

ARUN COURT

THERAPY & EDUCATION

‘Resilience and Perseverance lead to success’

PARENT HANDBOOK 2018 / 2019

If you have already been accepted for the 15 day assessment trial and your placement is therefore in process please complete the pack of registration forms opposite as the trial can't commence until they have been received.

Many Thanks.

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PHYSICAL HANDING POLICY
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PAPER COPY OF THE COMPLAINTS PROCEDURE

FORMS & PERMISSIONS TO BE RETURNED

PLEASE VISIT THE WEBSITE AND ENSURE YOU HAVE READ THE FOLLOWING 3 DOCUMENTS :

CHILD PROTECTION POLICY

SAFETY POLICIES SUITE

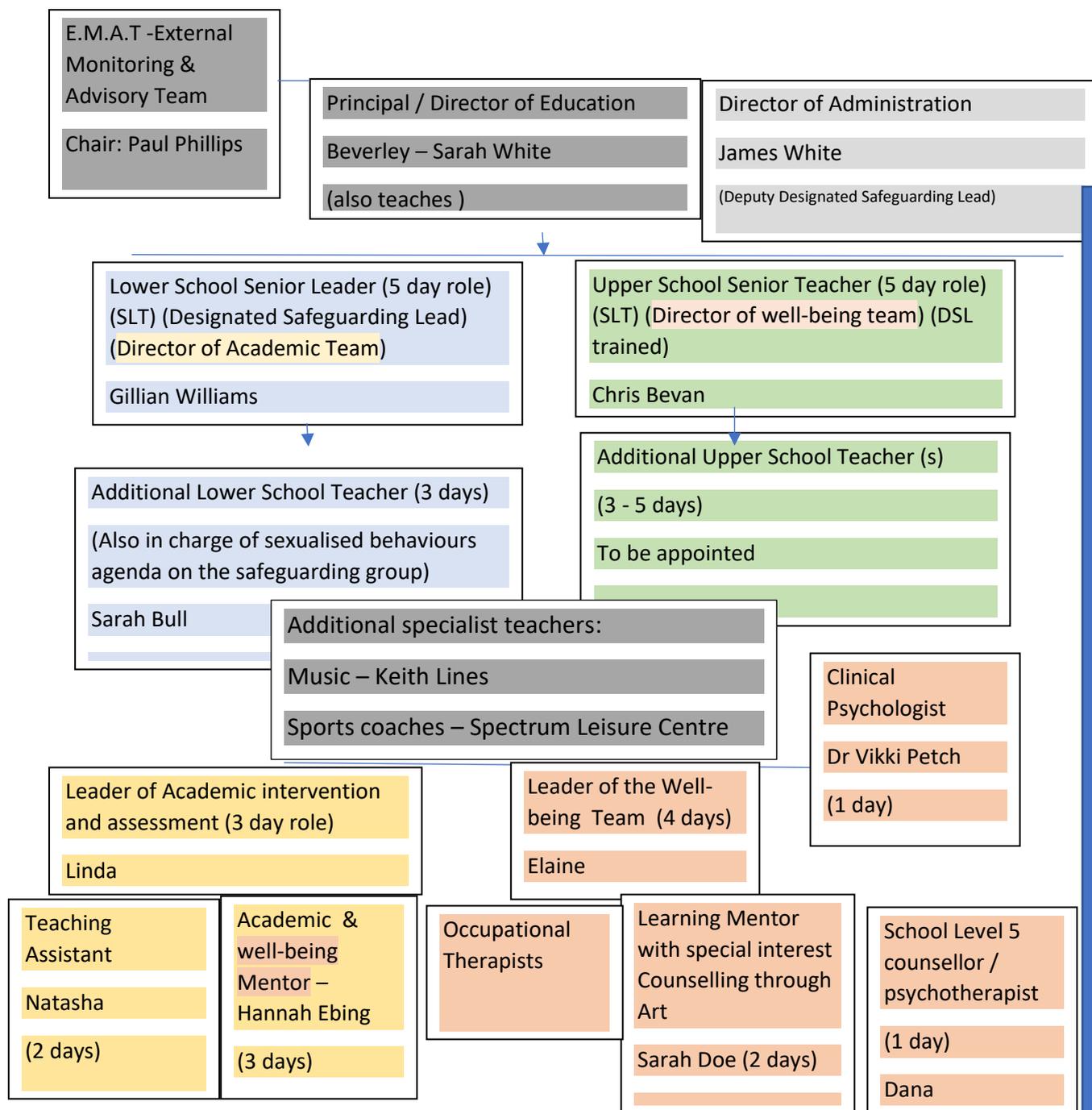
TEACHING, LEARNING & ASSESSMENT POLICY

ANTI-BULLYING POLICY

We advise you to read all the information within the Arun Court Tabs, and further policies and curriculum updates are always available within the parent portal pages.

IF YOU CAN'T ACCESS THESE DOCUMENTS ONLINE WE CAN PROVIDE YOU WITH PAPER COPIES. IF YOU NEED SUPPORT IN READING OR UNDERSTANDING ANY DOCUMENTS LORRAINE, THE HOME-SETTING LINKS OFFICER, WILL BE HAPPY TO ASSIST YOU.

Staffing Structure at Arun Court School – Jan 2019



Once timetabled, this is equivalent to 10 staff directly with 20 students each day

SEPARATE ADMINISTRATION & COMMUNICATIONS TEAM

Lawyers – C&G

AC School Receptionist and Finance Officer – Aimee Hall

Leader of the Home Link Officers Team – Lorraine Parkington (also sits on the well-being team & is DSL trained). As the need for HSLO grows, a further junior HSLO post will also be created – 5 days a week

Message from the Principal



Dear Parent (s)

Welcome to Arun Court Setting which is run by Big Bear Bespoke Education Ltd. At the back of this pack you will find some key policy documents, but we strongly suggest that you also visit the website www.big-bear-bespoke-education.com to read the many policy documents and further information available. The 'Arun Court' tab at the top will lead you to the pages relevant to this setting including the parent portal.

