Novalis Trust | Cotswold Chine School

Policies & Procedures Handbook

2026

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Introduction

This Handbook contains many of the policies and procedures currently operated by Cotswold Chine 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 care 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 from February 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	Hannah Dury
Title	Headteacher
Last reviewed on	February 2026
Next review due by	September 2026

Accessibility Plan

1. Introduction

1.1 This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the period from January 2024 to December 2026.

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. The School occupies a sloping site with three entrances. The lower part of the garden is particularly steep. The main part of the site is accessible through the reception entrance and the entrance off Minchinhampton Common. There is an accessible toilet and parking available for the use of visitors/parents and pupils at the reception. Physical access to the School site from reception is assisted by sloping ramps with handrails. There are two classrooms accessible by wheelchair. The School Hall and Music classroom are also on ground level and are fully wheelchair accessible. A further classroom and Design and Technology room are accessible if needed with temporary ramps. All school toilets are on the ground floor.

2.2 The School is an independent special school for pupils with learning difficulties that include language and communication difficulties. Resources to deliver the National 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 Our plans for achieving the above objectives 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:

- Parents Handbook
- A Guide for Children and Young People
- Health and Safety Policy
- Equality Scheme.

2.6 The Plan will be monitored on a regular basis by 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 young person 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 into a care home such as Cotswold Chine School as smooth and as safe as possible to give the young person the best chance of success in their placement.

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 Cotswold Chine 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 young person 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 consists of the Admissions Coordinator, Head of Clinical and Therapy /Therapist, the House Manager and our Head of Care (Registered Manager).

2. Aims

2.1 The aims of this policy are:

- to identify the individual needs of every young person 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. Cotswold Chine School is an independent residential special school for boys and girls aged 7-19 years and is a registered charity.

Equal treatment

2.2 We welcome young people 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 has limited facilities for the physically disabled, but we 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 Admissions Coordinator on behalf of the multi-disciplinary Admissions team.

3. Admissions criteria

3.1 Young people may be placed by local authorities for 39-week through to 52-week residential provision. There are 42 residential placements available. The School is also able to accept up to 18 day pupils. The following categories of need have been present in current and past young people, and have resulted in successful placements:

- young people who have experienced Developmental Trauma in early childhood
- young people who have experienced disrupted attachments in their lives
- moderate and severe learning difficulties
- young people with Behavioural, Emotional and Social Difficulties (BESD)
- young people who would benefit from a therapeutic environment, including specialist therapeutic support around ongoing issues.
- young people 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, young people 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 and location of the School's premises limit the physical and organisational adjustments that can be made to accommodate young people with certain difficulties

- the School provides highly specialised care, and it could be detrimental to the safety and welfare of other young people 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 young people wherever this is possible, bearing in mind the best interests and welfare of:

- the young person 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 young person seeking placement at the School.

4.2 The Social Care and Safeguarding professionals help form an individualised plan that is safe for the young person, 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 young person. 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 young person in their current placement and feedback to the forum.

5. The role of the Admissions Coordinator

5.1 The Admissions Coordinator is central in receiving and processing potential placements for young people who will thrive at Cotswold Chine School. In order to make a balanced decision in the best interests of the young person, the Admissions Coordinator collects data from previous placements and sends out a questionnaire designed to gauge the suitability of the school for the young person and vice versa.

5.2 Should a referral be successful, the Admissions Coordinator will arrange a trial week in which the young person can come to stay temporarily. Should the week be successful, some young people will then begin placement immediately as not to cause any further unnecessary transitions. The Admissions Coordinator manages this process and is supported in its implementation by the Admissions Panel where appropriate.

6. The role of other staff members

6.1 The House Manager, Head of Youth Support Services and Youth Support Worker have a dual role in practically implementing strategies such as the admissions welcoming procedure within house groups as a consistent added support figure during the transition for both the young person and the house community performing the welcome. As part of the admissions process, it is the duty of the House manager and Head of Youth Support Services to provide open communication between the admissions panel and the young person arriving at the school. The Admissions Coordinator during the assessment week will link in with the house manager and relevant family members and social worker as agreed.

7. The Admissions Response Team

7.1 The Admissions response team consists of senior figures within the care home, not necessarily in the home environment of the new admission. The response team is engaged when the school, on the rare occasion, for one reason or another, has to accept an admission at shorter notice than is procedure, but always being in the best interests of the child. As there maybe information missing, it is the role of the Head of Care (registered manager) or equivalent to manage the transition personally, being able to 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 circumstance.

8. Safeguarding new admissions

8.1 At Cotswold Chine School, every effort is made to meet the individual needs of each young person. This individualised care is planned well ahead of the young person's arrival through discussion of existing histories and records for that young person by the multi-disciplinary panel. Looking at their particular safeguarding histories is no exception and some young people 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 young people 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 Cotswold Chine School has developed a successful evidence supported restraint reduction programme which clearly demonstrates that individuals' need for restrictive physical intervention when admitted decreases, if it is not eradicated completely. Cotswold Chine School accepts young people 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, young people who are placed at Cotswold Chine School are carefully risk assessed by the Admissions Panel using the Statement of Purpose and around behaviours that may not necessarily impact on the school's ability to manage that individual. 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

10.1 Once in placement, young people 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 young person has endured before arriving at Cotswold Chine School. Being trauma informed about a young person helps support the multi-disciplinary Support, Advice and Strategy team in devising personalised strategies for that young person 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 young person 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 young person 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 young people.

Before the child arrives

11.3 In advance of the young person's arrival at Cotswold Chine School, every effort is made to keep the current cohort of young people safe and happy while the new admission is made welcome and to feel part of the community. The following procedures are to be followed:

- The Admissions Team are briefed on the arrival of the new young person including when and where they are arriving and being accommodated within the care home.

- Collation of Reports – Managed by the Admissions Coordinator, Head of Therapeutic Support and Registered Manager.

- This is collated into a Profile of the Young Person including their particular needs (One Page Profile).

- Presentation of the young person to the team – The first impression of the child and their positive attributes is important to the admissions process. This avoids 'labelling' of the young person by their existing behaviours, as we hope to change these. A positive representation that inspires optimism that we are going to help another young person. The information is shared with the Head Teacher 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 young persons with whom the new admission is going to reside with, pictures of the home and their prospective bedroom, activities that happen in the home and a description from the House Manager of the home. 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 In home meetings, the Admissions Coordinator 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 young person to their home.

- The new young person meets with the Head of Youth Support Services and House Manager of the prospective house group and welcomes them into the home, introducing them to the group. This could be done with a welcoming event that is house based to ground the new arrival in the home. 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 young person meets with the Head of Youth Support Services, Youth Support Worker and House Manager of the young person's home and discusses with them their views, wishes and aspirations.

- A staff member helps them unpack and supports them as they settle in.

- The young person 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 Care meets and greets the young person. The Head of Youth Support Services then makes contact to complete an induction and provides the young person with a welcome pack. A buddy is allocated from the young person's new house group to help them settle in and meet the rest of the community.

- The Admissions Coordinator will coordinate the collection of information from the previous placement and action the relevant teams to prepare the young person'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 Admissions Coordinator collate a Basic Information Sheet to be shared at the Handover Meeting with the team who will be meeting, greeting and working with the young person for the first time.

- Wherever possible a welcoming process is established in the house group. This may include each young person 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.

3. Covert administration

3.1 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.

3.2 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.

3.3 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.

3.4 If a decision is made to covertly administer a particular medicine, the Registered Manager and/or Health and Wellbeing Manager 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.

4. Administration of non-prescription medicines

4.1 The medical folder in each 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.

4.2 In any event, before administering any such non-prescribed medication to a residential pupil (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.

5. Procedures for taking medication offsite

5.1 Any medication taken off site when children are participating in an activity or holiday 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 or holiday. The box/bag must contain details of each child's name and details of the dose and the times it should be administered.

5.2 Staff undertaking holiday trips must ensure that they take enough medication to last the duration of the trip away. Any medication take off site must be kept in its original packaging and the whole pack should be taken even if this contains more than will be required for the trip. The person leading the holiday must consult in advance with the Health & Wellbeing Manager in order to make appropriate arrangements.

6. Procedures for dispensing medication for home visits

6.1 When children 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.

6.2 Medication returned after the visit must be checked and signed in on a stock record sheet by a member of staff.

7. 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.

8. Ordering and receipt of medication

8.1 Every child, including those children 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 Registered Manager or Health and Wellbeing Manager.

8.2 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.

8.3 The Health and Wellbeing Manager will order repeat prescriptions on the MAR Sheets. The Health and Wellbeing Manager and Registered Manager or Designated Safeguarding Lead (Care) will check the accuracy of the order and produce a new MAR sheet which will 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.

8.4 After delivery of the medication two designated staff (usually the Health and Wellbeing Manager and/or Registered Manager and/or one other person) 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 Health and Wellbeing Manager or Registered Manager should contact the pharmacy or GP surgery to follow up and rectify the problem as soon as possible.

8.5 Once the medication has been checked, it is then taken to the relevant house group by a senior care 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.

8.6 Staff should inform the Health and Wellbeing Manager whenever they require more stock of non-prescription/homely remedies. The Health & Safety Adviser should be contacted for first aid items.

9. Receipt, storage and safekeeping of medicines

9.1 All medication brought onto a Novalis Trust site from whatever source for residential pupils should be passed to the Health and Wellbeing Manager in the first instance. If the Health and Wellbeing Manager is not available to sign the medication in, the following are designated:

- A Mulberry Manager
- The Designated Safeguarding Lead

9.2 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

9.3 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.

9.4 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.

9.5 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 home. If this is not possible the staff member in charge of the shift should retain the key, taking extra care not to lose it.

9.6 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 Health and Wellbeing Manager. The person leading the next shift will then collect the keys from the health and wellbeing room.

9.7 If a house is closed over the weekend or holidays, the medicine cabinet key should be signed over to the Health and Wellbeing Manager who will store the key in the medical cabinet in Mulberry Cottage. If the keys are required for a home 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.

10. Disposal of medicines

10.1 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.

10.2 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.

10.3 The medication to be disposed of should then be taken to the Health and Wellbeing Manager 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.

10.4 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.

11. Controlled drugs

11.1 All controlled drugs should be stored in a locked cabinet within the medicine cabinet.

11.2 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.

12. Self-medication

12.1 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.

12.2 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.

12.3 In any event, individual protocols will be written up by Registered Manager and Health & Wellbeing Manager 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.

12.4 Residential pupils 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.

12.5 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.

13. PRN protocols and guidance

13.1 When new medication is prescribed for a child on an "as and when required" (PRN) basis a specific protocol will be completed by Health and Wellbeing Manager using information provided by the GP/prescriber about when the particular PRN medication should be administered.

13.2 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.

13.3 Whenever PRN medication is administered, the PRN MAR sheet should be completed and signed by the staff members responsible for the administration.

14. 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 the home and endorsed with the amount of medication passed to the hospital.

15. Reporting of medication errors

15.1 Cotswold Chine 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.

15.2 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

15.3 If an error has occurred and the pupil/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.

15.4 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.

15.5 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.

16. Training for staff in the safe administering of medicines

16.1 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 Health and Wellbeing Manager or Head of Training who will observe and verify the staff member.
Step 5	The Health and Wellbeing Manager or 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 children and young people 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 children, young people 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 for headteachers and school staff (July 2022)

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 a number of 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 2023 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 PHSE 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.

- Pupils are encouraged to take part in a 'Tech Club' to introduce them to new and developing technologies in a healthy and safe environment, again addressing the pitfalls and dangers of each device.

- 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 Headteacher (if the incident has occurred during the school day or involves a day pupil) or to the Head of Care (if the incident involves a residential pupil 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 Hannah Dury (Headteacher) or to one of the Joint Heads of Care (Valerie Gomez or Sarah Day).

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 both in the bullying log and the pupil's 'blue book'.

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, and the relevant pupil's 'blue book'.

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 in order 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 residential pupil occurring outside the school day

8.8 The procedure for incidents involving a residential pupil 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 the House Manager in the relevant house rather than to the Deputy Headteacher;
- The House Manager will discuss and agree a strategy with the Head of Care (Staff) and other care workers within the house rather than with the Headteacher and other members of the teaching staff;
- One of the School's Joint Principals will carry out the procedure for dealing with serious incidents – if they considers that the matter is sufficiently serious to amount to a potential safeguarding matter they will refer it to the Designated Safeguarding Lead (Care) who 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 young person 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 Care 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

8.1 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.

8.2 Bullying incidents which occur outside the school day are recorded daily in the young person's 'blue book'. This is monitored by the Head of Care. Serious cases and clusters and trends should be reported by the Head of Care to the Headteacher.

8.3 The School's senior management 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.

8.4 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 Behaviour and discipline in schools (Jan 2016) DfE advice on Mental health and behaviour in schools (Nov 2018)
Cyberbullying	Childnet Help and Advice on Online Bullying The DIGIZEN website internetmatters.org Thinkuknow The UK Council for Child Internet Safety (UKCCIS)
SEND	Changing Faces Mencap Anti-Bullying Alliance Cyberbullying and young people with SEN and disabilities DfE SEND Code of Practice
LGBT	Barnado's LGBT Hub Metro Charity EACH

	Proud Trust Schools Out Stonewall
Sexual harassment and sexual bullying	Ending Violence Against Women and Girls Anti-bullying Alliance: Preventing and responding to Sexual Bullying

Behaviour Support & Physical Intervention Policy

1. Introduction

1.1 Cotswold Chine School aims to create a happy, safe and stimulating environment in which all young people can achieve their full potential. The School recognises 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.

VISIONS & 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 young people to fulfil their potential
- an environment which enables all young people to make appropriate and safe choices
- a culture where physical intervention is only used as a last resort
- a consistent approach across the organization.

2.2 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 ***the Guide to the Children's Homes Regulations including the quality standards (April 2015)*** *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 Children's Homes (England) Regulations 2015, 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, because many of the young people 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 young person's development and behaviour.

3. Defining the complex needs of the young people at the school

3.1 Trauma in children can manifest in various 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 adverse childhood trauma. It does this by adopting a trauma informed, attachment focused approach whereby the way in which we care for each young person 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, the School expects and encourages all young people to adhere to the following:

We expect all young people 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 care - 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 young person's particular needs and difficulties, some types of behaviour may result in the School asking a young person 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. Promoting positive behaviour

5.1 The School believes that the establishment and development of good relationships is crucial to promoting positive behaviour. This relationship-based approach involves staff understanding and supporting young people 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.

5.2 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 carers demonstrate to young people 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.

5.3 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 young people and takes a lead role in training care and teaching staff.

6. Collaborative problem-solving approach (Ablon)

6.1 The school is embarking on an integration programme to embed the CPS approach. 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 model of care designed by the Think:Kids initiative within Massachusetts General Hospital, the top psychiatric hospital in the United States.

6.2 The philosophy acknowledges that challenging behaviours in children—including tantrums, pouting, violent outburst, lack of engagement and others—is not "bratty," but 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 in reality, 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. As part of this approach the head teacher, deputy head teacher and senior care staff will be taking a lead role in its integration.

7. The use of sanctions

7.1 The School aims 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 young person to develop more constructive behaviour; or
- helping a young person to develop their understanding about what is needed for people to get along with each other.

7.2 It is essential to take account of the young person's level of development and understanding when deciding which sanctions to apply and when. To foster learning and to help the young person 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.

7.3 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 young person is still valued and cared for despite the transgression giving rise to the sanction.

7.4 If a sanction becomes necessary, the following options are available:

Potential sanctions

- ✓ a verbal reprimand
- ✓ requiring the young person to repair any damage caused
- ✓ requiring the young person 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 home or School
- ✓ doing something special for someone who may have been upset by the young person's actions
- ✓ requiring the young person to make appropriate financial reparation (which would need to be agreed by the Support, Advice and Strategy team)

7.5 These options should demonstrate the School's 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 young person of their dignity, safety, or reasonable comfort.

7.6 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 young person's welfare) on:
    - a young person's contact with their parents, relatives or friends
    - visits by the young person's parents, relatives or friends
    - a young person'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
    - a young person'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 young person
- any measure involving a young person imposing any measure against another young person
- any measure involving punishing a group of young people for the behaviour of a single young person

7.7 Whenever a sanction is applied, staff should ensure that a written record of the sanction should be made using the appropriate reporting form.

8. Searching of pupils

8.1 The Headteacher (in the case of any search carried out during the school day) or Head of Care (in the case of any search of a residential pupil 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.

8.2 Before authorising a search, the age and needs of the pupil in involved should be considered including whether any reasonable adjustments are required where a pupil has a disability.

8.3 Only the Headteacher, Head of Care 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 and Head of Care 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.

8.4 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

8.5 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 assess how urgent the need for a search is and should consider the risk to other pupils and staff.

8.6 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.

8.7 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, Head of Care and/or Designated Safeguarding Lead. During this time the pupil should be supervised and kept away from other pupils.

8.8 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

8.9 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).

8.10 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.

8.11 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 8.18 to 8.19 below.

8.12 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.

8.13 A member of staff can 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.

8.14 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.

8.15 The member of staff's power to search outlined above does not enable them to conduct a strip search.

After a search

8.16 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.

8.17 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

8.18 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.

8.19 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

8.20 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.

8.21 Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

9. Confiscation of items

9.1 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.

9.2 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.

9.3 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.

9.4 Alcohol / tobacco / fireworks. If a member of staff finds alcohol, tobacco, cigarette papers or fireworks, they should pass them to the Headteacher or Head of Care but should not return them to the pupil.

9.5 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 Care 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.

9.6 Stolen items. Where a member of staff finds stolen items, these must be delivered to the Headteacher or Head of Care 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.

9.7 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.

9.8 Other Prohibited Items. The Headteacher or Head of Care 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.

9.9 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, Head of Care 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.

9.10 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.

9.11 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 Care or Designated Safeguarding Lead as soon as possible. The image, data or file will be passed to the police unless the Headteacher, Head of Care 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.

10. Restrictive interventions

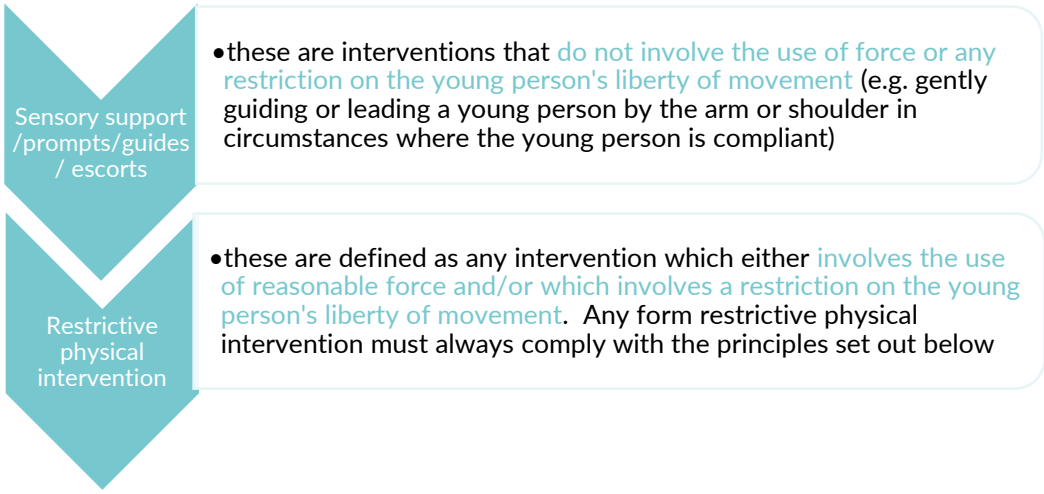
10.1 For the purposes of this policy "*restrictive intervention*" is an umbrella term which covers both physical and non-physical actions aimed at preventing, restricting, or subduing the movement of the body, or part of the body of a pupil. This will include not only incidents involving a pupil being 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.

10.2 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 young person or others.

10.3 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.

