

**STATEMENT OF PURPOSE**

**AND FUNCTION**

**FOR**

**GREENBANK SCHOOL**

**RESIDENTIAL PROVISION**

**September 25**

Responsible Authority

Cheshire West and Chester

Head Teacher

Mr. M. McCann

Head of Care

Mrs Charlene Brown



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| **Statement of Purpose and Function for Greenbank Residential Provision**  **September 24** |
| |  |  | | --- | --- | | *Date written:* | *September 23* | | *Confirmed by Governors on:* | *L Coy 4/10/23 Reviewed 12/09/24* | | *Due for reviewed:* | *September 25* | | *Reviewed and updated:* | *09/09/25* | | *The person responsible for monitoring this policy statement and monitoring and evaluating its implementation is:* | *Charlene Brown* | |
| **OUR PURPOSE**  Greenbank is a Special Residential School for 11- 18 year olds. The school provides education for students with Social / Communication and Complex Learning Difficulties including Autistic Spectrum Condition.  The residential provision works closely alongside school and offers young people who attend the school, an overnight stay or extended day. We provide one overnight stay - Monday to Thursday plus extended days, where more appropriate. We currently have capacity for 10 young people each evening. Our overall ambition is to provide a safe and nurturing environment that promotes and extends the education for the young people. Residential places are offered as part of a young persons extended educational package, currently from year 9 to 11.  Senior Management Team  Ashley McCormick – Deputy Head (Designated Safeguarding Lead)  Michael McCann – Head Teacher  James Power – Deputy Head (Curriculum Lead)  Charlene Brown – Head of Care (Deputy Designated Safeguarding Lead)  Victoria Bebbington – School Business Manager  **Residential Provision Statement of Aims – Learning and succeeding together**   * To provide an educational residential opportunity and service for young people who have learning difficulties, Autistic and social and communication difficulties. * To teach young people independent living skills in line with the Curriculum, their age and ability, through the ‘residential curriculum’. * To provide an educational and social environment where young people can meet, have fun, make friends, have a sleep-over, join in activities both within the residential setting and out in the community. * To support families by providing young people with specified periods of Residential Education. * To provide a calm, stable and **safe** environment, which is intellectually as well as aesthetically stimulating, but most importantly where young people are well cared for and that their experiences of staying away from home contributes to their education, personal, mental and social development. * To develop an ‘Individual Care Plan’ for each resident young person. * Help all young people reach their full potential. * To help young people secure the skills and knowledge they need to keep them healthy and stay safe. * To encourage young people to access a wide range of activities and be included within the local community. * Provide an “open house” policy, which encourages young people to keep contact with family members, and which encourages families/carers/social workers to visit or telephone whenever they wish. This will be done as long as these arrangements are for the benefit of the young person. On rare occasions, it might be essential to control and monitor contact arrangements. * Provide advice, support and consultation for Parent/Carers. * To work effectively in partnership with other agencies to safeguard young people in our care.   Our evening  Our evening is built up of 3 activities and 3 sessions of free time spread throughout the evening. Our young people access their evening meal together in ‘The Den’. We offer activities that are balanced including, personal skill/ independence skill, leisure activity and social activity. Our Young people have the opportunity to make contributions to the activities they would like to take part in each term. Throughout the term during focussed sessions, our young people access learning activities to promote wellbeing and mental health.  Meet the Residential Team  Charlene Brown - Head of Care  Charlotte Yarwood - Deputy Head of Care  Martin Clifton - Child Care Associate (Keyworker)  Debbie Hughes - Child Care Associate (Keyworker)  Karen Illingworth - Child Care Associate (Keyworker)  Tina Randles - Support worker  Emma Prince - General support worker  Mandy Glaze - Night attendant  Jackie Beech - Night attendant  Bill Newland- Support worker 1 night 1 morning  Sam Goodall - Morning support worker  As well as the residential team we have an Independent Visitor, Charles Tosan, who provides a written report each half term following an unannounced visit to the Governors and Head Teacher on the effectiveness of Residential Provision. The independent visitor is vetted in line with the school’s safe recruitment policy. We also have an independent person, Carly Clarke, who visits residential each month who the young people can talk to. Young people have access to a book where they can write to Carly. Carly checks the book as part of each visit. |
| **Theoretical and Therapeutic models** |