Arun Court Setting started life as the 'Learning & Well-Being Centre' which offered a few hours support each day to students who were dual registered at other settings and had mental health needs. Our mission has always been to support students with mental health conditions to access full time educational provision. With the formation of Arun Court School in January we will be able to offer full 'school days' of scheduled therapy, therapy at the point of need and academic support as of January 2019.

For students joining us early in their school career the aim will always be to get them well, and back engaging with learning and life. These students are likely to be placed for 12 – 36 months and will then seek to move on to larger settings where they can increase their peer group and have a different academic experience. Students joining us at a later point, after placement break down elsewhere, may stay with us and potentially take their GCSE exams before being supported to move on to college.

Whilst we come under the heading of an 'Emotional and Behavioural Needs School' we have very strict admissions criteria and the students we take are in mental health crisis. In terms of diagnosis this means that we will prioritise students who have Post Trauma Disorders, Depression, High Anxiety, Obsessive Compulsive Disorder, Eating Disorders, Psychosis, Extreme phobia and low self-esteem. Students with these needs tend to also present with sensory processing disorders which may or may not lessen when psychological support is given – we therefore ensure Occupational Therapy input at the school and the staff are trained in supporting sensory needs.

Whilst we have specialists in ASD, we are not a specialist ASD setting, and those with ASD that we work with tend to be high functioning and are referred due to very high anxiety and depression. We are not specialists in disorders around oppositional behaviours, such as ODD or PDA, however we may consider working with such children if they are in mental health crisis as our negotiated approach may be able to support them in the short term.

All placements are offered only after a 15 x 1/2 days trial has taken place. At the end of the trial we then assess whether we can meet need and whether we feel the student will have a positive impact on the other young people in their peer group. All placements operate on a conditional basis and students who are offered a trial but later become repeatedly physically aggressive will have their placement ceased in order to ensure the continued mental health of our other young people.

Whilst we follow the UK curriculum, we still use aspects of the Finnish Curriculum which has always informed the company from its founding 5 years ago. Students have short learning sessions of 50 minutes followed by sensory breaks. We are a relaxed setting with opportunities daily for students to organise their own negotiated learning projects. We are on first name terms with students, have no school uniform and place mental health needs as the key priority for students. We also use the whole of Bramley; parks, nature area, restaurants and cafes, shops, forest school for our work as being part of a wider community is very important to us and a key aspect of the Scandinavian philosophy as to how children should be brought up; by the whole community.

As students start to get well, they are coached in pushing themselves further – resilience and perseverance are key skills which we seek to engender in our young people, and this is significant for those who are at risk of returning to complex and potentially damaging mental-health led behaviours. To support our young people we use a range of well-being and therapy approaches but psychology, coaching and counselling provide the core daily input. We are also very open to using more alternative approaches and students can receive massage, learn to meditate and do yoga, take part in aromatherapy and many other approaches which aim to help students to feel better, relax more and therefore be well enough to learn. Use of nature and animals also plays a key role and we are very lucky to have a range of therapeutic animals at our disposal including horses, a therapy dog and rabbits.

The academic programme is led by experienced qualified teachers and the students are supported directly by the well-being team in class. This means that students are accessing qualified well-being practitioners at the point of need; qualified support means lower levels of anxiety, and greater academic participation.

Arun Court is a very special place and I'm proud of what we have created and achieved as it is new, innovative and in my view meets the needs of some of the most vulnerable children in the South. After over 20 years teaching myself, including many years in leadership, I'm very proud to call this place home and I hope you, and your young person, will in time feel the same.

I look forward to welcoming you at one of our two Exhibition Evenings in the coming year, and at the other events and opportunities in our busy calendar. If you have any further questions after your tour today, please do contact the school office one of our friendly staff will be happy to support you.

With all good wishes,

Beverley-Sarah White

(Executive Director / Director of Education/ Principal)

Attendance

Term Dates This Academic Year 2018/19 are attached. We require strong attendance from our students and work hard with families to ensure students maintain 96% attendance as a minimum. If you are finding it hard to get your young person to attend please inform Lorraine who is happy to carry out home visits and support you. Further information is available in our attendance policy.

Daily Routine

Sept – Dec 2018

Arrival from 12:45 earliest

Sessions start at 13:00

Departure 16:00 or 16:30

Reporting Absence:

Please ring Arun Court prior to the stated arrival time to let us know that your young person is unable to attend. We keep calling the families of students who do not show, until we receive a response and this may include calling relatives on your emergency contact list, so please save us time by contacting us as early as possible. Reception is manned from 9am.

January 2019 onwards

Arrival 10:00 (years 7/8/9). Social skills and O.T for 30 minutes

Arrival 10:30 (years 9/10/11)

Assembly at 10:30 sessions start at 11:00

Lunch 11:50 until 13:00

Departure 16:30 (all years) unless attending a club session

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Assembly 10:30 – 10:45

Enrichment Session 10:45 – 12:00

Lunch and break 12:00 – 13:00

Session 1 13:00 – 13:50

10 minute break

Session 2 14:00 – 14:50

10 minute break

Session 3 15:00 – 15:50 (followed by lower school departure)

Session 4 15:50 – 16:30 (older groups)

Equipment Provision

Basic stationery is provided by the school and students do not need to bring a pencil case. If the Occupational Therapist recommends pens or other stationery specific to your young person, that sits outside of that available within our usual OT stocks, this will need to be purchased by parents. Paper, exercise books and text books are provided; sometimes older students want to use folders, and these should be purchased by individuals wishing to use them.

Wedge and wobble cushions, sensory blankets, weighted therapy, writing slopes, ear defenders and fiddle toys are all supplied by the school.

Art and Design materials are generally supplied by the school, however for some special projects where the student is making an expensive item that they will take home with them a donation towards costs may be requested.