11. Types of contact

11.1 The School identifies different levels of contact with young people, as follows:



11.2 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 circumstance, 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

12. Reducing the need for restrictive interventions

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

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

- All restrictive 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 Support, Advice and Strategy meeting (consisting of social workers, teachers, medical professionals, occupational therapist, psychotherapists and psychologists)

which meets on a regular basis to discuss those young people who are of most concern and to put in place strategies to support the reduction of the need for restrictive intervention.

- Where identified as beneficial, data from the School's database is presented in a child friendly format so that young people can access their own restrictive intervention data to set realistic and attainable goals.

- Other approaches include allocating extra staff support at times of the day where there are clusters and trends of restraints appearing in the data for a young person.

- Each member of staff who works directly with young people is provided with access to regular reflective supervision sessions with an appropriate manager. This provides an opportunity for reflection on why particular interventions occurred and how they can be avoided in the future.

- Staff are provided with regular reflective practice sessions where incidents are discussed and new de-escalation measures suggested. This group reflection also gives staff opportunity to share de-escalation strategies and tools that have worked with particular young people.

- All young people 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 restraint. 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 reaccredited at least every 24 months to avoid performance drift. These sessions include training to enable staff to analyse young people's behaviour and to identify ways in which they can support and ultimately not need to restrain in times of crisis and high anxiety.

- In recognition of the fact that some of the best ideas come from the young people themselves, meetings are held and chaired by the Trust's Chief Executive at which a selection of young people are invited to participate and put forward their views and ideas on a variety of topics including restrictive interventions.

- A restraint reduction discussion group (comprising staff members and young people) has been established to discuss how young people feel about restraint, how behaviour should be dealt with and how the number of restraints can be reduced. The ideas from the discussion group are presented to the Support, Advice and Strategy meeting and senior management team and shared with all staff members over time.

- 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 also consults with Dr Maggie Bennington-Davis and Kevin-Ann Huckshorn, both of whom are recognised experts in restraint reduction, to provide further advice to the School on its restraint reduction programme.

12.3 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 Handling Plan which is included in their Placement Plan. A Positive Handling Plan is a plan for the positive management of a pupil's challenging behaviour and identifies positive preventative strategies for how they may need to be supported during a crisis. For pupils, the likely risks are identified in a risk assessment and appropriate interventions are suggested. The risk assessments and Positive Handling Plans are regularly reviewed and updated.

- All young people are involved in their care planning assessment of needs and the setting their own developmental goals. Care team managers and key workers support pupils directly with their set goals so that their achievements are recognised and valued. These achievements are recorded in each pupil's care planning records. Each pupil is encouraged to voice their aspirations and work towards specific reward-based activities or material items they may want.

- The Support, Advice and Strategy team may implement specific target-based reward strategies for some young people where this is considered likely to achieve more positive behavioural outcomes and help to avoid or reduce the need for restrictive interventions.

- Within the education setting, a flexible reward system is used. Teachers issue rewards for positive acts relating not only to the young person's own learning needs and development but also 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. Young people collect notes in their Positive Planners and are rewarded when then collect evidence of all five values.

13. Team-Teach

13.1 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.

13.2 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.

13.3 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.

13.4 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.

13.5 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.

13.6 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.

13.7 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

14. Circumstances when restrictive physical intervention may be used

14.1 The law stipulates that circumstances in which physical intervention may be used differ depending on whether the young person is in the care setting or school setting. The only situations in which physical intervention may lawfully be used in each setting is if it is necessary for the purposes of preventing the young person from:

Care setting

- causing injury to any person (including the young person concerned); or
- causing serious damage to the property of any person (including the young person concerned).

School setting

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among other pupils at the school (although it should be noted that the School's policy is that physical intervention will not be used for this purpose)

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

- separate two young people who are fighting
- prevent or stop a young person from physically harming themselves or others

- prevent or stop a young person from causing serious damage to property

- prevent a young person from leaving the School/home if, by doing so, they would be putting themselves at risk or physical or psychological injury or harm.

14.3 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?

15. The safe use of restrictive physical intervention

15.1 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

15.2 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 young person
- the size of the young person
- 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 young person's previously sought views on strategies that they considered might de-escalate or calm a situation
- the method of restraint which would be appropriate in the specific circumstances, and
- the impact of the restraint on the staff member's future relationship with the young person.

15.3 Physical intervention should in no circumstances be used as a punitive measure of as a way of gaining 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).

16. Planned and emergency physical interventions

16.1 A planned intervention is one that is described or outlined in a young person's Placement Plan, Positive Handling Plan and risk assessments. This should cover most interventions and may include the use of Team-Teach techniques.

16.2 An emergency restrictive intervention may be necessary if a situation arises that was not foreseen or is uncharacteristic of the young person. Any such intervention must always adhere to the principles set out above.

17. Post incident young person support

17.1 Immediately after a physical intervention a young person 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 young person is supported and not criticised. Potential ways of providing support include:

- encouraging the young person 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.

17.2 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 young person sustains an injury during a physical intervention, they should be offered medical attention, which should be provided as soon as possible.

18. Recording of restrictive interventions

18.1 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 young person or any other person, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

18.2 If the intervention involved physical contact with the young person, 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

18.3 The record should be made by the member of staff who initiated the intervention using the appropriate reporting form as soon as practicable (ideally the same day) and in any event within 24 hours of the incident. The record will then be sent to the Designated Safeguarding Lead, Registered Manager and Joint Principals.

18.4 There is a set of alert criteria, which if met, triggers a discussion by the Support, Advice and Strategy team and further or more immediate action by the senior management team.

19. Post incident debriefing and support

Post incident debriefing of young people

19.1 Following any restrictive physical intervention, an independent senior manager will meet the young person 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.

19.2 During this meeting the young person 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 young person should be offered the opportunity to access the support of an independent advocate to help them with this. The only situation in which the incident report will not be shared with the young person 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 Support, Advice and Strategy panel.

19.3 A record that the young person has talked about their feelings about the physical intervention should be added to the incident report no longer than 5 days after the incident.

19.4 All physical intervention reports will also be made available to the young person to read. In the cases of non-readers, the reports should be communicated in a format that they understand.

Post incident support for other young people

19.5 Any young person who witnesses an incident involving the use of restrictive physical intervention may require additional support following the incident. If a young person witnesses a restrictive physical intervention, an independent manager will meet the young person 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. A record of the discussion should be made using the appropriate debrief form.

Post incident debriefing of staff

19.6 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.

19.7 An independent senior manager will speak to the member(s) of staff involved in any physical intervention in order to discuss the incident and to check that 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 in order 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 Handling Strategies in the young person's Placement Plan.

Relationship repair interaction

19.8 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 young person 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

19.9 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.

19.10 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.

19.11 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.

20. 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 relevant Designated Safeguarding Lead (i.e. Eleanor Dall if the incident or concern relates to the care setting and Hannah Dury if the incident or concern relates to the

education setting). 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.

21. Reporting concerns

It is in everyone's interests that the terms of this policy are adhered to at all time. 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. In the event that a staff member still has concerns they should raise their concerns in accordance with the Procedure for Reporting a Wrongdoing set out in the Staff Handbook.

22. Monitoring

22.1 The Headteacher and Registered Manager will monitor the day-to-day operation of this policy.

22.2 All restrictive intervention reports are forwarded to the Trust's Designated Safeguarding Lead for monitoring and analyses of restrictive interventions and behavioural support strategies for all children and young people at the school. The data is then used to inform the Cotswold Chine restraint reduction programme and to identify ways in which young people along with their safety and attachment figures, staff or parents can be supported to reduce the need for restrictive practices.

22.3 By attending multidisciplinary meetings, the Designated Safeguarding Lead ensures that 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 young people of most concern. These become the subject of multi-disciplinary input and strategies on a daily basis.

22.4 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.

22.5 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.

22.6 This policy will be reviewed every year by the Chief Executive.

Complaints Procedure

1. Introduction

1.1 Cotswold Chine 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
- 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.

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 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 complainant are set out below.

4.2 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

4.3 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 a member of senior management at a “Time In” meetings held in the Halfway Café.

4.4 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

4.5 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 in order to facilitate access to an appropriate advocate.

- The Complaint Form should normally be passed to the School’s Complaints Manager - Hannah Dury (Education) Valerie Gomez (Care) - 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 School’s Principal (Tim Makaruk) 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

4.6 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 Head-teacher.

- Pastoral care - concerns relating to matters outside of the classroom or in the House should be raised with the House Manager for the relevant house.

- Disciplinary matters - a problem over any disciplinary action taken or a sanction imposed should be raised first of all with the relevant House Manager (if the incident in question involved a member of non-teaching staff) or with the Head-teacher (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, an 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 Head-teacher or Head of Care) providing details of their complaint.

- The completed form should be submitted to the relevant Complaints Manager (i.e. the Head-teacher if the complaint relates to educational matters and the Head of Care for all other complaints). If the complaint is about or involves the Head-teacher or the Head of Care, 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 837550) or by sending an email to info@cotswold-chine.org.uk. Outside of office hours, the matter can be reported by telephoning the Duty Manager on 07699 220799.

- 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 Children and young people at Cotswold Chine 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 young people 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 children and young people. 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 children and young people 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 young person'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 young people 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 young people 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 young people's 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 young people 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 young people 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 young people 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 young person's privacy.

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

- whether the young person 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 young people 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 young person's privacy. We may decide that disclosure would not be justified if it required us to disclose confidential personal information about young people 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 young people. 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 young person/people concerned.

5. Mental capacity

5.1 Young people and adults aged 16 years and above are presumed to have the capacity to make their own decisions under the Mental Capacity Act 2005. Children 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 young people and considering any objections) to obtain, use or disclose their confidential personal information, the mental capacity of the young person 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 young person's capacity to make a decision, staff must still help them to make decision/s as independently as possible. The School's Mental Capacity Policy contains further details on how this will be done. Where a young person is assessed as lacking capacity, any decision must be made in their best interests, in accordance with the School's Mental Capacity Policy.

6. Obtaining confidential personal information

6.1 Confidential personal information can be obtained in one of two ways:

- When it is provided by the young person 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 young person 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 young person 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 young person 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 young person 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 young person's local authority

- Independent Advocates

- Other schools, colleges, children's homes or care settings to which a young person 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 young person 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 young person 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 young person(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 young person 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 young person who was the victim of abuse so that it is able to put the necessary support in place for when the young person 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 home school.

10.8 The School will retain a chronology of their file for the applicable retention period set out in Annex 1.

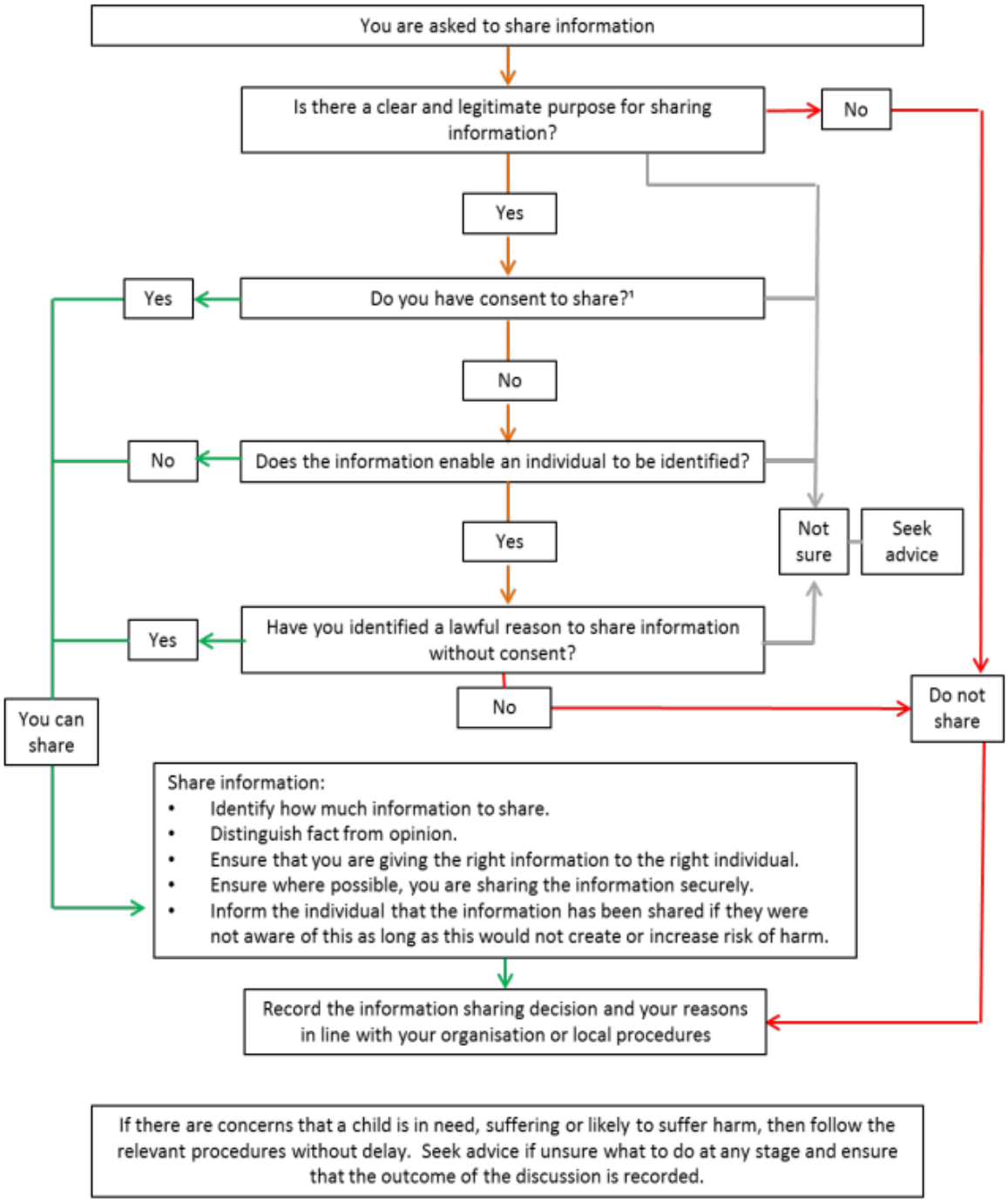
11. Access to information

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.

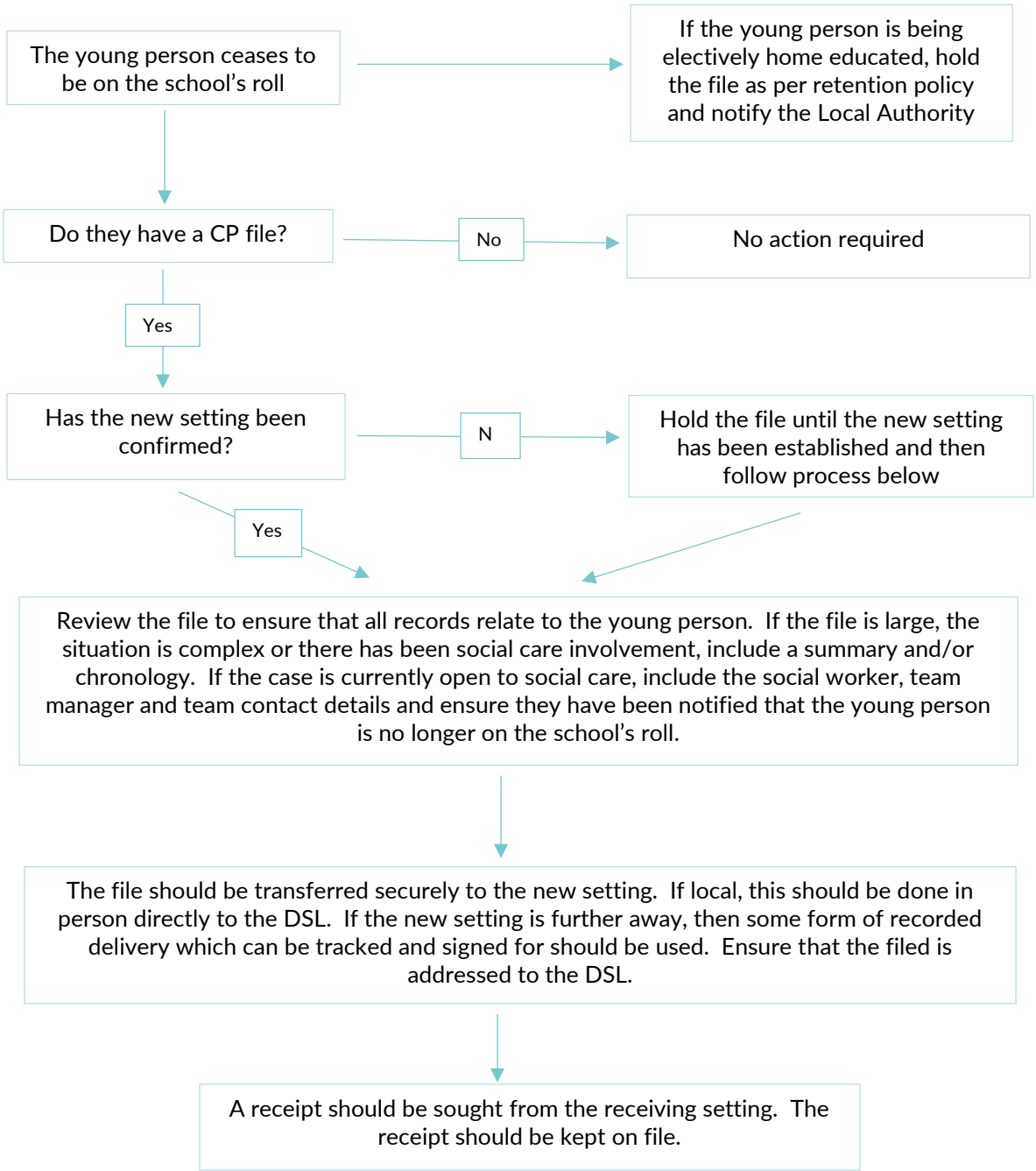
11.2 Young people whose personal information we hold have a right to access this information under the Data Protection Act 2018. This allows them to check that the information we hold is accurate, and to know where we have obtained the information from.

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
Personal details	- name and any previous name - date of birth and gender - religion (if any) - ethnicity and cultural/linguistic background - address immediately before admission - address and type of establishment or accommodation that young person went to on departure - details of any money or valuables deposited or returned. - statutory provision (if any) under which the young person is provided with accommodation	75 years from the young person's date of birth (or 15 years from date of death if young person dies before age 18) [Regulation 36 Children's Homes Regulations 2015]
Contact details	- name, contact, address and telephone number of the young person's placing authority, parents and social worker - If the young person attends a college, the name, address and telephone number of the college and member of staff designated under s20(1) of the Children and Young Persons Act 2008 - name, address and telephone number of any employer of the young person	As above
Safeguarding information	- missing from home records/reports - physical intervention records/reports - details of contact arrangements or restrictions with parents or others	As above
Plans or reports	- EHC plan or statement of special educational needs - School reports - Placement plan and other plans prepared by placing authority. - Details of any reviews	As above
Health matters	- name and address of GP and dentist - details of any accidents or serious illnesses - details of any immunisation, allergy, or medical examination, need or treatment - details of any health examination or developmental test. - details of any medicines kept in the home, including details of: (i) any medicines which the young person is permitted to self-administer (ii) the administration of any medicine to the young person (iii) the disposal of any medicine (iv) any special dietary or health needs of the young person	As above
Register of children	- A register showing in respect of each young person: - date of admission and departure - address immediately before and after living at the home	15 years from last date of entry [Regulation 37 of the

	- placing authority - the statutory provision (if any) under which the young person was accommodated	Children's Homes Regulations 2015]
Visitors	- Visitor books recording the names of visitors and the reasons for the visit	As above
Fire drills	- Records of all fire drills or fire alarm tests conducted, any deficiencies detected and details of any remedial action	As above
Accounts	- Records of all accounts kept in the children's home	As above

Equality Scheme

1. Introduction

1.1 We are committed to ensuring equality of education and opportunity for all young people, 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 young people
- strives to educate children and young people 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 The equality objectives below address Cotswold Chine School's duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Gloucestershire County Council procedures for recording incidents involving pupils in schools.

