STATEMENT OF PURPOSE
AND
INFORMATION FOR PARENTS

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WINGS

STATEMENT OF PURPOSE

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APPENDICES
A Experience and qualifications of staff working at the children’s home
Overall Aims and Objectives

To create a centre of excellence for the education, care and personal development of young people with social, emotional and behavioural difficulties, with the following features:

- Applying best practice in teaching, care and managing behaviour
- Identifying and developing special abilities and strengths
- Developing self-awareness, emotional self-management and positive thinking styles
- Developing the ability to make, maintain and develop relationships
- Emphasising formal educational attainment and nationally recognised forms of accreditation
- Following the best principles of leadership and staff development to make working at Wings an enjoyable and fulfilling experience for everyone

QUALITY AND PURPOSE OF CARE

1. Our young people

Wings is an independent school and children’s home for up to 50 resident young people both boys and girls, who are aged 11 - 17 and have social, emotional, behavioural and associated difficulties.

All our children have identified social, emotional and mental health difficulties. They may also have learning difficulties such as autistic spectrum disorders including Asperger’s Syndrome, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Dyslexia, Dyspraxia, moderate learning difficulties and other specific learning difficulties.

Although the school has disabled parking and toilet areas along with a number of ramps to aid access to specific areas, it is impracticable at present to accommodate children with serious physical disabilities, although reasonable adaptations will be made wherever possible in line with the SEN and Disability Act 2001. We do not, at present, have the specialist teaching to meet the needs of pupils for whom English is an additional language but consideration would be made if the need arose.

Wings is registered as a school with the Department for Education and as a children’s home with the Office for Standards in Education, Children’s Services and Skills (Ofsted). It has approval to accommodate children during both term time and holidays where necessary, so offering care for 52 weeks a year.

From time to time Wings may accommodate a young person beyond their 18th birthday, where it can be established that it is in the young adult’s best interests. Reasons for this may include:

- Where the young person’s moving-on placement has fallen through and the placing authority is seeking alternative arrangements;
- Where the young person is in education and wishes to finish their course;
• Where the young person wishes to remain with siblings who are also accommodated at the school/children’s home;

• Where there is agreement, including the young person’s that they are not yet ready to leave and a focused plan is in place to achieve this.

However, irrespective of the reason(s), Wings will:

• identify the risk and impact of every young adult living at the home on any children at the home;

• take action to minimise the risks and negative impacts on children; and ensure every young adult has a regularly updated and reviewed moving-on plan and care plan.

2. **Our underlying ethos, outcomes for children and our approach to achieving them**

**Underlying ethos**

We see our purpose as being to provide an environment in which young people with social, emotional and behavioral difficulties can feel accepted and become successful in work and relationships.

Our young people have often experienced an immense amount of disapproval and rejection before they come to Wings. We aim to convince them that no matter what happens, Wings will always see their behaviour in a sympathetic light and be working for their benefit. We believe that the difficult behaviour that has resulted in them coming to Wings is not a preferred lifestyle but reflects their best response to the pressures they have had to cope with. We aim to help them find new ways of thinking about and handling situations that will make them more successful in getting their needs met in ways that benefit everyone.

We are very clear in letting young people know exactly what kind of behaviour we expect. We explain why what we are asking is important and agree our actions with the young people wherever possible to establish genuine co-operation. We make sure that all their efforts towards this behaviour are encouraged and supported. We treat undesirable behaviour as the result of poor choices that need to be replaced by better choices. We hold the view that our young people are still children learning their way, and that mistakes are an inevitable part of growing up. We ensure that any wrong behaviour is contained and dealt with in a supportive and professional way, enabling the child to put things right and return to good relationships as soon as possible.

We hold as one of our key principles in managing behaviour that we care too much for the young people to let them do anything that is wrong or harmful for them. If necessary, if nothing else is effective, we may have to use physical means to contain their behaviour. However, we will still continually be trying to communicate that our actions are for the young person’s benefit and aim to repair the relationship as soon as possible.

We believe that managing behaviour simply through external controls has limited value in that it does not develop behaviour outside the specific situations in which the controls operate. It is our aim to be constantly involving the young people in reflecting on their behaviour, taking responsibility for choices and developing their ability to manage their needs and emotions effectively. We explicitly teach the young people how to think about tasks and problems and learn more successful ways of approaching them.

We believe that every person has a uniquely special contribution to make, through their talents or personality, and we aim to identify, highlight and develop those talents for the benefit of everyone.

We believe that children do respond to the expectations that people hold for them, and we are setting our expectations at a very high level. We expect all our children to work as well as they can in school, treat others with respect and be able to manage their feelings effectively. They will not be able to do this when they arrive but this will be our explicit aim shared with them.
We believe very strongly in the value of a formal education as a means of developing self-confidence and opening opportunities for the future. We will operate Wings School to mainstream standards of work, behaviour, timetable and uniform and aim to make all our pupils proud of their achievements both in the normal school day and in external examinations.

We believe that staff have their own needs too, which to varying extents affect their ability to work with the young people. We are explicitly committed to looking after staff’s needs as well as the children’s and look to establish a management style that is positive and supportive of everyone.