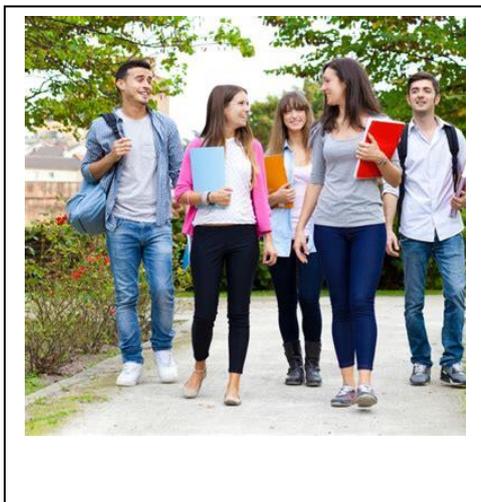
There is no daily school uniform to purchase, but please ensure you have read the clothing rules on the next page.

As of January a daily healthy lunch is provided for each student at a local eatery from a set menu. If a student can't access the menu they are welcome to bring a packed lunch which will be stored in the refrigerator, but we strongly encourage students to try the daily menu available and to socialise in a public eating space. Students may bring other snacks for during the day with them that do not require refrigeration please.

We reserve the right to charge parents for equipment that is broken intentionally by students. Please see our charging policy for further details.

Clothing Rules

1. A pair of tracksuit trousers or leggings, trainers and a baggy T-shirt should be kept in school for PE sessions requiring them (as of January)
2. On a daily basis, students are allowed to express their individuality as long as their presentation is SAFE and does not cause OFFENSE or DISTRESS to others. This means that accessories should be very carefully thought through, especially items like EARRINGS which can be pulled out in a conflict or catch on other objects! Any LOGO items should not be rude, inciteful or offensive. For SAFEGUARDING reasons students should not be exposing their underwear, bottoms, privates or chest due to their choice of clothing. For HEALTH & SAFETY reasons open-toed sandals are not permitted. **We reserve the right to refuse entry to a student if we have repeatedly asked them not to wear certain items. Please remember we are a learning environment and consider whether your child's attire meets that description.**
3. Students must REMOVE THEIR SHOES upon arrival. This is both the aid relaxation and to ensure student safety. Each teaching area has a shoe and coat rack. Students can wear socks or slippers that they are comfortable and safe walking in. Students are asked to not have bare feet due to matters of hygiene.
4. In the colder months please ensure that your young person has a WARM, WATERPROOF coat and a PAIR OF WELLIES in school, as the curriculum does not stop just because the weather is bad!
5. On hotter days please ensure that your young person has applied sunblock before venturing out and has a suitable HAT available to them. Students can bring sunblock with them that they are able to apply independently.
6. Students can bring extra snacks (that do not require refrigeration and that fit with the current school allergy alert which changes each term) They should also bring a WATER BOTTLE and ensure they drink regularly throughout the day.



Daily Communication

Each day your young person will be greeted by staff members and staff members will also be available to discuss their day with you upon collection. As of September we will also send your young person home with a filled in daily diary sheet which allows you to see how their day has been. If the sheet raises an issue or you would like to clarify the information you can send your designated teacher an email. Please remember staff are unlikely to answer emails past 5:30 pm.

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Date:

Today my mood has mainly
been:

Accidents/injuries?	Reminders?
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Morning sessions	Breaks and lunch	Afternoon sessions
Highly anxious	Highly anxious	Highly anxious
Anxious	Anxious	Anxious
A bit worried	A bit worried	A bit worried
A little low	A little low	A little low
Very low and negative	Very low and negative	Very low and negative
Over excited	Over excited	Over excited
Good participation and focus	Good participation and focus	Good participation and focus
Fair participation and focus	Fair participation and focus	Fair participation and focus
Little participation and focus	Little participation and focus	Little participation and focus
Aggressive	Aggressive	Aggressive
Happy and content	Happy and content	Happy and content
Pushing myself to try new things	Pushing myself to try new things	Pushing myself to try new things
Well- regulated emotions	Well- regulated emotions	Well- regulated emotions
Other:	Other:	Other:

Any successes to report for today?

Any issues to report for today?

School Marking Policy

Sessions should be planned to have mini assessment opportunities throughout. At the end of sessions students should regularly reflect upon what they have been learning and what they feel they have achieved. To aid this we use a stamper with three question prompts regarding what they feel has been achieved and where the work needs to move on to next time.

In our setting time to discuss how they felt emotionally about the task, the learning styles and the amount of challenge is key as student's have very fragile mental health and need to feel that their opinions and worries are listened to. The emotional health aspect of marking is just as important as the academic focus.

Due to the small nature of the groups, marking should wherever possible happen with the student, and be a collaborative process. This also applies to 1:1 tuition scenarios.

Marking should be against the learning objective with students being clear whether they have achieved, exceeded or missed the objective.

Marking is developmental – aspects that the teacher is pleased with and achievements should be written in **pink** 'tickled pink'. Questions and aspects for development should be marked in **green** 'Green for growth'.

Non-academic and emotional health comments should be written into the well-being books held within each tutor group. These should reflect both successes and issues as they arise. An A4 page is dedicated to each day with six clear student columns.

Marking is only purposeful if it is used. Students should be regularly given time to look back at previous areas for development and discuss their improvements. Teachers should be collaborative and use the regular briefings, moderation meetings and student discussions to reflect upon their marking and the progress shown by the student. As students become stronger mentally and emotionally peer marking opportunities should also be gradually introduced, along with more 'school-like' systems of academic success criteria; in this way marking is gradually stepped up towards the aim of transition.

Marking is part of the assessment and planning cycle. Marking should impact directly on planning and staff should alter the MTPs in line with individual success or difficulty.

The quality of marking is reviewed regularly by the senior team and through collaborative discussions with students and parents. As an organisation we strive to maintain a clear and easily understood system, whilst also meeting individual needs as far as possible.

