

Residential SEF 2024-25

How Well Children are Protected.

There is a multi-disciplinary safeguarding team in place to address all safeguarding concerns.

Proactive planning strategies are in place to ensure that safeguarding is effective and productive.

A tiered safeguarding approach is utilised with early intervention in place via LMT's which ensure a team around the child focus.

Multi-disciplinary meetings take place weekly these consist of Family Intervention Team, Family Therapist, School Social Worker/Safeguarding Manager, School nurse and House Leaders/HOC This ensures a robust approach to all safeguarding/CP issues.

Our school nurse regularly ensures that our medication processes are current and robust. Regular training and updates are in place to ensure best practice.

Family Intervention work collaboratively with the CP team to address low level safeguarding concerns and implement support strategies to prevent further escalation.

Family Therapist, works closely with Key Workers in offering support/guidance in terms of ensuring the correct support to our boys and families is offered.

Our school's online IT filtering and monitoring system is in place (Smooth wall) this ensures live updates and alerts to the IT manager and CP team are alerted to any concerns with regards to boys/staff within our setting. A tiered approach is in place to ensure appropriate responses and learning is completed following these alerts.

Risk assessments are in place to address the risk of harm, yet do not restrict independence or experience.

Where necessary, the Child Protection Team responds promptly and effectively to any concerns, liaising with a range of external services as appropriate.

The CP team will utilise the expertise of trained staff to build the full picture to enable informed decision making. The safeguarding team are tenacious and confident in escalating concerns where necessary. Staff are supported to advocate for the young people in their care and work within multi-disciplinary teams to fully address risk.

Safeguarding education is delivered regularly to students to ensure that they can identify the processes for raising a concern. Regular Safe Hands Newsletters are shared with the boys on a termly basis which help to further educate our children on various aspects of safeguarding. All young people have several key staff that they can go to if they are worried in addition to the safeguarding team in place. Safeguarding structure is well advertised and promoted around school and within all residential houses, to ensure children have continuous access to information on safeguarding processes.

An Independent person visits the school on a monthly basis, which allows all boys the opportunity to share any concerns-issues they wish to be addressed. This person is well known to many of the boys which helps makes many of them feel comfortable in approaching this person. A report is shared and discussed with HOC and any actions are addressed.

There is a strong ethos of Positive Behaviour Support threaded throughout the school. This is a person-centred approach and is a means of supporting boys and improving Quality of Life. This approach underpins all aspects of our school community, which demonstrates our commitment to healthy lifestyles and wellbeing for staff too.

The Positive Support Plan is produced in partnership with the young person to ensure that their voice is reflected within their own plan.

Our school is a supportive and an inclusive community, there is a holistic approach to promoting healthy relationships and children and young people are supported using a wide range of strategies, external agencies, and resources. It is also covered extensively within the RHSE curriculum. We use external agencies which include Barnardo's (Positive identities programme) and Big Talk to further support this area. More recently we have offered some of our boys the opportunity to use the Brunswick Centre in Kirklees to support Gender identity.

The school has developed positive working relationships with a wide range of external agencies to further develop our safeguarding offer. An early intervention approach is used to sign post and refer families to support services where necessary, for example disability support services, debt advice and young people's advocacy services. This ensures that are children and their families have opportunities for further guidance and support. The safeguarding team work closely with children's social care services in all home authorities of students to ensure prompt and effective responses to safeguarding concerns.

The safeguarding team works in collaboration with external professionals to promote a holistic multidisciplinary response to children overall well-being, including Social Workers, school nursing team, YOT and early help services. We also promote further support for families through positive working relationships with voluntary organisations such as West Yorkshire ADHD group.

The Quality of Life (QoL) framework encapsulates the approach and ethos across the school to promote fulfilling lives. All our children and families have a named Key Worker who supports a wide range of need and provides a named person for children to highlight any concerns to.

The knowledge and experience is extensive within the safeguarding team, the team is led by a member of the SLT and every department in the school has representative with DSL training. There is a qualified social worker within the team who has specialised child and adult protection training. A tiered case management structure is in place to ensure a timely and appropriate response to all concerns. The team meet on a fortnightly basis to ensure regular case oversight-there is also regular case discussion through clinical supervision. Our school nurse supports safeguarding from a health perspective, offering clinical support.

