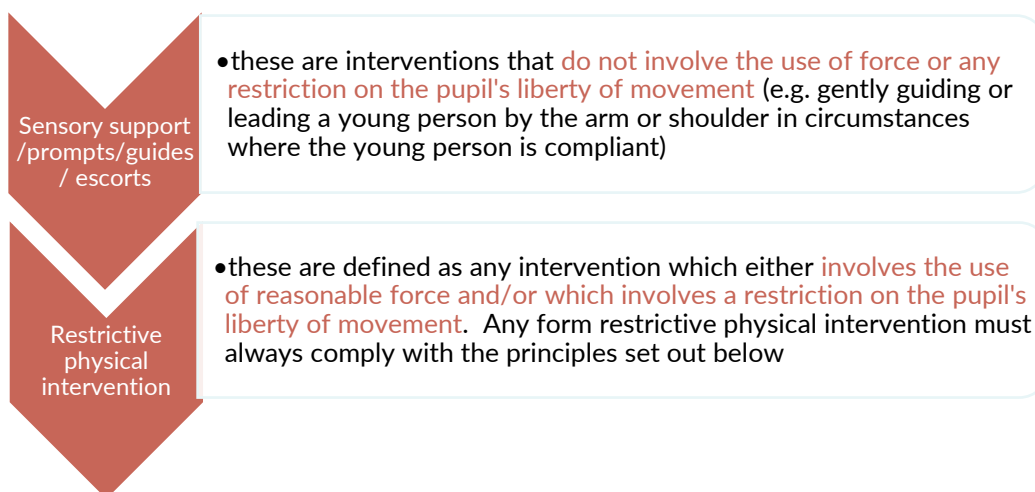
- 10.10 If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead as the most appropriate person to advise on the School's response.
- 10.11 If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to Headteacher, Head of Boarding or Designated Safeguarding Lead as soon as possible. The image, data or file will be passed to the police unless the Headteacher, Head of Boarding or Designated Safeguarding Lead deems that the image, data or file does not constitute a specified offence, in which case they may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

11. Restrictive interventions

- 11.1 For the purposes of this policy "*restrictive intervention*" is an umbrella term which covers both physical and non-physical actions aimed at preventing, restricting, or subduing the movement of the body, or part of the body of a pupil. This will include not only incidents involving a pupil being physically restrained but also interventions which do not involve physical contact such as depriving a pupil of an auxiliary aid that they usually use to help them move.
- 11.2 Whilst we aim to create an environment in which any form of restrictive intervention is not required, there may be circumstances in which it is necessary and appropriate, for example to ensure the safety of a pupil or others.
- 11.3 However, it is the School's policy that the use of seclusion is incompatible with its trauma-informed, relationship-based and attachment-focussed model of approach and should therefore never be used as a means of restricting or controlling a young person.

12. Types of contact

- 12.1 The School identifies different levels of contact with pupils as follows:



12.2 There are circumstances when it is appropriate for staff to have some physical contact with pupils (particularly younger pupils) which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

13. Reducing the need for restrictive interventions

13.1 The School is committed to taking all reasonable steps to reduce the need for restrictive interventions. The strategies adopted by the School in its physical intervention reduction programme are informed by various sources including Delaney (2001), Colton (2004), Huckshorn (2007) and Leadbetter (2009).

13.2 The particular whole-school measures that the School has put in place to reduce the need for restrictive interventions include the following:

- All physical intervention information is stored in an electronic database which allows for a detailed functional analysis of behaviour to be carried out to identify patterns around times, staff allocation etc. This information is presented to the Clinical Therapy team which meets on a regular basis to discuss those pupils who are of most concern and to put in place strategies to support the reduction of the need for physical intervention.

- Other approaches include allocating extra staff support at times of the day where there are clusters and trends of physical interventions appearing in the data for a pupil.
- Each member of staff who works directly with pupils is provided with access to regular reflective supervision sessions with an appropriate manager. This provides an opportunity for reflection on why particular physical interventions occurred and how they can be avoided in the future.
- All pupils are provided with a supportive debriefing session after every physical intervention in which every attempt is made to identify the triggers that led to the use of physical intervention. This information is collated and disseminated before being included in Placement Plans.
- Team Teach training – including training on behaviour management and de-escalation techniques - is recredited at least every 12 months to avoid performance drift. These sessions include training to enable staff to analyse pupils' behaviour and to identify ways in which they can support and ultimately not need to physically intervene in times of crisis and high anxiety.
- Bespoke internal training sessions delivered by the Chief Executive encourages the use of 'Time in not Time Out' meetings, which are designed to support staff in their practice of a non-seclusion approach.
- The School has consulted with Dr Maggie Bennington-Davis and Kevin-Ann Huckshorn, both of whom are recognised experts in physical intervention reduction, to provide further advice to the School on its physical intervention reduction programme.

13.3 The tailored approaches for reducing and/or avoiding the need for restrictive interventions for individual pupils include:

- All pupils are subject to a risk assessment that informs their individual Positive Behaviour Support Strategies which are included in their Placement Plan. A Positive Behaviour Support Strategy is a plan for the positive management of a pupil's challenging behaviour and identifies positive preventative strategies for how a pupil may need to be supported during a crisis. For each pupil, the likely risks are identified in a risk assessment and appropriate interventions are suggested. The risk assessments and Positive Behaviour Support Strategies are regularly reviewed and updated.
- All pupils are involved in their care planning assessment of needs and the setting of their own developmental goals. The Welfare team support pupils directly with their set goals so that their achievements are recognised and valued. These achievements are recorded in each pupil's records. Each pupil is encouraged to voice their aspirations and work towards specific reward-based activities or material items they may want.
- In addition, the Support, Advice and Strategy team may implement specific target-based reward strategies for some pupils where this is considered likely to achieve more positive behavioural outcomes.

- A flexible reward system is used within the education setting. Teachers issue rewards not only for positive acts relating to the pupil's own learning needs and development but also for positive acts towards others. Rewards are based around the Novalis Trust values: Kindness, Empathy, Creativity, Curiosity and Positivity. The system is individualised to ensure that successes are possible for all pupils. Pupils are acknowledged/rewarded for various positive acts and a weekly celebration event takes place to recognise and celebrate these positive achievements within all class groups.

14. Team Teach

- 14.1 The School uses a behaviour management system called 'Team-Teach'. The Team-Teach system is nationally accredited by the Institute of Conflict Management and involves training in preventative, risk reduction and de-escalation strategies aimed at avoiding the need for any form of physical intervention.
- 14.2 In situations where staff need to intervene physically – which will only be the case if it is necessary to do so as a last resort – the Team-Teach system promotes the least restrictive positive handling techniques. To ensure that any physical intervention is carried out safely and in accordance with best practice, all physical techniques under the Team-Teach system have undergone a medical risk assessment carried out by independent medical experts.
- 14.3 Every effort will be made to ensure that all staff at the School:
- clearly understand this policy and their responsibilities; and
 - are provided with appropriate training to deal with these difficult situations. This training is informed by world experts in the field of reducing the need for restrictive measures.
- 14.4 All teaching and care staff members are required to complete a training course to become accredited and competent in the use of the Team-Teach system. New staff are required to complete Team-Teach training as part of their extensive induction process. Staff will only be authorised to use the Team-Teach system if they have been certified as competent by two qualified instructors. Competence is re-verified at least every 12 months to ensure best practice and standards are maintained.
- 14.5 Team-Teach training is provided through in-house trainers across the School departments who are qualified and accredited as designated Team-Teach instructors. All instructors are subject to re-accreditation by an external independent trainer at least every 15 months.
- 14.6 Because an important principle of Team-Teach is that physical intervention should only be used as a last resort, an important part of the Team-Teach training covers the underlying philosophies, theory and strategies of behaviour management.
- 14.7 It is an occupational requirement of staff at the School to remain competent and willing to use the Team-Teach system. It is understood that some staff members may become physically unfit to use Team-Teach due to injury, illness or pregnancy, and although appropriate temporary adjustments can be made, it is unlikely that any such adjustments can be reasonably sustained in the long term.

15. Circumstances when restrictive physical intervention may be used

15.1 The only situations in which physical intervention may lawfully be used in the School is if it is necessary for the purposes of preventing or stopping:

- the committing of any offence by a pupil
- personal injury to, or damage to the property of any person (including the pupil themselves) by a pupil, or
- a pupil prejudicing the maintenance of good order and discipline.

15.2 For example, staff may be expected to physically intervene if it is necessary to do so to:

- separate two pupils who are fighting
- prevent or stop a pupil from physically harming themselves or others
- prevent or stop a pupil from causing serious damage to property
- prevent a pupil from leaving the School if, by doing so, they would be putting themselves at risk or physical or psychological injury or harm.

15.3 The decision about whether it is reasonable and appropriate to use a restrictive intervention will depend on the individual circumstances of each situation. To make this assessment, staff should consider and take into account all relevant considerations including but not limited to the following:

Is it necessary?	- Are there other more effective, less restrictive ways to manage the situation? - Is a restrictive intervention likely to successfully reduce the relevant risks or is it likely to escalate the situation further or cause more harm than the behaviour itself? - Has there been communication with other staff members to understand any broader risks in the environment?
Is it proportionate?	- Will the intervention involve the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks? - If the intervention itself is escalating the situation, should an alternative approach or strategy be adopted?

	- Have the personal circumstances of the pupil (e.g. medical conditions, special educational needs, other vulnerabilities and other characteristics such as their age and size) been considered along with any relevant equality implications under the Equality Act 2010?
Has the pupil's welfare been considered?	- Has the impact of the intervention on the pupil's overall welfare been considered? - Are steps being taken to ensure that the pupil's dignity is respected (e.g. by considering the location and environment of the intervention)? - Have staff should clearly and calmly communicated to the pupil what is happening, why, and explained what the pupil needs to do? - For pupils with difficulties with speech, language and communication, or with English as an additional language, have verbal and/or non-verbal strategies been used to ensure the pupil understands what is happening and has adequate time to process information and respond? - Have staff sought to understand how the pupil is feeling and used this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped?

16. The safe use of restrictive physical intervention

- 16.1 It is the School's policy that any form of restrictive physical intervention should always comply with the following conditions:

Physical intervention – Key Principles

- ❖ it should only be used as a **last resort** after all trained methods of de-escalation have been exhausted
- ❖ it must be **necessary** for the one of the purposes set out above
- ❖ it must be applied in a way that is **proportionate**
- ❖ any use of force should be the **minimum amount necessary**
- ❖ it should only last for the **shortest possible time**
- ❖ it should only involve approved **Team-teach techniques**
- ❖ it should only be attempted if it is **safe** to do so: staff should never put themselves at serious risk of injury

16.2 Before carrying out any form of physical intervention, staff should carry out a dynamic risk assessment taking into account the following factors:

- the age and understanding of the pupil
- the size of the pupil
- the relevance of any disability, health problem or medication to the behaviour in question and the action that might be taken as a result
- the relative risks of not intervening
- the pupil's previously sought views on strategies that they considered might de-escalate or calm a situation
- the method of physical intervention which would be appropriate in the specific circumstances, and
- the impact of the physical intervention on the staff member's future relationship with the pupil.

16.3 Physical intervention should in no circumstances be used as a punitive measure or as a means to gain compliance. Physical intervention should never involve:

- the deliberate infliction of pain
- holding around the neck
- holding in a way that may restrict breathing
- forcing limbs against joints
- tripping
- holding by the hair
- kicking, slapping or punching
- holding a child whilst they are lying on the floor (whether in a supine or prone position)
- the use of threats or strident, aggressive or confrontational language (including body language).

17. Planned and emergency physical interventions

- 17.1 A planned intervention is one that is described or outlined in a pupil's Placement Plan, Positive Behaviour Support Strategy and risk assessments. This should cover most interventions and may include the use of Team-Teach techniques.
- 17.2 An emergency restrictive intervention may be necessary if a situation arises that was unforeseen or is uncharacteristic of the pupil. Any such intervention must always adhere to the principles set out above.

18. Post incident pupil support

- 18.1 Immediately after a physical intervention a pupil should be given time to calm away from their peers with a trusted adult as a continuation of the de-escalation procedure. During this time it is important that the pupil is supported and not criticised. Potential ways of providing support include:
- encouraging the pupil to take part in a calming activity
 - give them the opportunity to have time away from the incident/trigger
 - allowing them to resume their usual routine/previous activity as soon as possible, and/or
 - providing them time with a member of staff to discuss what happened before, during and after the incident.
- 18.2 Although the Team-Teach techniques always seek to avoid injury, it is possible that bruising or scratching may occur accidentally during a physical intervention. Any such injury must be reported using the appropriate accident form. These are closely monitored by the Trust's Health and Safety Officer. If a pupil sustains an injury during a physical intervention, they should be offered medical attention, which should be provided as soon as possible. The question of whether a Body Map should be completed will be assessed on a case-by-case basis. Factors that will be considered include whether there are particular concerns about the child's health or wellbeing, whether there is a pattern or trend of the child sustaining injuries, and whether the child has a medical condition or sensory needs that they are at greater risk of sustaining injuries. The decision to complete a Body Map will be taken on an individual basis and will be discussed during the monthly Safeguarding Meeting attended by the Designated Safeguarding Lead. See Annex A of the First Aid Policy for further guidance and copy of the template Body Map.

19. Recording of restrictive interventions

- 19.1 Where any form of restrictive intervention (whether or not involving direct physical contact) has been used, a record of every incident must be made. The record must include as a minimum:
- the names of pupil and staff directly involved
 - the time, date, location and approximate duration of the intervention

- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- a brief account of why the intervention was assessed as necessary in that instance
- details of any physical injury to the pupil or any other person, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

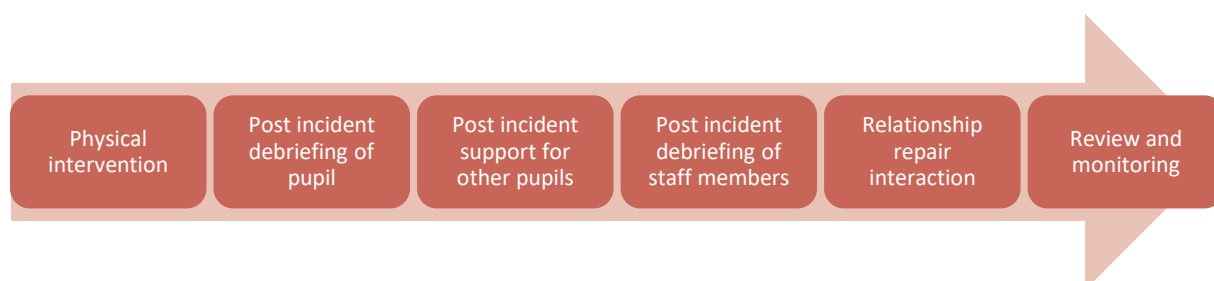
19.2 If the intervention involved **physical contact** with the pupil, the report should also include the following information:

- a brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- a brief account of why the use of force was assessed as necessary in that instance
- the name of any other person (whether staff or another young person) present when the intervention occurred
- the effectiveness and any consequences of the intervention

19.3 The record should be made by the member of staff who initiated the intervention and sent to the Positive Support and Behaviour Analyst and the Senior Leadership Team as soon as practicable (ideally the same day) and in any event within 24 hours of the incident. The record will then be signed by the author and stored on file.

19.4 There is a set of alert criteria, which if met, triggers a discussion by the Clinical Therapy team and further or more immediate action by the senior management team.

20. Post incident debriefing and support



Post incident debriefing of pupils

20.1 Following any restrictive physical intervention, an independent senior manager or the Positive Support and Behaviour Analyst will meet the pupil involved to give them the opportunity to

discuss the incident and to express their feelings about it. This meeting should take place as soon as reasonably practicable and ideally within 24 hours of the incident.

- 20.2 During this meeting the pupil will be given an opportunity to read and talk through the incident report and encouraged to add their views and comments to the record. The pupil should be offered the opportunity to access the support of a family member or independent advocate to help them with this. The only situation in which the incident report will not be shared with the pupil is if it is deemed that this could increase their level of arousal/distress or would otherwise be detrimental to their wellbeing. Any decision not to share such a report would be subject to approval by the Clinical Therapy team.
- 20.3 A record that the pupil has talked about their feelings about the physical intervention should be added to the incident report no longer than 5 days after the incident.
- 20.4 All physical intervention reports will also be made available to the pupil to read. In the cases of non-readers, the reports should be communicated in a format that they understand.

Post incident support for other pupils

- 20.5 Any pupil who witnesses an incident involving the use of restrictive physical intervention may require additional support following the incident. If a pupil witnesses a restrictive physical intervention, an independent manager or the Positive Support and Behaviour Analyst will meet the pupil in order to discuss the incident and to give them the opportunity to discuss it and express their feelings. This meeting should take place as soon as reasonably practicable and ideally within 48 hours of the incident.

Post incident debriefing of staff

- 20.6 Any member of staff who is involved in a physical intervention should ensure that they have fully recovered before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.
- 20.7 An independent senior manager or the Positive Support and Behaviour Analyst will speak to the member(s) of staff involved in any physical intervention to discuss the incident and to check that the report of the incident is accurate. This meeting should take place as soon as reasonably practicable and in any event within 48 hours of the incident in question. The staff member may also be given the opportunity of a reflective supervision meeting to reflect on the incident, discuss what they have learned from it and to explore possible ways of avoiding a similar situation arising in the future. This will be used to review and, if necessary, update the Positive Behaviour Support Strategy in the pupil's Placement Plan.

Relationship repair interaction

- 20.8 In the interests of promoting the School's relationship-based approach, it may be appropriate after an appropriate interval for a meeting to be held between the member of staff and pupil involved in a physical intervention or in an incident giving rise to a physical intervention. The purpose of any such meeting is to repair any potential damage that may have been caused to the relationship between the individuals involved and to enable all parties to move on from the

incident by re-establishing a positive and trusting relationship. Any such relationship repair interaction will be facilitated by an independent manager who was not involved in the physical intervention.

Reporting incidents

- 20.9 All restrictive interventions will be reported in writing to those with parental responsibility as soon as practicable after the incident (ideally the same day) in accordance with the procedures agreed as part of the young person's Placement Plan. The written report will include the following details as a minimum:
- the time, date, location and approximate duration of the intervention
 - a brief account of why the intervention was assessed as necessary in that instance
 - a brief account of what type of force was applied, and the degree of force
 - details of any physical injuries sustained, if applicable.
- 20.10 If it appears to the School that reporting to a parent would be likely to result in serious harm to the young person, the incident must be reported to any parent(s) to whom it can be reported without resulting in significant harm or, if there are none, to the young person's social worker. Where appropriate, the young person's parents may be invited to a follow-up discussion about the incident.
- 20.11 All positive handling profiles are shared with all partners in the young person's care upon request or where the School has a concern and routinely at LAC and Annual Review Meetings.

21. Allegations against staff

If a complaint or allegation is made that a member of staff failed to adhere to the terms of this policy (e.g. in relation to the imposition of a sanction or the use of restrictive physical intervention), the matter should be reported immediately to the Designated Safeguarding Lead. The matter will be dealt with as a safeguarding issue in accordance with the terms of the School's Safeguarding Policy. Staff should refer to the School's Safeguarding Policy for further details.

22. Reporting concerns

It is in everyone's interests that the terms of this policy are adhered to at all times. Therefore, if any member of staff has any concerns that there has been a failure to comply with this policy, they should report the matter immediately to the relevant Designated Safeguarding Lead so that an investigation and appropriate action can be taken. Staff should refer to the School's Safeguarding Policy for further details. If a staff member still has concerns they should raise their concerns in accordance with the Whistleblowing Policy set out in the Staff Handbook.

23. Monitoring

- 23.1 The Headteacher will monitor the day-to-day operation of this policy.

- 23.2 All restrictive intervention reports are forwarded to Jason Towells for monitoring and analysis of restrictive interventions and behavioural support strategies for all pupils at the School. The data is then used to inform the physical intervention reduction programme and to identify ways in which pupils along with their safety and attachment figures, staff or parents can be supported to reduce the need for restrictive practices.
- 23.3 The Support, Advice and Strategy Team, Chief Executive and Chair of Trustees are supplied with a monthly breakdown of all positive handling and physical interventions with a synopsis and analysis of those pupils of most concern. These become the subject of multi-disciplinary input and strategies on a daily basis.
- 23.4 The board of Trustees will review and interrogate data on restrictive interventions at each board meeting with a view to ensuring that management:
- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
 - identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
 - understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with staff who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
 - identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.
- 23.5 Any deficiencies or weaknesses in the arrangements for behaviour management or physical intervention that are identified through the above monitoring arrangements will be remedied without delay.
- 23.6 This policy will be reviewed every year by the Headteacher.

Complaints Procedure

1. Introduction

1.1 William Morris School prides itself not only on the quality of the care and education provided to its pupils but also on the way in which it deals with others who come into contact with the School. However, it is acknowledged that there may be occasions when someone wishes to raise a complaint or concern about something or someone connected to the School. Should this occur, they can expect it to be managed by the School professionally and sympathetically to resolve the issue at the earliest possible stage.

1.2 With that in mind, the School's procedure for dealing with complaints aims to ensure that:

- the procedure for making and dealing with complaints is simple to understand and use;
- all complaints are dealt with in a timely way with the aim of putting things right if anything has gone wrong;
- anyone who makes a complaint is provided with an impartial and non-adversarial process for resolving their complaint;
- complaints are investigated fully and fairly by an independent person where necessary;
- people's desire for confidentiality is respected;
- the School provides an effective response to each complaint which addresses all the points at issue; and
- the School's senior management team is provided with details of any complaints and their outcome so that any necessary improvements can be made where something has gone wrong.

2. What constitutes a complaint?

2.1 For the purposes of this procedure, a distinction is made between a "concern" and a "complaint". The difference between the two is as follows:

- a "**concern**" is an expression of worry, doubt or annoyance over an immediate issue or temporary state of affairs which can be quickly and fully resolved by the person with whom it is raised;
- a "**complaint**" is an expression of dissatisfaction with an act, omission or state of affairs which cannot be immediately resolved to the individual's satisfaction either because it requires further investigation or because the nature of the issue is such that an immediate resolution is not possible.

- 2.2 By their very nature, it is expected that most concerns can be resolved informally without the need to invoke formal procedures. Equally, it is hoped that it will be possible to resolve most complaints on an informal basis. However, there may be occasions when someone wishes to make a formal complaint in which case the procedure set out below will be followed.
- 2.3 The appropriate procedure for dealing with a complaint will depend on the identity of the person who has made the complaint. The different procedures for each category of complaint are set out below.

3. Who can raise a complaint?

- 3.1 The complaints procedure is intended to cover all types of complaints, including complaints made by:
- pupils
 - parents or those with parental responsibility
 - placing authorities or other agencies, or
 - others not directly involved with the pupils or the School, such as individuals within the local community.
- 3.2 However, certain types of concerns or complaints are subject to separate procedures and are therefore excluded from the scope of the Complaints Procedure. These include:
- staff grievances (which will be dealt with in accordance with the School's grievance procedure)
 - disclosures by staff members of suspected wrongdoing (which will be dealt with in accordance with the procedure contained in the School's Staff Handbook)
 - matters likely to require a safeguarding / child protection investigation (which will be dealt with in accordance with the School's Safeguarding Procedure)
 - complaints in relation to any decision to exclude or terminate the placement of a pupil (which will be dealt with in accordance with the School's Termination of Placement Policy).

A concern or complaint about the safety of a pupil should be notified immediately to the person you believe is best placed to take urgent action and should also be reported to the Designated Safeguarding Lead in accordance with the School's Safeguarding Policy and Procedure.

4. Procedure for complaints by pupils

- 4.1 A child friendly summary of the following procedure is contained in the 'Making a Complaint' section of the Children's Guide.

Stage 1 - Informal resolution

- 4.2 If any pupil is concerned about anything affecting them which they feel has not been satisfactorily resolved by staff members, they are encouraged to discuss the matter in the first instance with either a member of senior management at one of their regular "Time In" meetings.
- 4.3 In most cases, it is hoped that this discussion will enable the issue to be resolved to the pupil's satisfaction. However, if they remain dissatisfied with the outcome, they will be able to raise a formal complaint in accordance with the process set out under Stage 2.

Stage 2 – Formal Resolution

- 4.4 If a pupil wishes to make a formal complaint, the following procedure should be followed:
- The pupil should complete a written Complaint Form providing details of their complaint. If the pupil wishes to have the assistance on an independent advocate to assist them with this, the School will take all reasonable steps to facilitate access to an appropriate advocate.
 - The Complaint Form should normally be passed to the School's Complaints Manager (Gareth Parker - Headteacher) who is the nominated representative of the School for dealing with complaints made by pupils. If the Complaints Manager is not available or if the complaint is about or involves the Complaints Manager, the Complaint Form should be passed to the the School's Principal who will then be responsible for dealing with the complaint. Where a complaint is about or involves the Chief Executive, the Complaints Manager will discuss the complaint directly with the Chair of Trustees.
 - The Complaints Manager will acknowledge receipt of the Complaint Form in writing - this will usually be done within 24 hours. The written acknowledgement will confirm the process that the Complaints Manager proposes to follow in order to deal with the complaint.
 - The Complaints Manager will ensure that the complaint is investigated and followed up. The Complaints Manager may deal with the complaint and make a decision personally or may ask an independent senior member of staff to act as an "investigator" if the issues raised in the complaint require further investigation. The Complaints Manager or investigator may request additional information from the pupil making the complaint and will probably wish to speak to them personally.
 - After the complaint has been investigated, the Complaints Manager will notify the pupil in writing of the decision, the reasons for it and what action (if any) will be taken in response to it. This notification will normally be given within 28 days of receipt of the formal complaint. If this is not possible due to circumstances outside the School's control, the Complaints Manager will ensure the pupil is notified and will provide an explanation of the

reason for the delay. The Complaints Manager will also ensure that the pupil is provided with regular progress reports on the complaint until the outcome can be provided.

Stage 3 – Appeal

- 4.5 If the pupil is not satisfied with the outcome of their complaint under Stage 2 above, they should notify the Complaints Manager who will then arrange for a Senior Manager from a different department to review the decision taken under Stage 2. If necessary, the Senior Manager will carry out a further investigation of the complaint. The outcome of the review will be communicated to the pupil in writing as soon as reasonably possible. If it is not possible to confirm the outcome within 21 days of receipt of the request for a review, the Senior Manager will ensure the pupil is notified and will provide an explanation of the reason for the delay.

5. Procedure for complaints by parents / those with parental responsibility

Stage 1 – Informal Resolution

- 5.1 The School expects that most concerns and complaints by parents or those with parental responsibility can be resolved informally without the need to instigate a formal process. These may include dissatisfaction with some aspect of teaching or pastoral care, or some other aspect of the School's procedures. The School welcomes an informal approach and will seek to resolve the matter quickly.
- 5.2 The identity of the person to whom a concern or complaint should be raised in the first instance will depend on the nature of the issue, as follows:
- **Education issues** - if the matter relates to the classroom, the curriculum or a pupil's special educational needs, it should be raised with the Headteacher.
 - **Pastoral care** - concerns relating to matters outside of the classroom should be raised with the Head of Boarding.
 - **Disciplinary matters** - a problem over any disciplinary action taken or a sanction imposed should be raised first of all with the Head of Boarding (if the incident in question involved a member of non-teaching staff) or with the Headteacher (if it involved a member of teaching staff).
 - **Financial matters** – if the matter relates to fees or financial issues, it should be raised with the Chief Executive.
- 5.3 If the concern or complaint is received in writing, the School will acknowledge it by telephone, e-mail or letter within two working days of receipt during term time and as soon as practicable in the holidays. A matter raised verbally will not necessarily be acknowledged in writing but a written record will be made if deemed necessary, and copied to the Complaints Manager.
- 5.4 The appropriate member of staff will contact the person concerned as soon as reasonably practicable, and in any event within 5 working days, in order to discuss the matter. In the majority of cases, it is hoped that this discussion will enable the issue to be resolved to the

satisfaction of the person who raised it. However, if they remain dissatisfied with the outcome they will be able to raise a formal complaint in accordance with the process set out under Stage 2.

Stage 2 – Formal Resolution

5.5 If a parent or person with parental responsibility wishes to make a formal complaint, the following procedure should be followed:

- The complainant should complete a written Complaint Form (which is available on request from the Headteacher or Head of Boarding) providing details of their complaint.
- The completed form should be submitted to the relevant Complaints Manager (see above). If the complaint is about or involves the Headteacher or the Head of Boarding, the completed form should be sent to the Chief Executive (Jake Lukas) who will act as the Complaints Manager.
- The relevant Complaints Manager will acknowledge receipt of the Complaint Form in writing - this will usually be done within 24 hours. The written acknowledgement will confirm the process that the Complaints Manager proposes to follow in order to deal with the complaint.
- The Complaints Manager will ensure the complaint is investigated and followed up. The Complaints Manager may deal with the complaint and make a decision personally or may ask an independent senior member of staff to act as an "investigator" if the issues raised in the complaint require further investigation. The Complaints Manager or investigator may request additional information from the complainant and will probably wish to speak to them personally.
- After the complaint has been investigated, the Complaints Manager will notify the complainant in writing of the decision, the reasons for it and what action (if any) will be taken in response to it. This notification will normally be given within 28 days of receipt of the formal complaint. If this is not possible due to circumstances outside the School's control, the Complaints Manager will ensure the complainant is notified and will provide an explanation of the reason for the delay. The Complaints Manager will also ensure that the complainant is provided with regular progress reports on the complaint until the outcome can be provided.

Stage 3 - Appeal

5.6 If a parent / person with parental responsibility is not satisfied with the outcome of the complaint under Stage 2 he or she can ask for the complaint to be referred to a hearing before a Complaints Panel consisting of at least three people who are not directly involved in the matters detailed in the complaint. The members of the Complaints Panel will be appointed by the School and may consist of members of senior management or the Board of Trustees. At least one member of the Complaints Panel will be independent of the management and running of the School.

5.7 If a complainant wishes to refer their complaint to the Complaints Panel, the following procedure should be followed:

- The complainant should submit a written request to the Chief Executive setting out all the grounds of the complaint and the desired outcome.
- The Chief Executive will acknowledge receipt of the request in writing – this will usually be done within four working days of receipt of the request.
- The Chief Executive will convene a hearing of the Complaints Panel as soon as reasonably practicable – normally within 21 days of receipt of the written request. The Chief Executive will provide the complainant with at least 7 days' notice of the date, time and location of the hearing together with brief details of the members of the panel.
- The complainant will have the right to attend and be accompanied at the hearing if they wish. Copies of any additional documents which the complainant would like the Complaints Panel to consider should be sent to the Chief Executive at least 3 working days prior to the hearing.
- The hearing will be chaired by one member of the Complaints Panel (chosen by themselves) and will be conducted in an informal manner. If considered necessary, the members of the Panel may decide to adjourn the hearing in order to allow further investigations to be carried out.
- After considering the complaint the Complaints Panel shall make findings and recommendations. These may be notified orally at or after the hearing. In any event, the findings and recommendations will be recorded in writing and provided to the complainant and, where relevant, the person complained about as soon as reasonably practicable. A copy of the findings and recommendations will also be made available for inspection at the School.