School Target Setting Policy

Small targets, within marked work, are set in collaboration with the student and by the lead member of staff in that lesson. Emotional, behavioural or well-being targets are also set in collaboration with the student but are led by the Well-Being Team and are recorded within records held by the professionals involved.

Longer term targets are set at the pathway meetings which take place at least once a term, and once students are mentally more stable, every half term.

Pathway meetings should, where possible, involve staff, student, parents and any other relevant professional. Pathway target review meetings, at the end of the 6 or 12 weeks should involve the same professionals.

The Pathway documents resemble an 'Individual Education Plan' but are more detailed and holistic in approach. This is because the mental health aspects are very personal and specific to the family involved. Over time the pathway document is dropped, and an IEP from the receiving school is used instead for the final 6 weeks, to enable a smooth transition to the next setting.

For academic targets students are encouraged to use the grid approaches within the subject so that they can highlight where they are nationally and whether they are working at an age appropriate level. Teachers use the NOFAN approach to support students in this.

Never	Occasionally	Frequently	Always	Naturally
Performing out of year group in terms of ability – significantly below age related expectations	Just 20% of criteria	Mostly 50% of criteria	Fully 80% of criteria	Ready for criteria from the next age band – exceeding age related expectations
	Is accessing a chronologically appropriate curriculum but with significant differentiation and support	Just under average age-related ability, but is able to perform within chronological expectations if given extra support	Performing at age appropriate Level	

Short Term Targets – Learning Pathways

Student Name: D.O.B

Date targets set:

Length of time before review:

Area	Target (SMART)	Review
Attendance		
Academic and Cognitive		
Emotional, Social, Behavioural and mental health		
Sensory and Physical		
Communication and Learning		

What help will I have with my targets? Who will give me this help?

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Physical handling policy / Restraint

Whilst Big Bear Bespoke Education Ltd (Arun Court School, The Learning & Well-Being Centre, Routes and all other forms of the business model) fundamentally disagrees with the amount of physical restraint used in the UK school system, we understand that it is necessary in certain circumstances. We aim to create an environment where restraint is not needed and as such we DO NOT train our staff in MAPA or any other form of physical intervention. This affects our admissions policy which should be read in conjunction with this policy and our safeguarding policies.

As stated in our behaviour policy, we aim to reduce anxiety via the use of therapeutic approaches and through negotiation, and de-escalation, avoid anxiety reaching a level where physical aggression takes place.

We do our utmost to get to know the students well, and to learn the signs of rising anxiety and anger, so that we can put de-escalation techniques in place quickly. However, we recognise that sometimes these signs will not be obvious, and that sometimes for a variety of circumstances, a student can very suddenly display extreme aggressive behaviours.

In such circumstances we will use 'body blocking' (provided staff feel safe to do so) to enable an area to be evacuated and other students to be taken to safety.

We will not necessarily protect property and parents should be aware that they, not the funding LEA, are responsible for any damages caused by their child and will be billed accordingly.

In the rare circumstances where we feel a child, or staff member, is in danger of physical assault we will use noise as a way of asserting ourselves and gaining compliance. We keep the centre very calm, and voices very low at all times, in order for this to have maximum effect. An adult will invade the child's space with a hand outstretched in a stop motion and will shout direct instruction using minimal language:

On the floor

Bottom on the floor

Down, down now, sit cross-legged

You will not assault a staff member

Down on the floor, now!

Once the child has complied with this emergency measure, de-escalation conversations and techniques will be used.

We will always later apologise to the child for shouting, and congratulate them for complying, however we make it very clear that assault is not acceptable and we reserve the right to prosecute. Students are expected to use the tools they have been given to reduce their anxiety and to control their anger – physical aggression is a red line and could lead to their placement ending.

We complete a risk assessment after such an incident, and the incident itself is recorded within our high level incident book.

If a child does not comply, and can't be contained, and starts to reach a level of aggressive behaviour which is extreme, we will have to work with the LEA to find an alternative as we cannot protect the integrity of the centres work, or the high psychological needs of other students, when pupils exhibit such behaviours. In such circumstances whilst staff are not restraint trained, they are legally entitled to protect themselves and others from injury, via use of reasonable force. We will ALWAYS notify the police in such extreme circumstances, and try to exit everyone from the premises until the police arrive.

15 x afternoons Placement Trial – How it works

- The trial is **NOT** a placement offer and is **NOT** a period of transition. The purpose of the 15 x afternoons trial is to fully assess the student's needs and to see how they fit with our existing systems and the way the setting is run.
- An offer of a placement **may or may not** be made at the end of the 15 days. A report will be submitted with results of assessments and general comments from the team; which even if our school is not the best fit, is often a very helpful tool for parents and sourcing future provision elsewhere.
- Parents are encouraged to support us by dropping off as swiftly as possible, especially by the second week. Students will have been allocated a key worker from the well-being who will meet them at the door.
- We have an academic team who are all qualified teachers and a well-being team who are trained practitioners, many of whom are younger members of staff in the process of training for further qualification. All our staff are contracted and salaried. They follow very high standards regarding professional conduct and are performance managed.
- The well-being team under the supervision of a senior clinical psychologist who works at least one day a week at the setting, and we also have an occupational therapy team which visits regularly. Our current team are all qualified teachers of mindfulness and meditation. Your child will be allocated one of these professionals as their key worker. They will be monitoring anxiety levels, teaching the student techniques to improve their mental health, thus assisting them in being able to access the academic work.
- We will happily support parents initially if they feel they need to wait in the foyer, or be available at a local café however attachment anxiety is a two-way process and it is very important that we encourage students to be with us at the centre for enough of the day for us to assess their levels of anxiety – we do not expect any student to be able to immediately settle, and it is important that over the 15 days we get to see the 'real' picture of their anxiety, not just how they react when they are fully supported by those they know and love.
- We are **NOT** a specialist ASD setting. We are a mental health setting. Parents, support workers, or other settings involved with the student need to fully understand that we will have children in our setting who have chronic OCD, depression, post-trauma anxiety, anxiety induced Tourette's, those who have just left secure mental health hospital units and those who are on medication trials. Some of these children may also have ASD or PDA but this is a 'side diagnosis', they are with us due to **severe mental health and anxiety needs**. **Please DO NOT come past the foyer or go upstairs** as you will be challenged by staff. The anxiety levels of some of our students mean that they just can't cope with lots of adults not known to them suddenly appearing and as a result they may not be able to engage, or worse may even

self-harm, due to your presence. We pre-prepare and pre-warn our students when we have designated visitors; so if they've not been warned, you are not expected.