There is a proactive and thorough response to Mental Health concerns within the school. The school responded to the national trend of increasing Mental Health concerns following the pandemic by increasing training for staff and support for children. Members of the senior leadership team and middle managers have accessed (Suicidal ideation training sourced from CAMHS).

There is an extensive core training package in place for all staff to ensure a robust and consistent level of safeguarding knowledge underpins practice throughout the school community. This includes training on recording and report writing, online safety, working with young people who display problematic sexualised behaviours and 'achieving' best evidence (ABE) training.

Experiences and Progress of children

We personalise and tailor each individual's residential experiences in a number of ways, for example: personalised bedrooms and living areas demonstrate a focus on listening to children, respecting their rights of choice, and helping them feel confident to share opinion and teach responsibility for shared living. We support the development of individual pathways to capture needs from starting points, providing opportunities both within school and within the local community to further develop interests and skills.

Within our environment the children have a wide range of facilities at hand, for example-a farm where the children help feed and care for the animals daily, the school mugger where boys enjoy learning new football skills. We also have quad bikes and have developed our very own track, where the children help with all aspects of maintenance. Many more opportunities are on offer.

In one of the houses, we have a snooker table and a cinema room.

Cooking is a very popular pastime within the residential houses, staff take great pride in teaching our children the importance of this lifelong skill, children are accredited through the AQA and OCR' programme. Other life long skills such ironing, washing of own clothes, budgeting is all part of our living experience.

We pride ourselves in ensuring all children feel safe, secure and warm within our homes, whilst meeting their sensory needs, whilst maintaining a homely feel to the environment.

Our Outdoor Education Lead offers a wide range of learning experiences that are accredited through the DofE programme.

Our comprehensive learning experiences consist of a wide range of opportunities for our children to enjoy, from trips to the park, fishing, shopping, trampolining, cycling, swimming etc.

School trips, learning opportunities and experiences are created to engage our children in meaningful and purposeful activity, developing vital life skills of interaction, communication, meeting new people, developing their resilience with the support (and safety net) from staff who know them best.

In line with our Social Progress system, some of our older children choose to enjoy the experience of accessing the community with a friend, planning, and taking part in a social activity of their choice further supports their independence skills.

We fully understand the importance of providing opportunities for our children to be part of a club or organization outside the school community helps them to develop their independence and gain the ability to transfer their skills to other environments for example: some of our children access 'foundation football sessions' run by professional clubs, Rock Climbing, local fitness centres etc.

Children welcome elderly visitors into school, to play bingo and serve them homemade cakes and tea, we are frequent visitors to the home too, where we offer lots of varied support, as well as inviting them to our annual carol service.

Children's artwork is displayed in the residential houses. Children's experiences during daily and weekend experiences are displayed in residential houses and around school in general. Weekly Newsletters reflect the outstanding offer we provide for our children and families and supports our

24-hour curriculum. Weekly, Learning Celebration assemblies are an opportunity for our children to reflect and feel a sense of achievement of their newfound skills.

Through our outreach service we provide outstanding weekend opportunities and experiences for our children, mountain biking, theme parks, exploring famous landmarks, city breaks and supporting local charity events are just a few experiences we offer our children. The outreach offer extends beyond the child, often providing much needed respite and quality time for the respective families. Our wide range of extensive Holiday experiences offer many of our children their first ever experience of traveling to a foreign country and experiencing different cultures/languages etc. Whilst we also offer outdoor type experiences within the UK, exploring Snowdonia and Gorge walking in the Yorkshire Dales are just some.

Our extended weekend off which takes place three times a year, ensures that the boys not only get a fantastic experience, but the families also receive some much needed QoL time to themselves.

The William Henry Smith Sixth Form provides an opportunity for our students aged 16-19 to successfully engage in further education within a familiar and supportive environment, through the provision of individualised packages of support. All students within our sixth form follow an education programme which includes literacy and numeracy study from Entry Level through to GCSE, in addition to completing external further education courses at local colleges. As part of the sixth form offer, we offer driving lessons to all children that access this provision (1 recent pass). Sixth students are encouraged and supported to take part in work experience opportunities a number of our boys currently have placements that are linked to their respective college courses.