2.2 The access plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) and the Disability Discrimination Act (DDA)

3. Equality and cohesion at Cotswold Chine 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 children's 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.

"Young people come from a huge range of social and economic backgrounds at Cotswold Chine School and are not limited to one particular geographical area. There are a small number of pupils from minority ethnic backgrounds approximately 12%, though there are no young people with first language not believed to be English. There are around 4% of the pupils who are transgender. 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 training cafe to give a safe introduction to the community".

4. Responsibilities

4.1 One named teacher (Insert Name here) 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 Head teacher Hannah Dury 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 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. Reporting on progress and impact of the scheme

A report on progress with the actions listed below will be published for the trustees via our website, prospectus, newsletter etc. at the end of each school year. Evidence as a portfolio will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

6. How we conduct our Equality Impact Assessment

6.1 The Chief Executive and Trustees Standards of Achievement 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.

6.2 Head teachers 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

7. Our Equality Objectives

7.1 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:
    - Links with other schools and previous placements of young people at Cotswold Chine School.
    - Specialist services (e.g. Mobility Officer, Auditory/Visual UK, Glos HI/VI Advisers)
    - Invited guests/visitors to raise the profile and promote equality (e.g. local politicians)

7.2 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:
    - ethnicity,
    - religion or belief,
    - socio-economic background,
    - gender and gender identity,
    - disability, sexual orientation and age.

7.3 As a result of the above process, we have determined that the School's equality objectives for the period 2021 to 2024 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

8. Equality / community cohesion plan

8.1 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.

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

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

8.3 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).

9. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request. The scheme will be reviewed every three years

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 Cotswold Chine 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 14 of Part 3 of the Education (Independent School Standards) Regulations 2014, regulation 23 of The Children's Homes (England) Regulations 2015 and accompanying Quality Standards, 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 School Nurse would be a registered nurse appointed by the School (position currently vacant).

The Health and Wellbeing Coordinator is a member of the Senior management team who over sees the children and young people's health and wellbeing with support from the individual House managers. The Health and Wellbeing Coordinator 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 ground floor of Mulberry Cottage. 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 Cotswold Chine 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 House Manager (in the Houses) 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 Health and Wellbeing Coordinator 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 Health and Wellbeing Coordinator and Deputy Head of Care has responsibility for collating Cotswold Chine School medical consent forms and ensures the important medical information for each pupil, on admission, is accessible to staff as necessary.

4.4 The Health and Wellbeing Coordinator 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 (for education) and House Manager's (within individual houses) are responsible for ensuring that there will be at least one First Aider on each school site when pupils are present.

5.2 For more information please see: http://www.hse.gov.uk/firstaid/legislation.htm

5.3 The staff listed in Appendix 1 have either 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), or have completed training as an Appointed Person. Changes to this list will be reflected in each house group's or School's (education) health and safety file.

5.4 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.

5.5 The First Aiders will undergo update training at least every three years.

5.6 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.

5.7 Anyone on School premises: 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
- The Hall block is covered by the First Aid kit in the Resources room
- The craft block is covered by the First Aid kit in Eleusis classroom
- A First Aid kit is located in the DT room
- A First Aid kit is located in the Teachers' Staff Room for all staff to use
- There should be at least two mobile (bum bag) kits available for groups 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 pupils are registered at Minchinhampton 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 (the consent form is appended to this policy as Appendix 2).

7.3 The Health and Wellbeing Coordinator 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, Head of Care and House Manager's 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 Deputy Head of Care 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 Health and Wellbeing Coordinator in the Medical Room. The Health and Wellbeing Coordinator will decide on the next course of action and provide the First Aid as required. If the Health and Wellbeing Coordinator 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 Deputy Head of Care 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 a Principle, Deputy Head Teacher, Head of Care and Health and Wellbeing Coordinator (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 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 Health and Wellbeing Coordinator 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 young person's individual record (red book).

12.2 All injuries, accidents and illnesses, however minor, must be reported to the Health and Wellbeing Coordinator or Head of Care. 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 Health and Wellbeing Coordinator) must be recorded in the School Accident Book which is located in the Visitors' Centre (School) 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 Care (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:
    - 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.

Health & Safety Policy

1. Introduction

1.1 The School is committed to ensuring the health and safety of all its young people, 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 young people 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 young people 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 young people 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:
    - electrical tampering
    - fire starting
    - accessing the roofs of the homes or 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 young people 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 young people, 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 Each House Manager is responsible for ensuring that this policy is implemented within their respective houses (including whist young people are participating in off-site recreational activities). They 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 their house

- maintain effective communication with the Chief Executive, the Health & Safety Advisor and staff members, and ensure that the young people, staff and visitors are given clear information regarding the significant risks within their house

- ensure that the care staff working within their 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 young people 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 In accordance with Regulation10 of the Children's Homes Regulations 2015 this document sets out our policy in relation to the provision of advice, services and support to young people in relation to their health and wellbeing.

1.2 We believe that every child placed at the School is unique with their own individual needs. We therefore adopt a person-centred, needs-led approach to the care of the children, based upon individual assessments. We will base this assessment upon the `welfare principle' ensuring that any decision is in the best interests of each child 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 children 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 children 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 young person concerned, considered in light of his or her understanding
- the ascertainable wishes and feelings of whoever holds parental responsibility
- the young person's physical, emotional, care and educational needs
- the likely effect on the young person 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 young person 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 young person 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 children 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 children and young people 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 Guide [Cotswold Chine School]

4. Practical advice and guidance

4.1 The practical advice and guidance for children and young people aimed at supporting their health and wellbeing includes:

- Consultation through Individual Life Story Work - this process is facilitated though one to one work, normally undertaken by the child and their key worker. The forum for this work is normally through weekly life story sessions.

- Consultation through Group Work [Workshops] - 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.

Location Assessment

1. Introduction

1.1 This assessment has been completed in accordance with regulation 31(1A) and (1B) of the Children's Homes Regulations 2001, which require all children's home providers to:

- ensure that premises used for the purposes of a children's home are appropriately and suitably located so that children cared for by the home are: (a) effectively safeguarded, and (b) able to access services to meet the needs identified in their care or placement plans, and

- review the appropriateness and suitability of the location of the premises at least once in every calendar year.

1.2 The School carried out an initial assessment of the appropriateness and suitability of its location in 2014, with a specific focus on any safeguarding concerns and the accessibility of local services. Since then, the initial assessment has been reviewed and updated on an annual basis. The following confirms the outcome of the annual assessment carried out in September 2025.

2. Legislative background

2.1 This location assessment takes into account and is intended to reflect the requirements and guidance contained in:

- The Children's Homes and Looked After Children (Miscellaneous Amendments) (England) Children's Homes Regulations 2001

- The non-statutory advice for children's homes providers published by the Department for Education in July 2014

- The Care Standards Act 2000 (Registration) (England) Regulations 2010 ("the Registration Regulations") [Schedule 1(13)] (as amended by The Children's Homes and Looked-after Children (Miscellaneous Amendments) (England) Regulations 2013).

3. Summary of local area

3.1 Cotswold Chine School is situated on Minchinhampton Common, an area of outstanding natural beauty. This is part of the Stroud District region of Gloucestershire which is part of the Cotswolds.

Gloucestershire

3.2 Gloucestershire is situated in the South-West of England, covering an area of approximately 1,000 square miles and has a population of approximately 637,000. Essentially a rural county, it is steeped in history and has been known since Roman times for farming, forestry and horticulture with an industrial history featuring the wool trade.

3.3 The county is divided into three distinct areas: the low-lying Severn Vale, with the Forest of Dean to the west and the Cotswolds to the east. Within the county are the Cathedral City of Gloucester, which has a lively multi-cultural community and the Regency Town of Cheltenham, which enjoys a national and international reputation. Other major towns include Stroud, historic Tewkesbury, Roman Cirencester and Lydney in the Forest of Dean. There are picturesque villages throughout the Cotswolds, such as Bourton on the Water, Stow and Bibury, and within the Cotswolds are the two Royal Households which we protect - Highgrove House and Gatcombe Park.

Stroud District

3.4 The demographic of Stroud District is made up of predominately:

- Minchinhampton: 3,412 population (53% female, 47% male).
- Stroud: total resident population of 121,104.
- 2.2% of residents in Stroud were from Black and Minority Ethnic Groups (BME). This represented 2,699 people. The proportion of BME residents was lower than the countywide average of 4.6%.
- 22.7% of children in the Stroud district live in poverty, which is equal to 5,657 children.
- 23,656 children aged 0-17 years old in the population of Stroud.

- 69.220 people of working age in Stroud District.

- 28,230 people of retirement age in Stroud District.

- Stroud is the 12th most densely populated of the South West local authority areas.

- Estimates suggest 11% of land in Stroud has a 1 in 100 (or greater) risk of flooding each year. There are approximately 1,798 addresses within this area, that would have a 1 in 100 (or less chance of flooding). Cotswold Chine School does not however as it is high up on the common.

- 72.7% of households in Stroud District were owned outright or with a mortgage or loan, 13.7% of households were privately rented and 12.3% were socially rented/ local authority owned. Public health data indicates that inadequate housing affects public health and health inequalities.

4. School and education provision

4.1 The natural beauty and expanse of the common land in which the Cotswold Chine School is situated emanates a rural tranquillity that enriches the therapeutic environment, providing a low arousal setting for the homes and school within the Cotswold countryside.

4.2 The School's care home provision is part of a residential special school. Therefore, inquiries into local school provisions are not necessary for this assessment. The School has a post-16 provisions, including bespoke work experience opportunities for young people who are developing work-based vocational skills. There are also post-16 courses available at Gloucester and Cirencester colleges.

5. The benefits of the School's location

5.1 There are many benefits associated with the School's location including:

- The low arousal, tranquil, rural surroundings add to the therapeutic model of the care home.

- It is isolated from large urban areas where children and young people are potentially at a higher risk of going missing from care.

- The area has access to a local bus service. The nearest train station is a 20-minute bus journey to Stroud Town centre. This means that the transport routes are supportive to promote community based and public transport skills.

- There are good amenities and access to services: Nailsworth has various communicate based clubs such as a youth club, table tennis groups and football ground.

- Stroud town has a leisure centre and various sporting activities on offer.

- falls consistently across the sites to be situated in areas of very low deprivation.

- Crime levels are comparatively low to other areas of the UK. This means less risk to potentially vulnerable children and young people being a victim of crime.

- Crime levels are comparatively low to other neighbouring districts. This indicates a lower risk area of young people being affected by crime.

- Crime levels appear to be in decline from the latest statistics.

Positive features in the local community

- Stroud Districts 61% recycling is one of the best in the country.

- Canal restoration going on to link Stroud Water Canal to the rest of the National Waterways.

- Stroud District Community Partnership work closely with Gloucestershire Constabulary against criminal exploitation and county lines criminality.

- Nailsworth is a Dementia Friendly community.

- SDC are working with the Gloucestershire Health and Wellbeing board for Action for ACE's and promote a trauma informed approach across the county in all settings.

- Rush Skate park one of the largest indoor skate parks in Europe, and many other skates' parks outdoors locally.

- Museum in the Park – Free resource.

- Healthy Lifestyle Initiative run by Stroud District Council.

- Youth Council promoting "C Card" initiative at local pharmacies across the district to improve access to contraception.

- Seven Neighbourhood Wardens covering the District.

- Pilot scheme in Forest Green of Community Organising to improve the local community's health and well-being.

- Stroud Youth Voice an online youth forum age 11-18 years.

- Forest Green Rovers Football Club is the first environmentally friendly, vegan football club in the UK.

- Farmers Markets.

6. Religious Context

6.1 Churches Together in Stroud: Website: http://www.stroudchurches.org/dir.htm. The Christian churches in Stroud and district are as follows:

- Church of God of Prophecy; Church of the Holy Spirit (Paganhill); Church of Immaculate Conception (RC); Farmhill Baptist Church; Holy Trinity (Slad) CofE; Holy Trinity (Stroud) CofE;

- Life Church' Rodborough Tabernacle; Salvation Army; St John the Baptist (Randwick); St
- Laurence (Stroud); St Mary Magdalene (Rodborough); St Pauls (Whiteshill); Stroud Baptist;
- Stroud Christian Fellowship; Stroud Congregational; Stroud Methodist; Stroud Uplands.

6.2 The mosques in the local area are:

- Jamia Al Kareem Mosque, All Saints Road, Gloucester GL1 4EE. Tradition: Sunni. Contact: Anwar Limalia. Tel: 01452 506870.
- Masjid-e-Noor, 44-46 Ryecroft Street, Gloucester, GL1 4LY. Contact: Ahmed Bham Tel: 01452 416682 Email sabham@blueyonder.co.uk. (Ahmed is Chair of Gloucester Inter Faith Action and also represents Muslim community on the SACRE. He deals with the issues of Islamic Faith and issues about contemporary British Muslim issues; offers workshop and lectures).
- Khoja Shi'a Muslim Community of Gloucester, Wainsbridge, 69 Bristol Road, Quedgeley, Gloucester GL2 6NE. Tradition: Shi'a.

7. The disadvantages of the School's location

7.1 There are no major disadvantages of the School's location that affect the safeguarding of young people. However, examples of some of the limitations with living in this rural area are as follows:

- There is a limited bus service from Box to Nailsworth / Stroud.
- The lack of pavements, flat areas and streetlights in surrounding lanes around Minchinhampton and box.
- Minimal group social activities available in Box and Minchinhampton. Young people need to travel to Nailsworth, Stroud or Brimscombe to access community-based activities. (However, there are many community-based groups and clubs in the neighbouring towns).
- Phone signal can be affected in some areas of the common lands.
- The houses have large woodland areas in close proximity that can make locating children difficult at times, if their whereabouts are unknown.
- There are only churches related to Catholic and Christian faith in the local area. The current situation within Gloucestershire is that there are 350 Hindu families with approximately 800 persons in Cheltenham and 80 families with 250 persons in Gloucester. Gloucester city and Bristol have an abundance of places for faith and worship that cater for non-Christian based faiths. The home will support children and young people with their religion and faith needs.
- Police presence may be deemed low in the area, PCSO's have designated areas to cover in the locality.

8. Accessibility

Stroud is a very rural area in the Cotswolds which is an area of outstanding natural beauty. Most people rely on their own cars to get around however the bus service and train is the main way to get around Stroud District and the county. SDC promote active travel wherever they can and have improved the county's cycle networks to support this. They also have a Sustainability Travel Strategy and aim to be Carbon neutral by 2030.

9. Primary healthcare services and medical services

9.1 Cotswold Chine School has good access to local health services. The home also benefits from in-house clinical therapy provisions and full time health and wellbeing coordinator, Speech and Language Therapists, and Occupational Therapists on site.

9.2 Stroud A&E is open 24 hours and takes approximately 10 minutes to reach by car.

9.3 There are several GP surgeries in the local area with Minchinhampton the chosen surgery used by the school. Children and young people are able to make their own appointments and attend without staff support if this is their preference. Likewise, there are choices of dentists who are not oversubscribed. There are no issues with access to medical and dental provision. Children and young people tend to use Stroud Dental practice abased at Beeches Green.

9.4 There are 2 local GP surgeries in the area –

Minchinhampton Surgery
Opening times: 8:30-18:30 Monday – Friday.
Telephone: 01453 883793
Address: Minchinhampton Surgery
The Surgery
Bell Lane
Minchinhampton
Gloucestershire
GL6 9JF

Prices Mill Surgery
Opening times: 08:00 – 19:00 Monday to Friday (open for telephone appointments every 1st and 2nd Saturday 8:30 – 12:30)
Telephone 01453832424
Address: Price's Mill Surgery
Newmarket Road
Nailsworth
Stroud
GL6 0DQ

10. Safeguarding context

Risks of exploitation in the area

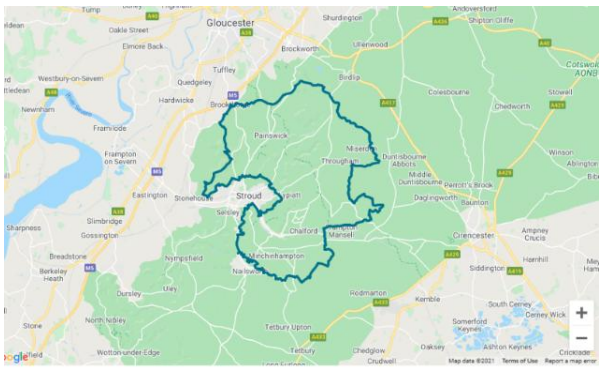
10.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

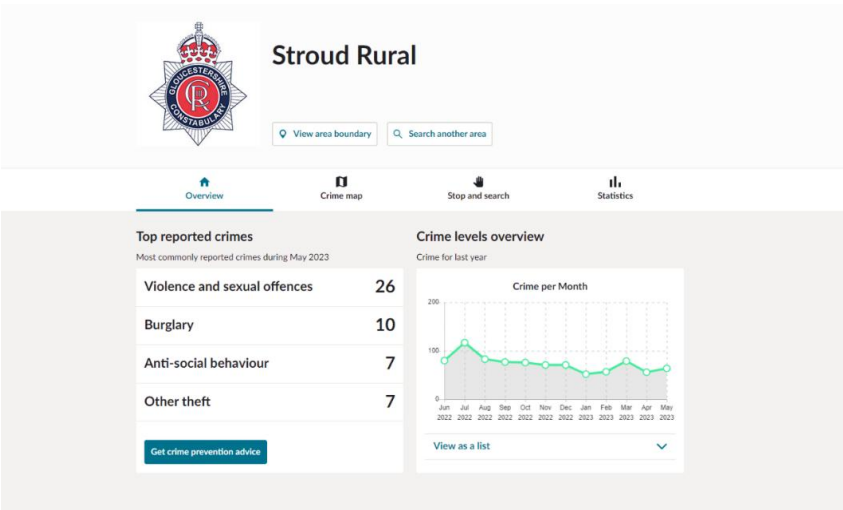
10.2 The National Crime Agency (NCA) suggest there are over 2,000 'deal lines' across the UK linked to around 1,000 county lines.