5.8 A hearing before the Complaints Panel is intended to be a private hearing. Unless agreed by all those present, no notes or other records or oral statements about any matter discussed in or arising from the hearing should be made available directly or indirectly to the press or other media.

6. Procedure for complaints by others

6.1 Concerns or complaints made to the School by individuals other than pupils or parents or those with parental responsibility (e.g. other family members, external professionals or members of the local community) will be dealt with in accordance with the general principles set out in this policy.

6.2 If anyone wishes to raise a concern or complaint about the School, the following procedure should be followed:

- The matter should be reported either by telephoning the School during normal office hours (Tel: 01453 824025) or by sending an email to info@william-morris.org.uk. Outside of office hours, the matter can be reported by telephoning the Duty Manager on 01453 853799.
- Wherever possible the individual will be offered the chance to discuss their concern or complaint with one of the School's Senior Managers. If this discussion is unsuccessful in resolving the concern or complaint, the individual may request the matter to be treated as a formal complaint, in which case it will be referred to another senior manager to investigate and consider.
- As soon as reasonably practicable after the investigation has been completed, the senior manager dealing with the complaint will inform the complainant of the findings and proposed resolution.
- If the complainant does not accept the proposed resolution the matter may be referred to the Chief Executive for further consideration and decision.

7. Recording complaints and confidentiality

- 7.1 The School will keep a written record of all complaints raised under the formal procedure set out in this policy including the outcome of any investigation and the action taken as a result (regardless of whether the complaint is upheld).
- 7.2 The number of complaints registered under the formal procedure during the preceding school year will be supplied to parents on request.
- 7.3 If requested, the School will supply to Ofsted a statement containing a summary of any complaints made during the preceding twelve months and the action that was taken in response to each complaint.
- 7.4 Correspondence, statements and records relating to individual complaints will be kept confidential except where access is requested by the Secretary of State or where disclosure is required in the course of a school inspection or under other legal authority.
- 7.5 Details of individual complaints will be kept securely for as long as necessary in accordance with data protection principles.

8. Safeguards

- 8.1 The School will not tolerate any form of less favourable treatment against anyone wishing to make a complaint under this procedure, including any pressure to prevent a complaint from being raised, to withdraw a complaint, or any attempt to misuse a position or role to influence the handling or outcome of a complaint. The School will take appropriate action to protect anyone wishing to raise a complaint.
- 8.2 The School is committed to good practice and high standards and aims to achieve a balance between individual rights and support for staff in carrying out their duties. This may include arranging an independent investigation of a complaint.

Confidentiality & Information Sharing Policy

1. Introduction

- 1.1 Pupils at William Morris School are entitled to expect that their personal information will remain confidential. They should feel confident about disclosing sensitive information without fear that it will be improperly disclosed to others – whether intentionally, inadvertently or through simple carelessness.
- 1.2 However, the obligation not to disclose information improperly should not prevent it from being shared appropriately and as necessary for safeguarding purposes or for the purposes of ensuring that all pupils are provided with the best possible care, therapy and education.
- 1.3 The aim of this policy is to set out the principles that must be observed by all who work within the School and who have access to confidential information relating to pupils. All staff need to be aware of their responsibilities for ensuring confidentiality and the principles that the School will follow when collecting, using, disclosing and storing confidential personal information.
- 1.4 This policy only applies to confidential personal information belonging or relating to pupils at the School. The School's policy in relation to the collection, use, disclosure and retention of personal information belonging or relating to staff members is contained in Novalis Trust's Data Protection Policy.

2. What is confidential information?

- 2.1 Confidential personal information is likely to include (but is not limited to) information about a pupil's:
 - physical or mental health
 - safeguarding information
 - particular care, therapy or educational needs
 - social or family circumstances
 - financial details
 - religious beliefs
 - racial or ethnic origin
 - sexuality
 - criminal convictions.
- 2.2 The information may relate to pupils at the school or their family members. Although the School acknowledges that some information is more sensitive than others, it will apply the same principles and standards of care to all confidential personal information that it holds.

3. The Principles

We have adopted the following principles to ensure that we give the fullest possible consideration and protection to the privacy and dignity of the pupils at the school, without hindering our ability to achieve the objective of promoting and protecting their health, safety and welfare.

Principle 1

We will only obtain confidential personal information where it is necessary to do so for the purpose of ensuring that we provide the best possible care, therapy and education.

Principle 2

To ensure that we are not restricted in our ability to protect and promote pupils' health, safety and welfare, we will only obtain, use or disclose confidential personal information without first obtaining consent where it is necessary to do so in order to comply with a legal obligation.

Principle 3

Wherever it is possible and practicable to do so, we will keep pupils informed about how, why and when we use and disclose their confidential personal information, and we will listen and give consideration to their views and concerns when making decisions relating to this information.

Principle 4

We will use only the minimum necessary confidential personal information. We will use anonymised information wherever possible, and we will securely dispose of confidential personal information when it is no longer needed.

Principle 5

In all cases, we will hold and handle confidential personal information securely and sensitively, and we will actively seek to minimise any risk of damage or distress that may be caused to the pupil to whom the information relates.

Principle 6

We will only share, disclose or publish confidential personal information where it is lawful to do so, where it is in the significant public interest to do so, and where the recipients of the information have a genuine 'need to know'.

Principle 7

We will comply with and keep up to date with the law and have regard to changing issues of ethics and best practice regarding confidential personal information, by regularly reviewing and updating this policy.

Principle 8

We will be open and transparent in our arrangements and processes for obtaining, handling, using and disclosing confidential personal information.

4. The necessity test

4.1 At various points within this policy reference is made to making decisions as to whether obtaining, using and/or disclosing confidential personal information is 'necessary' for a particular purpose. To make any such decision, we will consider the following two factors:

- whether obtaining, using or disclosing the information is a necessary step for the purpose in question (e.g. because it would not be possible or practicable, or would require significant and disproportionate extra cost or effort, to achieve the aim without doing so). We must act in a way that causes minimum interference with the privacy and rights of pupils and this requires us to ask ourselves whether there are other ways of achieving our aim that would minimise such interference.
- whether the purpose is necessary and in the public interest in the particular circumstances. This means that we will consider whether the public interest served justifies any potential impact on the pupil's privacy.

4.2 This second factor may require us to carefully consider and balance different issues, including:

- whether the pupil has given consent
- any objections, concerns or opinions expressed by them (or by their family members or significant others)
- the sensitivity of, and potential damage that could be caused by the use or disclosure of, the information, and
- the public interest to be served by taking the action in question – in particular, the extent to which it will protect the health, wellbeing, and legitimate rights and interests of others.

4.3 By way of example, the School may be asked to disclose sensitive confidential information about pupils to a body such as Ofsted during the course of a regulatory inspection. The School would need to consider a range of issues when dealing with any such request. One of the considerations would be the potential impact on the pupil's privacy. We may decide that disclosure would not be justified if it required us to disclose confidential personal information about pupils in a way that would have a very significant impact on their privacy and dignity. The School would need to weigh this against its duty to comply with its regulatory obligations and its over-riding duty to protect the health and welfare of pupils. In the circumstances described, it could be decided that this duty could be best met by providing the information in an alternative way which protects the privacy of the pupil(s) concerned.

5. Mental capacity

5.1 Pupils aged 16 years and above are presumed to have the capacity to make their own decisions under the Mental Capacity Act 2005. Pupils under the age of 16 years may also be competent to make decisions in relation to how their information should be used and disclosed.

- 5.2 When considering issues relating to seeking consent (or of notifying pupils and considering any objections) to obtain, use or disclose their confidential personal information, the mental capacity of the pupil concerned must be considered, ensuring they are given any necessary support to make any decisions about their own lives.
- 5.3 If there are doubts about a pupil's capacity to make a decision, staff must still help them to make decision/s as independently as possible. Where a pupil is assessed as lacking capacity, any decision must be made in their best interests.

6. Obtaining confidential personal information

- 6.1 Confidential personal information can be obtained in one of two ways:
- When it is provided by the pupil to whom the information relates, or
 - When it is provided by third parties who have confidential personal information in their possession.
- 6.2 In either situation, it will be assumed that the pupil to whom the confidential information relates, wishes staff to maintain their confidentiality, unless they agree or indicate otherwise. All reasonable steps will be taken to ensure that staff fully inform the pupil concerned of the purposes for which their information will be used and of their legal rights, before or around the time that the information is provided to us.
- 6.3 Where confidential personal information has been provided by a third party, it may not be reasonable or practicable for staff to advise the pupil concerned that the information has been received or obtain consent to use the information (e.g. if they do not have capacity due to a learning disability in accordance with assessment against the provisions of the Mental Capacity Act 2005).

7. Using and disclosing confidential personal information

- 7.1 Staff will only use and/or disclose confidential personal information belonging to a pupil if it is reasonable and necessary to do so in order to fulfil the School's responsibility to provide them with safe and effective care, therapy and education.
- 7.2 The categories of third parties to whom disclosure may need to be made in order to fulfil this responsibility include:
- Family members/significant others
 - GPs or other health professionals
 - Social workers and other representatives of the pupil's local authority
 - Independent Advocates

- Other schools, colleges, children's homes or care settings to which a pupil moves on leaving the School
- Representatives of Ofsted and other regulatory or law enforcement bodies including the Police

7.3 We will only share confidential personal information where it is lawful to do so, and where we have received satisfactory assurances that the information will be handled securely and with appropriate confidentiality.

7.4 We will tell the pupil how and why their confidential personal information has been used or disclosed, unless it is impractical and disproportionate, or it would be unlawful to do so or would otherwise prejudice our ability to fulfil our responsibility to provide safe and effective care, therapy and education.

7.5 There may be occasions where we have to use and/or disclose confidential personal information without consent. We will only do so where it is lawful and in the interests of the pupil concerned or there is otherwise an overriding public interest. This may include circumstances where it is necessary to use the information to comply with any legal obligations with which the School is subject (e.g. for the purposes of fulfilling its safeguarding responsibilities). In doing so, we will be mindful of any damage or distress that the use of the information may cause to the pupil(s) and to any objections that they have made to its use or disclosure, and we will balance this against the public interest that will be served by that use (see paragraph 4 above for details of how we will make this judgement).

8. Secure holding and handling of confidential information

8.1 We handle all confidential personal information in accordance with the requirements of the UK GDPR and Data Protection Act 2018 and Novalis Trust's Data Protection Policy.

8.2 Electronic information is held on secure systems. Portable media devices (such as laptops and hand-held IT devices) are encrypted and, where practicable, information is stored on secure servers, rather than the devices themselves. Where confidential personal information is held on paper, it is stored in locked cabinets, or in other secure storage, and in premises where access is restricted.

8.3 If a member of staff (or another person working for Novalis Trust) has deliberately and/or inappropriately accessed or misused confidential personal information, we will take appropriate action. This could involve disciplinary action up to and including dismissal.

9. Retention and disposal of confidential information

9.1 We will ensure that we do not retain confidential personal information for longer than we need to.

9.2 In some cases, we will receive confidential personal information that is not needed to carry out our duty to provide safe and effective care, therapy and education. In these circumstances, we

will not retain this information beyond the point where we confirm that the information is not required.

- 9.3 Where appropriate and practicable, we will offer to return confidential personal information once it is no longer required. Where it is not appropriate to return the confidential personal information to its source, we will dispose of the information by deleting it securely from computer systems and portable media (such as computer disks and memory sticks) and by secure physical destruction of 'hard copy' documents (for example, shredding or pulping paper records).
- 9.4 Novalis Trust's Information Security Policy sets out the types of records (including confidential personal information) that we hold. The normal retention period for the case records and other records that we hold are set out in Annex C. It should be noted that records often need to be retained after the completion of the original 'primary' purpose for which they were created or obtained where there are legal, regulatory or compliance issues that require us to do so.

10. Child Protection Records

- 10.1 In accordance with the protocol issued by the Gloucestershire Safeguarding Children Partnership, whenever a pupil leaves the School to move to another school or college, all information pertaining to child protection and safeguarding, whether third party records or not, will be shared with the school or setting to which they move.
- 10.2 As soon as reasonably practicable after it is known that a pupil is to leave the School, the Designated Safeguarding Lead will review their child protection file and conduct a sift to identify relevant information. Any information that is not clearly of a safeguarding nature will be removed from the record before it is passed on.
- 10.3 The file will be transferred as soon as possible and in any event within the first week of the new term.
- 10.4 In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any other information with the new school or college in advance of a child leaving. For example, it may be appropriate to share information that would allow the new school or college to continue supporting a pupil who was the victim of abuse so that it is able to put the necessary support in place for when the pupil arrives.
- 10.5 This might include a 'watching brief' file of concerns for a child that do not yet meeting child protection, it might be a pastoral support file for a child who had suffered abuse. It could include information regarding hospital admissions for drug or alcohol abuse or information about non-accidental injuries which have been provided to the school suggesting safeguarding concerns.
- 10.6 The DSL should then record their rationale for sharing or not sharing a file in addition to child protection.
- 10.7 The excluding school should make arrangements for the child protection file to be transferred to the education provider as soon as possible. This should not be delayed until after the

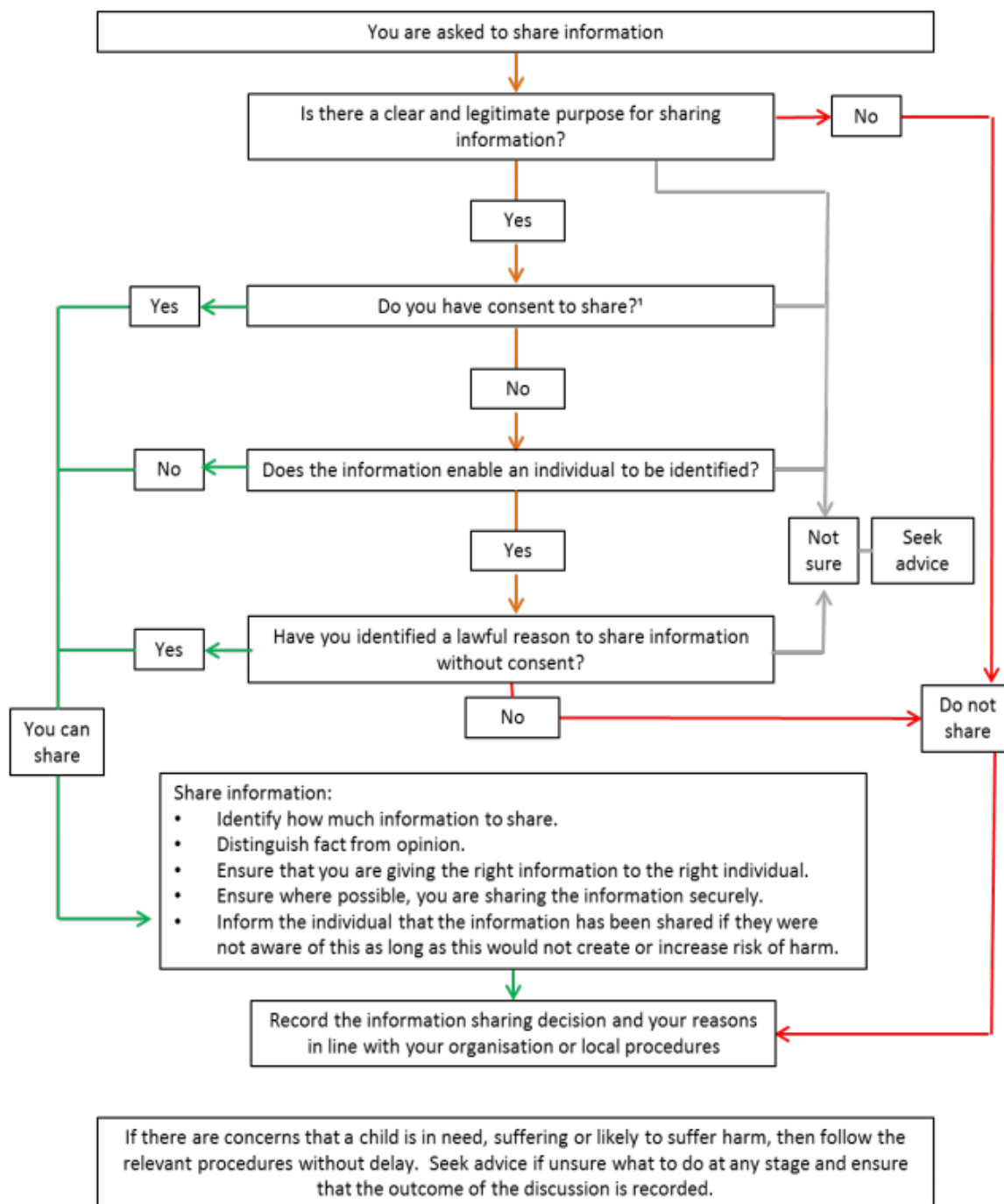
exclusion hearing or appeal. If an exclusion is not upheld, the education provider will need to make arrangements to transfer the information back to the school.

- 10.8 The School will retain a chronology of their file for the applicable retention period set out in Annex C.

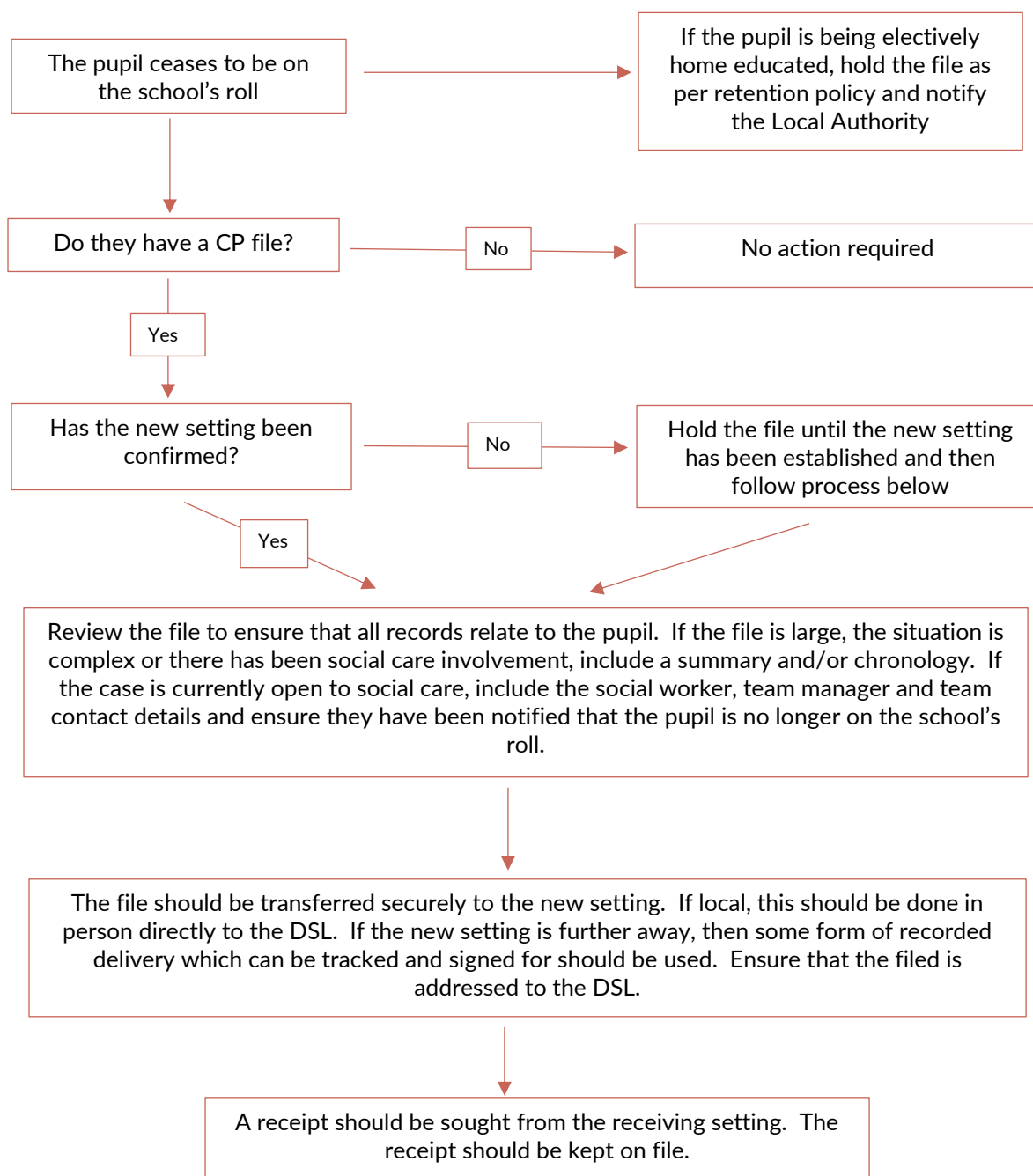
11. Access to information

- 11.1 Under the Education (Pupil Information) (England) regulations 2005, the School is obliged to make a pupil's educational record available for inspection or provide a copy of the record following receipt of a request from any person who has parental responsibility for the child or has care for them. The School will respond to all such requests within 15 days of receipt.
- 11.2 Pupils whose personal information we hold have a right to access this information under the Data Protection Act 2018. This allows them to check that the information we hold is accurate, and to know where we have obtained the information from.
- 11.3 Requests for information under the Data Protection Act 2018 can be made to Novalis Trust's Data Protection Manager.

Annex A –Flowchart of when and how to share information



Annex B –Flowchart for transfer of child protection files



Annex C – Retention Periods

Type of record	Details	Retention Period
Children's records	- name, sex and date of birth - home address - name, address, and telephone number for emergency contact with parents/carers and for each person with parental responsibility - the name and contact details for the person or authority responsible for the placement of the child at the school - whether the child is in care and details of any known court orders affecting his or her care - dates and details of any unauthorised absences from the school - the date of, and reason for, any visit to the child whilst in the school - the date and circumstances of any measure of control, reasonable force or discipline used on the child - a copy of any EHC plan maintained in relation to the child - special dietary, health, and dental needs, if any - a copy of any Individual Health Care plan in relation to the child - contact arrangements, and any restrictions on contact or communication, with parents/carers and others - current and past placements or other plans - the name and address of the general practitioner with whom the child is registered, and of the child's registered dental practitioner - details of any accidents, injuries or serious illnesses of the child while accommodated by the school - immunisations, allergies, medical, health or developmental tests or examinations carried out while accommodated by the school - medication (both prescribed and non-prescription) given to the child by staff and medication controlled by the child itself - deposit or withdrawal of money or valuables given to the school for safekeeping, with dates and details	25 years from the pupil's date of birth (unless records passed to next school)
Health	- Administration of medication, treatment and first aid (kept confidentially) - Significant illnesses - Significant accidents and injuries - Parental permission for medical and dental treatment, first aid and nonprescription medication	As above
Safeguarding information	- Child protection allegations or concerns	As above
Major sanctions	- date and location of the incident which led to the sanction being applied - the nature of the sanction; - the name of the staff member giving the sanction	As above

	the effectiveness and any consequences of the sanction	
Physical intervention	- name of the child - details of relevant behaviour - details of the reasonable force employed - the name(s) of any other staff present - confirmation of whether the parents have been alerted to the use of physical intervention - the signature of the staff member concerned - evidence that the record has been approved by a senior member of staff	As above
Staff information	- Staff recruitment records and checks (including checks on others given substantial unsupervised access to children or residential accommodation) - Staff duty rotas - Staff supervision, appraisal, and training	As above
Health & safety	- Risk assessments, and actions taken in response to risk assessments - Fire precautions tests and drills - Risk assessments under the Regulatory Reform (Fire Safety) Order 2005 - Parental permission for high-risk activities - Checks on licensing of relevant Adventure Activities Centres - Assessments of lodgings arranged by the school - Assessment of off-site accommodation used by the school	As above
Other	- Bullying incidents, investigations, and outcomes - Complaints and their outcomes - Menus where applicable - Pocket money and any personal property looked after by staff - Care plans (where applicable) - Suitability of any guardianship arrangements	As above
School register	- 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; - the placing authority and legal status (if applicable); and - 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.	At least 5 years from the last date of entry

Equality Scheme

1. Introduction

- 1.1 We are committed to ensuring equality of education and opportunity for all pupils, staff (including those with learning difficulties and all those receiving services from the school as a result of their legal status). As part of the Novalis Model we have a commitment to democracy and we commit to develop a culture of inclusion and diversity in which everyone:
- respects the equality of human rights of all our pupils
 - strives to educate pupils about equality, and
 - to respect the equal rights of our staff, visitors and other members of the school community.
- 1.2 We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.
- 1.3 We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief, trauma and development and socio-economic background.

2. Our statutory requirements

- 2.1 Although William Morris School is not subject to the public sector equality duties under the Equality Act 2010 (Specific Duties) Regulations 2011, it has chosen to adopt this Equality Scheme voluntarily to underline its commitment to equality and to ensure compliance with the Equality Act 2010.

3. Equality and cohesion at William Morris School

- 3.1 The following statement has the aim to outline both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the school's profile given the adjustments between specific cohorts of pupils. It demonstrates the awareness of the senior management team, multi-agency partners in the pupils' care and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the school's actions to promote Equality and Community cohesion.

"Pupils come from a huge range of social and economic backgrounds at William Morris School and are not limited to one particular geographical area. Overall, the percentage of pupils who find learning difficult and/or have disabilities is much higher than the national average due to their adverse childhood experiences. Many of the pupils have had extended periods of time out of school due to their traumatic backgrounds. Despite this, links are made with local community facilities and the use of our own facilities to give a safe introduction to the community".

4. Responsibilities

4.1 The Headteacher (Gareth Parker) takes the lead, but the senior management as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

4.2 The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents, and
- enabling reasonable adjustments to be made, in relation to disability in regard to pupils, staff, parents / carers and visitors to the school.

4.3 All staff are responsible for:

- promoting equality and community cohesion in their work through the GHLL Pink curriculum
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice-related incidents
- being able to recognise and tackle bias and stereotyping, and
- participating in relevant training and learning opportunities.

4.4 The Head teacher is responsible overall for dealing with reports of prejudice-related incidents.

4.5 All visitors and contractors are responsible for following relevant school policy.

5. How we conduct our Equality Impact Assessment

5.1 The Chief Executive and Trustees will act as the key committee that monitors potential impact as to:

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation, and age.

5.2 The Headteacher reports to governors, staff meeting minutes, self-evaluation data and reports from external services including Ofsted will support the evidence base as to the impact of the school's actions.

6. Our Equality Objectives

6.1 Our equality objective-setting process has involved gathering evidence as follows:

- from the equality impact assessments
- pupil surveys/questionnaires/reports and incident files (e.g. bullying/racial/e-safety and external reports (RaiseOnline/Ofsted etc.)
- local and national training/initiatives
- from pupil performance data
- and from involving relevant people (including disabled people) from the start in the following way:
 - o Links with other schools and previous placements of pupils at William Morris School.
 - o Specialist services (e.g. Mobility Officer, Auditory/Visual uk, Glos HI/VI Advisers)
 - o Invited guests/visitors to raise the profile and promote equality (e.g. local politicians)

6.2 The evidence was then analysed to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of:
 - o ethnicity,
 - o religion or belief,
 - o socio-economic background,
 - o gender and gender identity,
 - o disability, sexual orientation and age.

6.3 As a result of the above process, we have determined that the School's equality objectives for the period 2025 to 2028 are:

- To promote cultural development and understanding through a rich range of experiences both in and beyond the school
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

7. Equality / community cohesion plan

7.1 The school promotes community cohesion based on the needs identified in the contextual statement in section 3 above relating to ethnicity, religion or belief and socio-economic background.

7.2 For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

7.3 Examples of steps we have established to promote equality and cohesion include the links we have made with other schools and organisations such as Muunde Library Project (Zimbabwe) and Oaza Orphanage (Romania).

First Aid Policy

1. Introduction

- 1.1 This policy covers the administration of First Aid, the treatment of minor ailments and the safe administration of prescribed medicines and household medication by appropriately trained staff. The School recognises its duty of care to ensure that medication is handled safely and is administered to pupils as prescribed.
- 1.2 Children placed at William Morris School live in and enjoy a healthy environment where their health needs are identified and services provided to meet them. The overarching ethos is that good health and well-being is actively encouraged and promoted throughout the School and houses.
- 1.3 The arrangements within this policy (for example the number of First Aiders, Appointed Persons and First Aid boxes and contents of First Aid boxes) are based on the results of a suitable and sufficient risk assessment carried out by the School's Health and Safety Officer (Adrian Brooks) in regards to all Staff, pupils and visitors.
- 1.4 This policy complies with paragraph 13 of Part 3 of the Education (Independent School Standards) Regulations 2014, the Health and Safety at Work etc Act 1974 and subsequent regulations and guidance including the Health and Safety (First Aid) Regulations 1981 and the First aid at work: Health and Safety (First Aid) Regulations 1981 approved Code of Practice and Guidance.

2. Definitions

First Aid means the treatment of minor injuries which do not need treatment by a medical practitioner or nurse as well as treatment of more serious injuries prior to assistance from a medical practitioner or nurse for the purpose of preserving life and minimising the consequences of injury or illness. For the avoidance of doubt, First Aid does not include giving any tablets or medicines, the only exception being giving aspirin in accordance with accepted first aid practice to treat a suspected heart attack.

First Aiders are members of staff who have completed a HSE approved First Aid course and hold a valid certificate of competence in First Aid at Work (FAW) or Emergency First Aid at Work (EFAW).

First Aid Guidance is the First aid at work: Health and Safety (First Aid) Regulations 1981: approved code of practice and guidance (Health and Safety Executive, 2nd edition, 2009).

Appointed Persons are members of staff who are not qualified First Aiders who are responsible for looking after the first aid equipment and facilities and calling the emergency services if required. Appointed persons should not administer first aid.

Staff means any person employed by the School, volunteers at the School and self-employed

people working on the premises.

The **Head of Boarding / Deputy and Assistant Headteacher** is a member of the Senior leadership team who oversees the pupils' health and wellbeing with support from the individual House managers. The Head of Boarding / Deputy and Assistant Headteacher works closely with the Head of Clinical Therapy and oversees the training for administering medication and first aid.

The **Medical Room** is located on the first floor of Bridge House. It is used for the provision of medical treatment, including First Aid, when required. The Medical Room has essential First Aid facilities and equipment. As far as is possible, the School reserves this room exclusively for giving medical treatment.