- By the time a trial has been agreed we have already taken **emergency contact numbers** for parents. We do not anticipate that students attending a trial will be given contact numbers for social workers, teachers, key workers, helpers or assistants from their current setting. We will call those with parental responsibility if we feel that a student needs to be collected early, we will not call other professionals.
- Students should not be told that they will be able to ring other individuals or that they can 'just go home if they need to' as this is not something that the students at our setting are told – **we need to assess if they can cope in our setting, not their current one.**
- During the trial period we do not allow teaching assistants or support workers from previous or current settings to attend student sessions. We may feel this would be beneficial after the trial, once a placement has been offered, but again the point of the trial is to see if the student can form a bond with our therapy team.
- If the trial is successful we will then discuss the views of the previous setting as to transition arrangements and also take possession of relevant paperwork, however the transition arrangement will be directly informed by the trial report.
- As part of the trial period we also seek to engage with parents and to gauge if they fully understand the way we work as a setting, and what their level of future engagement is going to be. We are **more likely** to offer a placement if we feel that parents are willing to engage in the support available directly to them, and to work with us positively in ensuring that students are appropriately challenged when the professionals feel they can cope with it; resilience and perseverance are key skills we aim to teach. This is something that can feel very challenging for parents who are understandably anxious about their child, but we need to know you will work with us, especially as the children we deal with are usually used to being able to exercise a very high level of control over their families due to their anxiety.
- During the trial period we aim to give the students as **realistic an experience** as possible – if we feel that the risk assessment allows, we will invite students on trips and social activities that may be occurring as part of the standard programme.

Arun Court School – Complaints Procedure

We pride ourselves on the quality of the teaching, therapeutic and pastoral care provided to our pupils. However if parents do have a complaint, they can expect it to be treated sympathetically and efficiently in line with this policy and resolved as soon as possible. Arun Court School will try to handle every concern or complaint in a positive way with the aim of resolving the issue(s) and where necessary the School's systems and procedures may be reviewed in light of the complaint.

Arun Court wants to know as soon as possible if there is any cause for dissatisfaction with any part of the School. Arun Court recognises that a dissatisfaction that is not resolved quickly and fairly can cause resentment, which could be damaging to relationships and the School culture. Parents or pupils should never feel or be made to feel that a complaint would not be taken seriously or that it will affect a pupil's opportunities within the School.

Arun Court feels this is good practice for all those concerned and helps promote the School's belief in safeguarding and welfare.

Stage 1 – Informal Resolution:

Arun Court School hopes that most concerns or complaints can be resolved quickly and informally. If the complaint involves discrimination, harassment or victimisation these are taken very seriously and may need to be dealt with at Stage 2 – Formal Resolution, without action at Stage 1 – Informal Resolution.

If parents have a complaint they should contact their son/daughter's Key worker or Form Tutor. In many cases, the matter will be resolved straightaway by this means, to the parents' satisfaction. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult a more senior teacher or the Director of Education.

If the complaint is regarding financial issues it should be put in writing and sent to the School Administration Director, who will aim to respond within 5 working days.

The Form Tutor will make a written record of all concerns and complaints and the dates on which they were received, so please be very clear that you are making a complaint not just discussing progress. A concern which has not been resolved by informal means within 15 working days should then be put in **writing** and dealt with in accordance with Stage 2 – Formal Resolution.

Stage 2 – Formal Resolution:

If a complaint cannot be resolved on an informal basis under Stage 1, it should then be put in writing. This should provide full details of the complaint and enclosing any relevant documentation and be sent to the Director of Education. The Director will consider the complaint and then decide on an appropriate course of action.

In most cases, the Director will speak to the parents concerned, within 7 working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the Director to carry out further investigations.

The Director will keep written records of all meetings and interviews held in relation to the complaint. These records of complaints will be made available to ISI or Ofsted, on request.

Once the Director is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing, within 25 working days. The Director will also give reasons for his decision and all written records relating to the complaint will be kept.

Please be aware that a complaint received close to the end of term is likely to take longer to resolve.

Please be aware that a complaint made in the absence of the Director of Education may be dealt with, in exactly the same manner, by Christopher Bevan or Gillian Williams the Senior Teachers.

If parents are still not satisfied with the Director's decision under Formal Resolution, a letter should be written to the Chairman of The External Moderation Team within 5 working days of the Director's decision, highlighting the complaint and Stage 3 of this procedure will commence.

Chair of EMAT (Governance)

Mr Paul Phillips

8 Inkerman Lane

Wellesley

Aldershot

Hampshire

GU11 4AB

Stage 3 – Panel Hearing:

The Panel will consist of at least 3 people not directly involved in the matters detailed in the complaint, all are members of EMAT. Additionally, the Local Education Authority that the child's EHCP sits under will also be invited (usually this will be a representative at case worker level)

The Panel will not consider any new areas of complaint which have not previously been raised as part of the complaints procedure.

The Panel's task is to establish the facts surrounding the complaint(s) that has been made by considering the documents provided by both parties, which should be supplied no later than 3 working days prior to the hearing. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate.

If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 15 working days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Directors and, where relevant, the person about whom the complaint has been made.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. A written record of the complaint(s) will be kept by the School. Correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of

State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them.

