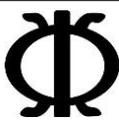


ARUN COURT SCHOOL


<p>AC</p> <p>Arun Court Setting</p> <p>info@aruncourt.co.uk 01483 894858</p> <p>Reg. School 936/6015</p>

'Building Resilience & Perseverance'

Arun Court School has a clear remit of taking students who have suffered a mental health breakdown, making them well through intensive therapy held within a school setting, then slowly re-introducing them to learning. The school has a clear aim to return students to non-independent settings once they are mentally well and when they have 'closed the gap' in their academic learning. We aim that students leaving us are re-entering the system at the point that they would have been at if a breakdown had not occurred.

Academic Year 2019/2020 School Registration forms

All families should fill in an annual registration form to confirm their placement with us. It is essential that this is carried out annually as the information we require will alter with safeguarding updates and annual change in legislation. Please also return the form with a copy of the young person's birth certificate, if we do not already have a copy on record. This form must be returned within one week of receipt to secure your young person's place. Many thanks.

Young person's full name as registered at birth	
Details of any preferred name	
Young person's date of birth	
Address where the young person resides	
Father's details (and address if different)	
Mother's details (and address if different)	
Please provide the contact numbers for 3 individuals, including the person with parental responsibility, that we can contact in the case of an emergency or if the young person fails to arrive at school	
1. name	Contact number
2. name	Contact number
3. name	Contact number

Home-School agreement	
Please indicate that you have read and agree to the following points. Failure to do so will mean that a place at the school may not be tenable – if you do not feel able to indicate a ‘yes’ please come in and discuss the item with us.	
I understand and agree that whilst students are not given set homework in the lower school they are expected to do additional hours on maths & English IXL. These interactive programmes are available by their password and allow students to practise for as little as 10 minutes at a time, every little helps! Student’s teachers can access their work remotely and give comments and awards. I understand that students on GCSE or other structured qualifications will need to carry out homework in order to complete their courses and as parents we will be supportive of this.	YES/NO
I will be supportive of the school’s behaviour policy including ensuring that my young person understands the ‘mutual respect’ breakdown. (both documents are online and have been emailed to you)	YES/NO
I understand that the school has a complaints procedure and that if I wish to make a formal complaint this is the route I should follow. I acknowledge that I have been emailed a copy plus it is available in the school office and on the website. Complaining directly to the LEA or Ofsted, without first following the complaints procedure, can slow down the process of your issue being resolved.	YES/NO
I understand that the school has a strict policy on physical aggression and that this is supported by Surrey LEA. I understand that if my young person physically assaults a fellow student or a staff member that they are highly likely to have their placement terminated, in independent schools this is known as ‘expulsion’.	YES/NO
I understand that the school has a strict attendance policy, and admissions policy. Student’s placements are at risk if their attendance falls below 95% or if their presentation has altered to a point where they no longer would meet our admissions criteria. This protects public money, in the form of EHCPs, as if a student is not able to attend then the placement is not correct for them, in which case the place should go to a student who would benefit and inversely the LEA should find a more suitable place for the student unable to attend.	YES/NO
I understand and support the schools technology policy, which my young person will sign, including that mobile phones should be only used at lunch time and are handed in upon arrival in the morning.	YES/NO
<p>In addition to the declarations above : I/WE CONFIRM THAT I/WE HAVE:</p> <p>Received a copy of the parent handbook which includes key polices such as the complaints procedure</p> <p>Have read the child protection, safeguarding & teaching, learning and assessment, anti-bullying policies online</p> <p>Signed Name Date</p> <p>.....</p> <p>Signed Name Date</p> <p>.....</p>	

Animal Handling – disclaimer – 2019/20

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.

Photography and other media

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

I understand that the school is trailing the use of lapel cameras for extreme circumstances and that if my young person's behaviour escalates to a level where a recording is taken, the school will ensure that I see it and have the opportunity to discuss the event with the school and my child

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

Signed:

Dated.

Home – Link Contract

This is a contract between Arun Court School and the legal guardians of the student

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 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. This includes abusive phone calls.
- 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 Principal; 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. Good attendance is 98%. We will involve the EWO and may terminate services, if attendance dips below 95%.
- 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.

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

School ICT & Personal technology permissions form and agreement 2019/20

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 in the school will hand in their phone at reception upon arrival and after their lunch break – if they need to call home we will provide a facility for them to do so, they should not use their mobile phone. Students can have their phone returned to them at lunch to use for playing games.

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

Information Request	To be completed by Legal guardian:
Student Full Name	
Student Date of Birth	
Current School year group (Y7– Y11)	
Family (please tick any that apply)	<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>Parental needs</p> <p>It is helpful if you can share any medical or mobility needs, including if you suffer with any mental health issues yourself. This helps us to respond it the best way possible and to direct you to other services and support.</p>	
Student status (tick any which apply)	<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>

What language is most spoken at home?	
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
	<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 First 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>

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