3. Aims of this policy

- 3.1 To ensure that the School has adequate, safe and effective First Aid provision in order for every pupil, member of staff and visitor to be well looked after in the event of any illness, accident or injury, no matter how major or minor.
- 3.2 To ensure that all staff and pupils are aware of the procedures in the event of any illness, accident or injury.
- 3.3 Nothing in this policy should affect the ability of any person to contact the emergency services in the event of a medical emergency. For the avoidance of doubt Staff should dial 999 for the emergency services in the event of a medical emergency before implementing the terms of this Policy and make clear arrangements for liaison with ambulance services on the School site.

4. Duties and responsibilities

- 4.1 The Trustees of William Morris School, as the employer have overall responsibility for ensuring that there is adequate and appropriate First Aid equipment, facilities and First-Aid personnel and for ensuring that the correct First Aid procedures are followed.
- 4.2 The Chief Executive delegates to the Head of Boarding and the First Aiders (in the School) the day-to-day responsibility for ensuring that there is adequate and appropriate First Aid equipment, facilities and appropriately qualified First Aid personnel available during the School day and within individual Houses. They should inform the Health and Safety Officer when the boxes have been used so that they can be re-stocked. The Health and Safety Officer in conjunction with the Head of Boarding / Deputy and Assistant Headteacher will regularly (at least annually) carry out a First Aid risk assessment and review the School's First Aid needs to ensure that the School's First Aid provision is adequate.
- 4.3 The Head of Boarding / Deputy and Assistant Headteacher and Deputy Head of Boarding has responsibility for collating William Morris School medical consent forms and ensures the important medical information for each pupil, on admission, is accessible to staff as necessary.
- 4.4 The Head of Boarding / Deputy and Assistant Headteacher is responsible for ensuring that staff have the appropriate and necessary First Aid training as required and that they are assessed by

an appropriate trainer as having sufficient understanding, confidence and expertise in relation to First Aid.

5. First aiders

- 5.1 The Headteacher and Head of Boarding are responsible for ensuring that there will be at least one First Aider on each school site when pupils are present.
- 5.2 The main duties of First Aiders are to give immediate First Aid to pupils, staff or visitors when needed and to ensure that an ambulance or other professional medical help is called when necessary. First Aiders are to ensure that their First Aid certificates are kept up to date through liaison with the Head of Training.
- 5.3 The First Aiders will undergo update training at least every three years.
- 5.4 All staff should read and be aware of this Policy, know who to contact in the event of any illness, accident or injury and ensure this Policy is followed in relation to the administration of First Aid. All staff will use their best endeavours at all times, to secure the welfare of the pupils.
- 5.5 Anyone on the School premises is expected to take reasonable care for their own and others' safety.

6. First aid boxes

- 6.1 First Aid boxes are marked with a white cross on a green background. First Aid boxes are located at these positions around the School site:
 - All the houses keep a First Aid kit for the house in the staff office with a mobile kit in all houses
 - Further First Aids kits are kept at
 - Maintenance Boot Shed/Poli Tunnel Hiram kitchen and DH Office
 - Merton house, Art Room and Vine class Office
 - Upper Court and Dove class Technical Skills area / Conservatory
 - Acorn Class / Dove Class Lark/ Rose classrooms
 - The old woodwork class
 - There should be at least two mobile (bum bag) kits available for groups (in the DH office) when they go out on an activity which is away from a School vehicle (i.e. a walk in the woods or on a common)
 - All School vehicles have a First Aid kit

- Medical Room.

- 6.2 If First Aid boxes are used, they should be taken to the Health and Safety Officer who will ensure that the First Aid box is properly re-stocked.
- 6.3 School vehicles: The School's vehicles should have a prominently marked First Aid box on board which is readily available for use and which is maintained in a good condition. The staff member driving the vehicle is responsible for ensuring the First Aid box is available and appropriately stocked before using the vehicle.
- 6.4 Off-site activities: First Aid boxes for any off-site activities are kept in the School Reception or in individual Houses.

7. Information on pupils

- 7.1 All boarders will be registered at Beeches Green surgery (unless those with parental responsibility request that the pupils remain with their current GP) who provide medical supervision.
- 7.2 Parents or those with parental responsibility are requested to provide written consent for the administration of First Aid and medical treatment before pupils are admitted to the School.
- 7.3 The Head of Boarding / Deputy and Assistant Headteacher or in his/her absence, the Head of Therapy and Clinical Services will be responsible for reviewing pupils' confidential medical records and providing essential medical information regarding allergies, recent accidents or illnesses, or other medical conditions which may affect a pupil's functioning at the School to the Headteacher and the Head of Boarding on a "need to know" basis. This information should be kept confidential but may be disclosed to the relevant professionals if it is necessary to safeguard or promote the welfare of a pupil or other members of the School community.

8. Use of asthma inhalers, epipens, injections etc

- 8.1 The information held by the Head of Clinical and Therapy Services will include a record of pupils who need to have access to asthma inhalers, epipens, injections or similar. This information should be circulated to teachers/care staff and First Aiders. The Head of Boarding is informed of any medical relevant medical information and records this information on individual pupil's Placement Plan. Where appropriate, individual pupils will be given responsibility for keeping such equipment with them and this will be reviewed on a regular basis. In other cases, the equipment will be kept, suitably labelled, in the individual pupil's House Group.
- 8.2 First aid training covers the general management of asthma.
- 8.3 If a pupil has epilepsy they have a protocol individually written for them, but first aid training covers the general management of epilepsy. As well as first aid training in the management of pupils with epilepsy, care and teaching staff receive further training in managing this condition from appropriate professionals. This includes administration of emergency medication (Stesolid/Buccal Midazolam), when to call the emergency services and good recording

procedures.

9. Procedure in the event of illness

If a pupil is unwell during lessons then they should consult the member of staff in charge who will assess the situation and decide on the next course of action. The pupil will, accompanied as necessary, be told to go to see the Head of Boarding / Deputy and Assistant Headteacher in the Medical Room. The Head of Boarding / Deputy and Assistant Headteacher will decide on the next course of action and provide the First Aid as required. If the Head of Boarding / Deputy and Assistant Headteacher is not available then the teacher will inform the pupil's House Manager or First Aider.

10. Procedure in the event of an accident or injury

- 10.1 If an accident occurs the member of staff in charge should be consulted. That person will assess the situation and decide on the next course of action, which should involve calling a First Aider and may involve calling immediately for an ambulance. The Head of Boarding should also be informed of any injuries.
- 10.2 In the event that the First Aider does not consider that they can adequately deal with the presenting condition by the administration of First Aid, then they should arrange for the injured person to access appropriate medical treatment without delay.
- 10.3 If an ambulance is called the First Aider in charge should make arrangements for the ambulance to have access to the accident site. Arrangements should be made to ensure that any pupil is accompanied in the ambulance, or followed to hospital, by a member of staff if it is not possible to contact the parents in time. During the School day the Headteacher, Deputy Headteacher, Head of Boarding and Head of Boarding / Deputy and Assistant Headteacher (if available) should be informed that an ambulance has been called. The On Call Manager should be informed during evenings, weekends and outside term times. Parents should be contacted as soon as possible.
- 10.4 If a spillage of blood or other bodily fluids occurs, the staff member in charge at the time of the incident should arrange for the proper containment, clear up and cleansing of the spillage site. If necessary, the on-call manager (non-school times) or the Health and Safety Officer's advice should be sought.
- 10.5 The question of whether a Body Map should be completed in respect of a child who has an accident or is injured will be assessed on a case-by-case basis. Factors that will be considered include whether there are particular concerns about the child's health or wellbeing, whether there is a pattern or trend of the child being involved in accidents and/or sustaining injuries, and whether the child has a medical condition or sensory needs that they are at greater risk of sustaining injuries. The decision to complete a Body Map will be taken on an individual basis and will be discussed during the monthly Safeguarding Meeting attended by the Designated Safeguarding Lead. See Annex A for further guidance and copy of the template Body Map.

- 10.6 Under section 3(5) of the Children Act 1989, any person who has the care of a child may do what is reasonable in all circumstances for the purpose of safeguarding and promoting the child's welfare, for example giving consent to medical treatment in the event of an accident, but not giving consent for major elective surgery.

11. Procedure in the event of contact with blood or other bodily fluids

- 11.1 The First Aider should take the following precautions to avoid risk of infection:

- cover any cuts and grazes on their own skin with a waterproof dressing
- wear suitable disposable gloves when dealing with blood or other bodily fluids
- use a disposable apron where splashing may occur
- use devices such as face shields, where appropriate, when giving mouth to mouth resuscitation
- wash hands after every procedure.

- 11.2 If the First Aider suspects that they or any other person may have been contaminated with blood and other bodily fluids which are not their own, the following actions should be taken without delay:

- wash splashes off skin with soap and running water
- wash splashes out of eyes with tap water or an eye wash bottle
- wash splashes out of nose or mouth with tap water, taking care not to swallow the water
- record details of the contamination
- report the incident to the Head of Boarding / Deputy and Assistant Headteacher and take medical advice if appropriate.

12. Reporting

- 12.1 The First Aider should complete a record of First Aid provision including the name of the pupil, the date and time of the provision, signed by the appropriate member of Staff. The incident should be recorded in the pupil's individual record (red book).

- 12.2 All injuries, accidents and illnesses, however minor, must be reported to the Head of Boarding / Deputy and Assistant Headteacher or Head of Boarding. They will ensure parents are kept informed as necessary. The Health and Safety Officer is responsible for ensuring the relevant accident reports are filled in correctly and that the HSE are kept informed as necessary.

- 12.3 **School/House Group Accident and Illness Book:** all injuries, accidents, illnesses and dangerous

occurrences (unless very minor in the view of the Head of Boarding / Deputy and Assistant Headteacher) must be recorded in the School Accident Book which is kept at Reception or the individual house's Accident Book. The date, time and place of the event or illness must be noted with the personal details of those involved with a brief description of the nature of the event or illness. What happened to the injured or ill person immediately afterwards should also be recorded. Records should be stored for at least 3 years or if the person injured is a minor (under 18), until they are 21.

- 12.4 **Accident report form:** The Health and Safety Officer will fill in an accident report form for every serious or significant accident that occurs on or off the School site if in connection with the School. This will be kept by the Health and Safety Officer. Records should be stored for at least 3 years or if the person injured is a minor (under 18), until they are 21.
- 12.5 **Reporting to Parents/Parental Responsibility Holder:** In the event of accident or injury parents/the parental responsibility holder must be informed as soon as practicable. The member of staff in charge at the time will decide how and when this information should be communicated, in consultation with the Headteacher/Head of Boarding (during the School day) or the Duty Manager (non-school times) if necessary.
- 12.6 **Reporting to HSE:** The School is legally required under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) to report the following to the HSE (most easily done by calling the Incident Contact Centre (ICC) on 0845 300 99 23):

Accidents involving Staff

- work related accidents resulting in death or major injury (including as a result of physical violence) must be reported immediately (major injury examples: dislocation of hip, knee or shoulder; amputation; loss of sight; fracture other than to fingers, toes or thumbs)
- work related accidents which prevent the injured person from continuing with his/her normal work for more than 3 days must be reported within 10 days
- cases of work-related diseases that a doctor notifies the School of (for example: certain poisonings; lung diseases; infections such as tuberculosis or hepatitis; occupational cancer)
- certain dangerous occurrences (near misses - reportable examples: bursting of closed pipes; electrical short circuit causing fire; accidental release of any substance that may cause injury to health).

Accidents involving pupils or visitors

- accidents where the person is killed or is taken from the site of the accident to hospital and where the accident arises out of or in connection with:
 - o any School activity (on or off the premises)

- the way a School activity has been organised or managed (e.g. the supervision of a field trip)
- equipment, machinery or substances
- the design or condition of the premises.

12.7 For more information on how and what to report to the HSE, please see [this link](#). It is also possible to report online via this link.

13. Monitoring

The Health and Safety Officer will organise an annual review of the School and Individual Houses Accident and Illness books in order to take note of trends and areas of improvement. This will form part of the (at least) annual First Aid risk assessment. The information may help identify training or other needs and be useful for investigative or insurance purposes. In addition, the Health and Safety Officer will undertake a review of all procedures following any major incident to check whether the procedures were sufficiently robust to deal with the major occurrence or whether improvements should be made.

Annex A – Body Maps Guidance

A body map is used to help record any accidents or injuries that occur with a child. This can help identify specific areas of injury and can play a vital role in building an accurate and clear picture of any injuries to the child.

This body map should be completed alongside an incident form and an accident report (if requested by a Senior Manager). Please draw a circle around the exact site of injury to accurately identify where and how large the injury is.

Injury details

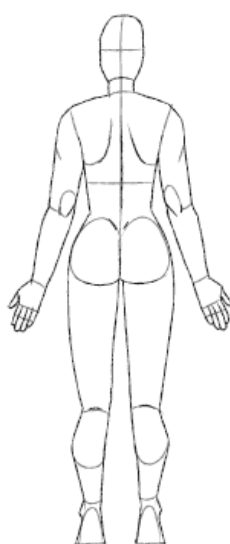
Child's Name: _____

Date injury observed: _____

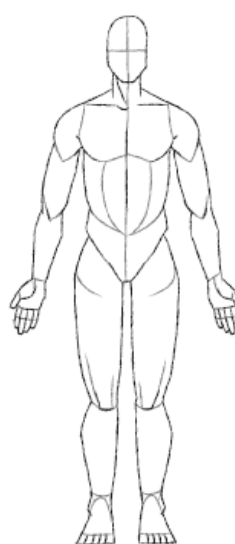
Staff Member's Name: _____

Description of how the injury occurred: _____

Any further comment: _____



BACK



FRONT



BACK



FRONT

Please clearly circle the approximate location/ area of injury

Health & Safety Policy

1. Introduction

- 1.1 The School is committed to ensuring the health and safety of all its pupils, staff members, visitors and anyone affected by its activities, and to providing a safe and suitable environment for all those attending its premises.
- 1.2 The School's approach to health and safety recognises that pupils should be able to experience a wide range of activities and the importance of enabling them to learn to understand and manage the risks that are a normal part of life. Health and safety measures should not prevent this from happening but should help pupils and staff to ensure that any activities are carried out safely. With this in mind, the School will adopt a common sense and proportionate approach when assessing and managing health and safety risks.
- 1.3 In fulfilling its health and safety duties, the School will:
- provide and maintain safe equipment and systems of work
 - assess the risks to staff and pupils and others affected by school activities in order to identify the health and safety measures that are necessary
 - keep an appropriate record of the significant findings of any such assessment
 - introduce measures to manage any assessed risks. Such measures may include fixed term or permanent exclusion for the following:
 - o electrical tampering
 - o fire starting
 - o accessing the roofs of the school
 - inform staff members about the risks and the measures to be taken to manage the risks, and
 - ensure that adequate training is provided to staff members on health and safety matters.
- 1.4 Further details of School's policy and procedures in relation to specific aspects of health and safety are contained in its Health & Safety Handbook. This includes the following policies and procedures:
- Food safety policy
 - Lone working policy
 - Chemical safety policy

- Accident policy
- Manual handling policy
- Fire precautions and emergency procedures
- Education offsite activities policy and procedure
- Water activities policy
- Swimming policy
- Holiday safety policy (for offsite visits and activities involving overnight accommodation)
- Medical and health policy
- Vehicle policy, and
- Infection prevention and control policy.

2. Roles and responsibilities

- 2.1 The School regards the promotion of health and safety matters as a joint responsibility of all management and staff who should work together to minimise the risk of any personal injuries or hazards as far as reasonably practicable.
- 2.2 The **Chief Executive** is ultimately responsible for ensuring that the requirements set out in this policy and the Health & Safety Handbook are fulfilled. He will:
- regularly monitor and evaluate the effectiveness of this policy
 - regularly monitor and evaluate the effectiveness of any risk assessments, including those for out of school trips or activities
 - promote a positive and open health and safety culture in the School, and
 - report to the Board of Trustees on key health and safety issues.
- 2.3 Day-to-day responsibility for overseeing health and safety across the School's sites is delegated to the **Health & Safety Advisor**. He will:
- advise the Chief Executive and senior management on health and safety issues
 - keep and maintain all safety records
 - arrange and monitor regular fire drills
 - perform periodic health and safety inspections

- investigate any accidents, and
- assist other members of management with the completion of risk assessments.

2.4 The **Headteacher** is responsible for ensuring that this policy is implemented within the education setting (including whilst pupils are participating in off-site educational activities). He will:

- ensure that the School is following this policy and has effective arrangements for managing health and safety risks that may arise within the education setting
- maintain effective communication with the Chief Executive, the Health & Safety Advisor and staff members, and ensure that the pupils, staff and visitors are given clear information regarding the significant risks on the School site
- ensure that the teaching staff have the appropriate training and competencies to deal with risks in their areas of responsibility
- ensure that teaching staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly, and
- ensure that any educational offsite activities are carried out in accordance with the Education offsite activities policy and procedures.

2.5 **Managers and Department Heads** are responsible for:

- identifying the health and safety risks affecting the staff for whom they are responsible
- liaising with the Health & Safety Advisor in order to assess and take appropriate steps to minimise these risks as far as is possible
- ensuring that all aspects of health and safety are considered so that any necessary and appropriate resources are allocated
- demonstrating their personal concern with health and safety at work by leading by example, and
- ensuring that all members of their team are trained in healthy and safe working practices and are made aware of the safety and health hazards.

2.6 The **Head of Boarding** is responsible for ensuring that this policy is implemented within the houses (including whilst pupils are participating in off-site recreational activities). She will:

- ensure that this policy is followed and for ensuring that effective arrangements are in place for managing health and safety risks that may arise within each house

- maintain effective communication with the Chief Executive, the Health & Safety Advisor and staff members, and ensure that the pupils, staff and visitors are given clear information regarding the significant risks within each house
- ensure that the care staff working within each house have the appropriate training and competencies to deal with risks in their areas of responsibility
- ensure that care staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly, and
- ensure that any offsite recreational activities undertaken by pupils are carried out in accordance with the relevant policy and procedures.

2.7 All other members of staff must:

- take reasonable care for their own health and safety and that of others who may be affected by their work
- co-operate with members of management on health and safety matters
- carry out their work in accordance with any training and instructions
- make use of any protective clothing, footwear and safety equipment provided
- adhere to safety instructions when using equipment
- familiarise themselves with the fire procedures and when/how to evacuate the School premises
- report any practices, equipment or physical conditions that may be hazardous to their line manager and/or the Health & Safety Advisor
- take reasonable steps to ensure that any equipment they use, particularly electrical equipment, is in good working order, and
- follow the accident reporting procedure in the event of any workplace accident.

2.8 Whilst the members of the Board of Trustees do not get involved in the day-to-day implementation of this policy, they are collectively responsible for maintaining effective oversight of the School's activities including in respect of health and safety matters. They will:

- work in close partnership with the Chief Executive and senior management team to support sensible health and safety management within the School and to challenge management as appropriate
- take reasonable steps to ensure that the School is following this policy and other applicable procedures, for example through discussion at board meetings and periodic checking that

appropriate procedures are in place to ensure that adequate risk assessments are carried out

- ensure that adequate resources for health and safety are available, and
- promote a sensible and prudent approach to health and safety within the School, making use of competent health and safety advice when required.

3. Health & Safety arrangements

- 3.1 The School is involved in a very wide range of different activities, each of which involves different health and safety implications. It would be impossible to set out in this policy a detailed description of all the potential risks involved in each and every activity and the steps that should be taken to reduce or avoid those risks. The general rule is that all staff should adopt a sensible and proportionate approach when assessing and managing health and safety risks. An outline of the arrangements in relation into those activities or events which involve the most obvious risks or health & safety implications is set out below.

Accidents

- 3.2 The procedure to be followed in the event of an accident occurring is set out in the Accident Policy and the School's First Aid, Medical and Health Policy.

Administration of medication

- 3.3 The School recognises that the administration of medication involves particular health and safety risks and therefore it is essential that all necessary precautions are taken to ensure that all medication is stored and administered safely. Details of the School's policy and procedures are set out in the Administration of Medicine and Health Policy.

Chemicals / cleaning materials

- 3.4 The use of hazardous chemicals or substances in the School will be kept to a minimum. The Health & Safety Advisor keeps a COSHH register and assessments. No new chemicals or cleaning materials may be introduced without clearance by the Health & Safety Advisor.
- 3.5 Maintenance and cleaning staff should pay particular attention to the guidance contained in the Chemical Safety Policy contained in the Health & Safety Handbook.

Fire safety procedure

- 3.6 The School's arrangements in relation to fire safety are set out in the Fire Precautions and Emergency Procedures contained in the Health & Safety Handbook.
- 3.7 All staff must familiarise themselves with the fire procedures and how and when to evacuate buildings. If the fire alarms sound, everyone should leave the building by the nearest clear exit and go to the assembly point given in the fire action notices.

First Aid

- 3.8 All staff should be aware of the locations of the first aid boxes and the rules regarding their use. Further details of the School's policy in relation to the administration of first aid are set out in the First Aid, Medical and Health Policy.

Manual handling

- 3.9 Pupils and staff must only lift equipment and furniture within their own individual capability. Manual handling training will be provided for appropriate members of staff. Further details are set out in the Manual Handling Policy.

Vehicles

- 3.10 Only authorised drivers holding an Authority to Drive Letter are permitted to drive Trust vehicles. Further details are set out in the Vehicle Policy.

4. Health & Safety training

- 4.1 All staff will receive appropriate training on health and safety matters as part of their induction process. Further ad hoc staff training sessions will be held wherever needed.
- 4.2 Further detailed information on safety matters is set out in the School's Health & Safety Handbook. If any member of staff is in doubt or unsure about any of these important policies or procedures, they should seek further guidance from the Health & Safety Advisor or any senior member of staff.

Health & Wellbeing Policy

1. Introduction

- 1.1 This document sets out our policy in relation to the provision of advice, services and support to pupils in relation to their health and wellbeing.
- 1.2 We believe that every pupil placed at the School is unique with their own individual needs. We therefore adopt a person-centred, needs-led approach to the care of pupils based upon individual assessments. We will base this assessment upon the 'welfare principle' ensuring that any decision is in the best interests of each pupil with their welfare being of paramount importance.
- 1.3 Section 2 of this policy outlines the circumstances when we would deem it appropriate and necessary to provide pupils with additional advice, services and support with regards to their health and wellbeing. Sections 3 to 5 outline the type of advice, services and support that would be provided to pupils and, where appropriate, to significant others such as staff, or family members, and how this process will take place.

2. Health & Wellbeing assessment

- 2.1 The process begins with a referral to the Support, Advice and Strategy Panel. This meeting will then assign a staff member to undertake an assessment based upon the following assessment criteria:
 - the ascertainable wishes and feelings of the pupil concerned, considered in light of his or her understanding
 - the ascertainable wishes and feelings of whoever holds parental responsibility
 - the pupil's physical, emotional, care and educational needs
 - the likely effect on the pupil as a reaction to the advice, services and support
 - the likely effect upon significant others, such as peer group, family members
 - a consideration of whether or not the pupil would require additional support, and how this would be provided.
- 2.2 The completed assessment is then presented to the Support, Advice and Strategy Panel. The meeting is attended by representatives from the care, education, and therapy departments.
- 2.3 The panel then make a decision as to whether or not the pupil should be given additional advice, services and support in relation to their health and wellbeing appropriate to their needs.

3. Written information

3.1 We offer pupils and/or significant others written advice, services and support on health and well-being in the following ways:

- There are various information booklets and online resources available for pupils and staff supporting them, these include physical, sexual and mental health – dental care, personal hygiene, growth and puberty, substance misuse, self-harm and health and nutrition.
- The PINK curriculum being used in school focusses on safeguarding and PSHE. This is timetabled into daily sessions in the classroom.
- The Children's Easy Read Guide.

4. Practical advice and guidance

4.1 The practical advice and guidance for pupils aimed at supporting their health and wellbeing includes:

- Consultation through Individual Life Story Work - this process is facilitated through one to one work, normally undertaken by the pupil and their key worker. The forum for this work is normally through weekly life story sessions.
- Consultation through Group Work - the aims of the workshops are to assist pupils in developing an understanding of health and personal care issues. Each workshop should provide opportunities to explore such issues through a relaxed, safe and educative process.

5. Consultation & professional development training for staff

5.1 We provide training opportunities for staff focusing directly upon the following areas of personal and professional development:

- health education relevant to growing children including diet and nutrition
- the implications of cross contamination and protection.
- communicating with children, including those with disabilities
- health and safety at work, including food hygiene and safety with medicines
- Group Work Skills
- Life story work.

Missing Child Policy & Procedure

1. Introduction

- 1.1 The safeguarding of the pupils at the School is our highest priority. We recognise that pupils may be at particular risk of harm if they go missing from School. The purpose of this policy and procedure is to set out the measures that we will take to reduce the risk of missing from school incidents and the procedures that will be followed whenever a pupil goes missing from school.
- 1.2 This policy and procedure take into account the following guidance and protocols:
- [*Gloucestershire Safeguarding Children Partnership Working Protocol \(April 2021\)*](#)
 - [*Children missing education: statutory guidance for local authorities and schools \(2025\)*](#)
 - [*Keeping Children Safe in Education 2025*](#)
- 1.3 For the purpose of this policy, a child or young person is deemed to be anyone who is 18 years of age and under. For any pupils aged over 18, safeguarding processes will be followed if they go missing and will take into account their age, level of vulnerability and the circumstances in which they have gone missing.

2. Why do pupils go missing and what are the risks?

- 2.1 Children go missing from school for a variety of reasons. The decision to go missing may be influenced by outside “pull factors” as well as “push factors” from within school. There could be a simple explanation for why a pupil has not returned to school as expected or they may have been subjected to a serious crime. Common reasons include arguments or conflicts; difficult family relationships; physical and emotional abuse; rules and boundaries; and attachment issues with carers.
- 2.2 We work within a multi-agency framework with the GSCP and other key agencies in county and out of county if the child has an out of county placing authority. This is to ensure that all relevant agencies work together to safeguard children.
- 2.3 Children in care are over-represented in the numbers of children reported as missing. This may be because they are more likely to be reported missing. Nevertheless, the vulnerability of this group must be acknowledged and planned for on both a strategic and operational level for each child.
- 2.4 Going missing from school exposes a child to a multitude of risks, both short-term and long-term. These include:

Short term immediate risks	Long-term risks
Being groomed for exploitation (sexual and criminal)	Long term drug and/or alcohol dependency

Involvement in criminal activities Victim of crime Alcohol/substance misuse Deterioration of physical and mental health No means of support or legitimate income – leading to high risk activities Missing out on education	Crime Homelessness Disengagement from education Child exploitation (sexual / Criminal) Poor physical and/or mental health
--	---

2.5 The more times a child is reported missing, the greater opportunity is offered to people who exploit them. The process of grooming a child is subtle and the child may not recognise that they are a victim of exploitation. Pupils who go missing persistently have sometimes been described as “streetwise”. This refers to their level of resourcefulness in avoiding being found by the authorities. The term “streetwise” should not allow us or external agencies to become complacent to the risks and fail to recognise and acknowledge their vulnerability.

2.6 All pupils are educated about the dangers and risks of going missing. They are taught about the risks and signs of child exploitation and are encouraged to seek help for themselves or any friend who may have become a victim.

3. Preparation and pre-planning for pupils who start their placements in the school

3.1 On admission to the placement, the consent of a person with parental responsibility and the pupil (depending on their age and understanding) will be sought for a photograph to be used in any subsequent missing person investigation. If the pupil is suspected of being trafficked, a photograph must be obtained immediately on admission.

3.2 Prior to any pupil joining the school the admissions team outlines how the school will meet their identified needs and how they will be supported to achieve their potential. Once the Placement Plan has been reviewed and all relevant information shared, and it is identified that a pupil is likely to run, away a Trigger plan needs to be shared with the MASH team (Gloucestershire’s children’s helpdesk) and Missing & Mental Health Team (Police), which includes strategies to minimise this risk.

4. Missing child procedures

4.1 When a pupil goes missing from school, it is expected that staff will act in the capacity of a ‘responsible parent’. They should act to encourage them to return as quickly and safely as possible, ensuring they are treated positively on return and are first expected to take the following measures to try to locate the missing child:

- Search bedroom / accommodation / outbuildings/ vehicles
- Call, check the pupil is okay and to establish their whereabouts
- Check their individualised risk assessment and their Trigger plan if they have gone missing before

- Contact the Duty Manager for support with coordinating the search and reporting to relevant agencies and parents / carers
 - It may be helpful to contact the child through social media if possible
 - Contact friends/family – places they may be
 - Support with looking for them – safely – take reasonable steps, if this is practical within safe staff levels
 - Drive / walk the route they should have taken to get back to school – within the local vicinity
 - Drive / walk to known places where the child might be
 - If they are located but they are unwilling to return – check, they are safe. Call the Gloucestershire Emergency Duty Team (EDT) and let them know the situation
- 4.2 If the pupil's whereabouts are known it is the responsibility of the parent, carer or individual with concerns to consider the appropriateness and safety of their location. This will inform the decision whether to allow the pupil to remain at that location temporarily or to arrange for their return. The Duty Manager and or a Designated Safeguarding Lead should refer any concerns to the child's Social Worker or the Out of Hours Duty Team (EDT). If the Police find them – they will contact the school to make a decision around whether a member of staff should go to support with bringing them back to school.
- 4.3 Police Protection Powers can only be used where the child is in immediate risk of harm. It is not possible for Police to return a child to an agreed location against their will. Police deployment is restricted to instances where they are genuinely needed (when there is an identified risk of harm to the pupil or to carers or staff) and where it is the police core role.
- 4.4 The designated Duty Manager or other Senior manager would usually be in the best position to report a missing child to the police, this usually is report to 101. However, if there are concerns around immediate risk of harm to the child then the incident can be reported using the 999 emergency number. The person reported the child as missing should let the officers know where they have searched already and whether a Trigger plan is in place already for the child. The police reference number needs to be stored safely to use for any follow up calls and to share with the child's social worker / people with PR. The police will then follow their internal process and assess risk. They then arrange to meet a member of staff at the place where the child resides to gather information and compile their report, they will also want a recent photo of the child.
- 4.5 The Duty Manager will update the police, EDT and people with PR when a child is found. The social worker / EDT worker should help carers to arrange the child's return. They will inform the police that the pupil has been located by calling 101. The local authority will consider whether the pupil should be returned to their current placement. This will be done in consultation with other professionals. If there are suspicions about abuse in the placement, alternative options will be considered by the pupil's social worker to identify a suitable responsible adult and/or accommodation. Out-of-hours, EDT will be contacted.