Stage 4 – Surrey or Hampshire LEA further Investigation

Parents who still feel that the situation has not been resolved can complain directly to the LEA / Surrey CC above caseworker level; for many of our students this will mean contacting a Surrey SEN Team Quadrant leader such as David Griffiths. Your Caseworker will be able to provide you with details of the relevant individual. The LEA management level team may decide to visit the school or carry out a provider inspection.

Complaints can also be made directly by contacting OFSTED via the following link

<https://contact.ofsted.gov.uk/online-complaints-schools> ,

or the **Department of Education on 0370 000 2288.**

Ofsted – contacting by telephone

0300 123 1231

open 08:00 to 18:00, Monday to Friday

Ofsted – contacting by mail

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

The External Monitoring and Advisory Team (School Governance Model)

CHAIR / COMMUNITY – Paul Phillips (independent of the school)

HEALTH & SAFETY – Colin Brown (independent of the school)

CURRICULUM MATTERS / SPIRITUAL, SOCIAL, MORAL WELFARE – Pamela Davison (independent of the school)

PARENT REPRESENTATION / COMMUNICATION -Corrine Pedder (Ex-parent, independent of the school)

SAFEGUARDING / MINORITY GROUPS Linda Filler (independent of the school)

STAFF REPRESENTATION Gillian Williams

PRINCIPAL Beverley-Sarah White

DIRECTOR REPRESENTATION James White

THE FOLLOWING PAGES (19 to 30) ARE
FORMS WHICH NEED TO BE SIGNED AND
RETURNED ANNUALLY – PLEASE GET THEM
BACK TO US AS SOON AS POSSIBLE.

MANY THANKS

POLICY RETURNS FORM 2018/19

STUDENT NAME

DATE OF BIRTH

STUDENT ADDRESS

DATE 15 DAY TRIAL ASSESSMENT COMMENCES

.....

FULL NAME OF FATHER:

OCCUPATION:

ADDRESS IF DIFFERENT TO ABOVE:

.....

FULL NAME OF MOTHER:

OCCUPATION:

ADDRESS IF DIFFERENT TO ABOVE:

.....

ADOPTIVE/ FOSTERED/ SAME SEX COUPLES / STEP PARENTS WITH LEGAL GUARDIANSHIP

NAME OF PERSON (S) WITH RESPONSIBILITY:

OCCUPATION (S):

ADDRESS IF DIFFERENT TO ABOVE:

.....

(TO BE SIGNED BY THOSE WITH LEGAL GUARDIANSHIP)

I/WE CONFIRM THAT I/WE HAVE:

- ✓ Received a copy of the parent handbook
- ✓ Have read the child protection, safeguarding & teaching, learning and assessment, anti-bullying policies online (if you do not have access we will provide you with a paper copy)
- ✓ Have read the complaints procedures
- ✓ Received and have returned the registrations and permissions forms along with this page

Signed Name Date

Signed Name Date

Animal Handling – disclaimer – 2018/19

Name of parent:

Name of student:

I confirm that I am happy for my child to handle animals at the Centre, including the rabbits and Adam the dog. I understand that whilst these animals have been vetted for temperament, all animals are by nature unpredictable, and that it can't be guaranteed that a student will not be nipped in the course of animal handling. I understand that my child will be reminded about safe ways of engaging with animals, and that they may be asked to leave the animal alone if staff notice it is becoming distressed and in this circumstance the onus is upon the child to do as they have been requested. I understand that students will be asked to wash their hands after handling animals or animal's belongings. I understand that handling animals at the centre is a privilege, not a right, and that in some circumstances to ensure the safety and happiness of both the animals and the students it may be necessary for students to be refused animal therapy work.

Signed:

Dated.

Photography and other media 2018/19

I understand that all students will at times be photographed, or be a part of films made by other students, as part of their academic record. This is for internal record keeping only – secure assessment folder, student reports.

I understand that photographic shots where **student's faces are not visible** or identifiable may be used within external media, such as advertising, including on social media and websites

Additional permissions

I do / do not give permission for photographs of my child to be used within printed prospectus materials and company literature

I do/do not give permission for photos of my child to used on other paper format advertising materials and on the website

I do/do not give permission for photos and short films of my child to be included on Adam's You-tube channel (The Therapy Dog) or on his Twitter Page

I do/do not give permission for short films of my child to be used within the website

Name of parent:

Name of child:.....

Signature of parent:

Date:

Home – Link Contract – 2018/19

This is a contract between Big Bear Bespoke Education (operating as The Learning & Well-Being Centre, Arun Court School and R-OUT-ES)

Parent:

Student:

Costs and Charging

- 1.1 Students funded by the Local Education Authority have a comprehensive package and this means that we do not charge parents separately for educational trips, events, writing materials, books and resources. Due to the extensive nature of the provision by the LEA it is not appropriate to build in a potential 'damages' cost, as this would rise prices to the extent where they are untenable and LEAs may refuse placements. Therefore if students break or damage equipment we reserve the right to charge 50%– 100% of the cost of the item to parents. We reserve the right to withdraw services and if necessary terminate a placement entirely if deliberate damage to property does not cease, even if payment to cover costs is made by parents, as destruction of the facilities and resources is indicative of a lack of respect, self-control and willingness to engage. These rules will also apply to any privately funding client.
- 1.2 We do not provide 'spending money' for treats, gift shops etc on trips or other events
- 1.3 Where trips are of a social nature, we reserve the right to charge 50 – 100% of the cost to parents, however attendance of these trips is voluntary and non-attendance does not adversely affect educational attainment. Wherever possible we try to find other funding sources than parental contribution.