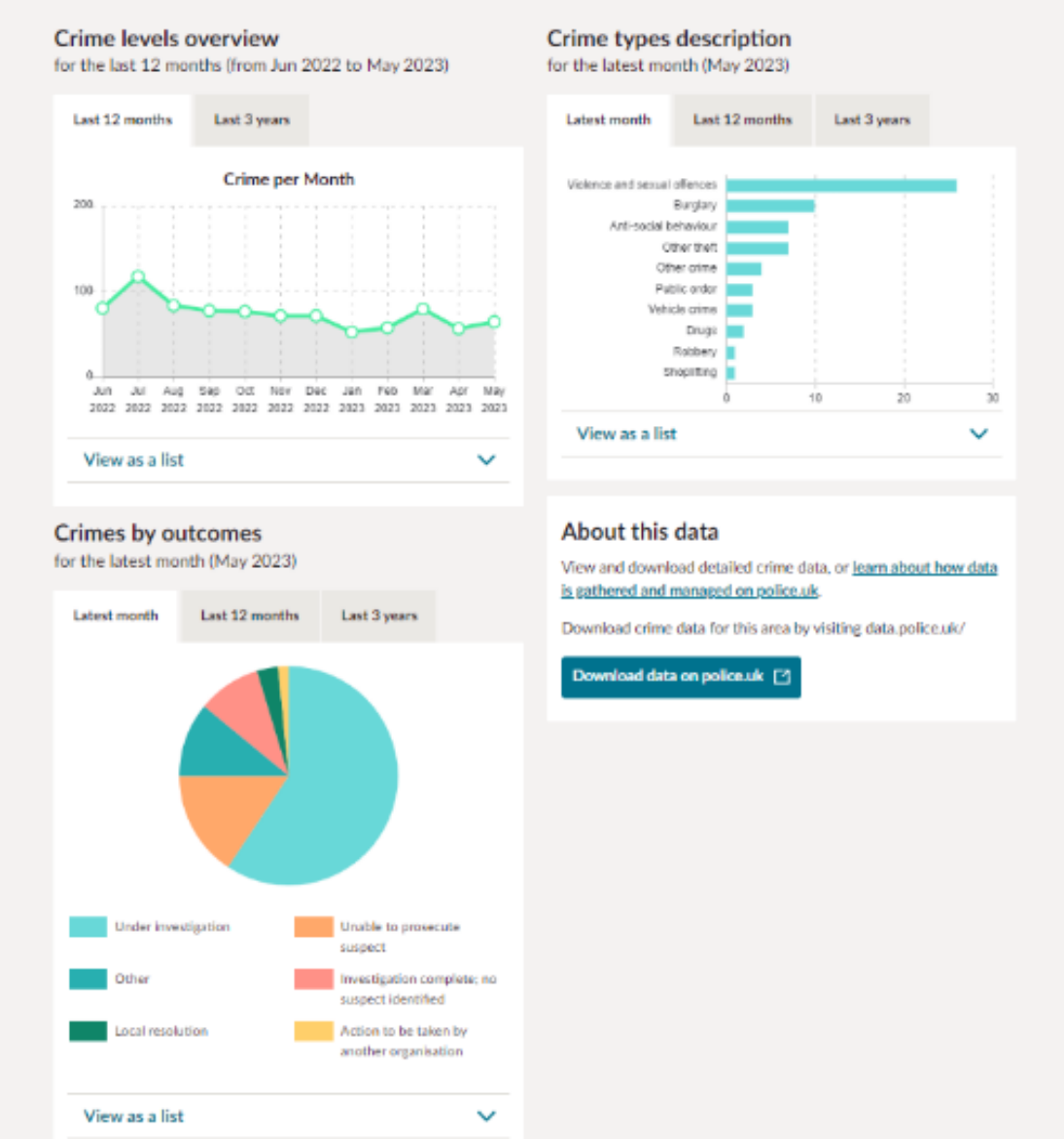
10.3 The area is also low risk when assessing the likelihood of young people (who are particularly vulnerable) joining gangs or being encouraged to participate in high risk-taking behaviours. All members of staff are trained in safeguarding to be aware of the vulnerability of children residing in the home for criminal exploitation and children are supported to be well equipped as far as possible to be able to manage risks that may present them in the local area and also the wider context of society.

10.4 Communication with local policing teams – The home staff are all aware how they can contact the police directly if they feel a crime has been committed or need immediate police support.

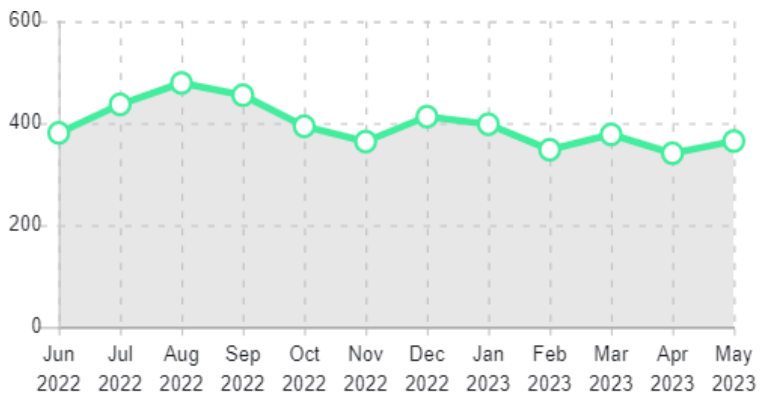
Publicly available information about crime levels in local area







Gloucester City Centre Crime data

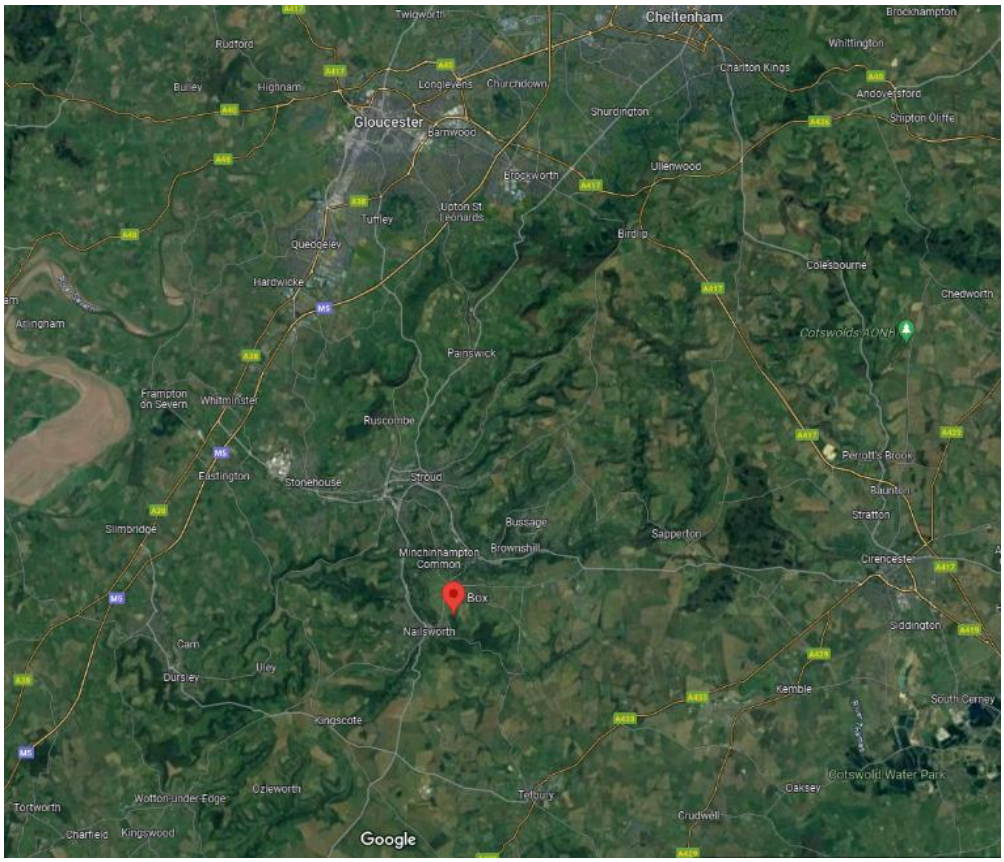


Police Safeguarding network

10.5 Representatives from the Designated Safeguarding team attend quarterly meetings at the police Headquarters to focus on establishing a gold standard service for missing children in Gloucestershire incidents and develop knowledge of safeguarding and keeping children safe within a multi-professional safeguarding group.

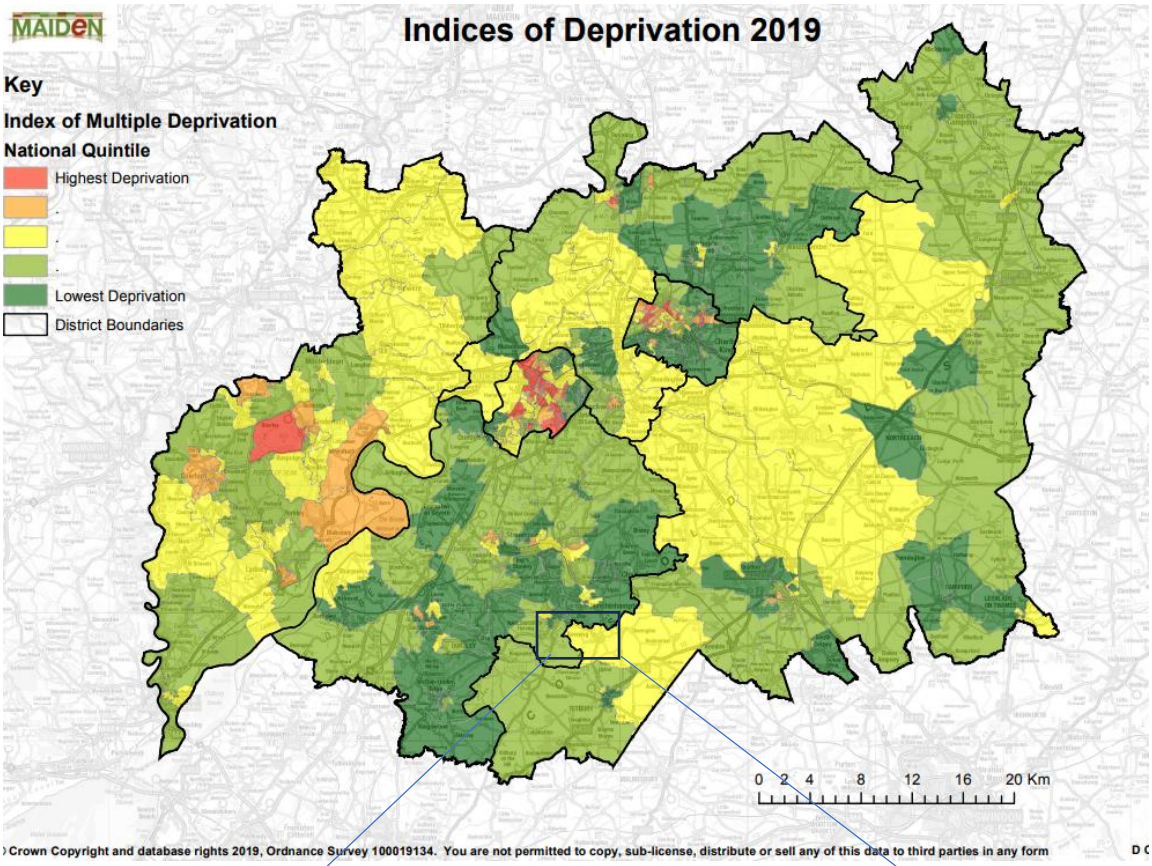
10.6 The Designated Safeguarding Lead is linked into police neighbourhood safety alerts, where any known crimes in the local are communicated through email or text, which will enable key people to be able to make informed dynamic risk assessments with up to information about possible contextual safeguarding issues in the local area. The designated safeguarding lead can liaise with the local PSCO a to discuss any local concerns.

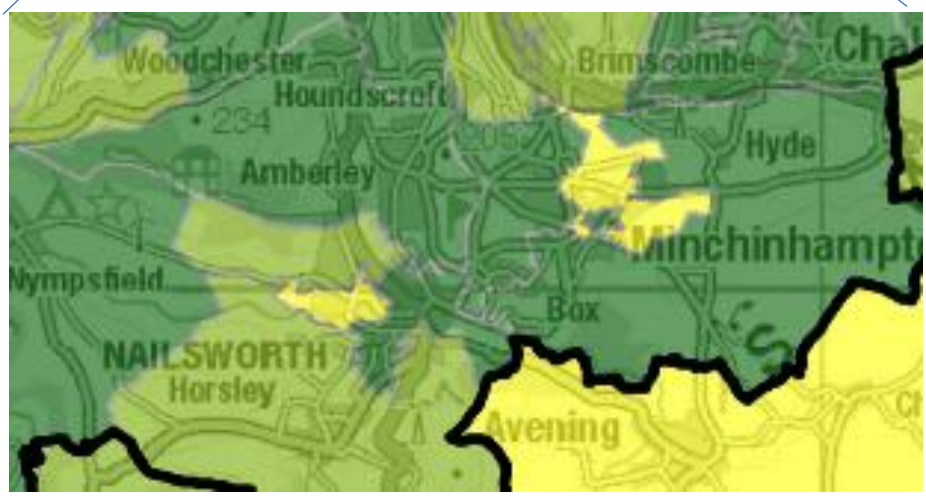
Image to show Box and its location within the Cotswold area



Levels of deprivation

10.7 Box, Minchinhampton and Nailsworth do not have high levels of deprivation. Counties that have higher levels of deprivation are associated with high unemployment figures, high levels of ill health, low life expectancy, low education attainment, poor housing, and overcrowding and high crime rates.


MAIDeN
Indices of Deprivation 2019
Key
Index of Multiple Deprivation
National Quintile
Highest Deprivation
Lowest Deprivation
District Boundaries
0 2 4 8 12 16 20 Km
Crown Copyright and database rights 2019, Ordnance Survey 100019134. You are not permitted to copy, sub-license, distribute or sell any of this data to third parties in any form


Woodchester
Houndscroft
Brimscombe
Hyde
Amberley
Box
NAILSWORTH
Horsley
Avening

Gloucestershire Police and Crime plan

Safer Gloucestershire research

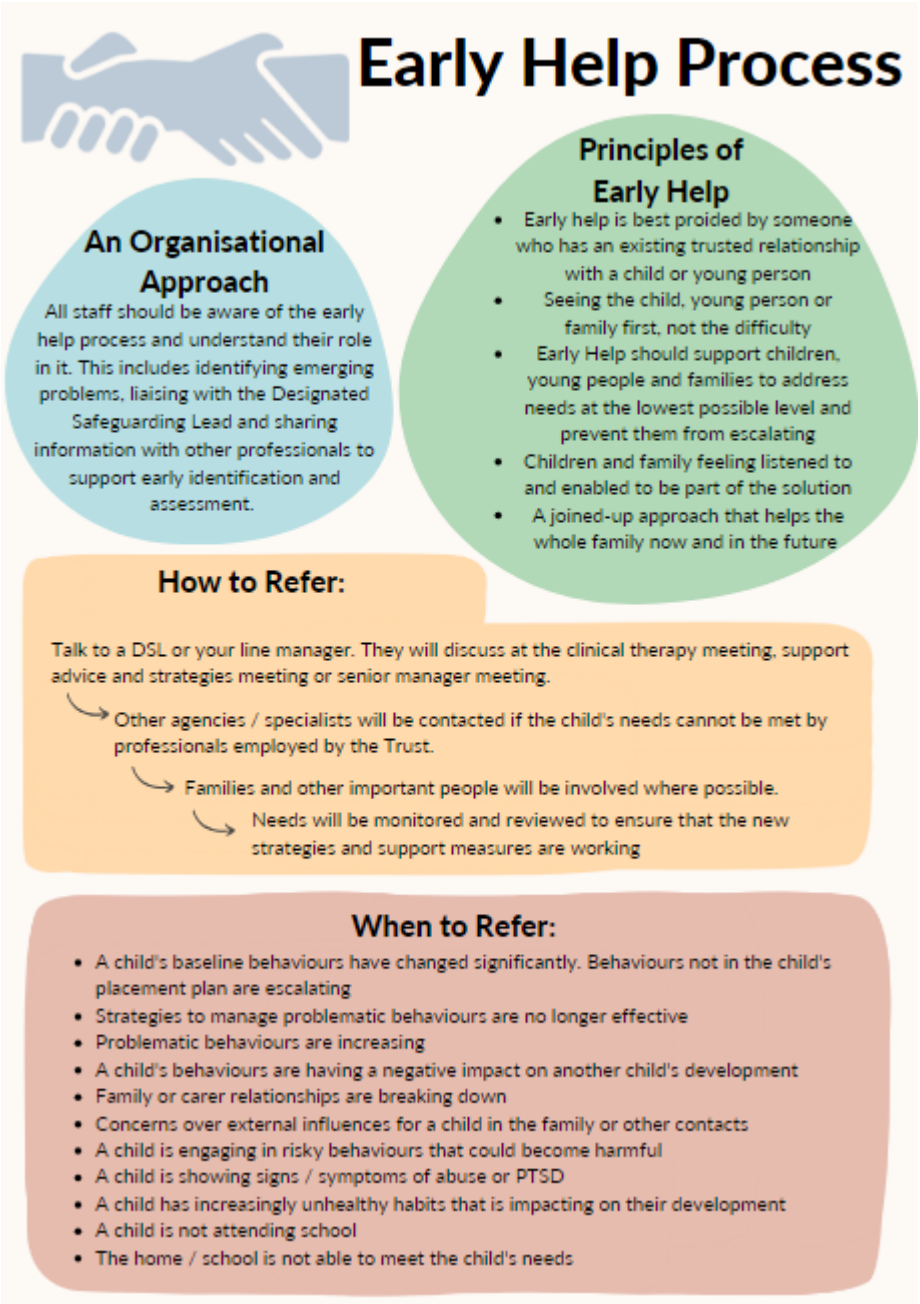
10.8 The largest ever research project of its kind in Gloucestershire into violent crime has been commissioned and funded by Gloucestershire's Police and Crime Commissioner, Martin Surl as part of his commitment to enhance public safety through Safer Gloucestershire. The research was conducted using a public health approach by violence prevention coordinator, Sophie Jarrett and has explored the issue of violent crime within the county. The research concludes that despite a lower-than-average rate of violent crime, there are improvements to be made in local provision that could help to prevent violence.

Reference: https://www.gloucestershire-pcc.gov.uk/priorities/safer-gloucestershire/

11. Early help services, internal processes and external support services

11.1 All staff are aware of the Early Help Services in accordance with the Working Together to Safeguard Children 2018. At Novalis Trust with have access to therapists and clinicians from a range of professional disciplines including occupational therapy, speech and language therapy, social workers, clinical psychologists, psychotherapist. Where a child or young person's needs specialist assessments or support they will be supported to access external services.

11.2 Childline, NSPCC, Barnardo's, Mind, Infobuzz, CAMHS, are just some of the external agencies Cotswold Chine locally work in partnership within the best interests of the children and young people here.



11.3 All staff are aware of the Early Help Services in accordance with the Working Together to Safeguard Children 2018 regulations.

11.4 In Gloucestershire, we believe that families are best supported by practitioners who are already working with them, as well as other organisations and services within their local community. These organisations include health services, schools, learning providers, councils, charities and voluntary groups, children and family centres, the police, housing providers and many others.

11.5 Children, young people and families with additional needs will be supported using the Graduated Pathway of Early Help and Support.

11.6 The Early Help practitioners include:

- Early Help Co-ordinators who provide support for practitioners who are working with children and families to meet their needs through the Graduated Pathway.

- Community Social Workers work with organisations to provide a social work perspective on families they are supporting. This supports practitioners to ensure families receive the right level of support and act as a link between Children's Social Care and the community.

- Early Help Partnership Managers support partnership work between organisations in communities to support the development of resources available to children and families. They attend District Community Safety Partnerships (CSPs) to make sure there is a focus on Early Help for vulnerable families alongside wider community safety concerns.

How we promote professional family networks

11.7 Here at Cotswold Chine School, we are fully aware or the importance and value in working in partnership with key professionals, carers and families that support children and young people. We have a dedicated team of experienced practitioners who have received training in family work and a dedicated Family Liaison Worker to coordinate these processes.

11.8 Transitional work is completed when young people are ready to move on to further education or leaving their residential home. The Cotswold Chine School collaboratively works with Local Authorities and Registered Social Landlords to ensure homelessness prevention is key as stated in the Children Leaving Care Act 2020, Homelessness Prevention Act 2017 and Housing Act 1996.