- 4.6 On their return, the pupil will be given care and support and their immediate needs will be met i.e. hot drink, food, and medical attention, as necessary. They will be given the opportunity to talk about their experiences, their reasons for running away and any concerns should be taken seriously.
- 4.7 If a pupil is located but refuses to return to school, and there is a risk of further running away, alternative accommodation needs to be considered by professionals who may contact the Police Force Control Room to perform a check on alternative addresses.
- 4.8 Once the Safe and Well Check/Prevention Interview has been completed, Police will close the missing person investigation, an automated Found Notification is sent to the Gloucestershire MASH.
- 4.9 Where a crime is revealed, the police will investigate and may need to secure evidence such as the pupil's clothing or mobile phone.
- 4.10 'Return interview' is the term applied to the safety, needs and risk assessment carried out by a pupil's social worker or independent worker from Gloucestershire Youth Support Team ('YST'). The return interview is a conversation with the pupil and is additional to the police 'safe and well' check. It is a mandatory requirement to offer a Return Interview. A pupil can decline to talk to about the missing incident, however professionals should always encourage them to feel able to talk either at the time or a later date. Pupils placed in Gloucestershire will be monitored by Gloucestershire Police and Social Care as part of the Weekly Missing Review. The expectation and onus is on the responsible Local Authority to complete Return Interviews and liaise with Gloucestershire Police and Social Care regarding Trigger Plans and Strategy meetings. The Head of Boarding / DSL may need to chase this process.
- 4.11 The purpose of the return interview is to:
- Identify and address any harm the child has suffered
 - Understand the reasons the child went missing
 - Establish the circumstances which led to the missing episode
 - Inform future prevention strategies
 - Inform any future missing person investigation
 - Gather information about who harboured the child to enable proactive strategies such as the use of a Child Abduction Warning Notice
- 4.12 If it is suspected that the pupil has been a victim of exploitation whilst they were missing, consideration will be given to a Police investigation and a CE screening tool should be submitted to the MASH by the professional completing the Return Interview.

- 4.13 Relevant information from Return Interviews to be shared with the Police via the Police Intelligence submission form (please see Appendix 3). In some circumstances, the child may make sensitive disclosures that need careful management.
- 4.14 The Gloucestershire Youth Support Team (YST) can undertake return interviews with pupils who are reported missing who are not known or open to Social Care locally, and can provide brief one to one support to reduce the risk of further Missing episodes as per GCSE guidance. Any safeguarding concerns are immediately referred into Children's Social Care.

5. Multi-agency Strategy Meeting

- 5.1 Whenever there is a significant concern, or the child is missing for 48 hours or 3 times in a 90-day period, a strategy meeting should take place to determine whether a Section 47 investigation should follow. During strategy meetings each agency will share recent relevant information with partners. Risks to the child will be assessed, agreed and harm reduction and disruption measures will be identified. The meeting will produce a clear Action Plan, with times scales, named lead professionals and regular review dates. Minutes will be circulated electronically to attendees by secure email. The minimum that should be completed should be a CE screening tool and a Trigger Plan. In addition, where the child is a Child in Care, Children's Social care advise the Independent Reviewing Officer who will consider if it is appropriate to hold a Child in Care review.
- 5.2 Where concerns about the child do not meet the Section 47 threshold any agency or professional may call a multi-agency professionals meeting, regardless of the number of missing episodes. A representative from Social Care/Localities Team should attend these meetings where appropriate if a pupil is not already allocated to a Social Worker

6. Trigger Plans

- 6.1 There is a standard trigger plan template which was developed by the Police in consultation with Children's Social Care. Any professional can complete a Trigger Plan for a pupil. However, ideally this should initially be completed by the person with most knowledge of that pupil (usually the Social Worker). This can then be shared and agreed between relevant professionals. Wherever possible, the pupil and carers should also be involved in the completion of this plan. Once a Trigger Plan is completed, it should be sent to the Police Missing and Mental Health Team where it will be reviewed and attached to police systems. The Trigger Plan is a document to support professionals to share information regarding how to find the pupil, how to engage with them and what actions should be undertaken in the event of a missing episode.

7. Resolution of professional disagreements / escalation

Workers supporting pupils who run away should use the Escalation Policy to address concerns about the response of other agencies or departments if it is felt that decisions taken are not addressing safeguarding issues raised in individual cases.

8. Local police process

- 8.1 The police definition of 'missing' is: reported to the police 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed.'
- 8.2 All reports of missing people sit within a continuum of risk from 'low risk,' through to 'high-risk' cases that require immediate, intensive action. Gloucestershire specifically has a 'no child is treated as absent no apparent risk' all children are automatically considered missing with a level of risk.
- 8.3 A missing child incident would be prioritised as 'high risk' where:
- the risk posed is immediate and there are substantial grounds for believing that the
 - child is in danger through their own vulnerability; or
 - the child may have been the victim of a serious crime; or
 - the risk posed is immediate and there are substantial grounds for believing that the public is in danger.
- 8.4 Once a person is reported to the Police as missing, the following minimum actions will be taken as an initial response by the Police:
- The incident will be recorded on COMPACT (police internal information sharing system).
 - A risk assessment will be conducted.
 - An agreement will be made on the initial steps which should be taken to trace the missing person. Reviews of risk, actions and decisions will then take place at the times recorded in this guidance.
 - Weekly Missing Reviews ensure these actions are confirmed regarding strategy meetings, trigger plan and return interviews completion.
- 8.5 The Duty Inspector will set a media strategy in liaison with the Gloucestershire Constabulary Press Office and any partner agency. Where a missing child is felt to be especially vulnerable or where they have been missing for a long time, it may be helpful to make a media release. This would normally be done in consultation with parents and the pupil's social worker. However, for operational reasons primacy for such decisions lies with the police.
- 8.6 An automatic email from Compact is sent to the MASH at Gloucestershire County Council and a copy is sent into Missing People charity. A text also goes to the pupil's last known mobile telephone number.
- 8.7 For those pupils identified as high risk due to health conditions (e.g. epilepsy or diabetes etc.) immediate contact should be made with:

- Gloucestershire Hospitals Trust: ghn-tr.safeguarding.children@nhs.net
- Gloucestershire Health and Care Trust: Safeguarding2@ghc.nhs.uk
- For pupils with an extended Missing Person episode (over 48hours) an alert to be sent to:
 - o Gloucestershire Hospitals Trust: ghn-tr.safeguarding.children@nhs.net
 - o Gloucestershire Health and Care Trust: Safeguarding2@ghc.nhs.uk

8.8 When a child or family are known by health care staff to be missing, the subsequent actions of the staff will depend on the circumstances of the case (i.e. whether there are concerns regarding either physical or mental health, or the child/family is known to social care). Staff should have access to and adhere to this protocol and follow any specific guidance within their own organisation i.e. ensuring sensitive information is shared as appropriate and in relation to the risks posed due to the Missing episode.

8.9 For those pupils being supported by CAMHS who have a Trigger Plan, guidance can be provided by Mental Health professionals, during strategy meetings or via consultation with the allocated social worker. However, this will not override a Police Officer's risk assessment during an ongoing incident.

9. Missing and Mental Health Team [Police]

9.1 Gloucestershire Constabulary has a Missing and Mental Health Team, based within Community Harm Reduction and work closely with the Child Sexual Exploitation Team, based at County Police Headquarters, Quedgeley. Responsibility for and ownership of investigations sit with the Duty Inspector, but the Missing and Mental Health Team will focus upon Safeguarding, Intervention and Prevention of missing episodes and are available to give advice and assistance to both police officers and partners involved in dealing with missing persons. The Head of Boarding is responsible for sending all completed Trigger plans and an up-to-date list of all pupils who are on placement at WMS. This is done at regular intervals.

10. Pupils missing education

10.1 If a pupil is on the school roll and has stopped attending and no contact can be made with the parent or carer to establish a reason for the absence, or if they have not returned from holiday within 10 school days of the expected date of return, the school will try to establish the family / carer's whereabouts within 10 school days. The school will endeavour to work with relevant agencies and the professional network connected to the child to put in place appropriate safeguarding responses for pupils who are absent without authorisation, including for significant periods of time, and for pupils who go missing from school, particularly on repeat occasions.

10.2 The Headteacher or Deputy Headteacher will make contact with the Education Inclusion Service by calling 01452 427274 or emailing attendance@gloucestershire.gov.uk for a conversation about the absence, and ensure GCC is notified of the absence: if the school shares its data with GCC through the data feed then they do not need to notify GCC separately; however, if this is not the case, the school needs to securely return the 10-day absence reporting

template to attendance@gloucestershire.gov.uk by Egress. The 10-day absence section is on the attendance page which can be accessed [via this link](#).

- 10.3 If they have ceased to attend the school, and the forwarding address/new school is not known, the school should contact: Missingpupil@gloucestershire.gov.uk
- 10.4 The School follows their own Attendance Policy and works closely with parents or guardians and only if a child's whereabouts are unknown after all reasonable checks and searches have been made and there are concerns about the child's safety that parents/guardians and schools should contact the police. The expectation is upon the school to ensure a child is reported as a Missing Person (as the safeguarding professional) whilst also encouraging parents to also report and search.

11. Missing from school during an external activity

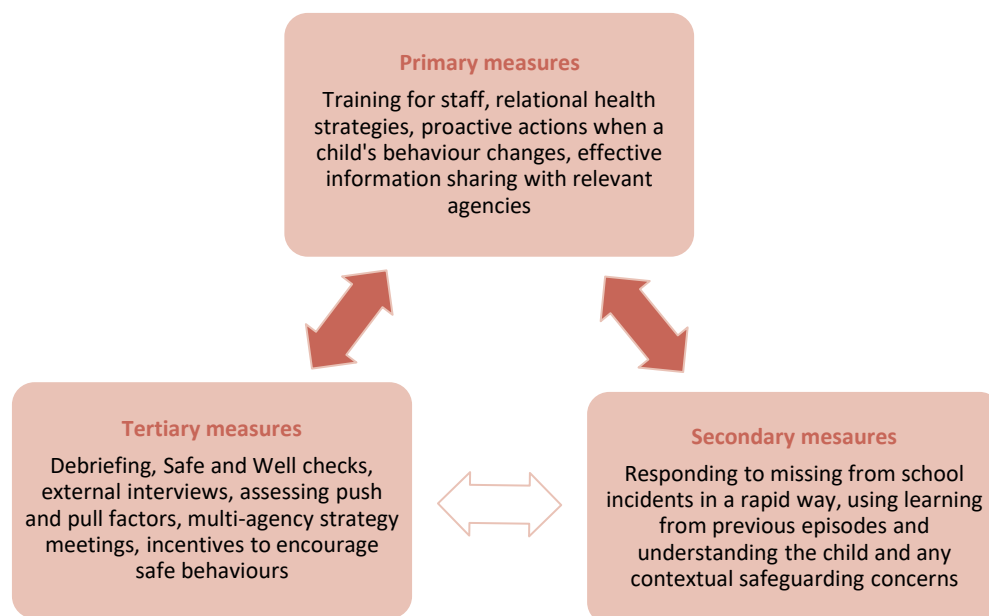
- 11.1 The person in charge of the activity or trip will act in loco parentis. Every effort will be made to find the pupil, before and after reporting them to the police. They will organise a local search if staffing levels permit. They will notify:
- Police - in the area of the activity/last seen i.e. Thorpe Park – Surrey Constabulary
 - Gloucestershire's Children's Services emergency team on 01452 614758 (24 hours)
 - The Head of Boarding and /or the Designated safeguarding Lead who will be responsible for ensuring the general procedures in relation to a missing child are followed.
 - The senior manager of the team and the person in charge of the party will decide within 24 hours of the absence whether the party should return to school. Ongoing communication regarding the missing child will be maintained between the school and the Police local to where the child went missing.
- 11.2 Before planning any off-site visits/activities for children in care, activity leaders and care managers are advised to read Gloucestershire County Council guidance on offsite activities.

12. Missing from school protocol

- 12.1 Each child has their own individualised risk assessment if they have been known to go missing on a previous occasion. The child will also have a trigger plan. This will include all relevant information such where they were found previously, who they may have contacted and other information that will help them to be quickly located. Ideally, this risk assessment will be agreed with all partners in the pupil's care including the police, social services and parents.
- 12.2 The individualised risk assessment and trigger plan is designed so that the police are not called unnecessarily. If a pupil has gone missing for the first time, the police should be called immediately after a search of the premises and grounds has been carried out. In a case where a pupil habitually heads to a destination, time should be allocated in the protocol to check this location before the police are called (e.g. if it is known that the pupil habitually goes to play in the local woodland).

13. Measures to reduce the risk of pupils going missing

13.1 The School adopts three main types of measures in order to reduce the risk of pupils going missing from school, as follows:



Primary preventative measures

13.2 The School will make every effort to reduce the risk of pupils going missing from school. The aim is to support them to feel safe and respected so that incidents of pupils wanting to absent themselves from the School's care are reduced as far as possible. The primary preventative measures that the School takes include the following:

- individualised care planning arrangements including individualised and group activities are facilitated for pupils inside and outside of the school which take into account their age, interests and hobbies, as well as how they like to spend their unstructured time.
- pupils are encouraged to attend feedback forums and 'time in' meetings which facilitate a safe space for them to share their views and to feel heard.
- staff are trained to be alert for any changes with a child's presentation or behaviours and to follow the WMS procedures for early Help and or safeguarding practices.
- pupils are provided with safe spaces (detailed in a pupil's Safety Plan) where they may go when feeling anxious or unsettled;
- the School maintains close communication with significant others in the pupil's life to facilitate contact with these people where appropriate;

- The school is aware of the paramount importance for good relational health for pupils and also promoting their self-esteem to give them best positive adult support to be able to make safe and positive decisions for themselves now and in the future. This is achieved through therapeutic support from Welfare workers, clinical therapy assistants, and youth support workers and also the wider therapy and senior management team. The School has an emotionally resilient and experienced staff team, including a robust key worker system, which encourages pupils to build trusted attachments with their carers;
- independence development is encouraged and supported throughout each placement, with the aim of pupils safely accessing local services and activities with the minimum support necessary;
- pupils are provided with information and guidance on how to protect their personal safety during PSHE lessons (including guidance on the risks of going missing and homelessness) as part of the educational curriculum;
- all pupils are provided with access to advocacy services and access to email and telephone facilities to speak to key people outside of the School, such as social workers, advocates and family members;
- if it is suspected that a pupil is at risk of going missing, the School liaises with the local police to provide placement information records and photographs so that they have the necessary information to provide immediate assistance to locate a pupil who goes missing;
- the School puts in place missing from school protocols and risk assessments for each pupil who has been identified as 'at risk' of going missing.

Secondary measures

13.3 For the purposes of this procedure a distinction is made between "missing from school" and "away from school without authorisation". The difference between the two is as follows:

- A pupil will be deemed missing from school if they are away from the school and not at the place they are expected to be and their whereabouts is not known.
- A pupil will be deemed away from school without authorisation if their whereabouts is known but they leave the school without authorisation and there is reason to be concerned about their safety or wellbeing.

Away from school without authorisation procedure

13.4 If a pupil is away from school without authorisation the Duty Manager should be contacted in the first instance who will then make a decision as to the appropriateness of their location and coordinate support to return them to school. The Duty Manager will take into account the location of the pupil and the associated risks, including their age, vulnerability and their individual support needs.

- 13.5 Where there is an identified risk of harm to the pupil and attempts to support their return to the school have been unsuccessful, the Duty Manager will report the incident to the pupil's social worker (EDT if out of hours) and/or those with parental responsibility in order to coordinate a planned response and report to the police if deemed necessary depending on the level of risk.
- 13.6 In all cases where a pupil is away from school without authorisation, a care manager will carry out a follow-up debriefing interview with the pupil within 72 hours. The relevant social worker and/or those with parental responsibility will be informed and further action agreed to prevent further absences from school without authorisation. If the incident is considered to be serious (e.g. if there are serious concerns over the pupil's behaviour, particularly where they are considered to be at grave risk due to age or vulnerability) the Designated Safeguarding Lead will notify Ofsted of the incident in accordance with regulatory requirements.

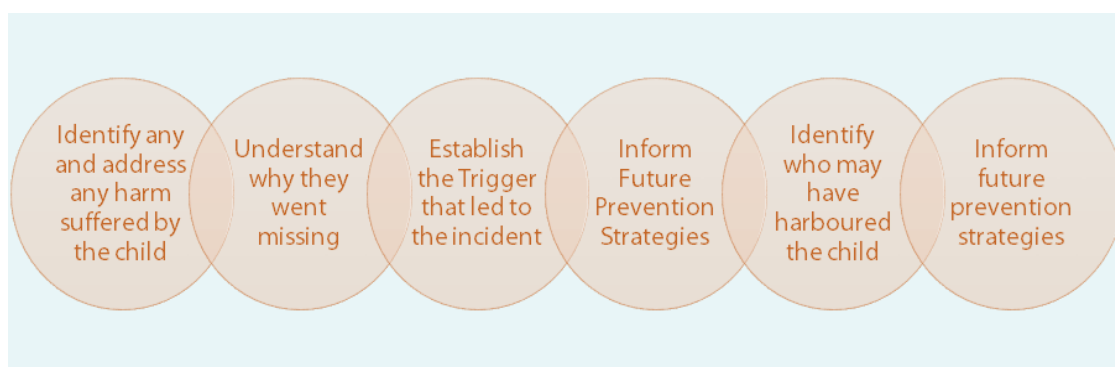
Missing from school procedure

- 13.7 The School's procedure for dealing with incidents where a pupil goes missing from school - either during teaching time or outside the school day - is set out in the attached flow-chart. The procedure aims to strike a balance between:
- Not reporting the absence to the police too quickly, which can turn out to be a waste of police resources when the pupil returns of his/her own accord within a relatively short period; and
 - leaving this step too long, when the pupil could be in danger.
- 13.8 In any event, it is important for staff to act speedily. Whenever it is noticed that a pupil has gone missing a quick decision should be taken as to whether the immediate period (the first 10-20 minutes) should be used to send staff to known locations in the pupil's missing from school profile such as a local transport hub. Any member of staff who sees a pupil where they should not be should report the matter immediately to the Duty Manager. The search team should refer to the child's individual risk assessment and Trigger plan if they have one.

Tertiary measures

- 13.9 **Immediate action following return.** All pupils must be treated sensitively and positively when they are located and following their return to school. Staff should make every effort to ensure that they return in a welcoming, nurturing and positive manner and in a way that will reduce the risk of them going missing again. They should be allowed to talk about their experiences, their reasons for going missing or absent without authorisation and any concerns should be taken seriously. Welfare staff should check whether the pupil has sustained any injuries and/or requires any medical treatment. Staff should be alert to any signs or indicators of abuse and note any information that may be helpful to inform the child's risk assessment in the event that they go missing again. Any concerns of a safeguarding nature should be reported to the Designated Safeguarding Lead immediately in accordance with the School's Safeguarding Procedure. Arrangements should also be made for a formal debrief and interview to take place with a person of trust.

- 13.10 **The Police Safe and Well Check.** A police officer will carry out a Safe and Well check as soon as possible after the pupil has returned after going missing from school. The purpose is to check whether the pupil has suffered harm, where and with whom they have been, and to give them an opportunity to disclose any offending by or against them. Once the Safe and Well check has been completed, the police will close the missing person investigation.
- 13.11 **Return Interviews.** In addition to the police Safe and Well check, following any missing from school incident, a return to school interview may be carried out by an independent person such as the child's/young social worker, independent advocate or other representative of the relevant placing authority. Each local authority has an agreed protocol for such interviews and it is their responsibility to ensure that the interview is completed within 72 hours of the pupil's return. If there is a delay, a member of the safeguarding team will liaise with the relevant social worker in order to follow this up. The purpose of the return interview is to:



- 13.12 **Missing from school Report.** Following any missing from school incident, the Duty Manager will be responsible for ensuring that an incident report is completed and sent to the Designated Safeguarding Lead (or in their absence the Deputy Safeguarding Officer) within 24 hours. The Designated Safeguarding Lead will be responsible for sharing all relevant information with the pupil's placing authority and, where appropriate, with those with parental responsibility.
- 13.13 **Review of missing incidents.** Every time a pupil goes missing from school their risk assessment should be updated and reviewed to include any information that may be of use to staff and police in future searches (e.g. new destinations). The Senior Management Team will also review all missing from school incidents on a regular basis in order to identify and act upon any learning opportunities including whether there is scope to implement any additional or alternative primary preventative measures in order to reduce the risk of further incidents.

14. Multi-Agency Strategy Meetings

- 14.1 In the case of pupils who persistently go missing from school, a Multi-Agency Strategy Meeting will be arranged in order to review and discuss the appropriate strategies to prevent reoccurrence. The people who contribute to these meetings include those most appropriate to the situation but have previously involved:

- The Community Police Officer
- Parents/primary carers

- Local Authority Youth Work Teams
- Members of the Young Offenders Team (YOT)
- The Head of Boarding/Head Teacher
- The Designated Safeguarding Lead
- The Key Worker

15. Monitoring and Review

- 15.1 The Designated Safeguarding Lead will monitor the day-to-day operation of this policy.
- 15.2 The Chief Executive will regularly review that the action taken by the Designated Safeguarding Lead has been in accordance with the requirements of this policy.
- 15.3 The Independent Visitor appointed by the Trust will also review and report whether the action taken in relation to any missing from school incidents has been in accordance with the requirements of this policy.
- 15.4 A report on the operation of this policy will be submitted to the members of the Board of Trustees in advance of its quarterly Board meetings so that they are able to monitor the operation of this policy and procedure.
- 15.5 Any deficiencies or weaknesses in regard to missing from school incidents that are identified through the above monitoring arrangements will be remedied without delay.
- 15.6 This policy will be reviewed by the Designated Safeguarding Lead on at least an annual basis and updated as appropriate.

Appendix 1

Definitions

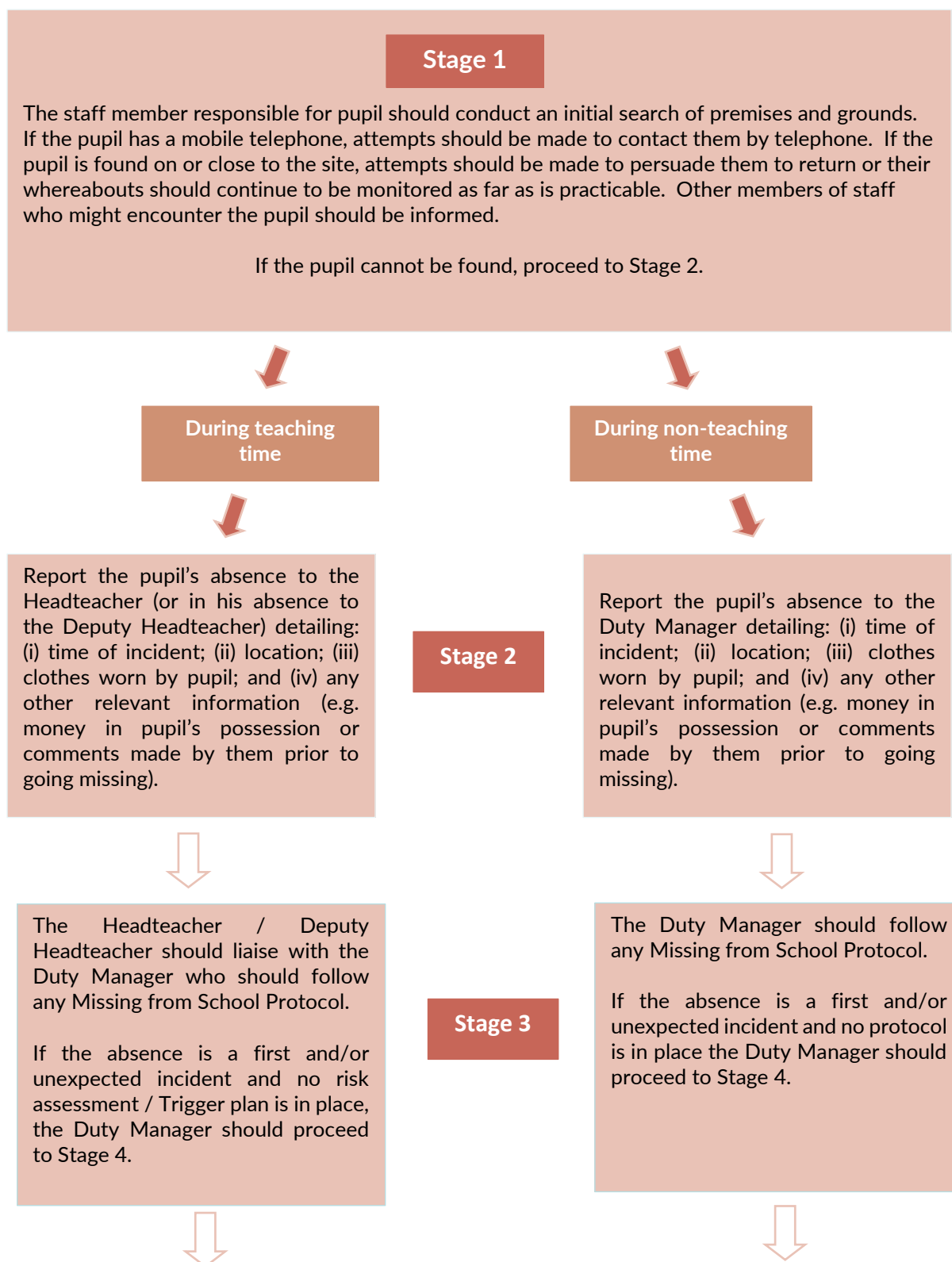
The following definitions apply to this guidance and relate to pupils who go or have gone missing.

- 15.7 Child: A child or young person under the age of 18 with the exception of a former relevant child within the meaning of the Children (Leaving Care) Act 2000; these young people continue to be the responsibility of the local authority up to the age of 21 (24 years if in receipt of full-time education).
- 15.8 Missing Person – Police Definition: ‘Anyone whose whereabouts cannot be established will be considered as missing until located, and their wellbeing or otherwise confirmed.’ All reports of missing people sit within a continuum of risk from ‘no apparent risk (absent)’ through to ‘high risk’ cases that require immediate, intensive action.
- 15.9 N.B. For the purposes of this protocol a missing child will be defined as one where the missing episode has been reported to the police and/or recorded on the police compact database. Unauthorised absence is not usually a category of absence which should be reported to the Police.
- 15.10 Child in Care: A child is a child in care of the local authority if s/he is “in care” by reason of a court order, or if s/he is provided with accommodation for more than 24 hours by agreement with her/his parents or with the child if s/he is aged 16 or more. If the child is subject to a Care Order or Interim Care Order (Section 31 of the Children Act, 1989), then Children’s Services acquire parental responsibility and become a legal parent alongside the parent/guardian.
- 15.11 If the child is accommodated under S20 of the Children Act 1989, is looked after by the Local Authority with the voluntary agreement of his/her parents, or with the child if s/he is over 16 years old. Parental responsibility remains with the parent/guardian.
- 15.12 Absconded: When a pupil has gone missing who is subject to an order or requirement resulting from the criminal justice process (e.g. remands, curfews, tagging, conditions of residence) or a secure order made in either civil or criminal proceedings. A pupil in this category must be reported to the police without delay. Police must be made aware of the order under which the child has been placed in the residence and the expiry date of the order for the child to be classified as an absconder. If the expiry date of the order is not known, the pupil will be classified as a “missing person” not an absconder.
- 15.13 Child Sexual Exploitation: Child sexual exploitation is a form of abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person under the age of 18 into sexual activity(a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; It can occur through the use of technology – from Working Together to Safeguard Children (2023) & Child sexual exploitation: Definition and guide for practitioners (Department for Education. 2017).

- 15.14 Child Criminal Exploitation: Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity....(a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology – from Working Together to Safeguard Children (2023) & Serious Violence Strategy (HM Government 2018b)

Appendix 2

Missing child flow chart of actions



Stage 4

Missing Child Process

Step 1 – Telephone the Police on 101 (or 999 in an emergency) to report the child as missing. Inform the Police of date and location of the incident and obtain an incident number.

Step 2 – Provide the required information to the Police (details may be obtained from the pupil's Placement Plan / Trigger plan)

Step 3 – Telephone all those with parental responsibility for the pupil (where appropriate in line with any care plan) and contact the Social Services Department of the pupil and inform them of the incident. If the pupil is an 'education only' placement, inform whoever has parental responsibility. Inform Gloucestershire's EDT service.

Step 4 - If the pupil is found inform the Headteacher, police, person(s) with parental responsibility (where appropriate in line with any care plan) and Social Services (where necessary).

Step 5 – if the pupil has not been located by the end of the school day, inform the relevant Duty Manager and provide a detailed handover.



Stage 5

After the pupil has been found, the Duty Manager will make a decision as to how they should be supported to return to the home including the appropriate transport arrangements. The Police will carry out a safe and well check.



Stage 6

If the child is under local authority care, their social worker will be asked to ensure that an independent return interview is completed within 72 hours. The pupil may also be interviewed by an appropriate senior member of staff. Any necessary follow-up action that is identified during these interviews will be taken as appropriate.

Risk Assessment Policy

1. Introduction

- 1.1 The School has a duty under health and safety legislation to undertake assessments of its activities in order to identify significant risks, and determine what measures are required to manage these risks.
- 1.2 Some of these risk assessments (e.g. in respect of fire safety or gas/electrical equipment) will be undertaken on a School-wide basis and coordinated by the Health & Safety Advisor. Others will need to be undertaken on an individual or case by case basis (e.g. in relation to a particular activity or trip). The individual risk assessments in respect of educational activities will be overseen by the Headteacher.
- 1.3 Any risk assessment must:
- identify the potential risks (hazards) involved in an activity
 - decide who might be harmed
 - identify control measures which would reduce the risk, and
 - record any significant findings.
- 1.4 When deciding what should be done to control a particular risk, the person responsible for conducting the assessment must have regard to what is called the 'hierarchy of risk control' or the principles of prevention. In practice, this means:
- trying to avoid giving rise to the risk in the first place by avoiding the activity or doing it in a different way
 - combating the risk at source (e.g. repairing defective premises or equipment rather than posting warning notices)
 - adapting the work/environment to the requirements of the individual rather than making the individual adapt (e.g. position work equipment so that it can be accessed without awkward stretching)
 - utilising appropriate equipment or technology (e.g. where possible introduce mechanical aids that remove the need for excessive lifting or carrying)
 - giving priority to measures that protect the whole workplace, and
 - protective clothing should be considered the last resort, where the risk cannot be controlled by any other means.

1.5 The risk assessment should be reviewed at regular intervals, or when circumstances change that may cause the original assessment to be invalid, such as changes in staff, equipment or working arrangements.