The Premises team are fully involved in delivering positive experiences, fixing, learning new skills, even preparing and cooking meals, whilst supporting children with their pastimes on an evening. We believe in children learning from mistakes – resolution focused responses. Key Workers support our children in transferring their learning and experiences to home and family life and begin to make changes, through this approach are families are stronger and happier.

Key Working is now embedded across the school, regular training takes place ensuring all Key Workers have the relevant knowledge and information to deal with our children and families. Our Key Workers work closely with the Family Team (Counsellor/Welfare Practitioners and a systemic approach (siblings).

We offer our children a wide range of school jobs in preparation for adulthood they provide invaluable opportunities to develop relationships, learn new skills, develop knowledge, and have a taste of the world of work. Working in the kitchen, on the farm, reception and alongside the Premise's Team are just some of the opportunities on offer. We try and make the applying of work as real an experience as possible, by asking the children to apply for specific roles by completing application forms and taking part in an interview process. Our children also have the opportunity of work experience in years 10-11. In the winter months our children support the local community in clearing pathways/driveways for vulnerable adult's.

Specialist therapists ensure emotional health needs are fully met. A wide range of disciplines (art/drama/music, OT, SaLT, Psychotherapy etc.) A connected relationship between care, health/therapy and education ensures a seamless transition. Learning Mentor Teams with representation from all areas of the schools ensures children are at the heart of all decision making and no stone is left unturned. Key Worker Mentors are always available to offer support to LMT's with all aspects of our work.

The Effectiveness of Leadership and managers

We offer peer to peer/school to school support (extensive) across region and nationally. The school's independent visitor, visits six times a year, spread evenly across the year he provides a written report including his findings and any actions necessary. HOC meets with him to discuss the inspection and any other matters. Governors take part in residential monitoring half termly; this ensures a robust approach to the effectiveness of the provision. House Leaders meet weekly, along with Schools Safeguarding Manager to review all children/families, under pinned by the National Minimum Standards. Full care meetings take place on a regular basis where a wide range of training is delivered. Members of the SLT/FDL's and Senior Residential Care Workers have accessed external management training. Care staff receive supervision 6 times a year. Performance Development Targets are set and reviewed over the year. Quality of Life team meet monthly, to discuss all aspects of improving children, families and staff QoL. SLT meet weekly for all matters concerning the organisation. Tea with HOC-responsibility of residential provision, children and the principal to highlight what's going well and what requires further improvement. Member of Student Voice and a Governor invited to an SLT meeting once a term (leadership drive/intent and areas for improvement). Accommodation is purposeful and exceeds standards-half termly monitoring of all houses is completed and recorded. Monitoring ensures progress/improvement. All children have en-suite facilities. Management structure remains strong and is continuing to grow. New structure encourages future progression. Experience, knowledge, and consistency remains strong and continues to be developed. Foundation Development Leads meet weekly, to discuss all operational and strategic matters, this group provides effective cross departmental working. Foundation Development Leads (FDL's) meet weekly to discuss areas for improvement and set agenda for FDL's. Half termly breakfast briefing is an opportunity for all department heads to share update on their respective departments and how this affects the wider school. Principal also provides a regional and national overview in terms of strategic thinking. CPD sourced to specifically enhance skill set (residential/therapy). Always solution focused, looking to further develop and improve. Clinical supervision has increased throughout. Including specialist support for safeguarding team members. Well-being days (students & staff), development of offers and a designated room/area. Relationship in the community- Homes for the elderly (home grown produce to homes)/Police (Sunnyvale etc.). Charity (choice/votes) Mental Health First Aiders (increased numbers of trained staff) Training delivered locally, regionally and nationally (mental health/behaviour/teaching & learning etc.). Introduced QOL (Quality of Life) into curriculum, assessment, and both parental and child assessment. Developing offer to families and unique opportunities to support and communicate under the QOL framework. Clinical group supervision. Regular morning de briefs take place to ensure the smooth running and effectiveness of the school is maintained. Daily contact with the Foundations children's home is maintained to ensure an inclusive approach to our ethos and values.