Consultation and support with local services

Local Service	Local contact details	Feedback from consultations
Gloucestershire MASH team Safeguarding: Child protection, Child Criminal Exploitation and missing from the home	Front Door service	Any significant safeguarding incidents or child protection referrals are notified to the local authority in which the home is located (Gloucestershire) If concerns are raised about a child or young person externally by other professionals to this team, they would make contact with CCS. This team may also support with Social Worker visits, with child protection issues, if an out of county social worker cannot attend the school at short notice and a trained professional that is not employed by the home is needed to consult with a child about a safeguarding or child protection issue. A member of the team also checks that any children who have gone missing from the home, are returned safely and check with the LA for the child that they have received a Return to the Home interview within the statutory timeframe.
Early Help – Advice, Guidance and Support	Gloucestershire County Council – Stroud Team, Redwood House, Beeches Green, Stroud. Telephone: 01452328130 stroudearlyhelp@gloucester	Early Help support partnership work between organisations in communities to support the development of resources available to children and families. They attend District Community Safety Partnerships (CSPs) to make sure there is a focus on Early Help for vulnerable families alongside wider

	shire.gov.uk	community safety concerns.
Crime / concerns around missing from the home incidents, Criminal Exploitation. Concerns in the local area.	**Stroud Local Policing Team** Gloucestershire Constabulary Stroud Police Station| Parliament Street | Stroud |Glos | GL5 1QQ Personal – (01452) 75**3510** | Force Control Room - 101 Acting Police Sergeant Emma Wiltshire-Hunt, PC Lorna Cowie, PCSO Anca Preda, PCSO Debbie Collicott, and PSCO Shelley Richards Child Criminal Exploitation Team Public Protection Unit Gloucestershire Constabulary Wheatstone House, 18 Wheatstone Court, Waterwells, Quedgeley, GL2 2AQ. 01452 907290 or personal mobile: 07967839934. Gloucestershire Constabulary GTEC Building No.1 Waterwells, Waterwells Drive, Quedgeley, Glos, GL2 2AN Personal – 01452 752695 | Group number – 4010 101	Local PCSO's have visited the school and checked over the site. They had provided advice about managing missing incidents and communication with the police. They have also visited to give advice and information to pupils about keeping themselves safe and they work that they do. PCSO's and PC's have attended multi-agency meetings where a young person has repeatedly gone missing. The local teams are keen to support with proactive strategies and collaborative working.
Youth support team: Including offending behaviour support	Gloucestershire Youth Support info.glos@prospects.co.uk. Stroud **01453 763993**	Provides a range of services for vulnerable young people aged between11 - 19 (and up to 25 for young people with special needs), including: •Youth offending •Looked after children •Help and support to tackle substance misuse problems and other health issues
Infobuzz	admin@infobuzz.co.uk 01452 501008 The Old Dock Office	Infobuzz offers therapeutic and practical support for families and young people with complex needs.

	Commercial Road Gloucester GL1 2EB	
LAC nursing team	Lorna Griffiths (Nurse for Children in Care) Gloucestershire Health and Care NHS Foundation Trust Phone: 01452 895245. Mobile: 07554115253. Lorna.griffiths@ghc.nhs.uk	Undertakes annual health assessments for looked after children both in county and also for children who are from out of county if required. The assessments usually take place at CCS. Liz is aware of vulnerabilities of children in residential settings, she is not aware of any particular issues in the local area where CCS is based.

12. Environmental risk assessments

Environmental local area risk assessment

12.1 Summary - The School is situated on the edge of Minchinhampton Common and Box village. The School has seven residential houses three of which are situated on the main School site. The four other residential houses are located in various locations within one mile of the site. All the houses are located in quiet semi-rural areas.

12.2 The environmental risks in the local area are:

- Minchinhampton common is managed by the National Trust and is a mainly flat expanse of common land dissected by several roads. During the summer the cows are able to roam freely on the common. It is assessed as unlikely that a cow would chase people on the common. The only risk to the young people is crossing the three busy roads. Children and young people are supported to develop good road safety skills and adults support those young people who are assessed as in need of this.

- Box village is a small village with a low crime rate and very few young people with no known instances of youth misbehaviour.

- Box woods are a small private wood which is part owned and by the Trust. Within the wood is a small lake. Public access is restricted to public footpaths through the wood. Please see the separate Box woods risk assessment.

- Pensile road caves are located half a mile from the main school site but only two hundred yards from Hermits Lodge. Access to the deep caves are prevented by an iron gate, but a shallow cave can be accessed. These caves are sometimes used by local youths for social gatherings. Should a young person go missing from care, the caves are a priority area for staff to search. Hermits Lodge is used to accommodate three older and more independent young people.

- Minchinhampton is a large sized Village which is located just under one mile from the main School site. The village has a mainly elderly population and has a low crime rate with minimal anti-social youth culture. There is a public house and a small shop which sells alcohol and cigarettes.

- Amberley is a small village which is located about one mile from the School. The village has a low crime rate with two public houses and a local shop which sells alcohol and cigarettes.

- Nailsworth is a small town which is located within one mile of the main school site. There are various amenities in the town including a bus station which has a regular bus service to Stroud during the day and early evening. The town has several public houses and shops that sell alcohol and cigarettes. The town has a low crime rate but does suffer from some youth anti-social behaviour. Should a young person go missing Nailsworth is one of the priority areas staff are instructed to search.

- North Woodchester and South Woodchester are located just over two miles from the School and were originally small separate villages but due to expansion are now interlinked. The villages have three public houses and a shop which sells alcohol and cigarettes. The villages have a low crime rate with no known youth anti-social behaviour.

- Stroud is a large market town located five miles from the main School site. There are numerous amenities in the town with several public houses and shops that sell alcohol and cigarettes. Stroud has an average crime rate for town of its size. It does suffer from some youth anti-social behaviour with alcohol and drugs being a problem in the evenings; though there is no overt drug culture. There is a main line train station which has direct trains to Swindon, Gloucester and London as well as links to all areas of the country. There is also a bus station with several destinations including Gloucester. Due to the rural location of the School there is no direct bus in the evening to Stroud so for a young person to go missing to Stroud in the evenings they would have to walk or try to persuade a passing motorist to give them a lift. Due to the rail links Stroud is a priority area for staff to search if a young person has goes missing.

Safeguarding vulnerable children and young people

12.3 Summary - the School works alongside professionals and other key people involved in the Children's lives. Local services are accessed to support young people's individual assessed needs and any new that may be emerging.

12.4 Risk management - the steps taken by the School to manage safeguarding risks are as follows:

- During the admissions process, any young person's needs and any identified risk around their vulnerabilities are identified and plans are made around individualised support for this

- The school has implemented the PINK curriculum which focusses on children and young people's education and awareness around personal safety and health and well-being.

- Independent advocacy is promoted at the school in addition to providing opportunities for children and young people to have access at any time to speak to adults at the school and homes. Children are encouraged to access confidential advice and communication to other key people is promoted in the home, such as social workers, parents, independent visitors.

- If a child is at risk of child sexual exploitation or has a known risk around this, specialist support would be accessed to support the individual. This would be accessed through using the screening tool and referring to the relevant local team.

- Where Children attempt or manage to frequently go missing from the home, this is assessed at the time as to the level of concern around the incident and whether other people were involved at the time, such as if the children met with any known adults or groups of children. Gloucestershire police and social work team are made aware when a new young person arrives in the area on placement and if they pose a risk of going missing from the home.

- If a young person's frequency of going missing or if there are particularly vulnerable if they go missing a multi-agency meeting is convened and local police and social services representatives are invited and will usually attend.

- The homes safeguarding and management team keep up to date with any local and countywide issues around crime to ensure they are aware of any high risk issues that could affect the safety of the young people at CCS

- The school site has CCTV in external areas. Visitors sign in using the visitor's book when visiting an offsite home. Visitors to the home are made through arrangement through the homes staff or administrators.

Risk of unauthorised access on the school main site

12.5 Summary - Cotswold Chine School main site is located on the edge of Minchinhampton common above Box Village. The main School site is surrounded by a boundary wall or hedge. There is access through five entrances which are either kept locked or by using a key fob as the gates are held shut by a Paxton lock. The property is surrounded by the common or properties owned by Novalis Trust. Due to its isolated location any unauthorised person on the grounds of the School would be easily noticed and the following precautions and procedure are in place to ensure the safety of the young people and staff.

12.6 Risk management – the steps taken by the School to manage the risk of unauthorised access are:

- All visitors and contractors must sign in at the Reception Office before commencing their business or visit

- All visitors and contractors must be issued with a visitors' badge which should be returned before they leave the premises. These badges contain information regarding safeguarding process and the contact details for the Designated Safeguarding Lead

- All visitors and contractors will be supervised during their visit unless they have an Enhanced Disclosure and Barring Service check carried out by Novalis Trust

- At night all the buildings are locked with overnight staff checking the access doorways of residential building before retiring to bed

- The premises have CCTV which is monitored during normal office hours. During evening and weekends the CCTV images are recorded and are available for viewing if required

- The entrances to the grounds around the residential buildings are well lit during the hours of darkness to help with the detection of any unauthorised access, and

- All the education grounds are located within a walled or fenced area with the entrances to the school grounds kept locked at all times.

12.7 Should a staff member have concerns over the right of a person to be on the School's grounds the following procedure must be followed:

- Staff must ask to see the persons visitors badge

- If staff have doubts about the validly of the badge they should ask the person to accompany them to the reception office during normal office hours or contact the Duty Manager at all other times to authenticate the person's right to be on the premises

- If the visitor does not have a visitor's badge staff should escort the visitor to the reception office during normal office hours or contact the Duty Manager at other times for advice and guidance

- Should the visitor not comply with the staff members request a senior staff member or the Duty Manager must be contacted for help and guidance

- If the person does not have authorisation to be on the School's grounds then staff must ask the person to leave the property and monitor them leaving the grounds from a safe distance ensuring that other members of the staff team know where they are and that they are escorting a visitor from the grounds, and

- If the person refuses to leave or staff has concerns over the young people or their own safety, then the Duty Manager and police should be called to deal with the unauthorised access.

13. References

Gloucestershire County Council Early Help

https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-and-targeted-support/early-help-advice-guidance-and-support/

Children homes regulations amendments 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339545/Children_s_homes_regulations_amendments_2014.pdf

Inform Gloucestershire

https://inform.gloucestershire.gov.uk/viewpage.aspx?c=page&page=Deprivation_Maps2015&cookieCheck=true&JScript=1

UK crime stats

http://www.ukcrimestats.com/Police_Force/Gloucestershire_Constabulary

Police.UK

https://www.police.uk/gloucestershire/CA2/performance/compare-your-area/

Annual report Gloucestershire

https://www.gloucestershire-pcc.gov.uk/the-office-that-supports-the-pcc/transparency/reports/annual-reports/

Office of National Statistics

https://www.ons.gov.uk/

Missing Child Policy & Procedure

1. Introduction

1.1 The safeguarding of the children and young people at the School is our highest priority. We recognise that children and young people may be at particular risk of harm if they go missing from the School's care. The purpose of this policy and procedure is to set out the measures that we will take to reduce the risk of missing from care incidents and the procedures that will be followed whenever a child or young person goes missing from care.

1.2 This policy and procedure take into account the following guidance and protocols:

- Gloucestershire Safeguarding Children Executive Children & Young People Reported as a Missing Person GSCE Partnership Working Protocol (September 2020)
- Department for Education Statutory Guidance on Children who run away or go missing from home or care (January 2014)
- Working Together to Safeguard Children (2018)
- The Missing Children and Adults Strategy (2011)
- Safeguarding Children and Young People from Sexual Exploitation (2009)
- The Tackling Child Sexual Exploitation Action Plan (2011), and
- The Children Act 1989 Guidance and Regulations published by the Department for Education - Volume 2: care planning, placements and case review (June 2015).

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 adult in our care, 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 children go missing and what are the risks?

2.1 Children and young people go missing from care for a variety of reasons. The decision to go missing may be influenced by outside "pull factors" as well as "push factors" from within the home. There could be a simple explanation for why a child has not returned to the home 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 GSCE 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 and young people.

2.3 Children in care are over-represented in the numbers of children and young people 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 care exposes a child or young person 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) 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	Long term drug and/or alcohol dependency 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. Children 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 children in our care 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 children who start their placements in the school

3.1 The Admissions Team / Registered Manager informs Gloucestershire MASH team regularly of all the children on the School's roll. This will enable a joined-up approach in planning and delivering strategies to minimise risk and incidents as well as a local policing response should children subsequently be reported missing. On admission to the placement, the consent of a person with parental responsibility and the child (depending on their age and understanding) will be sought for a photograph to be used in any subsequent missing person investigation. If the child is suspected of being trafficked, a photograph must be obtained immediately on admission.

3.2 Prior to any child commencing their placement the admissions team outlines how the school and home will meet the child's identified needs and how they will be supported to achieve their potential. Once the child's care plan has been reviewed and all relevant information shared, of it I identified that a child 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 child or young person goes missing from home or care, it is expected that carers 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 child/young person are okay and to establish their whereabouts
- Check their individualised risk assessment and their Trigger plan if they have gone missing before
- Contact the CCS 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 of the home
- Drive / walk the route they should have taken to get back to the home – 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 EDT and let them know the situation

4.2 If the child'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 young person to remain at that location temporarily or to arrange for their return. The CCS 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 home to make a decision around whether a carer should go to support with bringing them back to the home.

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 child or young person or to carers or staff) and where it is the police core role.

4.4 The designated CCS Duty manager or other Senior manager would usually be the 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 CCS 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 child has been located by calling 101. The local authority will consider whether the child or young person 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 child or young person's social worker to identify a suitable responsible adult and/or accommodation. Out-of-hours, EDT will be contacted.

4.6 On their return, children and young people will be given care and support and their immediate needs will be met i.e. hot drink, food, and medical attention, as necessary. Children and young people 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 child is located but refuses to return home, 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 child or young person's clothing or mobile phone.

4.10 'Return interview' is the term applied to the safety, needs and risk assessment carried out by a child or young person's social worker or independent worker from YST. The return interview is a conversation with the child or young person and is additional to the police 'safe and well' check. It is a mandatory requirement to offer a Return Interview. A child or a young person 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. Young people and children 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. CCS Head of care / 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 child or young person 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 children and young people reported missing from home 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 is a child or young person 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 young person. However, ideally this should initially be completed by the person with most knowledge of that young person (usually the Social Worker). This can then be shared and agreed between relevant professionals. Wherever possible, the young person 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 young person, 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 children and young people 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. This guidance can be accessed through the GSCE website (http://www.gscb.org.uk) under Gloucestershire Procedures and Protocols or directly from the SW procedures website (www.swcpp.org.uk/swcpp/swcpp_procedures.htm).

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 young people and 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 Children'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 young person's last known mobile telephone number.

8.7 Missing from Health As a partner agency Health play a pivotal role in the location and safeguarding of a child / young person during and after a Missing Person episode.

8.8 For those young people identified as high risk due to health conditions i.e. 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 young people with an extended Missing Person episode (over 48hours) an alert to be sent to:
    - Gloucestershire Hospitals Trust: ghn-tr.safeguarding.children@nhs.net
    - Gloucestershire Health and Care Trust: Safeguarding2@ghc.nhs.uk

8.9 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.

8.10 For those young people 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 care send all completed Trigger plans and an updating list of all children and young people who are on placement at CCS. This is done at regular intervals.

10. Children missing education

10.1 If a child 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 schools day of the expected date of return, the school will try to establish the family / carer's whereabouts within 10 school days. The endeavors to work with relevant agencies and the professional network connected to the child to put in place appropriate safeguarding responses for children who are absent without authorisation, including for significant periods of time, and for children who go missing from school, particularly on repeat occasions.

10.2 The Headteacher or Assistant Head 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 Local Authority guidance on Children Missing Education and Missing pupils (family whereabouts unknown) is available to download via this link.

10.5 Children who go missing from school or are absent from school are not automatically missing from home or care. 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 care 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 child or young person, 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 Registered Manger / Head of Care and /or the Designated safeguarding Lead at CCS 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 home. Ongoing communication regarding the missing child will be maintained between the home 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.

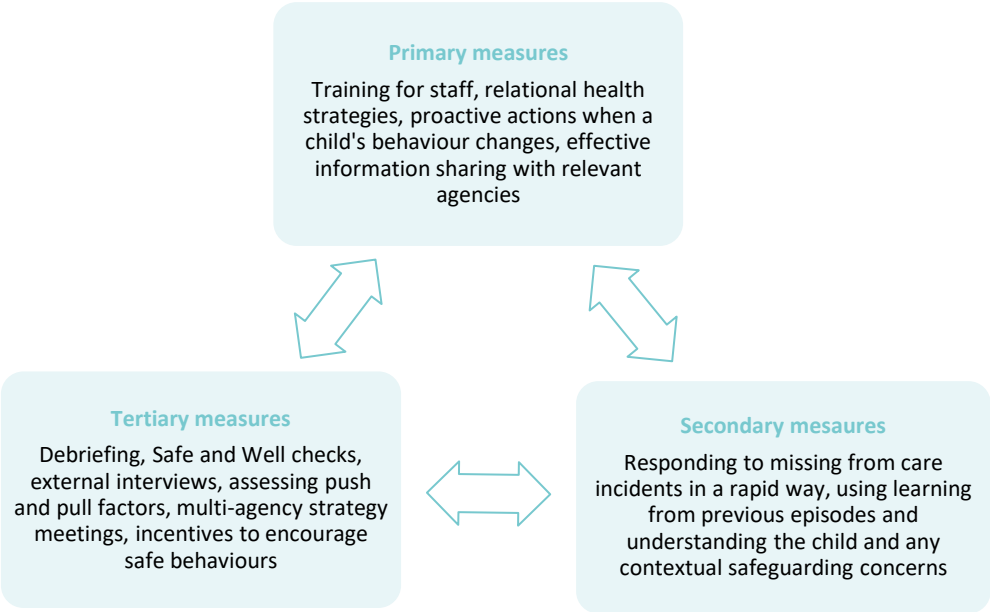
12. Missing from Care Protocol

12.1 Each child has their own individualised risk assessment if they have been known to go missing from care 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 young person'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 child/young person 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 young person 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 young person habitually goes to play in the local woodland).

13. Measures to reduce the risk of children going missing

13.1 The School adopts three main types of measures in order to reduce the risk of children and young people going missing from care, as follows:



Primary preventative measures

13.2 The School will make every effort to reduce the risk of children and young people going missing from care. The aim is to support them to feel safe and respected so that incidents of young people 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:

- When a child moves into a home special measures are taken to ensure that they have an allocated person to oversee their integration into the home and can facilitate with establishing support relationships with the adults in the home as well as peer friendships.

- individualised care planning arrangements including individualised and group activities are facilitated for children and young people inside and outside of the home which take into account their age, interests and hobbies, a well as how they like to spend their unstructured time.

- young people 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 CCS procedures for early Help and or safeguarding practices.

- young people are provided with safe spaces (detailed in a young person's Safety Plan) where they may go when feeling anxious or unsettled;

- the School maintains close communication with significant others in the young person's life to facilitate contact with these people where appropriate;

- The school is aware of the paramount importance for good relational health for children and young people 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 key-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 young people to build trusted attachments with their carers;

- independence development is encouraged and supported throughout each placement, with the aim of young people safely accessing local services and activities with the minimum support necessary;

- young people are provided with information and guidance on how to protect their personal safety during PHSE lessons (including guidance on the risks of going missing and homelessness) as part of the educational curriculum;

- all young people are provided with access to advocacy services and access to email and telephone facilities to speak to key people outside of the home or School, such as social workers, advocates and family members;

- if it is suspected that a young person 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 young person who goes missing;

- the School puts in place missing from care protocols and risk assessments for each young person 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 care" and "away from the home without authorisation". The difference between the two is as follows:

- A child or young person will be deemed missing from care if they are away from the home and not at the place they are expected to be and their whereabouts is not known.

- A child or young person will be deemed away from the home without authorisation if their whereabouts is known but they leave the home without authorisation and there is reason to be concerned about their safety or wellbeing.

Away from home without authorisation procedure

13.4 If a child or young person is away from the home without authorisation the CCS 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 the home. CCS The Duty Manager will take into account the location of the child/young person 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 child or young person and attempts to support their return to the home have been unsuccessful, the CCS Duty Manager will report the incident to the child's/young person'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 child or young person is away from the home without authorisation, a care manager will carry out a follow-up debriefing interview with the child/young person 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 the home without authorisation. If the incident is considered to be serious (e.g. if there are serious concerns over the child's/young person'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 the requirements of the Children's Homes (England) Regulations 2015.

Missing from care procedure

13.7 The School's procedure for dealing with incidents where a young person goes missing from care - 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 young person returns of his/her own accord within a relatively short period; and

- leaving this step too long, when the young person could be in danger.