Attitudes

- 2.1 Parents are expected to engage positively with Big Bear Bespoke Education and respect the calm nature of the environment – parents may be asked to leave the premises, or may even be banned from the premises, if their language or body language becomes confrontational or abusive
- 2.2 Parents are expected, and obligated, to follow the complaints procedure including ensuring that any up-scaled complaints are made in writing and either delivered by hand or post to the Director; email conversations are not formal complaints and will not be treated as such
- 2.3 Parents are expected to attend meetings, read emails and keep updated via the website
- 2.4 Parents are obligated to ensure the good attendance of their child which may at times mean pushing through difficult behaviours. We are very supportive and happy to provide coaching, parenting support and advice to parents on this, and other issues, but it is necessary for parents to be willing to try the advice given. The HSLO provides initial support and a link with the school.
- 2.5 We respect that you know your child very well and we want to use that knowledge with you, however we ask that you respect the professionalism, experience and knowledge of the staff – your child may behave very differently in our context and it is important that you respect the information you are given and work with us. Children with difficulties can often seek to manipulate situations, consciously or sub-consciously, as a defence mechanism or to avoid a challenge that they fear; it is

really important for their continued progress that you work with us and respect the professional advice you receive even if at times it is difficult to hear

2.6 We ask that parents, and students, do not view a diagnosis as an 'opt out'. Our work is very much about helping children grow into adults who achieve their full potential. Any diagnosis need not be completely life limiting, and we need to support our young people in being able to engage with society as it is, with all its imperfections, as the world will not always bend for them. Resilience and perseverance are key skills and these can't be developed if students are shielded from challenge. As your child's mental state improves, they will be challenged more, and this can be difficult for parents especially as students may start to return to behaviours which, by this stage, may be learnt rather than indicative of difficulties. We are happy to be 'low demand' when needed, but we are not 'no demand' or 'do what you like, when you like'. Students need to start to cope with increased demands, as even those who run their own company or are self-employed will come across demands from the law, the tax man and wider society.

2.7 linked to the above we ask that parents all recognise their own mortality. It is important that your child learns to fend for themselves – you will not always be there, sadly that is biology. If you work with us, we can support you in having a more independent, rounded and healthy young person, but you do need to work with us even when that feels personally challenging as your instincts as a parent are to protect and shield. Therapy is not all about nurture ... it is also about challenge and moving forward at the appropriate moment.

2.8 We will only work with children that want to be helped. We expect children to engage to the best of their abilities. If a student regularly refuses to engage in learning experiences or therapy it is a strong indicator that we are not the right setting for them.

2.9 We will only use physical restraint as a last resort to prevent actual bodily harm. We do not MAPA train our staff, as we believe de-escalation is key. We work with students who have mental health needs, and some of these students are very vulnerable. We do not take students who need pure 'behavioural support'. We fully reserve the right to protect the needs of the many, and will terminate services for students we feel are too mentally ill to stop being violent (verbally or physically) or who require a very structured behavioural unit approach.

2.10 Parents and children should recognise that we are approach led, not diagnosis led. Students have a variety of diagnosis but all have high anxiety, low self-esteem and mental health needs. We have a lot of expertise in many areas, including high functioning ASD, but we are NOT a specialist ASD or PDA unit.

2.11 Currently students placed by the LEA are dual registered and do not complete all their educational hours with us; this will change once school registration is complete.

Homework

3.1 Up to GCSE we will set very occasional, low key homework usually linked to the child's interests. This homework is optional but should be encouraged as the teacher will have only set it when they feel the student is ready for it and for a genuine reason, which will be mental health led. As a general rule, we are not a fan of homework in our context as the student struggle to maintain full energy during the day, and really need their rest and relaxation. We anticipate that parents will spend their evenings and weekends engaging with students, and we value the worth of these interactions.

3.2 At GCSE, particularly in year 11 or above, unfortunately the syllabus can't be got through, and the amount of learning hours can't be achieved, without the addition of homework. It is essential at

GCSE that students are reminded by parents and encouraged to do their homework to the very best of their ability, as without it they will not pass. We are quite straight with students about their commitment at GCSE as ultimately it is a time of maturing, and recognising that strength needs to come from within the 'self' rather than others being able to do things for you – as essential attitude when moving on to college.

Attendance

4.1 Parents funded by the LEA should be aware that if attendance falls below 95% the funding for their placement could be withdrawn – we have to share our attendance figures with the LEA by law and poor attendance is a key indicator that the setting is not suitable to meet needs. We only offer 20 places each year, it is really important to us as an organisation that we help as many people as possible please don't take up a space, that could have helped someone else, if we are not right for you.

(Parent Signature)

I Have discussed the above with my young person and sign to say that I understand, and agree to adhere to, the statements therein

..... date

(Student signature)

I am signing to say that I understand my obligations linked to the above statements. I am signing to say that I know I need help and that I'm going to try my best to engage in that help and support. I am signing to say that I understand that some responsibility for my health improving lies with me – and that my willingness to engage is essential to the process. I will do my best.

..... date

ICT & Personal technology permissions form and agreement 2018/2019

This form to be returned BEFORE you can bring in personal devices please

Personal Tech:

We assume absolutely no liability for any technological or personal device that is brought on to the premises. Users do so entirely at their own risk and this includes intentional or accidental damage by students or staff

Students aged under 15 will hand in their phone to the safe if it is on the premises – if they need to call home we will provide a facility for them to do so

Students aged 15 or over will be asked to hand in their phone at the start of each lesson, or to place it away for the duration of the 45 minute lesson. If bullying occurs via phone use during breaks the perpetrator will not be allowed to bring in their phone, ever. If students access pornography, racist, homophobic, or other unsuitable material during breaks the perpetrator will not be allowed to bring in their phone, ever. Phones may be returned during lessons if they are going to be used as music devices whilst studying and the staff member deems it appropriate

On a Tuesday, Wednesday and Thursday students can bring in a personal technology item on which to play games – such as a DS, ipad etc. At all times they will play games in full view of a member of staff and staff will remove the device if an unsuitable game is being played. Students are not allowed to access you-tube on their devices. Students accessing unsuitable material (see the above point) will not be allowed to bring in their devices, ever. At the end of breaks students are expected to hand their devices back in, for charging and safe keeping, continual refusal to do so or rudeness to staff, will mean that they will not be able to bring their devices in or borrow centre ones for leisure purposes

On a Tuesday, Wednesday and Thursday students who do not have their own tech to bring in may play games on a centre ipad, or lap top, subject to availability. We ask that games are not downloaded as this clogs up the memory space – if you wish to request a game to be downloaded you may do so

Centre tech:

We have blocking systems in place but these are not failsafe, none are. Students MUST report any unsuitable material that pops up or is accessed accidentally.