1.6 When assessing who can be harmed by a particular activity, special consideration must be given to the following categories:

2. Offsite educational activities or trips

2.1 The School recognises that activities that take place away from the School can involve higher levels of risk. Accordingly, all off-site educational trips and activities will be subject to appropriate written risk assessments overseen by the Headteacher. Further details are set out in the Educational Offsite Activities Policy and Procedures.

3. Offsite leisure activities

3.1 Before authorising any new off-site leisure activity, the Health & Safety Advisor will be consulted to ensure that a written risk assessment is carried out in relation to the activity in question. A copy of any such written risk assessment will be kept on Sharepoint and will be reviewed on a periodic basis and updated as necessary.

3.2 Further written risk assessments will not normally be carried out each and every time pupils undertake an activity which is already subject to an existing risk assessment. However, when considering whether a pupil should participate in a particular activity and what safety precautions are appropriate, staff must always carry out a dynamic risk assessment (if necessary in consultation with the Duty Manager) and ensure that account is taken of any individual risk assessment contained in the pupil's Placement Plan.

4. Female staff of child-bearing age

4.1 Because in many cases an individual may not know they are pregnant until the pregnancy has advanced a number of weeks, general risk assessments for activities must take account of any hazards such as exposure to radiation, vibration, teratogenic chemicals or microbiological hazards, or excessive physical exertion, that could have an adverse impact on an individual's ability to conceive or affect the development of the foetus.

4.2 It is unlikely that most activities undertaken by the School will result in exposure to any of these hazards. However, managers need to be aware of the requirements of the health and safety legislation and should contact the Health & Safety Advisor if they have any queries.

5. Pregnant or nursing mothers

When a member of staff notifies the School that she is pregnant, has recently given birth or is a nursing mother, a review of all risk assessments relating to the work or tasks undertaken by the member of staff will be carried out to ensure that the mother or child is not placed at risk.

6. Pupils under the age of 18

Where a person under the age of 18 is employed or undertaking work experience, a risk assessment will be undertaken in order to identify any risks to their health or safety that may arise as a consequence of their immaturity, lack of experience or absence of awareness of risks.

Termination of Placement Policy

1. Introduction

1.1 In this policy, the "School" refers to William Morris School, including both the care and the education settings. This policy contains guidelines, which will be adapted as necessary, setting out the circumstances that might lead to a pupil being permanently excluded and/or having their placement terminated. This policy does not apply to fixed term exclusions (suspensions).

1.2 The following definitions apply in this policy:

- **Headteacher** means the Headteacher of the School and references to the Headteacher include deputies.
- **Parent** means one or both of the Pupil's parents.
- **Person with PR** refers to person(s) who have parental responsibility for a Pupil.
- **Placing Authority** means the Local Authority that placed the Pupil at the School and any of its representatives.
- **Pupil** means a pupil at the school.
- **Review** means a review by the Termination of Placement Panel.

1.3 The aims of this policy are:

- to support the School's staff when difficult decisions about placements have to be made
- to uphold the rights of pupils with disabilities
- to ensure procedural fairness and natural justice when terminating a placement
- to promote co-operation between the School and the Parents / Person with PR / Placing Authority in circumstances when the School considers it necessary for a Pupil to leave School earlier than expected.

2. Termination

2.1 The School will only terminate a placement in the most serious circumstances. Reasons for termination of a placement might include:

- withdrawal by the Parents / Person with PR / Placing Authority
- non-payment of fees
- required removal

- a change in the Pupil's needs
 - permanent exclusion (expulsion).
- 2.2 The School may use its discretion to offer the Parents / Person with PR / Placing Authority the opportunity to withdraw the Pupil as an alternative to the compulsory termination of their placement.
- 2.3 The School will always consult with the Pupil so that their views and wishes can be taken into account whenever the termination of their placement is being considered.

3. Non-payment of fees

The School will take steps to terminate the placement in the event that fees are unpaid, in accordance with the Placement Agreement. Such termination is not a disciplinary matter and the right to a Review in accordance with section 7 below will not usually arise.

4. Required removal

- 4.1 The School recognises that a positive and constructive relationship between the School and a Pupil's Parents / Person with PR / Placing Authority is crucial to ensuring the success of a placement. If the School reasonably believes that there has been an irretrievable breakdown in this relationship (e.g. due to a fundamental disagreement over the Pupil's care or educational needs) the School may give notice to terminate the Pupil's placement. Any such decision will only be made by the Trust's Chief Executive who will endeavour to ensure that a fair procedure is adopted and that the decision has regard to the interests of the Pupil as well as those of the School.

5. A change in the Pupil's needs

- 5.1 The School recognises that each Pupil's particular health, care and educational needs often change as they progress through the School. Occasionally, a Pupil's needs may change so much that the School is required to consider whether their placement at the School continues to be suitable and appropriate for them.
- 5.2 In the event that concerns arise as to the suitability of a Pupil's placement due to a change in their particular needs, the matter will be referred to the School's Support, Advice and Strategy Panel in order to discuss possible strategies for maintaining the placement. If the Support, Advice and Strategy Panel considers that there are reasons to be concerned about the stability of the Pupil's placement, the Headteacher will notify the Parents/Person with PR/Placing Authority as soon as reasonably possible. Unless it is considered necessary to move straight to a Placement Sustainability Meeting (see paragraph 5.3 below) the Headteacher will invite the Parents/Person with PR/Placing Authority to a 'Concerns and Strategies Meeting' with a view to consulting them about strategies for maintaining the placement. An incident analysis will normally be shared at the meeting.
- 5.3 If the School continues to have significant concerns about the suitability of stability of the Pupil's placement or the concerns are such that it is considered that a Concerns and Strategies Meeting

is inappropriate, the Support, Advice and Strategy Panel will complete a placement sustainability assessment and the School will propose a Placement Sustainability Meeting and an early statutory review of the Pupil's EHCP at the School in order to discuss the concerns with the Pupil's Parents/Person with PR/Placing Authority and to give them an opportunity to make representations.

- 5.4 If, after consulting with the Parents/Person with PR/Placing Authority, the Headteacher reasonably decides that the School is no longer able to accommodate the needs of the Pupil, the School will issue notice to terminate the placement (6 weeks' notice letter). Unless there are exceptional circumstances (e.g. serious health and safety concerns) the School will endeavour to provide the period of notice of termination required under the Placement Agreement.
- 5.5 The School may decide to offer the Parents / Person with PR / Placing Authority the opportunity to withdraw the Pupil as an alternative to terminating due to a change in the Pupil's needs.

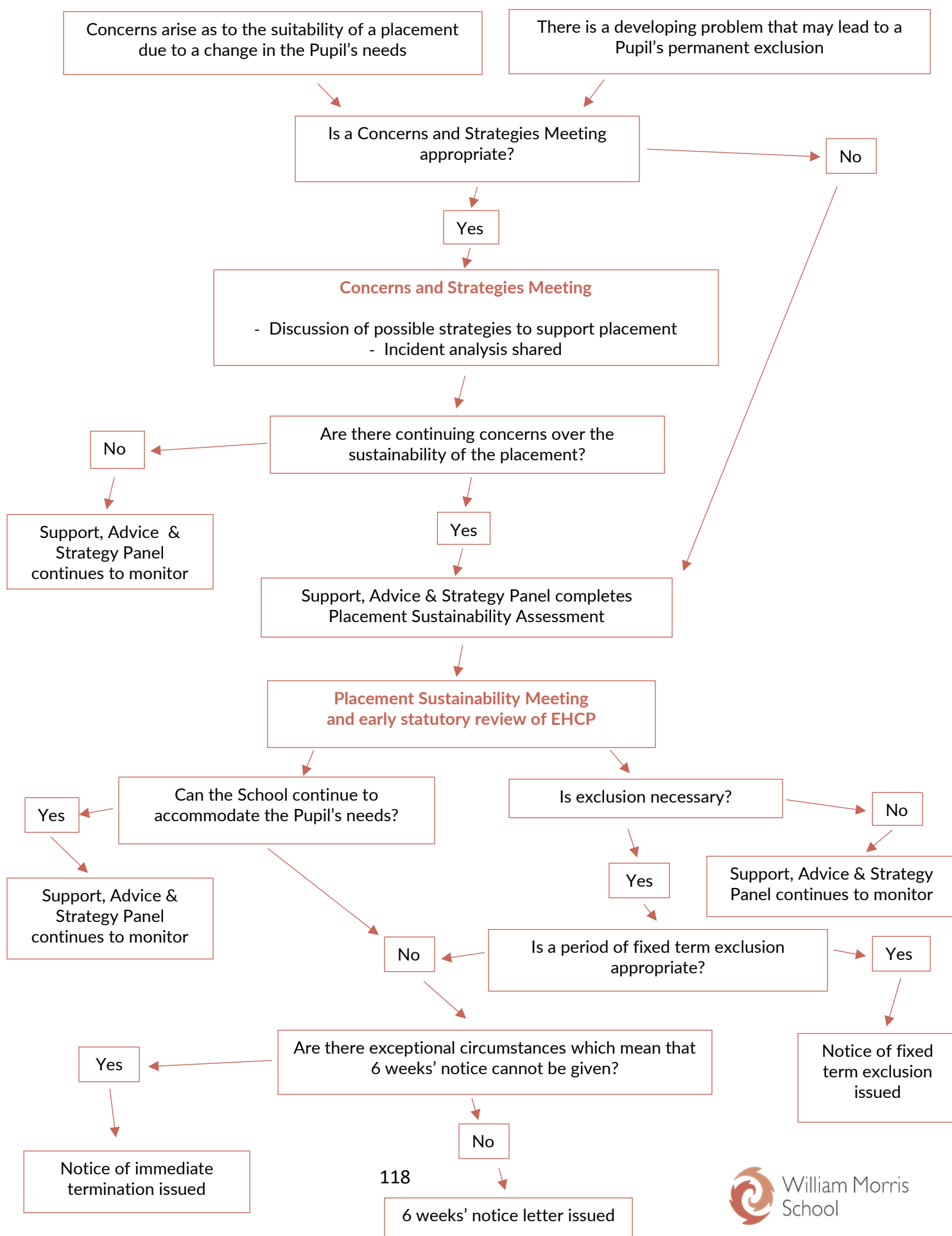
6. Permanent exclusion

- 6.1 The School's policy is that a Pupil should only be permanently excluded in exceptional circumstances, for example where the Pupil's behaviour is such that their continued presence at the School is considered to present a risk to their own health, safety and/or wellbeing or that of other Pupils or staff members.
- 6.2 If it is considered that there is a developing problem that may lead to a Pupil being permanently excluded, the School will inform the Parents / Person with PR / Placing Authority as soon as reasonably practicable. Unless it is considered necessary to move straight to a Placement Sustainability Meeting (see paragraph 6.3 below) the Headteacher will invite the Parents/Person with PR/Placing Authority to a 'Concerns and Strategies Meeting' with a view to discussing ways of working together to resolve the problem. An incident analysis will be normally be shared at the meeting. The Headteacher will also discuss the possibility of permanent exclusion with the Pupil.
- 6.3 In the event that it is considered that the permanent exclusion of a Pupil may be necessary, the Headteacher will discuss the matter with the Support, Advice and Strategy Panel which will complete a placement sustainability assessment and the School will propose a Placement Sustainability Meeting and early statutory review of the Pupil's EHCP.
- 6.4 If, after consulting with the Support, Advice and Strategy Panel, the School decides that permanent exclusion may be appropriate, the School will notify the Parents / Person with PR / Placing Authority of the decision immediately by telephone, followed by written confirmation within 3 working days. The proposed permanent exclusion will not be confirmed until the Parents/Person with PR/Placing Authority have had an opportunity to attend a review meeting in accordance with section 7 below.
- 6.5 A Pupil may be excluded for a fixed period pending confirmation of a permanent exclusion decision. Alternatively, a Pupil may be excluded for a fixed period as an alternative to a permanent exclusion if it is considered that a period away from the School may help the Pupil to modify their behaviour to the extent necessary to avoid the need for permanent exclusion.

7. Review

- 7.1 The School has constituted a Termination of Placement Panel (Panel) which can review any decision to terminate a placement (Review). A Pupil or his or her Parents / Person with PR / Placing Authority may request a Review following any decision to terminate a placement:
- due to required removal (section 4)
 - due to a change in the Pupil's needs (section 5)
 - due to a permanent exclusion (section 6).
- 7.2 The Parents / Person with PR / Placing Authority should send their request for a Review to the Chief Executive within five working days of being notified of the decision to terminate. The request for a Review must state the grounds relied upon and the outcome sought.
- 7.3 A three-member panel of senior management and an independent person will undertake the Review. The role of the Panel is to consider any representations made by the Pupil/Parents/Person with PR/Placing Authority and to make recommendations to the Headteacher accordingly. It is not within the powers of the Panel to reinstate a Pupil's place at the School against the wishes of the Headteacher. The Panel may either uphold the decision to terminate or refer the decision back to the Headteacher with recommendations so that the Headteacher may consider the matter further.
- 7.4 The meeting will take place at the School premises as soon as reasonably practicable after the request for a Review has been received. The meeting will be chaired by one member of the Review Panel and will be conducted so that all present have a reasonable opportunity of asking questions and making any representations that they consider relevant.
- 7.5 The Panel's recommendations will be notified in writing, with reasons, to the Headteacher and the Parents / Person with PR / Placing Authority within three days of the meeting. The Headteacher will provide her response to those recommendations in writing within 24 hours. In the absence of a significant procedural irregularity, the Headteacher's decision will then be final.

Placement Termination Flowchart



Part 2 – Education Policies & Procedures

Attendance Policy

1. Introduction

- 1.1 William Morris School is committed to providing a full and effective education to all pupils and embraces the concept of equal opportunities for all and endeavours to provide an environment where all pupils feel valued and welcome. We recognise that building strong relationships with families to ensure that pupils have the support in place to attend school plays an important role in fulfilling this commitment.
- 1.2 For a pupil to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all pupils. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance. School attendance is subject to various Education Laws and this School attendance policy is written to reflect these laws and the guidance published by the Department for Education: [Working together to improve school attendance](#)
- 1.3 It is essential that pupils attend school regularly and punctually if they are to benefit from the educational opportunities that are offered. William Morris School seeks to raise the parent's/carer's and pupils' awareness of the importance of regular and punctual attendance. The school aims to do this without causing concern to pupils in situations over which they have no control.

2. The law

- 2.1 The Education Act 1996 Part 1, Section 7 states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to:
 - their age, ability and aptitude, and
 - any special needs they may have.either by regular attendance at school or otherwise.
- 2.2 For educational purposes the term parent is used to include those that have parental responsibility and/or those that have the day-to-day care of the child.
- 2.3 The legislation that appertains to children who are of compulsory school age and are registered at school is contained within this Act.
- 2.4 Part V1 Section 444 contains the details of when an offence is committed if a child fails to attend school.
- 2.5 The legal requirements in relation to Register and Admission Roll keeping are found in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments.

3. Responsibilities

3.1 Novalis Trust's **Board of Trustees** are responsible for:

- promoting the importance of school attendance across the School's policies and ethos
- making sure school leaders fulfil expectations and statutory duties
- regularly reviewing and challenging attendance data
- monitoring attendance figures for the whole school
- making sure staff receive adequate training on attendance
- holding the Headteacher to account for the implementation of this policy

3.2 The **Headteacher** is the designated senior leader with overall responsibility for championing and improving attendance in school. He will be responsible for:

- Implementation of this policy and leading attendance across the School
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Issuing fixed-penalty notices, where necessary

3.3 **The Deputy Head Teacher and Assistant Head Teacher** are responsible for recording attendance on a daily basis, using the correct codes and submitting this information in the appropriate way.

3.4 **Parents/carers** are expected to:

- make sure their child attends every day on time

- call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- provide the school with more than one emergency contact number for their child
- ensure that, where possible, appointments for their child are made outside of the school day

3.5 **Pupils** are expected to attend school every day on time.

4. **School Procedures**

4.1 Any pupil who is absent from school at the morning or afternoon registration period has their absence recorded as being authorised, unauthorised or as an approved educational activity [attendance out of school] or unable to attend due to exceptional circumstances. Only the Head Teacher or Deputy Head Teacher acting on their behalf can authorise absence. If there is no known reason for the absence at registration, then the absence must be recorded in the first instance as unauthorised.

Lateness

4.2 Morning registration will take place at the start of school at 8.45am. The registers will remain open for 30 minutes. Any pupil arriving after this time will be marked as having an unauthorised absence, unless there is an acceptable explanation given by the pupil's care supervisor (Residential) or parent/carer (Day Pupil). In cases where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered. The procedure is as follows:

- The register is completed at the start of the morning and afternoon sessions
- All pupils must have a mark by their name (i.e. either present or absent)
- Any child arriving after the start of the school session (8.45am) will be marked as late and a contact made to determine their location. The register will then close at 9.30am.
- If a child leaves the premises for a medical appointment or illness etc or returns to school during a morning or afternoon session, an administrative assistant will record this as a calendar entry.
- The afternoon registration will be at 1.30 pm. The registers will close at 2.00 pm.
- Pupils arriving after the start of school but before the end of the registration period will be treated for statistical purposes, as present, but will be coded as late before registers close.

First Day Absence

- 4.3 **Boarders.** Care Supervisors and Welfare staff are responsible for handing over to teaching staff the reason for any absence from School of a pupil in their care. The class teacher hands over absences from School to the Deputy Head Teacher who records the absence appropriately in the School Registers.
- 4.4 Where a pupil is absent from School without explanation from a member of the Welfare team the teacher responsible should inform the Deputy Head Teacher in order that the pupil's whereabouts can be ascertained as soon as possible. The Missing Child Policy and Procedures are followed where a pupil is deemed to be absent from the School's care.
- 4.5 Where a pupil has not returned from a home visit as expected, a Welfare Manager will contact the parents/carers in order to ascertain the reason for absence. They will then inform the Head Teacher and Deputy Head Teacher as to the reason for absence and the date the pupil is expected to return.
- 4.6 **Day pupils.** All parent/carers of day pupils will receive by post a copy of:
- Attendance policy
 - Information leaflet for Parents and Carers
 - Example letters of absence
 - Pro Forma letters when necessary to confirm absences
 - Holiday forms
- 4.7 Parents/Carers must inform the school of the reason and probable length of absence before 9.30am on the first day of absence e.g. by telephone to the school office (These messages will be given to the Day Pupil Coordinator or Deputy Head Teacher and kept on record).
- 4.8 When the child returns to school, the parent/carer must notify the school in writing of the reason for absence – Pro Forma letters will be sent to parent/carers to assist as necessary.
- 4.9 Appointments (e.g. GP, dentist etc...) that have been made during school hours should be notified to the school in advance. A note is acceptable. Where possible, appointments should be made out of school time.

Continuing Absence

- 4.10 **Boarders.** Where a pupil continues to absent from education then this will be followed up with the Head of Boarding by the Deputy Head Teacher. If the pupil is at home in the care of parents/carers then the Head of Boarding will liaise with parents and inform the Head Teacher of the reason for the continued absence. The Head of Boarding will also continue to liaise with the pupil's social worker (if allocated).

4.11 **Day pupils.** Where a pupil continues to be absent from education this will be followed up with the parent/carers by the Deputy Head Teacher. The following procedures are in place:

- Letter home to parents/carers inviting them to school to meet Day Pupil Coordinator raising concerns about poor attendance. The letter will include a copy of attendance certificate for year
- School to inform the relevant Local Authority Education personnel that the pupil's attendance is a concern and provide a copy of the letter home to parents with an attendance certificate for the year
- Contact the relevant Local Authority Education personnel if attendance remains a concern.

5. Informing Local Education Authority of absence from education

5.1 The School will notify a pupil's local authority of absence in the following circumstances and in accordance with the following timescales:

- On the first day of absence if a pupil who is a 'looked-after child' (LAC) is absent from school without explanation
- As soon as possible if the pupil's whereabouts cannot be established
- Immediately if there are serious safeguarding concerns linked to the pupil's absence

5.2 The School will also work jointly with each pupil's local authority and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms). Further, to facilitate timely collaborative working across partners, the School will share information from its attendance register with the relevant local authority. As a minimum this will include:

- notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times.
- providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U).
- providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the School has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

6. Frequent absence

It is the responsibility of the Deputy Head Teacher to be aware of and bring attention to, any emerging attendance concerns regarding attendance. In cases where a pupil begins to develop a pattern of frequent, persistent or severe absence, the School will try to resolve the problem

by liaising with the careers of the pupil concerned. For these purposes, persistent absence is when a pupil misses 10% or more of school and severe absence is where a pupil misses 50% or more of school. Other action may include:

- Providing access to wider support services to help overcome barriers to attendance
- Holding an Attendance Improvement Meeting where a discussion will take place about attendance
- Issuing a written warning
- Referral to the local authority to consider legal action

7. Welcome back

It is important that on return from an absence that all pupils are made to feel welcome. This should include ensuring that the pupil is helped to catch up on missed work and brought up to date on any information that has been passed to the other pupils.

8. Exceptional circumstances leave of absence during term time

- 8.1 Poor attendance affects a pupil's potential for achievement, particularly when they are studying for examinations. However, the School recognises that exceptional circumstances may arise which requires a pupil to be absent during term time. Therefore, each request is considered on an individual basis with general school attendance and the reason for the request being taken into consideration.
- 8.2 It should also be noted that all holidays and home visits need to comply with any contact plan put in place by a young person's social worker (if allocated).
- 8.3 Parents/careers should contact the School as soon as possible if they wish to make an exceptional circumstances leave of absence request.
- 8.4 An exceptional circumstances leave of absence request form will be provided for day pupil parents/carers.
- 8.5 Pupils returning home for weekend may travel home on Friday afternoons and should return in time for school at 8.45am.
- 8.6 The Head Teacher's permission is needed for all exceptional circumstances leave of absence during term time. If you wish to take your child out of school during term time, you must apply for permission in writing using the attached form. Permission for authorised leave of absence may be granted, however, the head teacher will determine the number of days a pupil can be away from school. A leave of absence is granted entirely at the head teacher's discretion.

9. The law

The law states that as a parent/carer you are responsible for making sure your child attends regularly. Neglect of this responsibility can result in prosecution of parents/carers, the ultimate penalty for which can be up to a £2500 fine or up to 3 months in prison for each parent/carer. The Local Authority is responsible for making sure that parents fulfil their responsibilities.

10. The Local Authority

A named person from the Local authority will regularly check registers and monitor the attendance of all pupils whose attendance gives raise for concern.

11. The registration system

11.1 The School will use an Excel spreadsheet for keeping the school attendance records. The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Educational Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	Authorised absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	Authorised absence
D	Dual registration (i.e. pupil attending other establishment)	Statistical – not counted in attendance data
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Authorised absence
K	Attending education provision arranged by Local Authority	Approved Educational Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
Q	Unable to attend school because of lack of access arrangements	Statistical – not counted in attendance data
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Parent travelling for occupational purposes	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Educational Activity
W	Work experience	Approved Educational Activity
X	Non-compulsory school-age pupil not required to be in school	Statistical – not counted in attendance data
Y1	Unable to attend due to transport normally provided not being available	Statistical – not counted in attendance data
Y2	Unable to attend due to widespread disruption to travel	Statistical – not counted in attendance data

Y3	Unable to attend due to part of school premises being closed	Statistical – not counted in attendance data
Y4	Unable to attend due to whole of school site being unexpectedly closed	Statistical – not counted in attendance data
Y5	Unable to attend as pupil is in criminal justice detention	Statistical – not counted in attendance data
Y6	Unable to attend in accordance with public health guidance or law	Statistical – not counted in attendance data
Y7	Unable to attend because of any other unavoidable cause	Statistical – not counted in attendance data
Z	Prospective pupil not on admission register	Administrative code
#	School closed to students	Administrative code

Registers by law must be kept for at least 3 years

12. Categorisation of absence

12.1 Any pupil who is on roll but not present in the school will be recorded within one of these categories.

- **Unauthorised Absence** - This is for those pupils where no reason has been provided, or whose absence is deemed to be without valid reason.
- **Authorised Absence** - this is for those pupils who are away from school for a reason that is deemed to be valid under the Education Act 1996. This would include Work experience placements, Field trips and educational visits, Sporting activities, Link courses or approved education off site and most types of dual registration.
- **Approved Educational Activity** - This covers types of supervised educational activity undertaken off site but with the approval of the school.
- **Unable to attend due to exceptional circumstances** - This is where the school site or part of it is closed due to unavoidable cause at a time when the pupils are due to attend; or when a pupil doesn't live within walking distance of the school and transport provided by the Local Authority or school is not available.

Example Pro Forma Letter to Parents/Carers (First Day Absence)

Date of Absence: _____

Address
XXXXXXX
XXXXXXX

Dear Deputy Head Teacher

XXXXXXXXX Attendance

XXXXXXXXXX was absent from school on the _____ 202X

Reason for absence: _____

Yours sincerely

_____ (Please sign here)

Date: _____

Example Letter to Parents/Carers (Continuing/Frequent Absence)

Date

XXXXXX
Address

Dear (Parent/Social Worker name)

XXXXXX Attendance

XXXXXX has been absent from school for ten or more sessions in the previous ten weeks without prior authorisation or an acceptable reason being given to the Head Teacher (please note there are normally two sessions in each school day). This absence has therefore been recorded as unauthorised in the school register.

I need to inform you that for that XXXXXX attendance is a concern for the school and the local authority.

We are keen to work with you to improve his attendance and would like to formally invite you for a meeting to discuss the matter of XXXXXX attendance. At the meeting there will be an opportunity to discuss the school's attendance policy and procedures for non-attendance.

Our Deputy Head Teacher or Assistant Head Teacher will be in contact shortly to arrange a suitable time and date for the meeting.

Yours sincerely

Gareth Parker
Headteacher

Example letter inviting to attendance improvement meeting

Date
XXXXXXXXXX
Address

Dear (parent/Social Worker name)

Re: XXXXXXXXXXXX (D.O.B XXXXXXXX) Non Attendance at School.

I need to inform you that XXXXXXXXXXXX attendance is a concern for the school and the local authority.

Given the circumstances outlined, we need to inform you of your responsibilities to ensure that xxxxxx attends school and that:

“if a child of compulsory school age who is registered at a school fails to attend regularly at the school then the parent is guilty of an offence under Section 444(1) of the Education Act 1996. There is a risk that if your child's attendance remains at the current level a referral may be made to the Local Authority who will start a legal process.”

We enclose a leaflet which gives more detail about school attendance. We therefore need you to contact Gareth Parker (Head Teacher) by XXXXXXXXXXXX to discuss this matter and arrange an attendance improvement meeting.

The attendance improvement meeting will allow us to work together to set agreed attendance targets and highlight strategies to support and improve XXXXXXXXXXXX attendance.

Yours sincerely

Gareth Parker
Headteacher

Exceptional Circumstances Leave of Absence Request

All requests must be completed on the Exceptional Circumstances Leave Request Form; letters and emails will not be accepted.

Student's Name _____

I wish to apply for my child to be absent from school during the following dates:

Date of Last day at School:

Date of Return to School:

Total number of school days missed:

Reasons for absence from school:

I would like to request the above absence. I understand that the school strongly advises against taking unnecessary absence during term time and accept that this may have a detrimental impact on my child/ren's progress.

Name of Parent/Carer making application

Signed _____

Date _____

APPLICATION FOR LEAVE OF ABSENCE DURING TERM TIME

Attached is an application form for you to request permission for your child to be absent from school due to exceptional circumstances. Before completing the application form, please read these notes carefully:

- As a parent/carers, you can demonstrate your commitment to your child's education by not allowing your child to miss school for anything other than an exceptional and unavoidable reason.
- The law states that you do not have the right to take your child out of school for holidays during term time.
- Permission for authorised leave of absence may only be granted if it's deemed an exceptional circumstance where it would be in the best interest of the pupil.
- There are certain times of the year when it is not possible for a child to miss school. Examples include examination periods, at the time of starting a new school and at the start of a new school term. When deciding whether to authorise your child's absence and give permission, the school will take these and other factors into consideration.
- Every request for leave of absence during term time will be reviewed on an individual basis with due consideration of the circumstances but the Headteacher can only grant leave of absence if they consider exceptional circumstances apply. The fundamental principles for defining 'exceptional circumstances' are that they are rare, significant, unavoidable and for a short period of time. If the exceptional circumstances are agreed, the Headteacher will determine the length of the absence to be authorised.

Having read these notes, if you still wish to apply for a leave of absence for your child to attend an important family event then please complete the application attached.

Visitor Policy

1. Introduction

- 1.1 The School provides care and education to vulnerable pupils and takes measures to control the environment in which those activities are delivered. Every visitor is treated with courtesy and respect, made to feel welcome whilst on the premises and protected from potential health and safety hazards.
- 1.2 Staff should be aware that persons not employed or contracted by the School have not been risk assessed to work with our pupils.
- 1.3 It is the responsibility of all staff to verbally and respectfully challenge any individual who is unaccompanied on site at all times.
- 1.4 For the purposes of this policy, visitors include:
 - those who have business with the School (e.g. external maintenance contractors, inspectors, delivery persons)
 - professionals from public bodies who visit the School to discharge their duties and/or assist its staff and pupils (e.g. Social Workers, doctors, nurses, police etc.)
 - family and friends of pupils
 - parents of pupils who are visiting staff, and
 - those who have been invited to the School for vocational or social purposes.

2. Practice

- 2.1 To ensure that visitors have a positive experience and for the safety of pupils and staff, the following guidance must be followed:
 - All visitors must report to Reception during normal business hours to sign in. A badge will be worn at all times and returned when signing out at the end of the visit.
 - Contractors and tradesmen must sign in at Reception in the main office, where badges will be issued.
 - All visitors must be accompanied by staff at all times whilst on site.
 - Visitors should not be left alone with pupils they have not come to visit.
 - Staff should give privacy if possible for friends and family to have time with the pupils they are visiting.

- Disruption to the routines of other pupils should be avoided wherever possible.
- Should anything untoward occur between visitors and a pupil, staff should act promptly to resolve the issue safely and with a minimum of conflict. Staff should immediately report the matter to a member of the Senior Management Team or Duty Manager.
- If the issue constitutes a safeguarding matter, staff should follow the safeguarding protocol.
- Visitors must not use residential facilities such as baths, showers or kitchen facilities, which are for pupils and staff only.
- Visitors must NOT bring dogs onto the premises.

Visitors during weekends

2.2 At weekends, during evenings and out of office hours, all visitors must:

- arrange their visits in advance directly with the Management Team on duty that day in the appropriate House, and
- report to the most senior person working in the school on that day on arrival and sign the Visitors' Book.

3. Inappropriate behaviour by visitors

3.1 All staff are advised that the following inappropriate behaviour will not be tolerated:

- any form of threatening and/or abusive behaviour
- acts of vandalism
- disorderly behaviour.