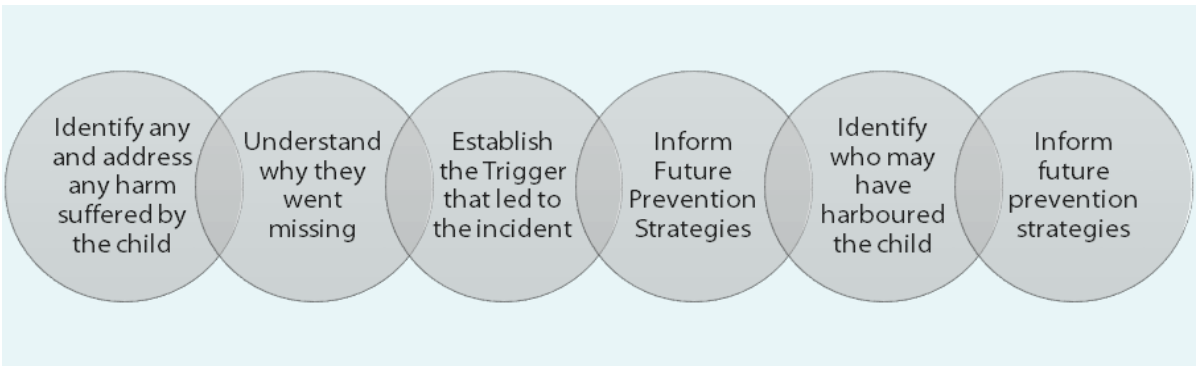
13.8 In any event, it is important for staff to act speedily. Whenever it is noticed that a child/young person has gone missing a quick decision should be taken as to whether the immediate period (the first 10-20 minutes) should be used to send staff to known locations in the young person's missing from care profile such as a local transport hub (e.g. Nailsworth bus station). Any member of staff who sees a young person where they should not be should report the matter immediately to the CCS 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 children/young people must be treated sensitively and positively when they are located and following their return home. 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. Care staff should check whether the child/young person 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 child or young person has returned after going missing from care. The purpose is to check whether the child or young person 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 care incident, a return to home interview will 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 child's/young person'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 Care Report. Following any missing from care incident, the CCS 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 child's/young person's placing authority and, where appropriate, with those with parental responsibility.

13.13 Notifications to Ofsted. If the missing from care incident is considered to be serious (e.g. if there are serious concerns over the child's/young person's missing behaviour, particularly where they are considered to be at grave risk due to age or vulnerability or where they have been missing for a considerable period of time and their whereabouts is unknown) the Designated Safeguarding Lead will notify Ofsted of the incident in accordance with the requirements of the Children's Homes (England) Regulations 2015.

13.14 Review of missing incidents. Every time a child/young person goes missing from care 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 care 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 children/young people who persistently go missing from care, 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 Care/Head Teacher
- The Designated Safeguarding Lead
- The Key Worker

15. Monitoring and Review

15.1 The Designated Safeguarding Lead for Care 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 pursuant to regulation 44 of the Children's Homes (England) Regulations 2015 will also review and report on a monthly basis on whether the action taken in relation to any missing from care 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 care 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 children 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 (24yrs 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 'highrisk' 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. The responsibility for managing this category of absence lies with the manager of a residential care home or carer.

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 child or young person 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 young person 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 child or young person 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 child or 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 (HM Government 2018a) & 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 (HM Government 2018a) & Serious Violence Strategy (HM Government 2018b)

Appendix 2

Missing child flow chart of actions

Stage 1

The staff member responsible for young person should conduct an initial search of premises and grounds. If the young person has a mobile telephone, attempts should be made to contact them by telephone. If the young person is found on or close to the site, attempts should be made to persuade them to return or their whereabouts should continue to be monitored as far as is practicable. Other members of staff who might encounter the young person should be informed.

If the young person cannot be found, proceed to Stage 2.

During teaching time

Report the young person's absence to the Headteacher (or in his absence to a Deputy Headteacher) detailing: (i) time of incident; (ii) location; (iii) clothes worn by young person; and (iv) any other relevant information (e.g. money in young person's possession or comments made by them prior to going missing).

During non-teaching time

Report the young person's absence to the CCS Duty Manager detailing: (i) time of incident; (ii) location; (iii) clothes worn by young person; and (iv) any other relevant information (e.g. money in young person's possession or comments made by them prior to going missing).

Stage 2

The Headteacher / Deputy Headteacher should liaise with the CCS Duty Manager who should follow any Missing from Care Protocol.

If the absence is a first and/or unexpected incident and no risk assessment / Trigger plan is in place, the Duty Manager should proceed to Stage 4.

The CCS Duty Manager should follow any Missing from Care Protocol.

If the absence is a first and/or unexpected incident and no protocol is in place the CCS Duty Manager should proceed to Stage 4.

Stage 3

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 young person's Placement Plan / Trigger plan

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

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

Step 5 – if the young person 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 young person 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.

Online Safety, Mobile Phone and ICT Acceptable Use Policy

1. Introduction

1.1 This policy sets out Cotswold Chine 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 pupils on residential placements 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. P**upils 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 are supported and monitored by Clinical Therapy Assistants and Key Workers within the home and overseen by the **Registered Manager**.

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 pupils 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 in the home by residential pupils

4.1 In the interests of supporting all children on residential placements 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.

Age	General arrangements	Individual agreements may include the following items	Sleep hygiene arrangements
Primary school ages 8-10	Access to PC in the homes 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 in the homes 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 in the homes 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. - Young person is likely to need to hand in mobile phone, unless individualised risk assessment is in place and effective monitoring of use during the night.
Post 16 16-18	Access to PC in the homes 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. - Young person 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. Should understand use of firewalls and responsible use of the internet so that it does not impact on the children living in the home.		

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 rises 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 or Registered Manager, 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, Head of Care, 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.

Risk Assessment Policy

1. Introduction

1.1 The School has a duty under health and safety legislation to undertake assessments of its activities 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 in each house and will be reviewed on a periodic basis and updated as necessary.

3.2 Further written risk assessments will not normally be carried out every time young people undertake an activity which is already subject to an existing risk assessment. However, when considering whether a young person 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 young person'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. Young persons 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 Cotswold Chine 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 young person 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.
- Registered Manager means the Registered Manager of the children's home.
- 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 children 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

3.1 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 and/or Registered Manager 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 and/or Registered Manager 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 be 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 and/or Registered Manager 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 and/or Registered Manager 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 and/or the Registered Manager 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 and/or the Registered Manager 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).

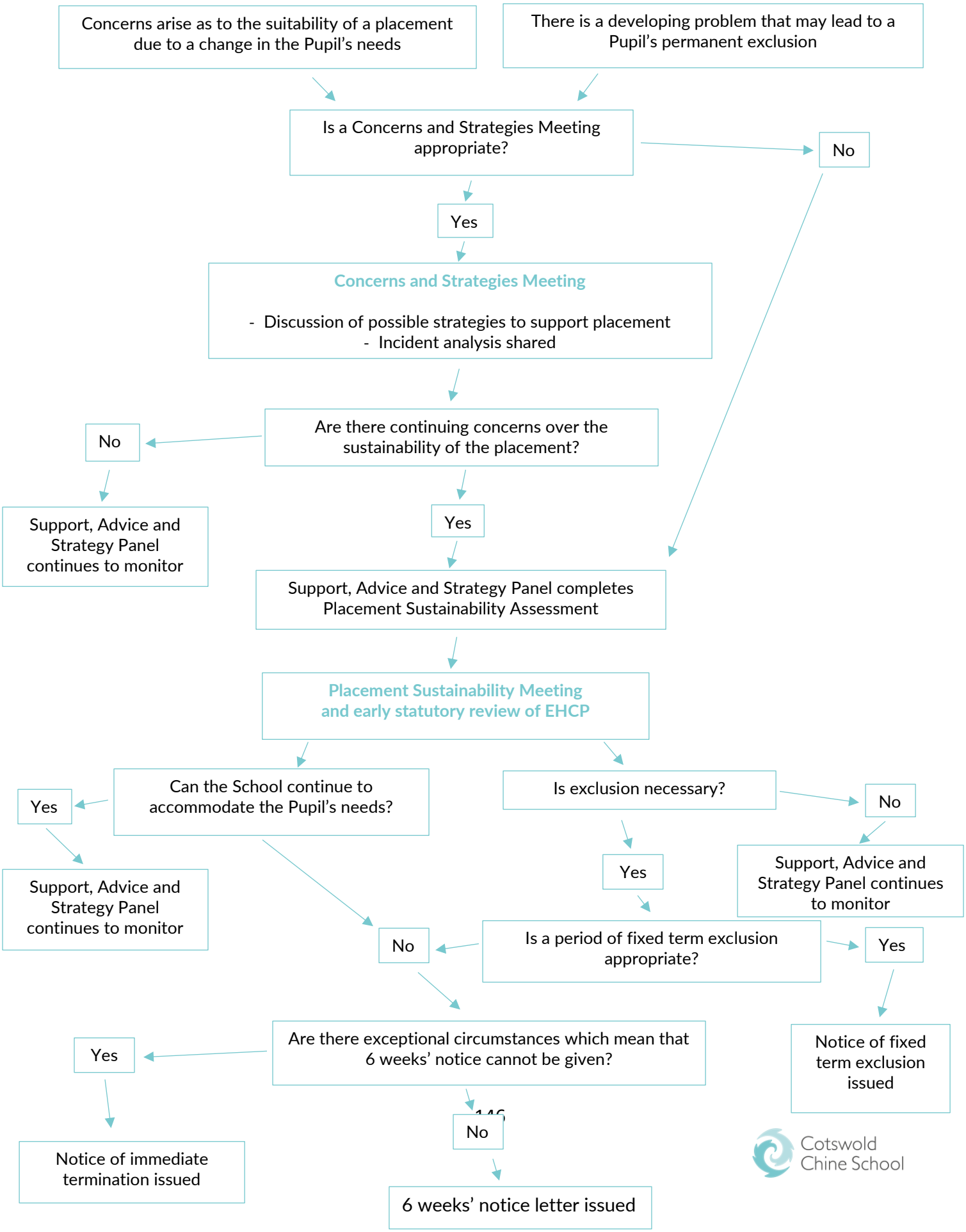
7.2 The Parents / Person with PR / Placing Authority should send their request for a Review to the Chief Executive within five working days of being notified of the decision to terminate. The request for a Review must state the grounds relied upon and the outcome sought.

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 and/or Registered Manager 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 and/or Registered Manager. The Panel may either uphold the decision to terminate or refer the decision back to the Headteacher and/or Registered Manager with recommendations so that the Headteacher and/or Registered Manager 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 and/or Registered Manager will provide her response to those recommendations in writing within 24 hours. In the absence of a significant procedural irregularity, the Headteacher's and/or Registered Manager's decision will then be final.

Placement Termination Flowchart



Attendance Policy

1. Introduction

1.1 Cotswold Chine 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 young person 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 young people. 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. Cotswold Chine School seeks to raise the parents'/carers' and children's awareness of the importance of regular and punctual attendance. The school aims to do this without causing concern to children 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 him to receive efficient full-time education suitable to:

- his age, ability and aptitude, and
- any special needs he 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. She 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 Attendance Officer (Andrew Roberts) or Deputy Headteacher (Lucy Jones) 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. If a call is not received before 10am school reception will call home. If it is not possible to speak to anyone and the school has still not received any contact by 11am then the police may be informed.
- 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 young person 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 9.00am. 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 children must have a mark by their name (i.e. either present or absent)
- The register is marked and returned to the office
- Any pupil arriving after the start of the school session (9.00am) will be marked as late and a contact made to determine their location. The register will then close at 9.30am.
- If a pupil 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 in an "off-site" book.

- 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 Residential pupils. Care managers ensure that any absences are reported to the Headteacher or Deputy Headteacher. If the Headteacher does not consider that the reason for the absence is authorised then a collaborative plan will be made with the care managers to ensure the pupil is supported to attend. This may include an offer of a 'time-in meeting' with the Headteacher, a visit to or from the Registered Nurse or a Teacher or Teaching Assistant attending the home to offer support and assistance.

4.4 Where a pupil is absent from School without explanation from a Care Supervisor the teacher responsible should inform the Deputy Head Teacher in order that the young person's whereabouts can be ascertained as soon as possible. The Missing Child Policy and Procedure is followed where a young person 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 Care Manager will contact the parents/careers 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 young person 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 9.15am on the first day of absence e.g. by telephone to the school office (these messages will be given to the Attendance Officer or Deputy Head Teacher and kept on record). If the absence is deemed to be unauthorised a collaborative approach will be explored with parents/carers/social workers to ensure any issues preventing the pupil from attending school can be resolved. This may include an offer of a 'time-in meeting' with the Headteacher, a home visit or alternative plans for the day.

4.8 When the child returns to school, the parent/carer must notify the school via email or note.

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 or email is acceptable. Where possible, appointments should be made out of school time.

Continuing Absence

4.10 Residential pupils. Where a pupil continues to absent from education then this will be followed up with the Care Supervisors by the Deputy Head Teacher. If the pupil is at home in the care of parents/carers then a Care Manger will liaise with parents and inform the Head Teacher of the reason for the continued absence. The Care Manager will also continue to liaise with the young person'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 Day Pupil Co-ordinator and Deputy Head Teacher. The following procedures are in place:

- Letter home to parents/carers inviting them to school to meet Day Pupil Co-ordinator raising concerns about poor attendance. The letter will include a copy of attendance figures for the 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 attendance data 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, persistent and severe absence

6.1 It is the responsibility of the Attendance Officer and the Deputy Head Teacher to be aware of and take appropriate action in relation 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 young person 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 a Targeting Support Meeting to agree targeted actions and access to services
- Issuing a written warning
- Referral to the local authority to consider legal action.

7. A 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 family time and home visits during term time. If you wish to take your child out of school for family time 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 £2,500 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 manual paper registers 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

11.2 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
XXXXXXXX
XXXXXXXX

Dear Deputy Head Teacher

XXXXXXXXX Attendance

XXXXXXXXXX was absent from school on the _____ 2022

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 their 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

Hannah Dury
Head Teacher

Example letter inviting to attendance improvement meeting

Date
XXXXXXXXX
Address

Dear (parent/Social Worker name)

Re: XXXXXXXXXX (D.O.B XXXXXXX) Non Attendance at School.

I need to inform you that XXXXXXXXXX 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 Joshua 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 Hannah Dury (Head Teacher) by XXXXXXXXXXX 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 XXXXXXXXXX attendance.

Yours sincerely

Hannah Dury
Head Teacher

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 _____

PLEASE RETURN COMPLETED APPLICATION FORM TO YOUR CHILD'S SCHOOL GIVING AT LEAST 4 WEEKS' NOTICE OF INTENDED ABSENCE

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/carer, 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.

Covid-19 Contingency Plan

1. Introduction

1.1 As Cotswold Chine School remained open during the coronavirus outbreak from March 2020 we have been able to improve our understanding of how best to operate during a potential local outbreak. During the initial outbreak Cotswold Chine School continued to deliver education, care and therapy to the vulnerable young people both residentially and for day pupils with a 95% attendance rate for the period March 2020 to July 2020.

1.2 The school's approach to a further local outbreak is highlighted below:

- Education for residential pupils will continue in the homes
- Education for day pupils will continue in the school building using existing school risk assessment
- 'Home learning' tutor allocated to any pupil that is at home
- The pandemic committee will continue to meet regularly and review point 1 and 2.

2. Arrangements for residential pupils

2.1 Teachers will be allocated to each home to create an "education bubble". The curriculum and EHCP outcomes will continue to be taught for the individual pupil.

3. Arrangements for day pupils

3.1 Education for day pupils will continue in the school building using existing school risk assessment

3.2 Teachers will be allocated to day pupil to create a "day pupil education bubble". The curriculum and EHCP outcomes will continue to be taught for the individual pupil.

3.3 A teacher will be allocated as a "home learning tutor" and will provide education work as well as remote learning as required for any pupils that will be at home. There is the availability of video conferencing facilities as required. Care and therapy will also be able to continue to work with the young people is this way.

4. Expectations of the school

4.1 Whilst the contingency plan is in place, we expect to provide all pupils with the following:

- programmes of study that are of equivalent length to the core teaching pupils would receive in school
- assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments

- a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject

- frequent explanations of new content, delivered by a teacher in the school or through curriculum resources and/or videos

4.2 In addition to the above, teaching staff will:

- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work

- adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- avoid an over-reliance on long-term projects or internet research activities.

4.3 The education department will ensure:

- curriculum sequences that allows access to online (e.g. teaching videos, tests) and offline (e.g. resource packs, reading books) resources, and that is linked to your curriculum expectations

- give access to those remote education resources

- Select the online tools that will be consistently used across your school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use

- Provide printed resources, such as textbooks and workbooks, for pupils who don't have suitable online access

- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so you should work with families to deliver your curriculum

4.4 The Trust's Pandemic Committee will continue to meet regularly and review how the expectations are being met.

5. Risk assessments

5.1 The School risk's assessment and all previous risk assessments will remain in place.

5.2 We will ensure all individual risk assessments are continued and shared with the local authorities as required. All individual risk assessments will contain the following:

- Child details

- If the child is safe to go home

- Health risk assessment
- Safeguarding risk assessment
- School views
- Parent/carer views
- Social worker views
- Review date of risk assessment

5.3 The Pandemic Committee will continue to meet to review risk assessments, policies and guidance in light of further outbreaks.

School reopening: Home-School Agreement

As you are aware Cotswold Chine School remain "open" during the coronavirus pandemic with successful risk assessments and plan. As we have now reopened with a new risk assessment and more guidance from the Government, we need to continue to ensure a collaborative approach to the risks associated with the virus. We would appreciate your agreement to the following to ensure that the risks to a "fully operational" school are minimised.

Parents/Carers

If my child is coming into school, either full-time or part-time, I understand and agree that:

- I need to monitor if my child or anyone in our household has symptoms of COVID-19 (i.e. a high temperature; a new, continuous cough; or a loss or change to their sense of smell/taste)
- If my child or anyone in our household shows symptoms of COVID-19, I will not send them to school and we will self-isolate for the appropriate length of time
- If my child shows symptoms of COVID-19, I will get also them tested and, if they test positive, work with the NHS test and trace system to notify anyone who's recently been in close contact with them, including at school
- When dropping off and picking up, I will stick to the timings for my child, use the designated entrance and adhere to the social distancing rules set out by the government
- I will not enter the school building without a prearranged appointment and I will leave the school immediately after drop off and pick up
- I will remind my child about good hygiene practices, such as: regularly washing their hands thoroughly; avoiding touching their eyes, nose or mouth; and coughing or sneezing into their elbow or a tissue, and disposing immediately of any used tissues
- I will support the school's procedures in ensuring a safe environment

If my child is staying at home, either full-time or part-time, I understand and agree that:

- I will do my best to support my child to complete any remote learning work set for them, and get in touch with the school if this won't be possible for any reason
- I may be contacted by the school if my child fails to complete the work set for them

Signed:_____ Date:_____

Dress Code

1. Intent

The school dress code will provide all pupils at Cotswold Chine 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. Residential 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 SMT of the school will evaluate and record informally the numbers of young people who wear the school dress code.