Students must treat devices with respect – breakages will be charged

Students using the internet or email need to remember the centre guidance around their own safety and around ensuring that they do not have cause to regret posts or emails that they send. Students should NEVER place their personal details into search engines or in communication with others online

Centre tech should only be used when there is an adult in the room able to observe and supervise

DATA protection

Students may not photograph or record lessons, staff or other students on their own devices. They should not do so on centre devices unless it is part of a planned activity, with adult supervision.

We keep student passwords for Futurelearn, IXL and other online packages confidential – we expect students to do the same

I understand and agree to support the centre in this agreement

Parent signature **Date**

I agree to abide by this agreement

Student signature **Date**

The Learning & Well-Being Centre, Bramley – Tuition and Therapy Registration Form

2018/19

This information is kept secure and would only be shared with third parties in a safeguarding situation

Information Request	To be completed by Legal guardian:
Student Full Name	
Student Date of Birth	
Current School year group (Y7– Y11)	
Other registered educational provision (please tick which one applies)	Dual registered at a school or Registered with the LEA as Education Otherwise and can access the online school facility or Home Educated by parents and other providers Or Is at a local school full time, having after school or Saturday tuition or therapy only
IN AN EMERGENCY CALL ONE OF THESE TWO NUMBERS (one must be a main parent contact)	1. 2.
Legal guardian (If the student resides with you, but you have joint parental rights with a partner you are not living with, please say so)	
Student / family address (where the student lives)	
If parents are separated or the student is living with another family member please put other addresses here	

<p>Family (please tick any that apply)</p>	<p>This student has a mum and dad who both live in the family home</p> <p>*This student has a mum and a mum who both live in the family home</p> <p>*This student has a dad and a dad who both live in the family home</p> <p>This student is living with grandparents or another family member</p> <p>This student has separated parents (mum and dad)</p> <p>*This student has separated parents (mum and mum)</p> <p>*This parent has separated parents (dad and dad)</p> <p>This student has a step parent living at home with them</p> <p>Other – please specify</p> <p>*Please let us know if parents are known by specific terms e.g 'mum' and 'mummy' so that we can keep your child's anxiety down by getting it right (-:</p>
<p>Legal guardian's email address and contact number</p>	
<p>Mother's email address and contact number (if applicable)</p>	
<p>Father's email address and contact number (if applicable)</p>	
<p>Other (if applicable)</p>	
<p>Student status (tick any which apply)</p>	<p>This student is a carer for a parent, sibling or other family member</p> <p>This student is registered as disabled</p> <p>This student is classed as 'EAL' – English is an additional language</p> <p>This student is in foster care</p> <p>This student is adopted</p> <p>None of the above apply</p>
<p>What language is most spoken at home?</p>	

What other languages are spoken at home ? (Please include BSL or Makaton in appropriate)	
Is the student on regular medication? – if yes, please include medication , current dosage and what time you administer it	
Does this child have a heart condition?	Yes / no If 'yes' please give details
Does this child have a respiratory condition?	Yes/no If 'yes' please give details
Does this child have any medical condition or need that we should be aware of – including allergies?	Yes/no If 'yes' please give details
Does the student have an EHCP (tick which applies)	Has an EHCP Has an old style statement of need (awaiting transfer to EHCP)
Does the student have special Educational needs and what are they? (Brief bullet points especially if we have transfer paperwork)	

<p>General permissions (accompanied and tutor led)</p>	<p>I understand that students walk, often daily, to the park, shops, nature area and other areas and I am happy that my child takes part</p> <p>I understand that the centre may decide to take my child to locations within a five mile radius by car in order for them to benefit from the larger spaces e.g Birtley House, Winkworth, Wonnersh park, Guildford and Guildford Spectrum. I give permission for my child to travel by car (Drivers have the correct insurance, have their driving licences checked each term. Only our designated drivers can transport)</p> <p>I understand that for more planned trips over longer distances I will need to fill out a separate trips form</p> <p>I understand that my child may be able to use the café and restaurant locally for social skills work and give permission for them to attend and eat/drink if invited to do so</p> <p>I understand that the centre has animals – rabbits, dog – and that my child may come into contact with them</p> <p>I understand that in a medical emergency staff are Frist Aid trained and will assist my child, I give permission for them to do so</p> <p>I understand that in a severe medical emergency a staff member may have to accompany my child to A&E in loco parentis until I can be contacted</p> <p>I understand that the centre has a positive touch policy – see the hug posters around the building</p> <p>I understand that by signing below I am giving permission for my child to be included and participate in the activities described above without me being contacted again for further permission</p> <p>Signed</p> <p>Print name</p> <p>Date</p>
<p>Face paint / body paint</p>	<p>I give permission for my child to use face paints / body paints</p> <p>Signed</p> <p>Print name Date</p>

<p>Only complete if the student is aged 15 or over</p>	<p>I understand that as part of social skills training my child will work towards being able to walk down to the local shops without an adult, catch the bus to Guildford or elsewhere without an adult, and take part in various social skills trips some of which may not be accompanied in time.</p> <p>I give permission for my child to undertake such activities and understand that there are boundaries in place including check ins by phone.</p> <p>Signed</p> <p>Print name</p> <p>Date</p> <p>(Some activities will require further permissions to be completed)</p>
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Final signature – all parents / legal guardians please (if available)

I confirm that the information I've provided is correct and that this is a legally binding document. I understand that I have a legal and moral duty to inform the centre if the circumstances of the student described above change.

Print name:

Sign

Guardian/ Parent

Date

Print name:

Sign

Guardian/ Parent

Date