3.2 All acts of criminal behaviour, violence or aggression will be notified to the Police immediately.

4. Monitoring compliance and effectiveness

4.1 A measure of the effectiveness of this policy will be a review of the number of concerns and formal Complaints made to the Senior Management Team in relation to visiting arrangements, or issues arising from the implementation of this policy.

4.2 The views of pupils, parents, staff and visitors, as reflected in their responses to questionnaires, will also be considered.

Curriculum & Assessment Policy

1. Intent

- 1.1 William Morris School aims to create a holistic curriculum that contains clear therapeutic pathways which incorporate therapeutic practices designed to promote self-progression. Academic branches linked to National Curriculum Key Stages further support the development and use of Schemes of Work. The curriculum is informed by the Neurosequential Model of Brain Development which emphasises the importance of understanding how trauma impacts the learning process. It therefore focusses on establishing safety first and the pupil's primary need.
- 1.2 Many of the pupils who attend the School are affected by developmental and/or complex trauma. As a result, the Novalis Model involves a trauma-informed and evidence-supported approach which promotes positive relationships and secure attachments within a therapeutic low arousal environment.
- 1.3 Our curriculum aims to build capacity to learn and overcome barriers to learning through the adoption of a neurodevelopmental, attachment-focused approach. Every pupil at William Morris School is placed on a curriculum pathway informed by EHCP outcomes, therapy objectives, historical information and NMT data. This is all collated in a curriculum passport (see Appendix 1 for an example passport).

2. Curriculum pathways



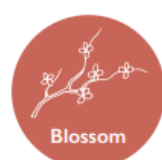
To be able to understand and respond to my sensory needs, make sense of the world around me and access multi-sensory learning experiences.



To develop awareness of my own emotions, how I self-regulate, connect meaningfully with others and engage with learning experiences.



To develop positive relational health, be safe and work towards appropriate accreditations, in line with my abilities and interests.



To develop transferable skills in preparation for life and independence.

- 2.1 Each pathway has access to the National Curriculum which is individualised for each pupil, incorporating their primary social, emotional and academic needs. For all pupils, the curriculum is geared towards achieving the ultimate aim of ensuring that, by the time they reach adulthood, they have developed and achieved the skills that will enable them to have the greatest level of independence and most enjoyable and fulfilling lives.
- 2.2 William Morris School offers a full range of educational and social experiences to pupils aged 7-19 years old. By focusing on rhythm and routine, the School aims to create a community that feels safe: a community that celebrates achievements and allows pupils to develop and nurture skills that will enable them to progress in all aspects of their lives. The curriculum encourages pupils to explore all subjects of the National Curriculum in a practical and creative way.
- 2.3 The content and progress within each subject area is mapped out in individual subject schemes of work and curriculum maps. Creative and physical skills are developed through a range of activities, which include art, textiles, pottery, woodwork, photography, music and drama. A wide range of sporting opportunities are also available. The School has a Gym and outdoor space which each pupil will use for Physical Education.
- 2.4 Literacy and numeracy skills are taught throughout the school day and all teachers cultivate and encourage pupils' development in these key skills. The highly individualised learning environment in the School recognises the varied needs of learners and uses creative teaching techniques, tailored to natural interests to encourage access to the learning process.
- 2.5 The School does not promote specific religious beliefs and practices, but observes many festivals and celebrations taken from various faiths and cultures. Pupils with any religious belief or no religious belief are welcome at the School. Religious Education is provided to all pupils as part of the timetable through weekly assemblies and celebration of festivals and aims to develop understanding of the diversity of religious beliefs within the world today. We view working together for the benefit of pupils as being of great importance. Consequently, the education staff make every effort to work jointly with parents and external professionals, as well as the welfare, therapy and medical staff at the school.

3. Our Aims

- To inspire learners to engage in education by offering them opportunities in which they can succeed and thrive.
- To provide both formal and informal learning opportunities, which encourage pupils to prepare for life beyond school: as individual citizens, as members of a group and as members of the community.
- To encourage pupils to develop self-confidence to learn new skills, to become receptive to new ideas, to build relationships with others and to develop social competence in a range of group activities.
- To develop each pupil's ability to take responsibility for their own actions and behaviour, by developing their understanding of brain development.

- To enable each pupil to become active citizens through providing opportunities that allow them to learn how they can make a positive contribution to the school, local and world communities.
- To encourage each pupil to aim high and to achieve the best examination results, certification or awards of which they are capable.
- To recognise and celebrate achievement across a wide range of activities.
- To encourage pupils to take responsibility for their own learning.
- To maintain and promote the involvement of parents, carers and professionals in their child's learning.
- To help prepare pupils for their future life as a young adult by promoting and developing life skills and through involvement in a range of work experience placements and work shadowing experiences.
- To develop each pupil's ability to self-regulate and develop a positive sense of self.

4. Structure of the school day

- 4.1 The importance of rhythm, routines, order of lessons and the role of the class teacher underpin the structure of the school day. An important focus at the School is preparing the pupils for learning. The pupils who attend the school have experienced varying degrees of developmental trauma. Research shows that structure is essential to establishing a sense of safety and self-regulation, and thereby allowing brain plasticity to occur and enabling pupils to learn and retain new information.
- 4.2 The school day starts at 08.45 and ends at 15.30, except on a Friday when the school day finishes at 12.45. There is a short break at 10.30 to 11.00 and a lunch period from 12.30 to 13.20, during which boarding pupils return to their boarding accommodation. Day pupils have lunch on the School site and are supervised by key members of staff and support assistants.
- 4.3 At the beginning of each day, pupils and staff meet in their classrooms for a community meeting. Pupils on the Seedling and Sapling Pathways will then engage in a therapeutic activity to prepare them for learning. Pupils on the Sycamore and Blossom Pathways will explore a current affairs topic led by teachers. Welfare staff and teachers jointly supervise all transitions between the boarding accommodation and school and ensure that any information regarding a pupil is handed over to the relevant staff. The Senior Leadership Team is responsible for overseeing the sharing of information with day pupils' parents and carers.
- 4.4 The curriculum and school day is structured in such a way that literacy and numeracy lessons are taught during the first part of the school day when pupils are most alert and receptive. From breaktime onwards, lessons become more practical, and topic based with subjects such as Science, Humanities, Computing, Design & Technology taught. This practical approach continues after the lunch break, with the addition of physical education activities, art,

horticulture, outdoor education, and work experience.

- 4.5 Swimming sessions take place during the morning at a local swimming pool where the School has sole use. Throughout the school day there are therapeutic interventions to support the pupils' social and emotional well-being. Alongside this there are also opportunities for sessions in music, baking and craft (woodwork).
- 4.6 Most subjects are delivered as discrete subject lessons, although there is always a strong emphasis on cross-curricular links. Additionally, teachers take the opportunity to make use of the local environment and facilities to make lessons as interesting and relevant as possible. Before any new learning experience, pupils take part in brain-break activities to optimise the retention of new information, allowing the pupils to make necessary progress (see appendix 2 for example activities).
- 4.7 Each class has two class teachers who jointly teach the class group. In each lesson one of the teachers leads the lesson whilst the other supports. They are also aided by teaching assistants. This reinforces pupils' routines and allows teachers to track progress more easily. Additionally, there are subject specialists available to teach music, drama, craft (woodwork), art (including print design), Horticulture and Design & Technology.

5. Facilities

- 5.1 The School currently has five classrooms (and will have six classrooms in due course), each of which are equipped with interactive boards and computer facilities. Each class group has a dedicated classroom where they meet for registration and where the majority of lessons take place. In addition, there are several specialist classrooms and facilities to support the following curriculum subjects: music; art and design (including art printing); drama; woodwork; gardening and horticulture; home cooking skills; and a therapy room.
- 5.2 The school will have a library and reading spaces to cater for all age groups and abilities. There is also a school hall and several rooms for individual or small group tuition.
- 5.3 Physical education takes place primarily using the outdoor spaces and the school hall. However, off-site physical education also takes place using local sport centers and other facilities. This may include bike riding, climbing, swimming and gymnastics.

6. Implementation of the curriculum

Lesson Delivery

- 6.1 All pupils within the School benefit from a learning programme which is personalised to address their particular needs. Each pupil has an Educational Information Document which includes targets designed to support them in making progress towards the objectives detailed in their EHCP plan as well as therapy goals and outcomes. Literacy and numeracy skills are embedded across the curriculum. Each pupil has an individual timetable which details their planned lessons and any therapies they attend.

- 6.2 As part of lesson delivery pupils take part in a variety of multi-sensory activities to prepare them for learning. This is an essential part of the School's curriculum as it enables pupils to regulate their brainstem to access cognitive tasks. In addition, pupils are provided with brain-breaks to support with the processing and retention of new information.

Lesson Planning

- 6.3 Teachers plan lessons to ensure that they meet the individual learning objectives for each pupil. At the end of each lesson the teacher assesses each pupil's achievements. This assessment forms the basis for future lessons and may involve whole class questioning regarding the topic covered, or individual assessment if this is more appropriate.

7. The School Curriculum

National and Vocational Curriculum

- 7.1 The Headteacher has overall responsibility for the Curriculum and is supported by the Deputy Head Teacher, Assistant Head Teachers, Senior Teachers and individual Subject Coordinators. The school offers a range of National Curriculum Subjects appropriate to each learning pathway which include:

Seedling and Sapling Pathways	• Literacy and Numeracy (minimum of 4 sessions per week) • Science Art and Design, Computing, Design and Technology, MFL, Humanities, Music/Drama and Physical Education. • The school encourages cross-curricular links between subjects within an overall termly theme • PSHE is studied 4 times per week. • Swimming.
Sycamore Pathway	• Pupils continue to study English, Mathematics, Science and PSHE • Pupils are supported through an informal options process where they can select subjects of interest.
Blossom Pathway (post-16 provision)	• The School recognises that post 16 pupils need access to a curriculum that will prepare them for adult life and for moving on from School. Each post-16 pupil follows a personalised curriculum and has a timetable based on their own needs and choice of subjects.

Vocational Learning and Work Experience

- 7.2 Preparing pupils for work is an important aspect of the School's curriculum. Pupils following the Sycamore and Blossom Pathways can choose options from a range of work-related and vocational opportunities and qualifications according to their individual needs, abilities and

interests. These are generally in the areas of:

- Land and environment, (including gardening and horse care)
- Hospitality and catering
- Construction /maintenance
- Business and administration (including office skills)
- Personal and work skills development.

7.3 Pupils are able to gain practical experience through a range of facilities provided by Novalis Trust which include: the Halfway Café; the administration and training department; the maintenance department and through use of the school grounds, gardens and local woods. Horse/animal care skills are arranged at local riding stables, farms and animal shelters. Post-16 pupils also participate in life skill activities such as taking public transport, shopping for daily items, budgeting and planning and preparing meals. This promotion of independence is a core element of the post-16/Blossom Pathway.

Personal, Social, Health and Economics (PSHE) and Sex and Relationship education.

7.4 The School places great emphasis on developing each pupil's understanding of healthy lifestyles and their ability to keep themselves safe. They are supported to develop skills in managing money as well as their understanding of how to keep themselves safe from risks such as abuse, sexual exploitation and extremism, including when using the internet and social media. There is also a focus on personal development and the promotion of British values, including respecting others and contributing to wider society and life in Britain.

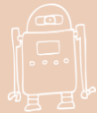
7.5 Sex and Relationship education forms part of the PSHE curriculum and is timetabled for all pupils. Sex and Relationship education is delivered according to individual pupil's abilities and emotional development and class groups may be divided into smaller groups where appropriate.

Role of Subject leaders and their responsibilities

- To update and devise curriculum maps and schemes of work across each pathway
- To manage and order resources
- To have an awareness of how each subject is being taught around the school
- To arrange and record minutes of moderation meetings with teachers
- To attend training to support teachers teaching their subject
- To keep updated with subject pedagogy
- To devise and update a development plan
- To be aware of pupil levels and progress made

Enrichment

7.6 Our curriculum is enriched through numerous activities and opportunities for our pupils. This is implemented on an individual or small-group basis. Below is an overview of interventions:

 Environment	- Forest school - Woodchester Mansion - Box Woods - Beaches	 Curriculum Enrichment	- Animation Workshop - Cheltenham Literature and Science Festivals - Science Boffins
 Independence	- Work experience - Life skills - Travel skills - My Cook Book - Transition support - Preparation for work - Skillzone - SchoolBeat	 Working with Animals	- Therapy animals - Small animal care - Pony care - Living Eggs (chicks)
 Arts/digital media	- Carpentry - Digital making - Weaving - CAD	 High achievers	- Exhibitions - Galleries - Theatre visits - Small group interventions - Workshops

7.7 The Enrichment Curriculum Intent is to:

- help pupils to engage in learning when they are unable to access other areas of the curriculum.

- encourage pupils to view education and learning as a lifelong pursuit
- help pupils develop skills for learning
- help pupils develop independent living skills
- help pupils develop skills for work
- support pupils to fully access their community
- encourage creativity and enthusiasm and to help pupils develop interests and passions

7.8 The Enrichment Curriculum is implemented to run alongside the National Curriculum and is designed to support pupils to access a wider curriculum. It includes:

- Forest School sessions
- Digital making and creative use of IT
- Pottery
- Woodwork
- Practical science
- Horticulture/animal care

High Achievers

7.9 **Rationale** - The School recognises that most pupils have areas in which they excel. The School recognises the need to identify these more able and talented pupils ('high achievers'). We do not limit this to academic achievement alone.

7.10 **Identifying High Achievers** - The School takes an individualized approach to identifying high achievers. High achievers may be identified in the following ways:

- Teacher nomination
- Performance data
- Parental nomination
- Individual passions/interests
- 1:1 conferencing with pupils

7.11 **Provision for High Achievers** - A register of high achievers is maintained by the School. This is

reviewed regularly and in line with our pupils' changing needs and to take into account new pupils on roll. Differentiation at all levels incorporates the needs of academic high achievers. Bespoke curriculum enrichment activities are provided to individuals or small groups in line with areas of high achievement.

7.12 **High Achievers Register** – the following is an example:

Name	Class	Area of High Achievement
KF	1	Gardening / Horticulture
RB	2	Mechanics

NMT Influences

- 7.13 Our Curriculum Pathways are informed by the Neurosequential Model of Therapeutics (NMT). This is an approach that integrates the core principles of neurodevelopment to inform work with pupils and families. The approach is embedded into our day-to-day teaching and supports all areas of the curriculum.
- 7.14 The NMT approach has three key components: training; assessment; and specific recommendations for the selection and sequencing of therapeutic, educational and enrichment activities that match the needs and strengths of the individual. As a result of adverse childhood experiences, pupils often use the “doing” (brainstem & diencephalon) part of their brain due to their high levels of hyperarousal and hypervigilance. When this occurs, the higher cortical levels of the “thinking” (cortex) brain are unable to be used. To support pupils with overcoming their barriers to learning, it is therefore essential that they are supported through interventions which promote brain development through patterned, repetitive activation in the neural systems.
- 7.15 Many of the therapeutic strategies focus on developing neuroplasticity in the brain to allow for re-organisation at a neural level. Sensory-based strategies, brain-breaks, movement breaks and sensory circuits are therefore used in the curriculum to regulate the brainstem to allow pupils to use the higher cortical levels of their brains so they can engage in learning.
- 7.16 NMT is implemented by assessment of past and current experience and functioning. A review of the history of adverse experiences and relational health factors is used to create an estimate of the timing and severity of developmental risk that may have influenced brain development. Each pupil at the School has a case record and NMT metric, which reviews their current functioning and generates a visual representation of the pupil's estimated current functioning. This generates a Functional Brain Map. This is used to guide sensitive interventions, which are designed to replicate the normal sequence of development beginning with lowest (brainstem) and moving sequentially up the brain as improvement is seen. This information is used when allocating a Curriculum Pathway and is documented on the Curriculum Passports (see Appendix 1).

Example of functional brain map

Client (14 years, 3 months)			Report Date: 12/4/2010		
4	8	7	2	2	9
11	10	7	2	6	10
3	3	8	1	8	8
	10	5	2	3	
	11	6	4	3	
		4	4		
		8	10		
		9	6		

Age Typical - 14 to 16					
10	10	10	10	10	10
12	12	12	10	10	11
11	11	12	11	10	12
	11	11	11	12	
	12	12	12	11	
		12	12		
		12	12		
		12	12		

- 7.17 The map is colour-coded with red indicating significant problems; yellow indicates moderate compromise and green indicates fully organised and functionally capable. The bottom map is a comparative map for a “typical” same-aged child. The graphic allows a teacher to quickly visualise important aspects of a pupil’s history and current status. This information is key to designing developmentally appropriate educational, enrichment and therapeutic experiences. The goal is to find a set of therapeutic activities to meet the pupil’s current needs in various domains of functioning (i.e. social, emotional, cognitive and physical) and to recommend activities that include music, dance, yoga, drumming, various sports, therapeutic massage to more traditional play therapy, sand tray and other therapies.
- 7.18 The impact of using NMT practices will be reviewed primarily by the School’s special educational advisor, Head Teacher and trained NMT certified practitioners.

8. Home Studies (Homework)

- 8.1 At William Morris School, we encourage pupils to develop a reading culture and promote reading for pleasure at home. We encourage parents and carers to support pupils in meeting this reading goal. The amount of reading will vary between pupils, but we generally expect pupils to read for five minutes at least three times a week.
- 8.2 We expect all our exam group classes to complete one home study task each week, and we continue to encourage reading at home to build literacy skills. The home study task may be focused on achieving their personal education outcomes (EHCP Objectives) or based upon the

qualifications they are working towards.

- 8.3 Members of the Welfare Support Team (Boarding) will ensure collaboration between the education and welfare (boarding) teams to support each pupil's outcomes. Pupils will have designated time and space to complete home study within the boarding house.

9. Inclusion/equal opportunities

- 9.1 The School aims to give every pupil the opportunity to experience success and to achieve as high a standard as possible, regardless of gender, race, religion, and special educational needs, and disabilities, cultural or social background.

- 9.2 In order to do this, the School:

- teaches the knowledge, skills and understanding that suit pupils' abilities and needs to challenge them
- is flexible in selecting lesson content from a suitable level and Curriculum Pathway
- uses materials that are free from discrimination or stereotyping
- sets high expectations and provides opportunities for all pupils to achieve including boys, girls, pupils with SEN or disabilities, pupils from all social, cultural and linguistic backgrounds and more able pupils
- uses a range of approaches, such as group or individual 1-to-1 work to ensure learning needs are appropriately addressed
- plans work that builds on previous learning, interests and experiences of pupils.

10. External examinations and qualifications

- 10.1 All pupils who attend the School are entitled to be entered for externally recognised qualifications and examinations. A wide range of courses and examinations are available to suit individual needs and interests. These include GCSE, Functional skills, Entry Level Certificates, BTEC courses and Individual Unit Awards qualifications in a wide range of subjects. Where appropriate, the School ensures that access arrangements applications are made through the Joint Council for Qualifications (JCQ). This process is coordinated and overseen by the SENCO/Exams Officer.

- 10.2 GCSE, Entry Level, ASDAN and BTEC courses are usually followed from Year 10 onwards and generally take two years to complete.

11. Therapeutic provision

- 11.1 The School offers a range of therapeutic support for pupils including occupational therapy, counselling, life story work, Dyadic Developmental Psychotherapy (DDP), and sensory

integration support. This support is provided by a dedicated team of therapists including an art therapist, clinical psychologist, child and adolescent psychotherapist and occupational therapist with a specialist in sensory integration. All therapists are registered with the Health and Care Professions Council or other professional body.

- 11.2 Referrals for therapy are made through the School's Support, Advice and Strategy group. Therapy goals and strategies as appropriate are integrated into Placement Plans, Education Health Care Plans and Curriculum Passports to ensure each pupil's therapeutic needs are addressed across all settings.
- 11.3 The therapy team assist with the establishment of a baseline of skills for pupils which are then integrated into Placement Plans using SMART objectives (achievement of which are monitored by the completion of a Pupil Skill Record). These are supervised by an Occupational Therapist.

Speech and Language Therapy

- 11.4 The School employs Speech and Language Therapists who assess each pupil's skills and abilities. From these assessments, a detailed programme of speech and language therapy is planned and delivered. This may involve individual sessions, group sessions or support within the classroom environment. The Speech and Language Therapists support the School in ensuring the language and communication needs of each pupil are met. This support includes discussion and sharing of resources and strategies with both teaching and welfare staff. The Speech and Language Therapists also contribute to each pupil's Annual Review of EHCP's, Statement of Special Educational Needs and Placement Plans, as appropriate.

12. Training

- 12.1 All education staff participate in training to develop their knowledge, skills and understanding of how to support the pupils appropriately. Individual subject Coordinators lead training sessions, focusing on areas such as assessment and the tracking of pupils' progress in their subject area. They also attend appropriate training to ensure they keep up to date with current best practice. Additionally, all education staff receive training in Safeguarding Children, Team Teach Training, fire safety, first aid, manual handling, and COSHH and food hygiene. A range of other relevant topics are covered, such as specific learning difficulties, culture and identity, literacy, numeracy and trauma and attachment disorders.

13. Individual Education Plans (Educational SMART Targets)

- 13.1 All pupils with Statements of Special Educational Need or an EHCP have an Individual Education Plan ("EP") detailing their current educational targets. New pupils at the School are provided with Educational SMART targets within 20 days of beginning their placement. The targets are aimed at helping the pupil make progress towards the long-term objectives set out in their EHCP's, Statement of Special Educational Needs.
- 13.2 Pupils are encouraged to take ownership of their Educational SMART targets by taking an active role in monitoring their own progress. The class teacher is responsible for enabling this. Targets are written in positive language which clearly explains what they need to do. Clear success

criteria are given, which may be further broken down into smaller steps to ensure that pupils experience frequent success. The IEP will generally focus on cognition and learning outcomes from the statement or EHCP.

- 13.3 Progress towards each target is monitored by class teachers at least weekly and, in some cases, more frequently. For example, progress towards a numeracy target may be monitored at the end of each Maths lesson. Pupils are encouraged to take responsibility for recording their own progress and a range of methods may be used for this purpose. For example, some pupils keep a written record in a logbook while others prefer a chart such as a star or tick chart.
- 13.4 Overall progress is reviewed every term and new targets are set and shared with parents and social workers. Progress is reported to parents and professionals involved in the pupil's care and education at each Annual Review, EHCP review, PEP review and Looked after Child Review (LAC review). Parents and professionals attending the review have an opportunity to discuss the targets set in the pupil's current EID document.

14. Personal Educational Plans (PEPs)

- 14.1 The School supports the development of the Personal Education Plans for Looked after Children (LAC) and ensures the educational information needed is available. PEP meetings are viewed as particularly important and seen as an opportunity for social workers to meet collectively with the pupil concerned, education and care staff. These meetings may be arranged through the Main School Office and the appropriate teaching and care staff will be available.
- 14.2 The School's Designated Teacher for Looked after Children is the Head Teacher and is assisted by the Deputy Head Teacher and Assistant Head Teachers.

15. Assessment Policy

- 15.1 Assessment at the School aims to:
- Be part of effective planning that focuses on how pupils learn and is central to classroom practice
 - Be seen as a key professional skill
 - Be sensitive and constructive so as to foster motivation and promote understanding of goals and criteria
 - Help learners know how to improve and develop the capacity for self-assessment
 - Recognise all educational achievement.

Overview

- 15.2 On entry to the School each pupil is assessed to determine their current attainment levels across all subjects as well as their individual barriers to learning. The process takes approximately four

to six weeks depending on the needs and ability of the individual pupil. Initial (on entry) assessment combines class-based subject assessment, teacher observation, pupil voice, historical information, standardised cognitive assessment (carried out by the School's SENCo) and any other professional assessments. Once an individual profile is established, ongoing assessment for learning is carried out using a combination of formative and summative assessment. Continuous formative assessment ensures pupils are working at their appropriate level as well as identify 'barriers' and 'boosters' that teachers can use to make appropriate interventions and extensions to pupil learning.

- 15.3 There is regular checking and moderation of learner work and teacher assessment across all subjects. Class teachers moderate samples of each pupil's work throughout the school year at 'Subject Moderation Meetings'. Moderation meetings in each subject area are held at least three times a year (towards the end of each whole term) and are organised by the Subject Leader. These ensure that the levels or steps awarded to pupils are accurate and consistently applied across the School. Subject Leaders are also responsible for recording and monitoring pupil progress in their subject/pathway at three 'moderation points' across the school year and for notifying the Senior Leadership Team and SENCo of any pupils who need additional support. On Sycamore and Blossom pathways, standardised materials from examination awarding bodies are used to moderate summative assessments completed by pupils. Assessment and progress are also checked through regular 'book-looks' and lesson observations carried out by the Senior Leadership Team.

Assessment and Monitoring of Progress

- 15.4 The school uses the following systems of assessment:

- WRAT 5
- B-Squared Progression Steps
- Pearson's Progression Services
- Accreditation specifications
- Individual subject monitoring (Music, Art, DT)
- Teachers' own assessments.

- 15.5 The B-Squared Framework is based on the 2014 National Curriculum (NC) and is recorded in scales. This framework breaks down the 2014 NC programmes of study into smaller, more manageable, assessment points that can be used to evaluate the performance of pupils who make atypical rates of progress in some or all aspects of their academic development. As there is no national curriculum guidance available for teachers of pupils working below the level of the National Curriculum, B-Squared identifies prerequisite skills for entry to the Key Stage 1 programmes. Teachers record pupil progress using B-Squared's online system. Teachers update this software with levels of pupil achievement recorded in their Education Information Document at the end of every half-term as 'scales'. B-Squared also supports non-linear

assessment which is vital for pupils with 'spiky profiles' or gaps in their educational attainment (a profile often presented at William Morris School). The B-Squared assessment software enables teachers and senior leaders to analyse pupil progress and identify where pupils need additional support, thereby identifying areas for further intervention and support. Additionally, B-Squared can highlight areas where pupils are on track or exceeding, thereby supporting identification of areas for stretch and challenge.

- 15.6 For pupils working beyond the B-Squared 'scales', Pearson Progression Services is used for assessment and monitoring of pupil progress. The Pearson Progression Service provides a consistent method of tracking and reporting pupil progress across multiple subjects. The programme consists of a 12-step progression scale with subject maps that break down skills and knowledge for each subject, helping teachers to understand the progress a pupil is making over the years. Teachers use the subject specific progression maps as a formative assessment tool. This can be used to identify or clarify specific areas for improvement, guidance on how to support pupils struggling with particular skills or how to help move them on to the next step in their learning. As part of the Pearson Progression Service there is an online toolkit: ActiveLearn Progress and Assess. This system provides online resources which teachers and Subject Coordinators use for lesson planning and resources. The 12-step programme offers a greater level of granularity than GCSE grades alone which means that smaller amounts of progress can be measured. Results can be converted from 'Steps' to an indicative 9-1 GCSE grade, which means that predicted steps can be internally verified to grades obtained by pupils at the end of Key Stage 4/5.
- 15.7 The School offers a range of BTEC and other specific subject entry level accreditations. These are tailored to the needs and interests of our pupils and therefore the subjects and selected units delivered can vary each year. Assessment for BTEC accreditations follows the specified learning outcomes and assessment criteria for each subject specification. Assessment Plans are drawn up at the start of the year and detail the schedule of unit delivery, assessment deadlines and internal verification deadlines. Pupil progress is recorded and monitored using an 'Assessment Record Sheet'. Similarly, Entry Level Certificate accreditations are monitored and assessed in line with awarding body specifications.

Recording Pupil Progress

- 15.8 Each pupil's expected progress is monitored termly and recorded on their Educational Information document which includes:
- All About Me - a one page profile about the individual pupil
 - My Exam Profile - for KS4/5 pupils detailing exam access arrangements and accreditations they have obtained or are working towards
 - My Progress Profile - EHCP outcomes, IEP SMART targets and achievements to date
 - Learning Profile - outlining pupils' strengths, challenges and strategies for intervention and support

- My Progress and Curriculum – detailing a pupil's curriculum coverage and their progress assessment data

15.9 Educational Information documents include a 'Progression Map' (see Figure 1) which provides an overview of how each assessment framework fits together. Individual pupil progress is recorded in the subsequent 'Individual Progress Data' table (see Figure 2). This table tracks pupil progress across their whole education journey and is updated at the end of every half-term. GCSE, BTEC and Entry Level Certificate qualifications are recorded in line with the awarding body specifications.

Figure 1
Progression Map

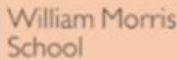
Progression Map											 Novalis Trust		 William Morris School	
KS1		KS2				KS3			KS4		Qualifications			
Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11				
										12 th Step	Grade 9	Level 2		
										11 th Step	Grade 8			
									10 th Step	10 th Step	Grade 7			
									9 th Step	9 th Step	Grade 6			
									8 th Step	8 th Step	Grade 5			
							7 th Step	7 th Step	7 th Step	7 th Step	Grade 4	Level 1		
						6 th Step	6 th Step	6 th Step	6 th Step	6 th Step	Grade 3			
						5 th Step	5 th Step	5 th Step	5 th Step	5 th Step	Grade 2			
				Scale 9	Scale 9	4 th Step	4 th Step	4 th Step	4 th Step	4 th Step	Grade 1			
				Scale 8	Scale 8	3 rd Step	3 rd Step	3 rd Step	3 rd Step	3 rd Step	Grade 1			
						2 nd Step	2 nd Step	2 nd Step	2 nd Step	2 nd Step	Grade 1	Entry Level		
								</						

Figure2
Individual Progress Data

Progress Assessment Data (2025/26)								
Pupil Name – Year X		Progress towards individualised target*						End of Year attainment 2026
Subject	Current attainment (Sept 25)	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
English								
Maths								
Science								
Cooking & Nutrition								

* From B-squared, Pearson Step or accreditation level

Pupil Involvement in Learning and Assessment

- 15.10 Pupils are involved in the assessment of their learning through the sharing of lesson objectives at the beginning of each lesson and feedback from teachers on their progress. This may include assessment of oral contributions, graphic work, written work, role play and drama. Feedback aims to give pupils acknowledgement for their achievements and positive advice on how to improve further. Feedback may be given verbally or through written comments when marking work. Written comments are explained to the pupil to ensure they understand their meaning and to enable them to ask further questions if needed. Exercise books, See-Saw and portfolios provide clear evidence of the pupil's progress.

Peer and Self-Assessment

- 15.11 Throughout each lesson, pupils are encouraged to assess their own achievements against their individual learning objectives set at the beginning of each lesson and to set their targets for the next lesson. Peer assessment is promoted throughout the School wherever possible. However, some pupils at the School find this aspect of assessment particularly difficult due to issues of self-esteem. Teachers are sensitive to this factor when using this method of assessment and ensure that comments made by peers are appropriate and positive.