3.2 It will be the expectation that all young people and staff wear the school dress code.

3.3 Where a young person is reluctant; individualised support will be given to encourage young people 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 young people 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 young people 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 as soon as morning assembly 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 young people 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 young people attending the school. For this reason, young people are discouraged from wearing jewellery. Nose rings/studs, belly button rings or any other body piercing rings are not allowed to be worn. If young people already have an ear piercing, they may wear one retaining stud in each ear (see Children's 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 any tattoos they may have 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 lose 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

SCHOOL CLOTHING ORDER FORM

EST. 1893 BATEMAN'S (SPORTS) LTD

NOVALIS TRUST

Name:

Polo

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

Fitted polo

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

V-neck jumper

XXS	XS	S	M	L	XL	2XL	3XL	4XL
32	34	36	38/40	42	44/46	48	50/52	54

Fitted v-neck jumper

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

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

Navy Oxford shirt long sleeved

14.5	15	15.5	16	16.5	17	17.5	18	18.5	19	19.5	20	21	22	23

Light Blue Oxford shirt long sleeved

14.5	15	15.5	16	16.5	17	17.5	18	18.5	19	19.5	20	21	22	23

Navy Fitted Oxford blouse

8	10	12	14	16	18	20	22	24	26	28

Light Blue Women's Oxford blouse

8	10	12	14	16	18	20	22	24	26	28

Moisture-wicking Tee shirt

XS	S	M	L	XL	2XL	3XL	4XL	5XL
35	38	40	43	45	48	50	53	55

Fitted Tee shirt

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

1/4 zip Midlayer

S	M	L	XL	2XL	3XL
34/36	38/40	42/44	46	48	50

SCHOOL CLOTHING ORDER FORM

EST. 1893 BATEMAN'S (SPORTS) LTD

NOVALIS TRUST

Name:

Youth polo

7-8	9-11	12-13	14-15

Adult polo

XS	S	M	L	XL	XXL

Youth long Sleeve Polo

7-8	9-11	12-13	14-15

Adult long Sleeve Polo

S	M	L	XL	XXL	XXXL

Sweatshirt

7-8	9-10	11-12	13

Adult sweatshirt

XS	S	M	L	XL	XXL

Education, Curriculum & Assessment Policy

1. Intent

1.1 Cotswold Chine School strives to create a holistic curriculum that contains clear pathways, incorporating therapeutic practices, that promote self-progression. The curriculum is informed by the Neuro-Sequential Model of Brain Development, with an understanding of how trauma impacts this process and therefore focusses first on establishing safety and focusing on the young person's primary need.

1.2 Many of the children that attend Cotswold Chine school are affected by developmental and/or complex trauma, 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 informed from a neurodevelopmental, attachment informed approach. Every pupil at Cotswold Chine School is placed onto a curriculum pathway, informed by EHCP outcomes, Therapy objectives, Historical information and NMT data. This is all collated into pupils' Education Information documents.

2. Curriculum pathways

Seedling

To develop awareness of my own emotions, feel able to trust that I can be co-regulated and safe to learn. To build resilience for learning through multi-sensory adult guided learning and play experiences

Sapling

To develop an understanding of my own emotions and the perspectives of others, building respectful healthy relationships and gain increasing confidence in my ability as a learner through predictable structures and routines that build in time for reflection. Understand a broad range of careers and discovering my areas of strength and strong interest.

Sycamore

To develop strong positive relational health, be safe through developing self-regulation skills, be able to safely express my emotions and aspirations. To work towards appropriate accreditations, in line with my abilities and interests through guided and independent practice and opportunities within the internal and wider community to demonstrate responsible citizenship.

Blossom

To know themselves and have developed transferable skills in preparation for adult life and independence. To develop increasingly independent practice of learning, life skills and capacity for reflection of their own progress. They work towards accreditations which support their informed understanding of potential next steps (careers or further education). Support encourages guided development of independent skills with graded support based in skills assessments.

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 to achieve the ultimate aim that as adults 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 Cotswold Chine School offers a broad range of educational and personal development experiences to pupils aged 7-19 years old with the aim to create a community that feels aspirational and safe focusing on rhythm and routine. We pride ourselves on maintaining a community that celebrates achievements and allows the 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, including art, textiles, pottery, woodwork, photography, music, and drama. A wide range of sports opportunities are also available. Cotswold Chine School has a “Multi Use Games Area” which each young person will use for Physical Education. Work experience and careers information is available to pupils throughout their journey at school, with a particular focus from the Sapling pathway towards finding areas of strength and interest, linking these to careers or further education opportunities.

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 with children and children, but observes many festivals and celebrations taken from various faiths and cultures. Children and children with any religious belief or no religious belief are welcome at school. Religious Education is provided to all pupils as part of the organised school timetable and aims to develop understanding of the diversity of religious beliefs within the World today. We view working together for the benefit of children as being of great importance. Consequently, the education staff make every effort to work jointly with parents and external professionals as well as the care, therapy and medical staff at the school. We aim to celebrate individual identity and work with families to build pupils’ self-esteem and self-worth to

support aspirational outcomes.

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. Pupils are encouraged 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, with an understanding of the neuroscience of brain development.

- To develop strong understanding of self-regulation techniques, essential selfcare skills and strong emotional literacy to promote good physical and mental health in adulthood.

- To promote 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 ensure pupils know how to foster and maintain safe, respectful relationships that will support them to lead happy life.

- To encourage each pupil to aim high and to achieve the best examination results, certification or awards of which they are capable.

- To ensure pupils have the literacy, numeracy and digital skills they need to access the modern world.

- 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 and parents, careers and professionals in their child's learning and foster support of aspirational outcomes.

- To help prepare pupils for their future life as an adult by promoting and developing life skills and through involvement in a range of introduction to a broad range of careers, work experience placements and work shadowing experiences.

- To give our pupils ownership over their independence by allowing them to practice skills that will aid with self-regulation.

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 Cotswold Chine School is preparing the children for

learning. The pupils that attend the school have experienced varying degrees of developmental trauma. Research shows that for brain plasticity to take place this structure is essential for establishing a sense of safety and self- regulation, allowing the pupils to learn. To be able to take in and retain new pieces of 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. Breakfast club is on offer every day between 8.45-9am. There is a short break between lessons at 10.15 to 10.45 and a lunch period from 12.45 to 13.30, during which residential pupils return to their House Group. Day pupils have lunch on the School Site and are supervised by key members of education and therapy staff. Pupils and staff meet in their classrooms for a "community meeting" and preparing to learn each morning informed by Occupational and Speech and Language therapeutic curriculum.

4.3 Care staff and teachers jointly supervise all transitions between house and school and ensure that any information regarding a young person is handed over to the relevant staff. The SLT are largely responsible for overseeing the sharing of information with day pupils' parents and carers day. However, Class Dojo is updated at least weekly and parents meet teachers termly for parents evening.

4.4 All pupils participate in assemblies. Themes include the celebration of festivals and traditions drawn from different cultures, as well as topics such as the environment, topical news stories, national events, and personal development. Assemblies also offer an opportunity to gather pupil views and share important internal community messages, promoting the values and culture of the school.

4.5 The structure of the school day then varies according to the pathway for each class. Please see individual pathway guides for more information.

4.6 The Curriculum and School Day is structured in such a way that Literacy and Numeracy lessons are generally 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, subjects such as Science, MFL, Humanities, Computing, Design and Technology are taught. This practical approach continues after the lunch break, with the addition of Physical Education activities, Art, Sailing, Ecology, and work experience. Swimming times vary in line with sole use of a local pool. Throughout the school day there are embedded therapeutic interventions and in some cases extractions to support pupils' development of personal, social and emotional well-being. Alongside this there are also opportunities for extractions in pottery, Music, Drama, Baking and Craft.

4.7 Lessons within the lower school aim to be as cross curricular as possible to facilitate strong engagement and development of key skills and knowledge within the short window of tolerance for learning pupils at this level. As pupils move through the pathways subjects are delivered in increasingly discreet subject lessons as pupils become increasingly confident and capable learners. Accreditations are carefully assessed to meet pupils' abilities, interests and aspirations. Progress and accreditation choices are reviewed and shared with parents, carers and social workers during parents' evenings, EHCP and PEP reviews. 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, the pupils take part in brain break activities (Occupational Therapy advised) to optimise the retention of new information, allowing the pupils to make necessary progress.

4.8 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 or clinical therapy assistants where appropriate, advised by the Clinical therapy team and SENCo. This reinforces pupils' routines and allows teachers to track progress more easily. Additionally, there are subject specialists available to teach Music, Craft, Ecology, Pottery, Art and Design and Technology and Hospitality. Pupils benefit from dedicated spaces to engage in these subjects, including a working café which they take responsibility for running alongside Food Technology Teachers.

5. Facilities

5.1 The School has nine classrooms, 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 most lessons take place. In addition, there are several specialist classrooms and facilities to support the following curriculum subjects: science; music; art and design (including photography and textiles); pottery; drama; hospitality and catering; woodwork; gardening and horticulture; food technology and home cooking skills; and playroom/therapy room.

5.2 The school has three library 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 "MUGA" onsite. However, off-site physical education also takes place using local sport centres and other facilities. This includes bike riding, climbing, forest school and swimming.

5.4 The School has eleven classrooms, which are equipped with interactive boards, computer facilities, and reading corners. 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:

- Science
- Music
- Art and textiles
- Pottery
- Drama
- Hospitality and Catering
- Design and Technology
- Woodwork
- Gardening and Horticulture

- Food technology and Home Cooking Skills

- Playroom/therapy room.

5.5 There is a school hall for indoor sports, assemblies, visiting speakers and performing Arts. One large group workroom for therapeutic groups or school council meetings and a small room for individual or small group interventions directed by the SENCo or Clinical therapy team.

5.6 Physical education takes place primarily using the "MUGA" onsite. However, off site also takes place using local sport centers and other facilities. This includes bike riding, climbing, swimming, and gymnastics. Pupils also participate in external YUGO competitions and Sports Leaderships courses where they can compete in a broad range of supports with other schools and develop their skills as leaders or coaches within the community.

6. Implementation of the curriculum

Lesson Delivery

6.1 All pupils within the school enjoy and benefit from a personalised learning programme, which is designed to address their particular needs. Each pupil has an "Educational Outcome Plan" which includes targets designed to support them in making progress towards the objectives detailed in their Statement of Special Educational Needs or EHCP plan and therapy goals and outcomes. Additionally, each pupil has Individual Learning Outcomes to work towards each lesson (SMART Targets). These learning outcomes are informed by Schemes of Work, teacher assessments, where relevant Educational SMART Targets. Pupils who show a particular preference towards vocational education are provided with opportunities to learn valuable practical skills. 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 Generally, pupils are grouped into classes based on their relevant Key Stage (Key Stages 2 for ages 7-11 years, Key Stage 3 for ages 11-14 years, Key Stage 4 for ages 14 -16 years and Key Stage 5 for Post 16 pupils) and curriculum pathway. However, sometimes there are particular social or academic reasons for a pupil being in a different Key Stage class than that of their chronological age. In these circumstances the pupil continues to follow the appropriate curriculum for their age. Additionally, some pupils have particular medical and learning needs which means they benefit from having a class group with other pupils with similar needs.

Lesson Planning

6.3 Detailed schemes of work and sequence of learning documents support teachers to plan lessons which build knowledge and skills over time in line with the approach for their classes' pathway and their pupils individual needs. Teachers are supported by Curriculum Leaders and the SENCo to review these plans with the current cohort in mind, encouraging creativity and agency for teachers. Teachers then adapt these plans for their class and the individual needs of pupils within it. Every pupil should be aware of their learning objective and their progress towards it each lesson. Successes and misconceptions are expected to be addressed promptly within or at the end of each lesson as 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. Marking and feedback should include retrieval practice and follow the three Ms (Meaningful, Manageable and Motivating).

7. The School Curriculum

National and Vocational Curriculum

7.1 The Head Teacher has overall responsibility for the Curriculum and is supported by the Deputy Head Teachers, Assistant Head Teachers, Senior Teachers and individual Subject leaders. The school offers the full range of National Curriculum Subjects appropriate to each key Stage which include

At Key Stage 2 (ages 7-11)	• The Core Subjects: English, Mathematics and Science. • The Foundation Subjects: Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education. Ecology is offered through Forest Schools on and offsite. • Foundation subjects are taught cross-curricular in a topic-based model; for example, languages may be taught with a lesson such as cooking where there is an opportunity to learn vocabulary or develop an understanding of the culture of a particular country in preparation for a multi-cultural day. • Multi-sensory, somatosensory opportunities throughout the day form a key part of supporting pupils' engagement and regulation for learning. • Occupational therapy sessions weekly with an opportunity to use a dedicated sensory space to support pupils personal development. • PSHE is studied daily. • Homework, usually reading three times a week is an expectation. • Swimming and water safety is part of the Physical Education Curriculum at Key Stage 2.
At Key Stage 3 (ages 11-14)	• The Core Subjects: English, Mathematics and Science. • The Foundation Subjects: Art and Design, Citizenship, Computing, Design and Technology, Modern Foreign Languages, Geography, History, Music, and Physical Education. • Foundation subjects continue to be taught cross curricular as topics. • Homework in an area identified as most appropriate by the teacher, pupil and parent is set weekly. • PSHE is studied daily.
At Key Stage 4 (aged 14-16)	• Pupils have the option to reduce the number of subjects studied to concentrate on particular subjects of their choice. However, they continue to study the core subjects of English, Mathematics, Science. • To complete their timetable, pupils at this Key Stage can choose from a range of vocational and work-related subjects as well as to continue their studies in the foundation subjects of Art and Design, Design and Technology, Modern Foreign Languages, Geography, History and Music. • PSHE is also studied.

Post-16 pupils (ages 16-19)	• The School recognises that post 16 pupils need access to a curriculum that will prepare them for adult life and for moving on from Cotswold Chine School. Each post 16 pupil follows a personalised curriculum and has a timetable based on their own needs and choice of subjects. Please see Appendix 1 for full details of the Post 16 educational aims and curriculum. • Homework at KS4 and 5 is expected to support accreditation and meeting EHCP outcomes, the amount and type depends on pupils programs of study. Pupils at this stage are expected to take increasing responsibility for their progress.

Vocational Learning and Work Experience

7.2 Preparing pupils for work is an important aspect of the school's curriculum. All pupils are expected to have met our independent careers advisor by the end of year 9 and have a regularly reviewed careers report. Speakers and visitors are a core part of the yearly timetable, promoting all pupils at all ages to have broad experience of career types, including engineering, animal care and the emergency services to name a few. Our program of visitors is regularly reviewed to meet the emerging strengths and interests of our cohort each year gathered through pupil views, careers reports and parent/carer communication.

7.3 Pupils at key Stages 4 and post 16 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/animal care and veterinary services).
- Food Technology, Hospitality and Catering.
- Construction/Maintenance.
- Business and administration (including office skills).
- Personal and work skills development
- Arts and Technology (design, engineering, IT support)
- Social, Health and Education (Emergency services, Care and Education support assistance)
- Hair and Beauty

7.4 This list is not exhaustive and yearly provision is sought to match pupils' strengths and interests through an established internal and external network of opportunities.

7.5 Pupils can 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 and local farms and animal shelters. Pupils also partake in life skill activities, e.g. taking public transport, shopping for daily items, budgeting and planning and preparing meals. This promotion of independence is a core value for our post 16/Blossom curriculum pathway.

7.6 Whenever possible, the school seeks to gain accreditation for each pupil's vocational learning at the appropriate level.

7.7 The role of the Head of Inclusion, Personal Development and Curriculum Enrichment ensures that all pupils are supported and monitored in employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training.

7.8 The Clinical and Therapy team also enhances vocational learning and preparation for adulthood. The Occupational Therapists work collaboratively with the education team to promote and assess functional skills, developing independence skills and meaningful participation around activities of daily living. The Occupational Therapists deliver the 'Positive Future's group' which focus on preparation for adulthood and thinking about what skills the children will need for the future. Following baseline assessments, Occupational Therapists develop individualised skills-based programmes which cover skills such as task organisation, motor and process skills, sensory processing, problem solving and social communication to aid moving towards adulthood. This development of skills, supports children with readiness for the future, supports building confidence for next steps and fosters lifelong participation in meaningful occupations.

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

7.9 (SMSC) – The PINK curriculum The School places great emphasis on developing each pupil's understanding of healthy lifestyles and their ability to keep them- selves safe and develop skills in managing money, as well as actively promoting British values, understanding how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media, personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain. The school's PSHE/SMSC curriculum "People in the know" (PINK curriculum) was developed by Gloucestershire healthy living and learning. PSHE/SMSC (PINK curriculum) lessons are timetabled daily and include assembly themes. A website link for further formation is available at http://www.ghll.org.uk/pink-safeguarding-curriculum

7.10 Sex and Relationship education forms part of the PSHE curriculum and is timetabled for Key stage 2, 3, 4 and post 16 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

- Update, prepare curriculum for Key Stage 2, 3, 4 and 5

- Update, devise curriculum maps and schemes of work across the curriculum

- Manage, order resources for your subject
- Awareness of how your subject is being taught around the school -which pupils are accessing KS2/KS3 Curriculum, which pupils are accessing accreditations – which ones? etc
- Arrange moderation meetings with teachers
- Arrange individual teacher meetings - do teachers know what and how they are teaching your subject?
- Attend training to support teachers teaching your subject
- Update your own knowledge of your subject – what changes are happening? Is a new scheme available? Any new resources available?
- Update, devise a development plan for your subject – how do you see your subject developing in the school? What direction would you like to take your subject?
- Update subject policy
- Awareness of levels/progress made in your subject – who needs support? Which pupil need interventions?

Personal Development and Enrichment Curriculum

7.11 The Personal Development and Enrichment Curriculum's intent to support and complement the national and vocational curricula run at Cotswold Chine School.

7.12 The Enrichment Curriculum is implemented to individual needs and small group needs and therefore is dependent on the children that it is supporting. Below is an overview of interventions:

Environment and working with animals	**Science and Mathematics**	**Independence and responsible citizenships**	**Literacy**	**Arts/Digital Media**	**Inclusion and Aspirations**
Ecology/Forest school Duke of Edinburgh Awards Therapy animals	Silly science Zoolab Walks with hawks Pin hole camera	Employability and personal development accreditation Positive Futures Therapy Group Life skills	World Book Week Visiting authors Festival of Players Theatre visits	Pottery Carpentry/ woodwork Digital Making Virtual reality workshops	College and university visits Alumni speakers Community leader visits Partnerships with local schools

Community Farm and animal care experiences Sailing awards and Tall Ships	Engineering visiting workshops	Travel Skills My cookbook Transition support Preparation for work PCSO workshops Community projects – Christmas carol service School leaders role, e.g. Anti-bullying ambassador	Reading Ambassador roles	Gaming online safely workshops Exhibitions Galleries Visiting artist workshops Music Works and Individual Music lessons School of larks	Work experience Independent careers guidance Sports Leaders course YUGO Sports competition

7.13 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 to 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

7.14 The Enrichment Curriculum is implemented to run alongside the National Curriculum and support the breadth and depth of pupils' studies and introduction to a wealth of career opportunities.

High Achievers

7.15 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 young people ('high achievers'). We do not limit this to academic achievement alone.

7.16 Identifying High Achievers. The School takes an individualized approach to identifying high achievers. High achievers are identified in the following ways:

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

7.17 Provision for High Achievers is made in the following ways:

- A register of high achievers across the curriculum is maintained by the school. This is reviewed regularly and in line with our children's changing needs as well as 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.

7.18 High Achievers Register – the following is an example:

Name	Class	Area of High Achievement
CG	6th Form	Engineering workshops and work experience
CH	Holly	Individual dance lessons
JH	Box Class	Construction accreditation and work experience

NMT Influences

7.19 Our curriculum pathways are partially informed by NMT, this is an approach that integrates the core principles of neurodevelopment to inform work with children and families. This approach embedded into our day-to-day teaching will support all areas of the school curriculum by integrating the approach to support children who will have a difficult time benefitting from educational, caregiving and therapeutic efforts due to areas of the brain that are underdeveloped (e.g. brainstem). The approach has three key components – training, assessment and then specific recommendations for the selection and sequencing of therapeutic, educational and enrichment activities that match the needs and strengths of the individual.

7.20 The implementation of NMT is assessment, this examines both past and current experience and functioning. A review of the history of adverse experiences and relational health factors helps create an estimate of the timing and severity of developmental risk that may have influenced brain development. Each young person at the school has a case record and NMT metric, which reviews the current functioning and generates a visual representation of the young person's estimated current functioning organised into neurobiological fashion. This generates a Functional Brain Map. This helps 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.

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		

7.21 The map is colour-coded with red indicating significant problems; yellow indicates moderate compromise and green, 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 young person's history and current status. This information is key in designing developmentally appropriate educational, enrichment and therapeutic experiences to help the young person. The goal is to find a set of therapeutic activities to meet the young person's current needs in various domains of functioning (i.e. social, emotional, cognitive and physical) and recommend activities that include music, dance, yoga, drumming, various sports, therapeutic, massage to more traditional play therapy, sand tray and other therapies.