| All staff access annual training in the CPI model. CPI is a safety intervention model; it provides early intervention to manage signs of anxiety. It also teaches staff to be able to use restrictive intervention safely, as a last, resort.  The philosophy of CPI focuses on the CARE, WELFARE, SAFETY and SECURITY of all young people and staff at Greenbank. The programme builds up the knowledge and skills of staff, providing consistency and clarity of approach. As a result, staff are able to recognise early warning signs and manage potentially high-risk behaviours. This training creates a culture of safety and therefore physical interventions are very rare.  The Zones of Regulation are used consistently throughout school (day and residential). This provides young people with the opportunity to take ownership of how to manage their emotions and use their own strategies to support their needs. This provides young people with the tools they need to help them to self-regulate. This leads to a calmer environment to learn and develop skills and knowledge. The Zones are displayed in each classroom and apartment. All staff have received training.  The aim of Positive Behavioural Support (Bild) is to improve a person’s quality of life and that of the people around them. PBS is embedded throughout our practice. Everyone has a basic understanding of its value and has been trained using this model.  We have ELSA’s (Emotional Literacy Support Assistant’s) throughout school,) to support young people in managing their emotional needs. Residential staff can refer any young person that they believe needs extra support. |
| **Curriculum** |
| Residential has produced a Residential Curriculum. We researched other residential Curriculum models and also used the Preparing for Adulthood framework to develop ours. We continue to develop and adapt the Curriculum for it to meet the needs of our young people. Residential and school work together within an ambitious, sequenced, holistic curriculum model that ensures that all young people are given the opportunity to gain key skills and knowledge, regardless of their starting points. All young people follow the same curriculum, but work is adapted to meet the needs of all young people, and if topics need to be taught again, we will revisit them. Our curriculum follows the principles of Preparing for Adulthood focussing on 4 areas, Living Independently, Employment and Training, Community Inclusion and Health. |
| **Supervision and Training** |
| It is the role of the Head of Care to ensure that all childcare staff working at Greenbank are equipped with the skills and knowledge required to meet the needs of the young people they care for. Therefore, **all** childcare staff are required to hold a **Diploma level 3** in Children and Young people’s workforce or equivalent. All staff have this qualification. Newly appointed staff are enrolled within three months of employment. The Head of Care and Deputy Head of Care hold the level 5 Diploma in Leadership and Management in Children and Young People’s services.  Greenbank provides childcare staff with an initial induction programme prior to them to working with young people. The induction process is then followed up via regular one-one supervision with The Head of Care or Deputy Head of Care every two weeks for the first term.  Keyworkers receive one-one supervision each half term by a senior member of the childcare team. Support staff and night attendants receive one-one supervision each term. The Head of Care and Deputy receives 6 weekly supervision from the Head Teacher.  The following training is completed by all staff as part of a three-year on-going rolling programme: Safeguarding (basic awareness), prevent Health and Safety, Fire Training, Recording and Administration of Medication, Emergency Aid, Positive Behaviour Management and CPI training and Food Hygiene. Residential provision provides all staff with a minimum of six training sessions per year and a training record is kept. Training needs are identified through staff supervision and appraisal.  Requests for funding for further training needs are discussed with the Head Teacher and School Governing Body. |
| **Admission process** |
| All young people in Years 9-11 have the opportunity to access residential provision.  Residential staff work closely with each young person, parents / carers and school staff, to ensure they have enough knowledge to care for each young person as an individual. Our whole process is child focused and led by what the young person and the parents want. We initially offer an extended day until a young person feels comfortable, but have the flexibility to offer overnight provision should they wish to stay straight away.  The Head of Care and the Deputy Head of Care work alongside school staff and young people a term in advance as part of a residential induction, which reduces any anxiety a young person may have.  Parents are invited to residential with their child to meet key staff and write an agreed placement plan. This makes up part of the individual care plan. Key workers update these records termly in consultation with the young people and parents/Carers. Each young person also has a contract that sets out the targets that the parents/Carers and young people would like them to learn whilst at residential.  A Care Plan file is kept on each young person to record his/her development and progress. The file contains information on:   * Medical needs e.g. any health concerns, visits to or with the school nurse. * Records of administration of medication and consent forms. * Current risk assessment if required * Contact restrictions, contact arrangements and a list of currents contacts * Reports on meetings with key-workers * Daily log sheets * A current placement plan, including, name, address, emergency contacts, DOB, date of admission, G.P. contact and dentist. * A section for any confidential or safeguarding information.  |  | | --- | | **Residential Accommodation** |   Residential currently has 3 small self-contained apartments, Fir, Sycamore and Cedar. We currently have 10 beds. We also have **‘The Den’**, games room and quiet room. Each apartment has up to 4 bedrooms that are single occupancy, a lounge/ diner, a small self-contained kitchen and bathroom. Fir also has 2 ensuite bedrooms. Young people make their own snack, supper and breakfast in each apartment.  ‘The Den’ is used each evening for all the apartments to meet to have tea together. Young people felt strongly about keeping tea communal. We also have a games room that young people can use throughout the evening for free time or as part of a planned activity.  Our 3 apartments have recently had a makeover; the young people were consulted over the decor of each apartment.  We have 2 flats. One is used for the staff that sleep over. The other is used as an independence flat for young people who keyworkers feel would benefit from the responsibility of being more independent.  We also have 1 waking night staff each evening to monitor the safety of all pupils. With parental consent, we have a system that allows each bedroom door to be alarmed. This alerts the night attendant so they can then support the young person if needed. This has been used in the past if a young person has been ill, and needed help during the night.   |  | | --- | | **Safeguarding** |   At Greenbank all staff aim to promote the safety and welfare of all young people. All staff within school have had basic awareness safeguard training. Keeping Children Safe in Education underpins all practice and policies. All staff have updated Keeping Children Safe in Education Part 1 training every September. All staff sign to say they have read and understood Part 1 of Keeping Children Safe in Education.  Greenbank use Child Protection On-line Monitoring Service (CPOMS) to record any safeguarding concerns and associated actions. We have weekly and termly meetings attended by the Safeguarding Team to discuss any cases and set appropriate actions. This is also a time to reflect on good practice and identify areas for development. Minutes of meetings record information and actions. The Safeguarding Governor attends on a termly basis.  Safeguarding   * At Greenbank, the aim of Safeguarding is to promote the welfare of all young people. Procedures are in place to protect young people from abuse and to allow an appropriate response to any allegation or suspicion of abuse. * Greenbank has a newly revised Safeguarding Policy (September 2023) that outlines systems and behaviour to promote the safety and welfare of all young people. * Staff are made aware of the systems during induction, supervision and staff training. It is made clear to staff that failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a young person is a disciplinary offence. * All staff have access to Safeguarding Children Partnership (SCP) guidelines. Information offering advice and guidelines are available in the apartment folders and the Den. * SCP website is available to all staff. [www.cheshirewestscp.co.uk](http://www.cheshirewestscp.co.uk) * Staff are made aware of the School and Cheshire West and Chester’s policy on Whistle Blowing, which displayed throughout school. * Ofsted’s helpline telephone number is clearly displayed around all areas of the residential department. Staff have access to Child Protection and Safeguarding contact numbers, these are displayed in the staff room and offices. * All new staff and volunteers who work at the school have to undergo a successful check through the Disclosure and Barring Service before commencement of employment. * The school and residential leadership team have all completed Safer Recruitment training. * The school is pro-active in raising awareness of abuse and young people’s rights through a programme of personal, health and social education, thus helping young people to develop the skills to protect themselves. * All staff recruitment follows CWAC Safer Recruitment and Ofsted Guidelines. * All new staff recruited complete an induction within 6 months of starting. * CPOMS is a confidential system which staff can record safeguard related concerns. All staff have been provided with training on how to write a clear and precise CPOMS. * We have a child friendly safeguarding and child protection policy for young people to access, this is in all apartments folders and displayed in the Den.   All young people are given information on how to complain each September. The Young people are guided through this process if requested. Carly Clarke also comes into school each month as an independent person, her poster and contact details are clearly displayed throughout residential, together with a log book in The Den, where young people can write any thoughts. The Whistle Blowing policy and advice is located in staff and visitor toilets so that Whistle Blowing procedures can be followed if there is a concern.  CCTV  We have a CCTV system that monitors activity in and out of the school premises, these Cameras do not encroach on the young people and are directly viewing the entrance and exit of school. |