16. Marking of Pupil's Work

- 16.1 Pupils' work can be marked using positive comments, which acknowledge achievement and gives clear direction as to how the work could be improved. Where necessary, teachers explain and read any written comments to pupils. In some instances, pupils may explain their understanding orally to the teacher and written comments could include this information. In activities such as spoken presentations, the teacher may either make a written summary of the presentation which includes acknowledging achievement and areas for future improvement or

may record any contributions for future reference, including on See-Saw. Teachers mark work using green pen. Where appropriate, incorrect spellings are underlined and the correct spelling is written above the individual word or at the end of a piece of work. Teachers take care to consider which spellings a pupil needs to practise and may not highlight all the incorrect spellings in a piece of work.

17. Use of Digital and Electronic items during the School Day

- 17.1 All pupils have a computer account and password. Teachers aim to ensure that pupils take adequate rest breaks from computer tasks and that their posture is appropriate for computer use. E-safety is taught as part of the computing curriculum. Teachers advise and teach pupils about the dangers of giving personal details over the internet and about inappropriate use of the School's computer network, which includes sending offensive or threatening messages to others (cyber bullying), production or storage of offensive material (both text and graphic images), attempting to access internet sites that have been blocked by the School's firewall and using or attempting to use other pupils' or staff members' passwords and accounts.
- 17.2 The School operates a firewall system to prevent the access to inappropriate material via the School's computer network. Additionally, pupils' individual accounts have limited access to the internet which includes the BBC websites and other approved sites. A wider range of educational activities and sites, including Google, are available to pupils through the interactive whiteboards in each classroom. Access to these sites is supervised by teaching staff and only material directly purchased by the School is used.
- 17.3 Seesaw is a learning experience platform designed for early and primary education that enables pupils to document and share their learning through digital portfolios while supporting clear communication between teachers and families. It provides interactive tools, and multimedia features that help make pupils' thinking visible and keep families informed about progress. As a school, we use Seesaw to enhance engagement, provide meaningful feedback, and ensure a consistent home-school learning link that celebrates each child's achievements.

18. Review

This Policy will be reviewed annually by the Head Teacher.

Appendix 1

Pupil Passport



William Morris
School

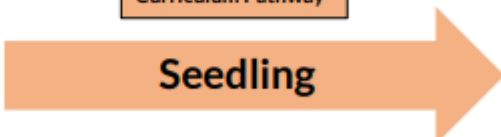
	Name:	
	Date of Birth:	
	Date of Admission:	
	Local Authority:	
	Placement Type:	

DIAGNOSIS:	ACE SCORE:

EHCP OUTCOMES	
Cognition and Learning	Social, Emotional and Mental Health
Communication and Interaction	Sensory and Physical

STRENGTHS:	CHALLENGES:

Developmental and Educational Historical Information

Dynamic Placement Information Care: N/A Education:	Curriculum Pathway 
---	---

Supporting Documentation			
EHCP		Education Assessment on Admission	DATE
NMT Metric	DATE	Therapy Assessment on Admission	DATE

Appendix 2

Example of regulatory activity / brain break (Seedling / Sapling)

ICE BREAKERS:

Two Truths and a Lie

What you need: Nothing

Duration: 10mins

Instructions:

1. Everyone thinks of 3 things about themselves; 2 truths and 1 lie.
2. Ask someone to volunteer to share their statements with the group. The rest of the group must decide which statement is the lie. They can do this as a group or as individuals.
3. Repeat

Self-esteem, Identity, Interests and Curiosity

Visual Whispers

What you need: Nothing

Duration: 10mins

Instructions:

1. Everyone should stand in a line. The facilitator should whisper an action that they would like the first person to act out (e.g. being a monkey, a policeman, a lady who has lost her purse).
 2. The first person then acts out the instruction they have been given to the second person in the line. This proceeds on down the line. The last person must guess what it being acted out.
 3. If age appropriate, this could lead into a discussion about how information and understanding is often based on prior knowledge and experience. This could promote a discussion about emotional control, or current affairs.
-

TEAM WORK:

Who is it?

What you need: Nothing

Duration: 10mins

Instructions:

1. A chosen guesser goes out of the room. Someone else in the room is allocated as the leader
2. The guesser is invited back into the room
3. Whatever the leader does the group must copy. The guesser must work out who the leader is.
4. Repeat with a new guesser
5. If age appropriate, discuss the social implications of following a leader. This could be tied in with current affairs.

Self-esteem, Adaptability, Responsibilities, Co-operation, Process skills

Dress Code

1. Intent

The school dress code will provide all pupil's at William Morris School in all stages of their education with the opportunities to have a range of choice with the underlying aspiration to "dress" in a way that reflects pupil's behaviour and conduct. We would like the dress code to support the pupil's commitment to learning so they are "Ready to learn". The dress code should also provide pupils with the opportunity to develop their character and prepare for future success in their next steps after education, "Ready for work".

2. Implementation

All pupils will be given the opportunity to choose from the list of suitable items to wear to school. The list of suitable items is also role modelled by staff with the aim to promote a positive and respectful culture. Boarding and day pupils will provide their own lower body items such as smart trousers, Knee length skirts and shoes. Parents, carers and staff will be introduced to the school dress code on admission to the school and staff will have specific training in regards intent, implementation and evaluating impact of the dress code. (Appendix 1 includes the school clothing ordering form)

3. Impact

- 3.1 The SLT of the school will evaluate and record informally the numbers of pupils who wear the school dress code.
- 3.2 It will be the expectation that all pupils and staff wear the school dress code.
- 3.3 Where a pupil is reluctant; individualised support will be given to encourage pupils to develop the skills in how "dress" can support self-confidence, self-esteem, behaviour, conduct and attitudes towards "learning" and "employment". Opportunities to support pupils will be provided in PSHE lessons and informal individualised learning opportunities. i.e. "time-in meetings".
- 3.4 Each half term these pupils will be identified for support (6 times a year).

4. Shoes

Appropriate footwear is particularly important, as ill-fitting shoes can be the cause of a number of foot complaints. All footwear should follow the general principles above. In addition, there are issues of safety regarding footwear. For example, heavy boots can cause injury to others if used in an aggressive manner and some sandals can result in a twisted ankle. It is therefore important that pupils make appropriate choices when buying shoes they intend to wear in school.

5. Outdoor clothing (coats, body warmers hats, gloves and scarfs)

It is important that pupils arrive warm and dry; however, outdoor clothing should be removed in the classroom environment and hung on the hooks provided or on the back of a chair. All classrooms are heated and it would be a very unusual situation for outdoor wear to be needed to keep warm when inside. Hats and caps should be removed when class starts. Hoodies are not permitted as outdoor wear.

6. Inappropriate clothing

Examples of clothing that should not be worn to school are:

- Cargo trousers
- Combats
- Tracksuits, jogging bottoms (except PE)
- Cut-off shorts
- Short skirts
- T-shirts with band logos, slogans etc.
- Crop tops, vest tops
- Hoodies
- Shoes with pointed toes or heels that are too high (over 5cm)
- Bright and fluorescent colours

The above list is not exhaustive.

7. Hair

Hair should be clean and tidy (brushed) and although it is accepted that some pupils wish to colour their hair, dyes should be natural tones (brown, black, auburn etc.) and not bright non-natural colours such as pink, blue, red, peroxide blonde etc. Extreme hairstyles are not permitted, and advice should be sought before any decision is made.

8. Jewellery

Jewellery raises issues of Health and Safety, which also apply to staff as well as the pupils attending the school. For this reason, pupils are discouraged from wearing jewellery. Nose rings/studs, belly button rings or any other body piercing rings are not allowed to be worn. If

pupils already have an ear piercing, they may wear one retaining stud in each ear (see Easy Read Guide). Watches, rings and necklaces will be considered on an individual basis.

9. Tattoos

Pupils attending the school are not permitted to have tattoos. Staff should ensure inappropriate tattoos are covered.

10. Physical Education (PE)

10.1 Pupils and staff are expected to change for PE lessons unless the exercise involved is of a very low level. Suitable PE wear is:

- Jogging bottoms or loose fitting shorts.
- T-shirts with sleeves (not vest style)
- Sweatshirt (not hoodie style)
- Non-marking trainers

10.2 PE is timetabled such that pupils can change at the sports centre or at the house group at lunchtime prior to an afternoon session.

10.3 The basic principles above also apply to PE clothing. All jewellery and watches should be removed for PE lessons for health and safety reasons.

11. Protective clothing for specialist activities

11.1 Protective aprons for lessons such as science, design and technology, craft, pottery, art and food technology are provided and pupils are expected to wear these when asked.

11.2 Some points regarding appropriate hairstyle, make up, fashion items and jewellery:

- Please avoid wearing clothing with offensive/suggestive or over large slogans on clothing or fashion items such as chains or large belts.
- Jewellery can be worn but the amount should be suitable for a learning environment. There is no exact amount that can be worn but guidance is up to six items (necklaces, bracelets and rings) plus stud earrings and a watch. However, any item should not be of a size that could be dangerous for others, e.g. large rings.
- Exaggerated hair styles, haircuts and unnatural hair colours are not suitable
- Make up and perfume should be discrete so that it is not overpowering for others within the room.

Appendix 1 – School clothing ordering form

William Morris School Uniform



V-neck jumper



V-neck sweatshirt



Round neck jumper



Polo shirt (white)



Polo shirt



Round neck shirt

Student Name:

Please detail your preferred options and sizing for William Morris School uniform and return to info@william-morris.org.uk

The school will provide each student with 5 items of uniform free of charge.

	V-neck jumper	V-neck sweatshirt	Round neck jumper	Polo shirt (White)	Polo shirt	Round neck shirt
5/6						
7/8						
9/10						
11/12						
12/13						
XS						
S						
M						
L						
XL						

William Morris School Uniform



V-neck jumper



V-neck sweatshirt



Round neck jumper



Polo shirt (white)



Polo shirt



Round neck shirt

Student Name:

Please detail your preferred options and sizing for William Morris School uniform and return to info@william-morris.org.uk

The school will provide each student with 5 items of uniform free of charge.

	V-neck jumper	V-neck sweatshirt	Round neck jumper	Polo shirt (White)	Polo shirt	Round neck shirt
5/6						
7/8						
9/10						
11/12						
12/13						
XS						
S						
M						
L						
XL						

William Morris School – Staff Clothing Order Form

Navy Polo



S	M	L	XL	2XL	3XL	4XL	5XL
37	40	42	44	47	49	51	53

Charcoal Polo



S	M	L	XL	2XL	3XL	4XL	5XL
37	40	42	44	47	49	51	53

Navy V-Neck Jumper



XS	S	M	L	XL	2XL
8	10	12	14	16	18

Navy Fitted V-Neck Jumper



XXS	XS	S	M	L	XL	2XL	3XL	4XL
6	8	10	12	14	16	18	20	22

Grey Crew Neck Jumper



S	M	L	XL	2XL	3XL	4XL
36	38/40	42	44/46	48	50/52	54

Navy/ Grey Check Shirt



S	M	L	XL	2XL
36/38	38/40	42	44/46	48

Educational Offsite Activities Policy

1. Introduction

- 1.1 The School recognises the value to pupils of offsite educational activities and trips. Not only do they enable pupils to enhance their understanding of extra-curricular activities, but they also provide valuable opportunities for them to learn and develop their practical and social skills.
- 1.2 Health and safety measures should not prevent offsite activities and trips from happening but should help pupils and staff to ensure that they are carried out safely. The procedures set out in this policy are designed to ensure that the risks of any such activities are assessed and managed sensibly and to enable everyone to understand their respective responsibilities when planning and undertaking educational offsite activities and trips.
- 1.3 This policy and procedure only apply to activities and trips that are organised as part of the School's educational provision (whether or not the activity or trip in question occurs during normal School hours). Offsite leisure activities that are organised as part of the School's boarding provision are subject to separate procedures, further details of which are set out in the School's Health & Safety and Risk Assessment Policy.

2. Roles and responsibilities

- 2.1 The general responsibilities and roles of individuals for health and safety matters are set out in the School's Health & Safety Policy. The responsibilities in relation to offsite activities and trips are set out below.
- 2.2 The **Headteacher** is responsible for ensuring that the risks associated with offsite activities and trips are assessed and managed in accordance with this policy and procedure. In particular, he will ensure that:
 - generic and individualised risk assessments have been completed and appropriate safety measures put in place
 - any relevant qualifications claimed by the member of staff responsible for leading the activity (Activity Leader) or other relevant members of the group have been checked and verified
 - the Activity Leader is competent to undertake and supervise any particularly hazardous or unusual activities and to monitor the risks throughout the activity
 - there is adequate and relevant insurance cover in place
 - he has the address and phone number of the venue of the activity
 - there is a contingency plan for any delays including a late return home

- if he takes part in the activity as a group member/supervisor, he will follow the instructions of the Activity Leader who will have primary responsibility for managing the activity.

2.3 The member of staff approved by the Headteacher as having responsibility for supervising the activity or trip (Activity Leader) will be responsible for ensuring that:

- the Headteacher's agreement to the activity or trip has been obtained
- the activity or trip has been properly planned and any necessary preparations have been completed (including the briefing of group members)
- an appropriate risk assessment has been completed (see Risk Assessment below)
- the group has two fully charged mobile telephones along with emergency telephone numbers and details of points of contact
- the group's staff members have appropriate details of the special educational or medical needs of any pupils participating in the activity or trip
- an activity or trip is stopped if circumstances arise which present an unacceptable risk to the health or safety of pupils or staff members
- contingency plans are in place to deal with unfavourable weather conditions, transport breakdown, or in the event of a pupil having to return to School
- the Headteacher is advised following the activity or trip in the event that it is considered that it is possible to improve the arrangements if the activity or trip is repeated in the future.

2.4 All other members of staff who participate in offsite activities or trips must:

- follow the instructions of the Activity Leader
- take reasonable care of their own health and safety and that of the others in the group by acting as any prudent parent would do in the same circumstances
- notify the Activity Leader immediately if a situation arises which they believe gives rise to an unacceptable risk to the health or safety of any member of the group so that appropriate remedial action can be taken
- dress and behave sensibly and responsibly and use any safety equipment as instructed.

3. Risk assessments

3.1 The School recognises that offsite activities or trips can involve higher levels of risk. In the interests of ensuring that any significant risks are identified and minimised, the School's policy is to conduct risk assessments prior to any such activity or trip. Any such risk assessment will:

- identify the potential risks (hazards) involved in an activity
- decide who might be harmed
- identify control measures which would reduce the risk, and
- record any significant findings.

3.2 Risk assessments in respect of offsite educational activities visits have three levels, as follows:

- **Generic activity risk assessments** will be carried out in respect of all new offsite activities before they take place. For example, if the activity is swimming, one of the risks to be assessed would be the risk of drowning. Control measures would include assessment of water confidence and the ability of pupils, competent supervision and appropriate buoyancy aids etc. Provided that a generic risk assessment has been carried out in respect of a particular activity, a new generic risk assessment will not normally be carried out each and every time the activity is repeated unless there is reason to believe that the risks associated with the activity in question have changed meaning that the risk assessment needs to be reviewed and updated.
- **Individual risk assessments** (i.e. visits/site specific risk assessments) will be carried out before each offsite activity or trip in order to assess any specific risks applicable to the group or venue. For example, if the School was planning a trip to the Tower of London an assessment would need to take account of the known behaviour patterns and needs of the pupils going on the trip, including intersectional issues, the need for adequate numbers of supervising adults, and the management of movement around London.
- **Dynamic risk assessments** (i.e. ongoing risk assessments and reassessments) will in any event be carried out by the Activity Leader and other staff members in order to assess and reassess any risks whilst the activity is taking place. For example, if the activity involved fell walking in the Lake District, the Activity Leader will assess weather conditions throughout the day, including the effect of heavy rain on water levels in streams which may need to be crossed.

3.3 The School's procedure for carrying out risk assessment is as follows:

- Offsite activity identified by the Activity Leader.
- Headteacher gives informal approval for activity subject to the completion of a risk assessment.
- Request made for individual risk assessment documentation to be produced.
- If a generic activity risk assessment is not already in place, a generic activity risk assessment will be carried out by the Health and Safety Advisor and submitted for approval by the Headteacher (in the Headteacher's absence approval may be given by the Deputy Headteacher)

- Activity Leader carries out an individual risk assessment which will include the following information (where relevant):
 - details of the lesson / educational activity
 - date, time and venue of activity
 - the risks of venue
 - details of any previous behaviours/issues from the previous lessons
 - details of how these behaviours/issues were addressed
 - any relevant medical information
 - an evaluation of the appropriate deployment of staff
 - allocation of staff supervision
 - capability of staff to deal with pupils
 - location of nearest Accident and Emergency unit, and
 - an overall assessment of the risk of the activity (low/medium/high).
- The individual risk assessment should be checked by the Deputy Headteacher and submitted for approval by the Headteacher (in the Headteacher's absence approval may be given by the Deputy Headteacher).
- Following completion of the individual risk assessment, the Activity Leader will be responsible for ensuring that it is kept under review so that any risks continue to be evaluated on a dynamic basis to take into account any changes (e.g. any changes to staff or pupils participating in the activity). The notes from any such dynamic risk assessment should be recorded on the individual risk assessment form.

4. Supervision & staff ratios

- 4.1 The School's normal policy is that, unless the individual risk assessment identifies that a lower staff to pupil ratio is safe and appropriate in the circumstances, the minimum staff to pupil ratio should not fall below one member of staff for every three pupils participating in the activity or trip.
- 4.2 The actual staff to pupil ratio for any given activity or trip will be determined by the individual risk assessment and will vary according to the activity involved, the pupils' ages and maturity and the nature and location of the venue. In any event, there should be sufficient staff in the group in order to deal with an emergency. Mixed gender groups will normally have at least one male staff member and one female staff member.

5. Hazardous activities

- 5.1 The School recognises the importance of taking extra health and safety precautions whenever planning and undertaking hazardous activities such as winter sports, rock climbing, hill walking, mountaineering, skin diving, scuba diving, white-water rafting or similar activity. In addition to completing the normal risk assessment process, the School will:
- check that any external provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (if the activity is to take place in the UK)
 - ensure that the member of staff who is the Activity Leader and/or at least one other supervisor has achieved adequate proficiency in the activity in question and that any relevant qualifications have been verified, and
 - if applicable, seek further specific advice from the relevant federation or association.

6. Monitoring and review

- 6.1 The Headteacher will review, and where appropriate revise, this policy and the risk assessment templates on an annual basis.
- 6.2 The Chief Executive will regularly monitor and evaluate the effectiveness of any risk assessments, including those for out of school trips or activities.
- 6.3 The Board of Trustees will take reasonable steps to ensure that the School is following this policy and other applicable procedures, for example through discussion at board meetings and periodic checking that appropriate procedures are in place to ensure that adequate risk assessments are carried out.

Online Safety, Mobile Phone and ICT Acceptable Use Policy

1. Introduction

1.1 This policy sets out William Morris School's approach to promoting online safety and the appropriate and safe use of information and communications technology ('ICT') including mobile phones. It is intended to operate alongside the School's Child Protection and Safeguarding Policy and Procedures, the Anti-Bullying Policy and the Behaviour Support Policy.

1.2 The School recognises that the internet is an essential element of 21st century life and that it has a duty to provide pupils with quality access to online resources as part of their education and social experience. Access to the internet has many benefits including:

- Access to a wide range of educational and cultural resources.
- Social engagement and the ability for pupils to communicate easily with family, friends and professionals who are important to them.
- Home learning that is engaging for pupils, easily monitored and set by teachers.
- Access to global information that enhances understanding and inclusion.
- The opportunity to develop skills for adulthood and employment in an increasingly digital world.

1.3 However, it is also important to be mindful of the risks associated with the internet and the use of internet-enabled devices, including:

- *Online safety and security risks* including exposure to inappropriate or harmful content, access to misleading or false information, online scams, fraud and phishing, malware, viruses and unsafe downloads.
- *Contact risks* including online grooming, unwanted contact from strangers, cyberstalking or persistent unwanted communication.
- *Conduct risks* including cyberbullying, peer pressure to engaged in risky online behaviour, sharing of personal images or information and posting content that has long-term consequences.
- *Content creating and sharing risks* such as unintentional disclosure of personal data, inappropriate or unsafe use of social media and copyright infringement.
- *Wellbeing and mental health risks* arising from excessive screen time, online addiction, negative body image, social comparison or unrealistic expectations fuelled by social media and exposure to harmful online communities including those promoting self-harm, eating disorders and hateful ideologies.

- *Behavioural and academic risks* due to distraction from learning, plagiarism or misuse of AI tools.
 - *Financial risks* arising from in-app purchases, exposure to online gambling or fraudulent adverts and scams.
 - *Risks related to emerging technologies* such as AI-generated deepfakes including manipulated images or videos used for bullying or harassment.
- 1.4 The School recognises that it would be impossible to eliminate all the above risks completely. Instead, it aims to strike a reasonable balance between providing pupils with access to online resources so that they can benefit from the various advantages outlined above with implementing appropriate safeguards and measures to ensure that they are not exposed to an unacceptable level of risk to their safety and wellbeing.
- 1.5 This policy accordingly aims to:
- Outline the measures that the School takes to promote online safety including its approach to promoting safety through filtering and monitoring of pupils' online activity.
 - Explain how the School supports boarders in relation to the use of electronic devices outside the school day.
 - Confirm the School's approach to the use of mobile phones by pupils and staff during the school day.
 - Set out how the School will respond to any concerns in relation to use by pupils of the internet or electronic devices.
- 1.6 This policy takes into account and is intended to reflect the following guidance and legislation:
- the guidance published by the [UK Council for Internet Safety \(UKIS\)](#), [Child Exploitation and Online Protection \(CEOP\)](#) and the [Internet Watch Foundation \(IWF\)](#).
 - [The Online Safety Act 2023](#)
 - [Keeping Children Safe in Education: statutory guidance for schools and colleges \(September 2025\)](#)
 - the [Filtering and monitoring standards for schools and colleges](#) published by the Department for Education.
 - [Mobile phones in schools: Guidance for schools on prohibiting the use of mobile phones throughout the school day \(February 2024\)](#)

2. Measures to promote e-safety

- 2.1 E-Safety education is delivered through PSHE lessons, IT lessons and workshops, assemblies and life skills programmes and addresses the four key online risk categories: **Content, Contact, Conduct, and Commerce**. Pupils are taught to:
- recognise misinformation and online manipulation
 - understand privacy, consent, and digital footprint
 - engage respectfully and inclusively online
 - identify and report harmful content.
- 2.2 Before using an internet-enabled device, pupils complete an **E-Safety and Responsible Use workshop**, covering:
- safe searching and communication
 - recognising and reporting online grooming or bullying
 - safe sharing and data protection
 - understanding generative AI and manipulated images.
- 2.3 Pupils are also encouraged to attend 'Tech Club' or digital literacy sessions to explore technology positively and learn risk awareness in supervised environments.
- 2.4 Pupils are set individual online safety goals and have individualised risk assessments which are reviewed termly. Progress and reviews for boarders are overseen by the Head of Boarding.
- 2.5 Parents and carers receive regular updates, workshops, and written guidance on keeping children safe online at home. Class Dojo is regularly updated with advice and guidance including national, local and schoolwide trends and themes.
- 2.6 Staff complete annual certified training on online safety, digital resilience, and emerging technologies. Teachers receive a programme of training each year with updates on PSHE and E-safety throughout the year to ensure they feel confident to teach the relevant content. Staff members who work directly with students are trained annually in digital safeguarding, including the risks of AI-generated content, sextortion, cyberbullying, and AI-CSAM (Child Sexual Abuse Material).
- 2.7 Pupils leaving the School receive guidance on how to continue safe online practices in future placements or home settings.

3. ICT Acceptable Use Agreements

- 3.1 All pupils who are authorised to use internet enabled devices are required to enter into an ICT Acceptable Use Agreement covering their use of technology. Each pupil's Agreement is informed by an individual risk assessment based on their capability, age, and vulnerability. Pupils are also asked to agree to a mobile phone contract which sets out the standards and expectations in respect of their use of mobile devices.
- 3.2 The prior agreement of the child's parent(s) and/or carers and/or social worker will be obtained if a child is to have access to their own mobile phone or other internet-enabled device. Children are required to be able to demonstrate a level of understanding of online safety, including the importance of maintaining a safe level of privacy and the need only to access age-appropriate social media, internet pages and apps.
- 3.3 Pupils may be supplied by the Headteacher with a tablet for home learning to allow them to benefit from online resources. This allows them to demonstrate skills and knowledge learnt in school and the achievement of online safety goals. This helps to inform risk assessments as to whether it is safe and appropriate to permit access to mobile devices with less filtering and monitoring. These tablets remain the property of the School and have limited capabilities (e.g. no camera access, data outside of the School's filtered and monitored Wi-Fi or ability to download other apps).

4. Use of electronic devices by boarders outside the school day

- 4.1 In the interests of supporting all boarders to have a good amount of time each day for sleeping, eating, being active, studying and interacting with friends, key adults and family members, individual agreements are put in place in respect of the use of electronic devices outside the school day. Although each agreement will be informed by an assessment of the child's particular needs and level of understanding, the following is a general guide to the type of arrangements that may apply based on national guidance around sleep hygiene, activity levels and educational needs for children at different stages of development.

	General arrangements	Individual agreements may include the following items	Sleep hygiene arrangements
Primary school ages 8-10	Access to PC for daytime and early evening use. Shared games console in communal area.	Handheld play item or ipad CD player / music player	- Audio books or music if needed as part of an individual preparing for sleep plan. - Screen time ended 1 hour before bedtime. - Child is likely to need to hand in games or other electronic items for safe keeping overnight.

Secondary school age 11-12	Access to PC for daytime and early evening use.	Personal devices may include: Handheld electronic play item, iPad or laptop. Age appropriate games only and parental controls in place. CD player / music player Mobile phone basic handset	- Audio books or music if needed as part of an individual preparing for sleep plan. - Screen time ended 1 hour before bedtime. - Child is likely to need to hand in games or other electronic items for safe keeping overnight.
Secondary school age 13-15	Access to PC for daytime and early evening use. Shared games console in communal area. Mobile phone can be taken into school if they have one to use at designated times.	Personal devices may include: Handheld electronic play item, iPad or console. PC or laptop. Age appropriate games only and parental controls in place. CD player / music player Mobile phone – basic handset or SMART phone with support	- Individualised preparing for sleep routine in place. - Support with managing a healthy sleep pattern. - Pupil is likely to need to hand in mobile phone, unless individualised risk assessment is place and effective monitoring of use during the night.
Post 16 16-18	Access to PC for daytime and early evening use. Wi-Fi off 11pm Mobile phone can be taken into school to use at designated times.	Personal devices may include: Handheld electronic play item, iPad or laptop. Age appropriate games only. CD player / music player Mobile phone – basic handset or SMART phone with support	- Individualised preparing for sleep routine in place. - Support with managing a healthy sleep pattern. - Pupil to be supported to be able to keep their mobile phone overnight if this does not impact on their sleep hygiene.
Adult age 18+	Autonomy around use of electronic devices with support when needed. Pupil to understand use of firewalls and responsible use of the internet so that it does not impact on younger pupils.		

- 4.2 Devices capable of photography, recording, or internet access may only be used in accordance with each pupil's Acceptable Use Agreement or with the supervision of staff.

5. Use of mobile phones by pupils during the school day

- 5.1 The School follows the [Mobile phones in schools guidance](#) published by the DfE in February 2024. Accordingly:

- Pupils who bring mobile phones into school will be required to hand their device to staff at the start of the day.
 - Mobile phones will be locked in a secure location by the class teacher.
 - Mobile phones will be handed back to pupils shortly before 15:30 as school ends (12:45 on a Friday).
- 5.2 Any exceptions to the above arrangements may only be made with the agreement of the Headteacher and will be recorded in the pupil's placement plan and monitored regularly. If the Headteacher feels there are reasonable grounds for a pupil to keep a phone on them during the school day (e.g. due to medication or care needs) it will be expected that the phone is kept out of sight and does not impact on learning or lesson times.
- 5.3 If a pupil disregards the above rules, then parents/carers will be asked to attend a meeting to discuss the issue. If the problem persists a meeting with the local authority may be called.

6. Filtering and monitoring

- 6.1 The School's WiFi includes age-appropriate filtering and proactive monitoring systems across all networks, devices, and mobile platforms. The system currently used by the School:
- Blocks illegal and harmful content using Smoothwall Qoria technologies. Smoothwall protects by filtering content and monitoring searches that include pornography, self-harm/suicide, violence, extremism or radicalisation, drugs/substance abuse, discrimination/hate speech and malware/hacking.
 - Monitors mobile devices through the installation of an app on the device (chosen by the pupil's parent), by the use of a Safer SIM or through the School's own system (Qustodio by Qoria). Arrangements are agreed at admission and reviewed termly. Individual risk assessments are prepared and reviewed every 6 months in collaboration with children, parents and professionals.
 - Includes contextual monitoring of AI tools and chat platforms used by pupils.
- 6.2 All devices used by pupils are configured with **device-level filtering and monitoring** unless a pupil is assessed by the School's internal multidisciplinary team as being sufficiently capable and of an age where this is no longer necessary or appropriate.
- 6.3 Over-blocking is avoided to ensure appropriate educational access, while safeguarding risks are actively managed.
- 6.4 Any attempt to bypass filtering, access inappropriate content, or misuse technology is logged and addressed as a safeguarding issue.
- 6.5 Social media use is monitored by staff or parents in accordance with the School's Safeguarding Policy. Staff must not 'friend' pupils or engage privately on social platforms.

- 6.6 The School's DSLs and internal IT team continuously monitor the effectiveness of the filtering and monitoring system. In addition, the effectiveness of the School's filtering and monitoring system is reviewed annually to ensure compliance with the [*filtering and monitoring standards for schools and colleges*](#) published by the DfE.

7. Use of mobile phones by staff during the school day

- 7.1 It is important that staff members role model appropriate and safe mobile phone use. With that in mind, staff should ensure that:

- Mobile phones are not used in the outside areas of the school (e.g. pathways to classrooms, courtyard or garden areas).
- Staff are not permitted to make/receive calls/texts during contact time with pupils other than in emergency situations.
- Staff should have their mobile phones on silent or switched off and out of sight during school time.
- Use of phones should be limited to non-contact time when no pupils are present (e.g. in office areas, staff areas, empty classrooms).

- 7.2 Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of pupils, or sharing images. Staff may use school devices to record images or videos of learning, goal progress or to capture moments of achievement or special moments for that pupil (e.g. birthdays or holidays) in the presence of other staff and for the benefit of the pupil being photographed or recorded.

- 7.3 Staff should never contact pupils from their personal mobile phone or give their mobile phone number to pupils.

8. 3G, 4G and 5G

- 8.1 Where pupils have access to mobile phone networks (3G, 4G or 5G) on their phones, they are expected to use this within the framework of the law and to ensure that their behaviours and actions do not place themselves or others at risk of harm.