7.22 The Impact of using NMT practices will be reviewed primarily by the school's special educational advisor,

head teacher and trained NMT certified practitioners and evidenced with integrated within the Education Information documents to support all learning in the school (see school development plan).

8. Home Studies (Homework)

8.1 The school believes it is reasonable to expect that all pupils will 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 is encouraged. At Key Stages 2 and 3, all pupils have a weekly home study task and their progress is recorded in a personal reading log.

8.2 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) and/or chosen accreditation. 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 instill 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.

8.3 Class teachers are responsible for setting and monitoring their pupils' homework and will take responsibility for ensuring that appropriate tasks are set. Regular drop-in sessions for Keyworkers of the schools' residential pupils take place to help encourage collaboration between educational and care settings to support individual pupil's outcomes. Pupils have a personal homework record to record progress and provide an opportunity for parents / carers to provide feedback.

8.4 Pupils who complete all their home study tasks each half term will receive a certificate and a £5 Amazon voucher to recognise and reward their achievements. Certificates and vouchers are presented as part of a special assembly in class.

9. Inclusion/equal opportunities

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

9.2 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 Key Stage;
- 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 organisational approaches, such as grouping 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.

9.3 Teaching about identity and learning about themselves, their community and the wider world is an important foundation of our curriculum.

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, BTECS and Individual Unit Awards qualifications in a wide range of subjects. Individual Unit Awards recognise achievement and are moderated by an external body. Unit Awards generally involve pupils completing a range of practical and skill-based activities and tasks. A folder of work is submitted for assessment once all the required tasks have been completed. Unit Awards can also build into Entry Level Certificates if the pupil concerned wishes to complete the externally set assignments. Where appropriate, the School ensures that access arrangements are made through the Joint Board for Qualifications (JBQ). This process is coordinated and overseen by the Head Teacher.

10.2 GCSE Entry Level 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, which includes Occupational Therapy, Speech and Language Therapy, Play Therapy, Counselling, Life Story and Family Work, Dyadic Developmental Psychotherapy (DDP), Dialectical Behaviour Therapy skills, Social Work and sensory integration support. The clinical and therapy team can refer for clinical psychology input on request. This support is provided by a dedicated team of therapists, all of whom are registered with the Health Professionals Counsel. Referrals for therapy are made through the Clinical Therapy meeting and the children are able to self-refer for support from the clinical and therapy team. Therapy goals and strategies as appropriate are integrated into Placement Plans, Education Health Care Plans and Curriculum Support Pupil Passports to ensure children's therapeutic needs are being addressed across all settings.

11.2 The therapy team assist in establishing a baseline of skills for pupils which are then integrated into placement and education plans establishing SMART objectives, these are done by the completion of Pupil Skill Record. These are supervised by an Occupational Therapist. (Further information in Therapy provision document)

Occupational Therapy

11.3 The school employs Occupational Therapists who assess the children's functional skills, focus on sensory integration, gross and fine motor skills, and emotional literacy. From these assessments, the children have skill-based programmes, alongside giving specialist advice to parents and the education and care teams. The Occupational Therapists deliver weekly groups within the classroom focused on skill development and sensory integration-based principles in line with the therapeutic curriculum pathways. The Occupational therapists identify clear recommendations which can support children with overcoming their barriers to learning and sustaining their concentration and attention within the classroom.

11.4 Some of our Occupational Therapists are trained in managing mental health and wellbeing. This includes delivering skills-based trauma informed Dialectical Behaviour Therapy (DBT) to support distress tolerance skills. They work in partnership with the headteacher to risk manage children who present with mental health difficulties of concern.

Speech and Language Therapy

11.5 The School employs Speech and Language Therapists who assess pupil's language and communication skills and abilities, as appropriate. 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 Therapist 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 care staff. The Speech and Language Therapist also contribute to each pupil's Annual Review of 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 children appropriately. Individual subject coordinators lead training sessions on a rotational basis, 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. Subject moderation takes place three times a year and teachers work together to plan termly sequence of learning to share best practice. The SENCo and Clinical team assist the teachers in understanding pupils' complex needs and barriers to learning day to day. 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 on School Action, School Action Plus and those with Statements of Special Educational Need or an EHCP have an IEP 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 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 the person 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. Generally, the IEP will 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; whilst a target related to behaviour may be more appropriate to assess over a longer period. 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 "Educational Information" 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 young person 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. The school asks that PEP meetings are generally held at 15.30. This is to reduce the amount of time any one pupil needs to be out of School and to allow teachers to be available for the meeting without disrupting teaching the rest of their class group.

14.2 The School's Designated Teacher for Looked after Children is the Head Teacher and is assisted by the Deputy Head Teachers and Assistant Head Teachers.

15. Assessment Policy

15.1 The principle of the School's Assessment Policy is 'Assessment for Learning'. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group 2002). 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 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 The school uses an assessment system based on pre 2014 National Curriculum Levels as a basis for its assessment of pupil progress. Assessments are made on the basis of the day-to-day work produced by the pupil. On entry to the School each pupil's National Curriculum attainment levels in each subject area are assessed over a four-week period by the school's specialist educational advisor. From this point onwards assessment of attainment is an ongoing process through the marking and levelling of the pupil's work. Progress is recorded after every lesson or series of lessons using "connecting steps" which is part of the BSquared assessment software. Progress can be examined at any time using this system which enables senior leaders to implement further intervention strategies if progress is not expected. At the end of each school year (July), teachers make a summative assessment of the pupil's current National Curriculum Levels.

Recording Pupil Progress

15.3 Cotswold Chine School uses the B squared/Connecting Steps programme of assessment to support the implementation of the 2014 National Curriculum in all subjects.

15.4 "B Squared have been market leaders with their Small Steps assessment for over 10 years, breaking down EYFS, P Levels and National Curriculum into small steps. Using the most detailed assessment breakdown on the market allows schools to track progression through each level. The assessment is termed Summative Assessment but if used regularly it becomes a Formative Assessment as you can use your assessment to inform planning."

15.5 The B squared/Connecting Steps programme recently implemented by the school has been designed to support assessment of the 2014 National Curriculum. With information obtained from the DfE.

15.6 B-squared have created skills and knowledge-based objectives which are arranged in to a developmental chronology that makes it easy for teachers to teach and assess the abilities of their pupils within the expectations of the 2014 National Curriculum.

15.7 Class teachers' moderate samples of each pupil's work throughout the school year at "moderation meetings". These provide consistency and accuracy of the levels awarded are achieved through moderation of levelled work, both across the School and within national standards. Moderation meetings in each curriculum area are held at least six times a year and are organised by the Subject Leader.

15.8 Each pupil's expected progress is monitored half termly and recorded on their "Educational Information" document which includes:

- All about me….. information

- My exam profile
- My progress profile. (EHCP outcomes/IEP SMART targets/Achievements to date
- "Barriers to learning" and intervention strategies of support.
- National Curriculum Level progress
- Individualised Progress Assessment data (exceeding/on track/below)
- My subject reports
- My favourite photos (from school-based activities)

15.9 Key Stage 2 and Key Stage 3 documents contain information to compare targets in line with national expectations and also show progress towards individualised targets.

15.10 Our pupils in Key Stage 4 and Key Stage 5 follow accredited courses. Key Stage 4 and Key Stage 5 documents contain information that tracks National Curriculum Level progress so that progress can be examined and shows individualised assessment and progress tracking according to the requirements of each course.

15.11 Each document is updated half termly. The "educational information" documents are reported to parents and professionals at least 4 times a year through parents' evenings, EHCP and PEP reviews to ensure parents and carers understand how their pupils are doing in relation to the standards expected and what they need to do to improve.

Pupil Involvement in Learning and Assessment

15.12 Pupils are involved in the assessment of their learning through the sharing of lesson objectives at the beginning of the 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. Teachers make records of each pupil's achievements at the end of each lesson. Exercise books provide clear evidence of the pupil's achievements, levels and next steps.

Peer and Self-Assessment

15.13 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 Pupils' Work

16.1 Each pupil's work is marked using positive comments, which acknowledge achievement and give clear direction as to how the work could be improved. Where necessary, teachers explain and read the written comments to pupils. In some instances, pupils may explain their understanding orally to the teacher and written comments 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. 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 practice and may not highlight all the incorrect spellings in a piece of work. Pupils' exercise books contain stickers that show if individual learning outcomes have been achieved, self-assessment and next steps in learning.

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

17.1 All pupils who attend the school 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. Technology is encouraged to be used as a tool alongside adult instruction/guided learning rather than instead of. 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 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 Pupils are not permitted to bring personal mobile phones or other digital devices to school.

18. Review

18.1 This Education and Curriculum Policy will be reviewed yearly by the Head Teacher.

Appendix 1

The Post 16 Curriculum Intent

The aims of the post-16 provision are:

- To provide guidance and support which will enable pupils to make the most of their opportunities, plan for the future and make an effective and successful transition into the next stage of their lives.

- To offer pupils a curriculum which provides them with the appropriate preparation and development of skills for adult life and citizenship.

- To provide accredited courses for pupils who may have failed to achieve their full potential in pre-16 education, both in terms of academic and personal development.

- 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 in situations which are intellectually and emotionally challenging, the ability and readiness to learn new skills and to develop social competence in a range of activities.

- To promote and encourage skills in independent learning.

Curriculum Overview and implementation:

The School recognises that post 16 pupils need access to a curriculum that will prepare them for adult life and for moving on from Cotswold Chine School. Each post 16 pupil follows a personalised curriculum and has a timetable based on their own needs and choice of subjects.

Some post 16 pupils continue to need considerable support from adults in order to access the curriculum and need close supervision in order to keep them safe. They are likely to continue to need a high level of support when they leave the School. These pupils follow a curriculum that continues to develop their literacy and numeracy skills. They also have opportunities to engage in a range of curriculum subjects in order to further develop their general ability and knowledge. Life skills such as cooking, money and time are a particular focus in order to help prepare pupils for moving on in the future.

Pupils who are already beginning to show an ability to live independently and will be able to access college education in the near future have the choice of studying a range of subject options. However, they continue to be encouraged to study the core subject areas of Mathematics, English and Science. Study of numeracy and literacy continues as a compulsory subject for all year 12 pupils unless they have gained C grades at GCSE. If appropriate, post 16 pupils are given opportunities to attend supported college placements at a local college (placements are subject to the college's own application process). These placements may vary between an afternoon session once a week or a supported placement over

a two week placement with an opportunity to sample a range of vocational courses. In some instances a pupil may attend a full-time course at a local college.

All post 16 pupils are encouraged to continue to gain external accreditation for their learning. These include AQA unit awards, Entry Level Certificates, BTECS, GCSE and AS qualifications. If appropriate, they are encouraged to re-sit examinations achieved in year 11 in order to improve their grades. Alternatively, they may choose to follow the higher level syllabus so that they can achieve the higher grades at GCSE. There is also the opportunity to follow a syllabus at AS level as well as Functional Skills in Literacy and Numeracy.

Access to vocational and work-related placements is a key part of the post 16 curriculum. Work experience placements are encouraged and may range from one day per week over several terms, a week's placement or several weeks' experience. Post 16 pupils also have access to health and safety qualifications by following approved courses leading to certification in First Aid, Food Hygiene and Manual Handling.

Post 16 pupils are encouraged to take part in at least one period (1hour 30 minutes) of physical activity per week. This may be accessed through the School's curriculum or, for residential pupils, through house group activities in the evenings and at weekends. Religious Education, Citizenship, Computing and Sex and Relationship education continue to be followed as part of the overall Post 16 curriculum.

Teaching and Learning Methods

Post 16 pupils have access to learning activities, both in individual and group situations, which develop the skills, concepts, attitudes and knowledge needed for life as a young adult. The learning activities for post-16 pupils are relevant and meaningful to adult life, independent living and employment.

Class Organisation and individual Timetables

Wherever possible, post 16 pupils are taught in class groups, which are separate from other pupils at the school. (Post 16 area at Ebley House) However, this is not always appropriate due to individual pupil's curriculum, social and emotional needs. Most post 16 pupils are based at Ebley House with some post 16 pupils based in the Main Block, which includes a common room with the aim of developing skills needed for college/employment.

Appendix 2

Cotswold Chine School Options Process

Key stage 4 (year 10 pupils)

There should be an Informal discussion between the young person and teachers, regarding subjects and accreditation types. This needs to occur in Autumn, to ensure entries are submitted efficiently (classes will be allocated 'options weeks' in Autumn term in order to meet with pupils and collect entries lists)

↓

Core subjects must be accredited- either at ELC, GCSE or FS level, depending on the young person's end of year 9 national curriculum level, and the expected 4 National curriculum sub levels they should make over the course of the next two years (ELC should not be considered for a pupil already achieving a national curriculum level 3 in year 9)

↓

Other accreditation options should be considered on an individual basis, depending on the views, skills and interests of the young person. These accreditations may be Entry Level Certificates, GCSE qualifications, Functional Skills Certificates, or BTECs and should cover the breadth of subjects in which the young person accesses for their timetable- including national curriculum and enrichment activities.

↓

In regard to the enrichment curriculum, this should also be accredited where appropriate, e.g. if the person does a range of sports, they should achieve BTEC in sport and active Leisure, if they do forest school, some BTEC qualifications may cover elements of this. This may need to be supported by staff both in and out of the classroom.

Post 16 (year 12+)

There should be an Informal discussion between the young person and teachers, regarding subjects and accreditation types. This needs to occur in Autumn, to ensure entries are submitted efficiently (classes will be allocated 'options weeks' in Autumn term to meet with pupils and collect entries lists).

For English and Maths - consideration should on an individual basis- any learner who has not achieved a GCSE grade 4 or above in these subjects should continue to take accreditations in these subjects- whether this be through resits or attempting alternative qualifications (Functional Skills).

Other accreditation options should be considered on an individual basis, depending on the views, skills and interests of the young person. These accreditations may be Entry Level Certificates, GCSE qualifications, Functional Skills Certificates, BTECs or ASDAN and should cover the breadth of subjects in which the young person accesses for their timetable - including national curriculum, Preparing for Adulthood and Employability.

The enrichment curriculum where appropriate should be accredited e.g. this might include Sports Leaders, Sailing awards or Duke of Edinburgh for instance. This may need to be supported by staff both in and out of the classroom.

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 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 care 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 young people
- 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 or Leader of Educational Activities 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. Group holidays

6.1 Whilst away on group holidays staff must be extra vigilant to ensure that any health and safety risks are identified and minimised continue to follow school policies and procedures at all times.

6.2 The School's normal policy is that, unless a risk assessment identifies that alternative arrangements are appropriate, the following health and safety measures should be adopted in relation to any group holiday:

- There should be a minimum ratio of one staff member for every two pupils.

- At least one member of staff must possess a current First Aid certificate (which will be verified before departure).

- If the holiday venue is more than 90 miles from the School, the group should include at least two members of staff who are permitted to drive school vehicles so that the drivers are able to have adequate rest breaks, and as a precaution should a driver be taken ill.

- Where relevant, risk assessments will include obtaining information on the need for vaccinations and/or inoculations which should be carried out in good time before the holiday.

- A risk assessment must be carried out on the accommodation before it is booked. For properties booked through one of the School's approved agencies, this risk assessment can be conducted using the brochure and the Internet as all properties used by these agencies have to meet stringent criteria. Any property booked through private individuals or companies which are not on the School's approved list should be risk assessed individually to ensure that the property meets health and safety guidelines.

- All accommodation in the UK must be situated within 30 minutes (25 miles maximum) of a hospital with an Accident and Emergency Department.

- Individual properties with swimming pools which are not situated on an organised site with lifeguards on duty must not be booked due to the risk of drowning or injury if the swimming pool is empty.

- In accordance with the School's Swimming Policy, pupils should not be allowed to use swimming pools without a qualified lifeguard on duty.

- The staff members must ensure that they take at least two School mobile phones with chargers so that in the event of an incident staff can contact the Emergency Services and/or the Duty Manager.

- A fully stocked first aid kit must be taken.

- The member of staff responsible for leading the holiday must contact the School on arrival at the holiday destination either directly or via the pager service to confirm safe arrival and suitability of the accommodation.

- From October 1st until February 28th inclusive, holidays should not be booked in the UK further north than the Lake District due to the risk of inclement weather at this time of year. At other times of the year a risk assessment must be carried out to ensure that the group of pupils on the holiday are suitable to undertake a long journey.

7. Monitoring and review

7.1 The Headteacher will review, and where appropriate revise, this policy and the risk assessment templates on an annual basis.

7.2 The Chief Executive will regularly monitor and evaluate the effectiveness of any risk assessments, including those for out of school trips or activities.

7.3 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.

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 Cotswold Chine 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:
    - Advise on appeals and re-marks.
    - 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:
    - Heating, lighting, ventilation and levels of extraneous noise are acceptable.
    - No display materials that might be helpful to candidates are visible.
    - A reliable clock of readable size is visible to each candidate.
    - Ensure notices are displayed in accordance with JCQ regulations.
    - 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:
    - The official examination stationery is issued to candidates and that no other stationery, including paper for rough work, is provided.
    - Candidates take into the examination room only those articles, instruments or materials which are expressly permitted.
    - 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 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 Co-ordinators and the Deputy Head teachers. 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 Head teachers. 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 SMT.

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.

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 level for the section of work
- 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 their level for the section of work and how to make improvements.
- Regular feedback to inform teachers, pupils and parents of level or grade.
- 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.

3.3 All exercise books should have the CURRENT LEVEL clearly written on the "Observation for Learning" sheets (stickers). If they are currently, being assessed for "starting points" this will added to the sheets.

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

Deputy heads 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 children's education, it is important to meet this challenge so that pupils at Cotswold Chine 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 Cotswold Chine 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 Cotswold Chine School

1.4 The term 'parent' in this policy is intended to mean those people who are the primary carers of children 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 children'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 children's learning at home and at school, and
- work with parents in promoting positive behaviour at home and at school.

3. Cotswold Chine 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 care staff who are on duty in the home (whether on or off site), parents, linked professionals and members of the public.

2.2 Contact is made via the Duty Manager number (0330 041 7078). 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 children and young people, 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:

- Young people 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 Young Person in just a few days.

- Young person activities: Most Young Person 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 young person visits: A number of Young People 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 Young People 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 staff teams running the home.

- Medication and illness: A number of Young People 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 Young People 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 Young People 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 home 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:

  - Safeguarding Policy
  - Missing from the home Policy
  - Medical Policy
  - Health & Safety (and related policies, such as Outdoor Activities, Swimming and Water Activities)
  - Regulation 40 Notifications and the reporting of significant events
  - 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 home, 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 young people 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:

- Young Person Placement Plans (which should include recent photographs) and contact details for key people

- Medical protocol for particular pupils (e.g. epileptics)

- Missing from the home policy

- List of medication and dosage for young people

- Mobile telephone

- Pager

- School Staff contact list

- Current rota and list of young people 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 Young People in that vehicle, this may be the homes vehicle or a personal vehicle that has been approved through the Responsible person (CCS 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 Young People.

5. Dealing with Major Incidents

5.1 Examples of a major incident are:

- A serious physical injury or psychological trauma to a Young Person or member of staff
- One or more Young People being absent from school premises without authority
- Serious injury caused by a Young Person 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 Young Person restraint or public disturbance involving Young People
- 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 a casualty department or by a doctor
- A vulnerable child or young person going missing from the home
- 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 co-ordinator 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 child or young person 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 young person to one of the School's Safeguarding Leads (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 Young Person);

- Details of hospital or police involvement to a relevant Head of Department

- Missing from the home information to the police (if deemed appropriate), placing authority and those with Parental Responsibility for the Young Person

6. Minor Incidents or Queries

6.1 Young person 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 80 miles distance or more

- If there is any uncertainty about who should accompany Young People 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 Health and wellbeing Coordinator 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 Young People. 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 Young People will be dealt with by other staff.

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