- 8.2 Any breaches of these requirements will be dealt with proportionately and will involve their wider professional and family networks. This may involve the pupil not having use of their phone or other device temporarily until the matter has been investigated further and safe future use can be guaranteed.

9. Responding to online risk and inappropriate use

- 9.1 Any staff member who is concerned that a child's use of the internet or electronic devices gives rise to concerns of a safeguarding nature should report the matter immediately to the appropriate Designated Safeguarding Lead or to the Headteacher. Any activity or imagery which gives rise to a concern that a child is at risk of harm will be treated as a safeguarding

matter and will be dealt with in accordance the School's Safeguarding Policy and Procedures. Staff must not view or store any suspected illegal or indecent material on electronic devices – all incidents must be escalated to the DSL who will refer the matter to the police if appropriate.

- 9.2 Staff may, with the permission of the Headteacher, confiscate or restrict electronic devices if their use presents a safeguarding risk, in accordance with the guidance published by the Department for Education on [Searching, Screening and Confiscation](#). This will be done so in collaboration with the pupil and parents, carers and or social workers when deemed necessary due to significant risk of harm to the pupil or other children.
- 9.3 The school recognises the dangers associated with the inappropriate use of electronic devices including the sharing of nude and semi-nude pictures (also known as 'sexting'). The DSL will apply the DfE guidance [Sharing nudes and semi-nudes: how to respond to an incident](#) and coordinate with police or CEOP as required.
- 9.4 All incidents are logged and reviewed by the DSL to identify trends and ensure preventive education is adapted accordingly. The Headteacher and subject leaders for PSHE and E-Safety activity review trends and update the PSHE curriculum yearly or as instructed by the headteacher.

10. Monitoring, review and accountability

- 10.1 The Head Teacher, CEO and Trustees will review this policy annually or sooner if new guidance is issued.
- 10.2 The **DSLs** and internal **Training Team** work collaboratively to oversee online safety and coordinate training, reporting, and incident management.
- 10.3 The school maintains evidence of compliance with filtering and monitoring standards, and annual safeguarding audits.
- 10.4 This Policy's effectiveness will be reviewed in partnership with staff, pupils, trustees and local partners to ensure it continues to meet both educational and care standards.

Exams Policy

1. Introduction

1.1 The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

1.2 It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy.

1.3 William Morris School is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected.

2. Exam responsibilities

Head teacher

- Overall responsibility for the School as an Exam Centre. Delegated responsibilities to Examinations Officer to:
 - o Advise on appeals and re-marks.
 - o Report all suspicions or actual incidents of malpractice. Refer to the JCQ document suspected malpractice in examinations and assessments.

Exams Officer

- Manage the administration of public and internal exams and analysis of exam results:
- Advise the SMT, Curriculum Coordinators, Teachers and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Organisations.
- Contribute to the production and distribution to staff, of all relevant information in which candidates will be involved and communicate regularly with staff concerning imminent deadlines and events.
- Ensure that candidates are informed of and understand those aspects of the exam timetable that will affect them.

- Consult with Teaching Staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provide and confirm detailed data on estimated entries.
- Receive, check and store securely all exam papers and completed scripts.
- Administer access arrangements and make applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations.
- Identify and manage exam timetable clashes.
- Line manage the invigilation team, their recruitment and training. Monitor the whole invigilation team responsible for the conduct of exams.
- Submit candidates' coursework marks, track despatch and store returned coursework and any other material required by the appropriate awarding organisations correctly and on schedule.
- Arrange for dissemination of exam results and certificates to candidates and forward appeals/re-mark requests.
- Maintain systems and processes to support the timely entry of candidates for their exams together with the recording of any achievement.
- Implement this policy in accordance with all other School and Novalis Trust policies, procedures and regulations on Health & Safety, Equal Opportunities, Quality Assurance and Data Protection Act.

Curriculum Coordinators

- Ensure teachers are aware of the requirements for controlled assessment
- Ensure that the correct scheme of work is followed
- Comply with Awarding Organisation and specification requirements.
- Accurately complete all exams documentation/coursework mark sheets/declaration sheets and adhere to deadlines.
- Inform the Exams Office of changes to course/entry/levels.

Invigilators

- Check the examination room prior to the arrival of candidates to ensure that:
 - o Heating, lighting, ventilation and levels of extraneous noise are acceptable.
 - o No display materials that might be helpful to candidates are visible.
 - o A reliable clock of readable size is visible to each candidate.
 - o Ensure notices are displayed in accordance with JCQ regulations.
 - o The seating arrangements prevent candidates, intentionally or otherwise, from overseeing the work of others.
- Be fully aware of the regulations according to “The Instructions for Conducting Examinations”.
- Take all reasonable steps to ensure that:
 - o The official examination stationery is issued to candidates and that no other stationery, including paper for rough work, is provided.
 - o Candidates take into the examination room only those articles, instruments or materials which are expressly permitted.
 - o Candidates have all the necessary material provided by the Awarding Organisation to enable them to complete the examination.
- Open the packet of examination papers and issue the papers to candidates.
- Give clear instructions to candidates about the conduct of the examination to ensure that they fully understand what they are required to do.
- Supervise the candidates throughout the whole time the examination is in progress, and give complete attention at all times to this duty.
- Complete the Attendance Register during the examination and inform the Exams Office of any absentees.
- Know the actions to be taken in the event of an emergency such as an emergency evacuation.
- At the end of the examination, to collate all scripts in candidate number order and ensure that they are handed to the correct person.
- Collect all unused stationery in the examination room and return it to the Exams Office.

- Ensure that the room is left in a tidy condition.
- Work to promote and apply the School's safeguarding policy and procedures.

Candidates

- Check timetables issued by the school, with support of class teachers.
- Understand coursework regulations and sign the relevant declaration that authenticates the coursework as their own.
- Take responsibility for compliance with Awarding Organisation and JCQ regulations with respect to coursework, controlled assessment, written examinations, and online tests.

3. The qualifications offered

The qualifications offered at this Centre are decided by the SMT. The subjects currently offered include GCSE, ELC, Functional Skills, AIM and BTEC.

4. Exam seasons, timetables and clashes

All internal exams are held under external exam conditions. The Exams Officer will display timetables of all external exams on their notice boards. Class teachers will provide more details for individual pupils.

5. Entries, entry details, late entries and re-sits

- 5.1 Normally candidates are selected for their exam entries by the Curriculum Coordinators and the Deputy Headteacher. However, a candidate has the right to request a subject entry, change of level or withdrawal but there would be an expectation that this would be following a discussion with their Subject Teacher. The Centre acts as an Exam Centre for other organisations upon request.
- 5.2 The Exams Office will accept withdrawals, amendments and changes of tier up to the dates set by the Awarding Organisations. These deadlines are available from the Exams Office or the Awarding Organisation websites.
- 5.3 Late entries are authorised by the examinations officer and Deputy Headteacher. The deadlines for late entries are available from the Exams Office or the Awarding Organisation websites. Under extreme circumstances very late entries will be accepted.
- 5.4 Re-sit decisions are made in consultation with the school's SLT.

6. Exam fees

All fees are paid for by the school.

7. The Equality Act 2010, special needs and access arrangements

- 7.1 The Equality Act 2010 extends the application of the Disability Equality Duty to general qualifications. All Exam Centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.
- 7.2 Teachers should have knowledge of the special needs of their pupils to report to curriculum Coordinators and the examinations officer.
- 7.3 Candidates who may require access arrangements are identified during the admissions process or enrolment. The school's Special Education Advisor with the Deputy Head Teacher will organise Access Arrangement tests. Applying for access arrangements via the JCQ AAO tool is the responsibility of the Exams Office.

8. Managing Invigilators and exam days

- 8.1 Class teachers will be used as invigilators following undertaking in house training.
- 8.2 Therapy Assistants will also support in Invigilating and reading or scribing for pupils following the in house invigilator training.

9. Candidates, clash candidates and special consideration

- 9.1 Disruptive candidates are dealt with in accordance with JCQ guidelines.
- 9.2 Candidates who leave will be supervised by an invigilator.
- 9.3 The Exams Office staff will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.
- 9.4 Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, then it is the candidate's carer's responsibility to alert the Exam's Officer.
- 9.5 The candidate must support any special consideration claim with appropriate evidence within seven days of the exam, for example a letter from the candidate's doctor.
- 9.6 If the College supports the application the Exams Office will then forward a completed special consideration form to the relevant Awarding Organisation within the JCQ's recommended deadlines.

10. Coursework and appeals against internal assessments

- 10.1 Candidates who have to prepare coursework should do so by the required date.
- 10.2 The Curriculum Leaders/Managers will ensure all coursework is marked/internally verified in line with Awarding Organisation requirements. Curriculum Managers have the responsibility to ensure that appropriate quality assurance procedures are followed to include internal

verification of assessed work. Curriculum Leaders will ensure that all internal verification is completed by College internal deadlines. The Exams Office will ensure that the work is despatched at the correct time and that a record of what has been sent, when and to whom is maintained.

10.3 Marks for all internally assessed work are provided to the Exams Office by the Curriculum Leaders. These should be received by the Exams Office in order to meet the internal Exams Office Deadline.

10.4 The Centre is obliged to publish a separate policy on this subject, which is available from the Exams Office. The main points are:

- Appeals can only be made in relation to the process leading to an assessment. There is no appeal against the assessment decision i.e. the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- In the first instance the pupil should raise any concerns about the assessment process with the teacher.
- If the pupil remains concerned having spoken to their teacher they should contact the Deputy Head teacher
- The tutor or nominated person will ask the pupil to make a written appeal which will be submitted to the head teacher. The grounds for the appeal must be clearly stated.
- The findings will be notified in writing, copied to the Head of Centre and recorded for Awarding Organisation inspection.

11. Results, enquiries about results (EARs) and access to scripts (ATS)

The Deputy Head Teacher will disseminate results as required.

12. Certificates

Certificates will be presented at school in a special assembly.

Homework (Home Studies) Policy

1. Introduction

The School recognises that home study can be an important part of the school curriculum, helping to support work completed in the classroom and providing a valuable means to raise a pupil's self-esteem. We believe it is important to avoid overloading pupils with an overly rigid home study policy, which can be counterproductive to their motivation, instead we encourage pupils to play an active role in selecting the tasks they undertake each week. This policy identifies the expectations for pupil home study that our teaching team will adopt to encourage pupils to achieve and extend their classroom learning.

2. Frequency and content

- 2.1 We believe it is reasonable to expect that all pupils complete one home study task each week. The English Department considers that reading regularly is an essential part of building literacy skills and promoting reading through home learning is an important way to achieve this. The expectation of reading regularly will differ between each pupil, but at least three times a week for five minutes is encouraged. At Key Stages 2 and 3, all pupils have a weekly home study reading task and their progress is recorded in a personal reading log.
- 2.2 At Key Stage 4 and Post-16 pupils have a weekly home study task to support progress towards achieving their personal education outcomes (EHCP objectives). Each pupil has an individualised termly homework chart and can choose which task to complete each week. It is hoped that this will help motivate pupils and instil a sense of ownership over their home study tasks. The School recognises homework at Key Stage 4 and Post-16 may take many forms and could include reading, written work, research tasks and practice of other skills as appropriate.

3. Role of Parents / Carers

The School views the support of parents / carers as very important to the effective use of homework. All parents / carers will be acquainted with the School's homework policy and will be provided with a copy of the pupil's individualised homework chart each term.

4. Monitoring and communication

- 4.1 Class teachers are responsible for monitoring their pupils' home study tasks and will take responsibility for ensuring that appropriate tasks are set. Regular drop-in sessions for keyworkers of the school's boarders take place to help encourage collaboration between educational and care settings to support individual pupil's outcomes. Pupils have a personal home study record to record progress and provide an opportunity for parents / carers to provide feedback.
- 4.2 Pupils who complete all their home study tasks each half term will receive a certificate and a £5 Amazon voucher to recognize and reward their achievements. Certificates and vouchers are

presented as part of a special assembly in class.

5. Evaluation

This policy is evaluated each year to incorporate views from pupils, parents and carers collected from Annual Review meetings, comments in homework logs and parent / carer consultation sessions.

Marking Policy

1. Aims and objectives

1.1 This policy aims to help pupils to reach or exceed their full academic potential. To achieve this aim, there must be a uniform approach across the school. Pupils should all be aware of:

- their successes with the section of work
- how to improve the section of work.

2. Why is marking so important?

- **Motivation** – pupils are more likely to be motivated to make improvements if marking is regular and formative.
- **Assessment for Learning** – pupils know what to do to close the gap in their learning and how to make improvements.
- **Regular feedback** to inform teachers, pupils and parents.
- **Knowledge and understanding** can be checked and corrected by the teacher.
- **Independent learning** – comments by the teacher in the form of questions can promote research.
- **Needs of individuals** – all pupils are catered for as teachers mark and guide according to ability.
- **Gain** – pupils can receive rewards for effort or achievement with their work.

3. The marking process

3.1 Wherever possible, this should take place during the lesson and be part of the assessment and learning process. This applies to all subjects.

3.2 Pupils should be given appropriate opportunities to self or peer-assess.

4. How the books should be marked

Strengths + Targets + Next Steps

4.1 At the end of each section of work that is marked, teachers need to give:

- Strengths of the piece of work.
- Next steps to make progress – strategies for progress

- References to individual lesson objectives.

4.2 Pupils may complete subject specific sheets in which they articulate their own strategies for progress.

Spelling, Punctuation and Grammar

4.3 Throughout the section of work that is marked, use the following notation in the margin to highlight Spelling, Punctuation and Grammar.

4.4 The marking may require additional explanation as well as:

- Sp = spelling error (highlight subject-specific key words. Pupils should be encouraged to correct their spellings using a dictionary).
- Gr = grammar error.
- P = punctuation needed.
- NP = new paragraph.
- // where the new paragraph should be.

4.5 Focus on general spelling and punctuation in the FIRST TWO paragraphs and then point out any errors of subject-specific key words. Avoid more than 5 corrections per page. The teacher will decide if it is appropriate to make corrections beyond this.

4.6 Rewards for good work and in particular for the following:

- If pupils meet or exceed their target level.
- If pupils get the top effort grade for homework.
- If pupils produce a piece of work that is exceptional for their ability.

5. Roles and responsibilities

Teacher

- Written comments should be legible and in green pen.
- Mark work with pupils during lesson time. Ensure this reflection time is planned within the lesson structure.
- Recognise and reward effort and progress
- Acknowledge what they have achieved

- Advise pupils on how to improve the level for the section of work in their books or folders where allowed.
- Ensure that pupils have the current level clearly on display
- Record of verbal feedback given and stamp work with 'verbal feedback.'
- To share good practice with marking in meetings.
- 6 formal assessments each year (1 per half term)

Learning Support

- To read through the comments written by teachers in order to guide pupils.
- To use the notation consistently and in accordance with the whole school approach referred to above.

Subject Coordinators

- For their particular subject/key stage, to check marking of books at least once each half term and feedback to teaching staff.
- Ensure assessment tasks are built into each Scheme of Work. This should be at least half termly.

Pupil

- Read comments written by teachers.
- Respond positively to comments written by teachers.
- When advised, self-assess work using criteria.
- Peer assesses work fairly and responsibly, giving strengths and next steps.
- Put the best effort into book work.
- Catch up on work after absence.
- Keep standards of presentation of work high.
- Responsibility to ensure that work from lost or missing books is copied up.
- Pupil Council to discuss how the new approach has improved their learning.

Carer staff/Parent

- To read through the comments written by teachers regularly
- To support the school in checking that pupils are organising their book work.

6. Monitoring, evaluation and review

The Deputy Head and Senior Leadership Team to informally look at books on learning walks.

Parent Engagement Policy

1. Introduction

- 1.1 Parents play a vital role in the development and education of their children. Parents have a primary influence on their child's attitudes towards school and their learning. They care about their children and want to be involved. While they can find it challenging to play an active role in their child's education, it is important to meet this challenge so that pupils at William Morris School have the support they need to be successful.
- 1.2 Research shows clearly that schools improve when there is a strong connection with parents as part of the learning community. At William Morris School we are committed to promoting parental partnership and involvement in children's learning and the life of the school.
- 1.3 The Parent Engagement policy seeks to identify and break down barriers to parent involvement and proactively reach out to parents. We recognise that to be successful our strategies need to be flexible and recognise the diversity of our parents and their contributions. Fulfilling the school's vision of parental engagement requires commitment and action by all of our partners who work with us at William Morris School.
- 1.4 The term 'parent' in this policy is intended to mean those people who are the primary carers of pupils in our school and could include grandparents, foster carers and others.

2. Policy objectives

- 2.1 The objectives of this policy are to:
 - create atmosphere where all parents feel welcome, valued and heard
 - maintain an 'open door' transparent approach so that parents are able to communicate with staff on a regular basis, both formally and informally. This includes Senior Management Team, teachers and carers
 - provide as much information as possible in timely, specific, targeted and accessible ways so that parents feel confident and knowledgeable in supporting their child's learning
 - seek parents' views and opinions and act upon them
 - identify and provide support and encouragement for families suffering difficulties/crises, or barriers to involvement
 - help parents support their child's learning at home and at school, and
 - work with parents in promoting positive behaviour at home and at school.

3. William Morris School commits to:

3.1 In order to achieve the objectives set out above, we commit to:

- Actively exploring and utilising opportunities to further engage parents at school and at home to support pupil achievement.
- Informing pupils and parents about learning expectations and the pupil's academic progress and make efforts to assist parents who do not understand the school's systems of assessment, monitoring of progress and wider school policies
- Reviewing and establishing self- assessment processes to determine the effectiveness of their parent engagement strategies.

Duty Manager Policy

1. Introduction

- 1.1 These procedures deal with the normal tasks and functions of the Duty Manager (during weekday working hours these tasks and functions are undertaken or overseen by the relevant heads of department). These procedures are designed to provide a good standard of 'Duty' cover, to ensure continuity of effective leadership and management outside of office hours.
- 1.2 The School's ability to maintain this standard depends not only upon adherence to the procedures set out below, but also flexibility and understanding from staff, parents and placing authorities, to ensure that resources are not overstretched or depleted through misuse of the Duty Manager system.

2. Function & principles of the Duty Manager

- 2.1 The main function of the Duty Manager is to be a continuously available point of contact for all welfare staff who are on duty in the boarding accommodation (whether on or off site), parents, linked professionals and members of the public.
- 2.2 Contact is made via the Duty Manager number. The person calling should leave a message on the pager stating who they are, what number they can be contacted on and brief details of the situation including explanation of how urgent a response is required. Some calls will not be strictly 'urgent' but may be asking for advice or confirming arrangements made. It is the role of the Duty Manager to decide upon the relative priority and the degree of urgency of each message.
- 2.3 The overriding principle when working as the Duty Manager is: if in doubt, consult and refer with the designated Advice and Guidance person, who will be an allocated senior manager. The Advice and Guidance manager will be available 24 hours a day 7 days a week to give advice to the Duty Manager. The Duty Manager should always attempt to consult with the Advice and Guidance manager over 'major' incidents, including any potential police involvement.
- 2.4 Another key principle is to record relevant information as a matter of reflex, normally by e-mail or other written means. Duty managers are provided with a duty manager information folder, within this folder is up to date basic information and contact numbers for pupils, medical information and also the current staffing rota. There are also significant event incident report templates, which need to be used to note down important details including: dates, times, names, facts, decisions and circumstances around significant events. This information will be used to complete incident reports and ensure the relevant information is passed on to key people, parents, key professionals and where necessary external bodies.

3. Procedures for Duty Managers and Heads of Department

- 3.1 The first duty of the Duty Manager starting a period of cover, and the last duty of the Duty Manager finishing their on-duty time period, is to ensure that there is an appropriate, sufficient handover to the senior management team, this is usually an email to the Duty Manager information sharing group as well as verbal information to the Advice and Guidance manager where additional details need to be shared. Following a verbal handover, the Duty Manager should hand over the Duty Manager File and pager (if the other Duty Manager does not already have a pager). The hand over may be brief or extended depending on the number of incidents or matters outstanding. It may also be necessary to split the tasks involved in the handover itself to take place at different times.
- 3.2 Topics covered for handover should always include a consideration of the following 10 issues, both looking back over the on-duty time period just ending and looking forward to the evening or day ahead:
- **Pupils generally:** Recent and potential problem areas, inter-relationship difficulties and/or trigger issues. This is a vital part of the up-dating process as it is surprising what can happen in the life of a pupil in just a few days.
 - **Pupil activities:** Most pupil activities should have been pre-planned, risk assessed and appropriately arranged beforehand, and so the purpose of handover in this area is simply to make the Duty Manager aware of what activities are going to happen during the Duty session and to pass on 'permissions' granted when handing (it should not be assumed that the Duty Manager coming on duty knows about approvals given).
 - **Planned pupil visits:** A number of pupils go home and receive visits from home, and these can raise issues or difficulties outside the normal routine. A visit may be stressful for some pupils and it is important for the Duty Manager to know who is affected and in what way. All visits should be detailed in the main calendar diary and be known the allocated welfare staff.
 - **Medication and illness:** A number of pupils have a complex medical history and prescription regime. The Duty Manager must be updated during handover of any unusual recent changes, as these can affect decision concerning staffing and activities planning.
 - **Written records:** The Duty Manager is required to complete a written record of their Duty cover, even if only to note 'no issues'. Experience shows that recording incidents regularly and as soon as possible after they occur is the best way to avoid forgetting 'small' matters. The hand over is not complete until the written record (normally an email) has been completed and the in-coming Duty Manager has read these entries.
 - **Changes to staff schedules:** The outgoing Duty Manager may have had to give a member of staff leave at short notice and/or moved members of staff around the houses. Whilst primary responsibility for rotas and filling staff absences rests with the appropriate House

Manager, the in-coming Duty Manager will need to be told about any changes that have been made to the published rotas or any as yet unresolved 'spaces'.

- **New or recent staff appointments and visits by prospective staff:** There is very often someone who fits into this category working in one or more houses. It is helpful for the outgoing Duty Manager (or head of department) to tell the in-coming Manager if any such staff are likely to be working the session now starting.
- **Accommodation and health & safety:** During a Duty cover, problems may arise relating to house maintenance or health and safety. Many are not urgent and can await the availability of the Maintenance Team or the School's Health and Safety Manager (as appropriate) the next morning. Again, the in-coming Duty Manager must be told about any such issues that have recently arisen, are ongoing or appear likely to arise during cover.
- **Alarms and drills:** The in-coming Duty Manager must be told if any fire drills are planned to occur during his/her session. It is also helpful for the Duty Manager to be told if there have been false alarms in any particular house, as this may be a sign of general restlessness amongst pupils can become dysregulated in the hours ahead.
- **Unfinished tasks:** Often the outgoing Duty Manager has not been able to complete a piece of work. This applies, in particular, at weekends when colleagues and external professionals are not generally available. It is essential that this work is recorded, with an explanation of what remains to be done, when and by whom, and that the in-coming Duty Manager is told about any unfinished tasks. This enables continuity in the event of sudden illness or accident.

4. General requirements & guidance

4.1 Normally the Duty Manager should not be doing any other work or undertaking any other responsibility that would require their attendance at another place. The exception should only ever be used if there were no alternative available. To be effective, the Duty Manager must be prepared to deal with unexpected events and the resulting disruption these can cause to the planned arrangements. The Duty Manager should therefore aim to complete all tasks, however minor, as and when they occur. Tasks that are deferred may later seem much less of a priority and may remain uncompleted as other priorities arise (this is particularly the case in relation to records, which can often become very important many days, weeks or even months after the event). It is not possible to predict all that might happen, but it is wise to anticipate the common problems by being pro-active:

- Take steps to find out which particular pupil issues, or peer / staff dynamics may pose possible risks (i.e. not just those mentioned in hand over);
- Where possible it would be good practice for the Duty Manager to attend the afternoon staff team meeting, which takes place each working weekday, to liaise with staff teams about the plans for the evening and staffing arrangements. During weekend periods it would be necessary to telephone each house to check the up-to-date staffing situation (including absences on holiday or for sickness) and to pick up on any changes of plan in the household

routine. It is also important for the Duty Manager to contact each house during the later evening, approximately 21:00-22:00 to gain feedback from staff working in the boarding accommodation and ascertain whether possible issues maybe emerging prior to staff going off duty for the evening.

- Think through and check any non-routine arrangements, especially in relation to transport and visits, to ensure there are no foreseeable 'holes' in the plans
- Regularly familiarise yourself with the key 'emergency' policies and procedures:
 - o Safeguarding Policy
 - o Missing Child Policy & Procedure
 - o Medical Policy
 - o Health & Safety (and related policies, such as Outdoor Activities, Swimming and Water Activities)
 - o Report to Senior Management any incidents of or possible departures from School policy have occurred.

4.2 Whilst it is perfectly feasible and permissible to operate as a Duty Manager from home or elsewhere (provided the Manager can be at the School within 30 minutes), the Duty Manager must not drink alcohol or use any intoxicating drug or substance whilst on duty. It is expected that Duty Managers will attend the school, if support is needed, to prevent the need to move key staff at short notice from working in their expected houses and ensure other houses and pupils are not impacted on where possible, when a significant incident has taken place or is likely to place.

4.3 The Duty Manager must, whilst on duty, have with him/her at all times, day and night the Duty Manager information file containing:

- Placement Plans (which should include recent photographs) and contact details for key people
- Medical protocol for particular pupils (e.g. epileptics)
- Missing from school policy
- List of medication and dosage for pupils
- Mobile telephone
- School Staff contact list
- Current rota and list of pupils house arrangements
- Copy of current weekend planners
- Current maintenance team duty rota

- Pen and Writing Paper
- 4.4 The Duty Manager will require access to a vehicle to get around quickly and must be insured to carry pupils in that vehicle, this may be the school's vehicle or a personal vehicle that has been approved through the CEO. It is the responsibility of each Duty Manager to arrange/check this.
- 4.5 Nighttime can be especially difficult, as there are fewer sources of support available and anyone calling the Duty Manager at night is likely to have a genuine and serious concern. Giving verbal support over the telephone can sometimes be effective but, if in doubt, you should lend support in person. This often has a positive influence upon the behaviour of pupils.

5. Dealing with Major Incidents

5.1 Examples of a major incident are:

- A serious physical injury or psychological trauma to a pupil or member of staff
- One or more pupils being absent from school premises without authority
- Serious injury caused by a pupil or a member of staff to another person, whether within or outside the School community
- Emergency hospital treatment for any member of the School community
- A significant fire or other serious damage to school premises
- A major physical intervention or public disturbance involving pupils
- A serious and ongoing health and safety risk
- Police intervention on school premises for any reason
- Media presence on school premises.

5.2 Certain major incidents must be reported by the Duty Manager to the Advice and Guidance manager and / or the Designated Safeguarding Lead where appropriate:

- Serious physical injury or psychological trauma
- Serious illness or loss of consciousness resulting from substance abuse or resulting from exposure to toxic material
- Serious illnesses and risks to health and safety (report as above)
- Proposed attendance at an A&E department or to see a doctor
- A vulnerable pupil going missing from school

- A medication error involving the incorrect dosage being administered by a member of staff
 - Significant safeguarding issues or concerns
- 5.3 The first four categories under section 5.2 must also be reported to the School's Health and Safety Officer as soon as reasonably practicable the following day.
- 5.4 The Duty Manager shall act as Coordinator whenever a major incident is reported, balancing being 'available' to give advice and assistance whilst ensuring support remains available to other houses and staff if needed. The Duty manager will need to ensure that relevant people are informed of significant events / incidents, people with parental responsibility for the pupil and where appropriate Local Authority out of hours emergency duty teams.
- 5.5 The Duty Manager must also report in writing about the incident, and this must be done immediately i.e. the same day. The purpose of the report is to gather - without delay - the basic facts about what has happened (including any decisions made or action taken in response) for any further necessary action. The written report is vitally important as it may be relied upon by heads of department and School medical staff and is also likely to be a major piece of evidence in the event that the School's actions are questioned or challenged. However, the report should not contain an overly detailed account of what happened, but rather a summary of the incident and actions taken. Where significant events / incidents have occurred the written report of this will need to be compiled and ready to send to relevant people the following morning, within or the morning of the first working day following an incident that has taken place during the weekend.
- 5.6 The Duty Manager is also responsible in such situations for passing:
- Safeguarding information which has come to their attention after speaking to a pupil to the School's Designated Safeguarding Lead or one of the Deputy Safeguarding Officers (please remember that a disclosure of possible abuse or neglect - particularly if it is a 'historic' event - does not require urgent action or notification to a Safeguarding Officer e.g. in the middle of the night or over the weekend, unless there is an immediate risk of significant harm to a pupil);
 - Details of hospital or police involvement to the Headteacher / Head of Boarding
 - information to the police (if deemed appropriate), placing authority and those with Parental Responsibility for the pupil.

6. Minor Incidents or Queries

- 6.1 **Pupil activities:** The need for an unexpected trip, or change to the activity plan may arise during the Duty session, and the Duty Manager should be consulted:
- For any trip of 50 miles distance or more
 - If there is any uncertainty about who should accompany pupils when travelling; or

- If there is any other problem or query about the proposed activity or trip about which the staff team on shift in the house are uncertain.
- 6.2 **Medication queries:** Although it is unusual for the Duty Manager to refuse permission, there may be information available to you that is not available or known to the house staff and that leads you to suggest modifications to their proposal.
- 6.3 **Medication and illness:** Things change unexpectedly e.g. a sudden illness (including staff), or medical supplies run out. Sometimes these are avoidable errors, but if they occur, they need to be resolved - often with some urgency. This would fall to the Duty Manager to organize or provide advice and guidance. The Duty Manager would consult and take advice from the Head of Boarding or Deputy Headteacher when necessary, if they are unavailable the NHS Direct (111) are a good source of advice and lines are manned 24 hours a day. For more serious concerns the local GP service have an allocated out of hours duty doctor that can be contacted through the usual GP surgery number.
- 6.4 **Accommodation and health & safety:** Staff should be reminded to raise any issues themselves with the relevant department, but a 'back up' referral from the Duty Manager is usually helpful. Any maintenance or health and safety issues should be recorded by the Duty Manager, who will need to take action and/or seek advice where the matter appears urgent. The Duty Manager should advise staff to record in the Accident Book where appropriate. For urgent maintenance matters, the Duty Manager should call the Duty Maintenance number (07825 087291).
- 6.5 **Alarms and drills:** Alarms sometimes go off accidentally or are set off by pupils. If the Duty Manager is on hand when this happens, s/he must ensure that school policies and procedures are carried out. After that, in addition to resetting the alarm and silencing the main board, the Duty Manager will need to make an entry into the book located by the fire panel. The follow up to false alarms caused by pupils will be dealt with by other staff.