Outcomes for children

In working with children and young people, Wings seeks to promote the development of:

- The ability to make, maintain and develop relationships
- Self-awareness, self-management and positive thinking
- A positive self-image and an enhanced self-esteem
- The highest possible level of academic and vocational achievement
- Special abilities and strengths
- A sense of personal competence and independence

Our approach to achieving outcomes for our children

In order to promote outcomes for our children we provide the following:

- Full-time education in a modern purpose-built school set in 24 acres of grounds
- Small teaching groups with subject specialist teachers offering the National Curriculum and opportunities for public examinations
- Full-time residential care for 52 weeks of the year, where appropriate
- Residential accommodation which is comfortable, modern and attractive in which children have their own rooms or share with no more than one other person
- A skilled team of care staff experienced in working with troubled and vulnerable young people
- A consistent, supportive and positive style of working to develop self-awareness and self-management in young people
- Support and training to enable our young people to build and enjoy positive relationships with other children and adults
- A wide variety of new experiences for each child and the development of particular talents or interests
- A multi-disciplinary team of highly qualified professional staff
3. Residential Accommodation

Our children are accommodated in modern, comfortable, well-maintained houses. In order to achieve a personal environment the furnishings and styles have been deliberately chosen to create a fresh, non-institutional feel. The children have a single room or share a bedroom with one other, ensuring that preferences are accommodated where ever possible. Each child is given plenty of opportunity to be private or sociable as they wish.

All children are given a choice in the furnishing and decoration of their own bedroom to encourage self-expression and ownership. Facilities are provided suitable for study purposes. The accommodation has a communal kitchen, dining room, lounge area and recreational room for use of the young people. A telephone is provided for their exclusive use.

Staff sleep-in rooms are not part of the communal living area and staff have entirely separate washing and toilet facilities.

The residential areas of Wings are divided according to gender and age range. This allows young people to mix appropriately with their chosen peer groups in a relaxed single sex environment. There are two larger houses for up to 14 young people aged between 11 - 13 years, with a mixture of single and twin rooms with shared bathing facilities. The remaining residential areas are semi-independence bungalows, for young people aged between 14 - 16, again single sex, but with no more than 4 young people in each of the six properties. Osprey House is also for up to 5 young people developing their semi-independence skills with a mixture of twin and single rooms, some with ensuite facilities.

This diverse mix of accommodation allows young people to develop appropriate social and independence skills, as well as mixing with the rest of the residential population through structured activities and free time, both on and off site.

4. Location of the children’s home

The school and associated children’s home is located just outside the village of Whassett on the B6384. The west side of the site is bounded by the west coast main rail line and on the east side by the river Bela. The rail line and river would pose a significant risk to young people on the site if specific control measures were not put in place. Both features are subject to a standing risk assessment. Young people are given training and instruction regards safety in relation to rivers and rail lines. Access to the rail line is prevented by a robust security fence which is subject to regular inspection by site staff. Access to the river is prevented by a gated fence running along the bank. Lifesaving rings are provided and maintained by the school. The B6384 is a quiet rural road but all young people are warned of the dangers of using a road without a foot path. Young people are guided to walk on the right hand side of road facing oncoming traffic. If the road is used at night young people are given small hand torches and high visibility sashes to wear. The setting offers running and cycling activities that use the local roads and at all times high visibility clothing is worn with helmets used if riding bikes. The site and its boundaries are regularly inspected and are subject to an annual environmental risk assessment.

As with any location there remains a risk to our young people from offenders living in or moving into the area around the setting. Equally there are risks of allegations being made against local persons or by local persons against our young people. The school has strong links with the local community, parish councils and police. Cumbria Police operate an offender management process and will share with all providers of care if any high risk offenders move into the area. There are strong links in the setting with the local PPU (Police Protection Unit). Local police are made aware of any young persons that the setting feels poses a risk to the wider community and ensure a rapid response from officers if such issues are realised. All providers of care in Cumbria meet on a termly basis to share information with each other, the police and safeguarding PPU in relation to areas issues and concerns about specific persons in care. The other
providers settings are suitably distant from Wings so as to prevent the risk of interaction between persons in care.

The registered manager will review the appropriateness and suitability of the location of the home at least once a year. The review process will involve consulting and taking into account the views of appropriate local bodies or services. These are likely to include local agencies responsible for children’s safeguarding – namely children’s services for the authority where the home is located and the police.

This review will be used to assess the continued suitability of the location of the home to meet the needs of young people accommodated here.

5. Arrangements for supporting cultural, linguistic and religious needs

Wings places a strong emphasis on understanding difference, diversity and inclusion with effective policies on equality and diversity, anti-bullying and special educational needs. We encourage and respect the cultural, linguistic and religious diversity of young people, which in turn promotes a sense of identity and belonging.

Early insights into a child’s specific needs are usually gained from a variety of sources including:
- information generated via Wings’ referral and admission procedures;
- discussions with the young person, parents/carers and local authority representatives; and
- additional evidence associated with early observations, experiences and conversations with the individual child.

Cultural differences may be evident in the attitudes, values, beliefs, interests, appearance and dress of young people and these will be supported, promoted and evidenced through the young person’s placement plan.

Linguistic needs are recognised through young people’s use of their preferred method of communication, accent and colloquial language. There are no young people at Wings, at present, who speak English as a second language.

Wings follow the guidelines of the Department for Education for the provision of religious education. This includes arrangements for a daily act of worship, the formal teaching of religious education for all children within the school timetable and the right of parents / carers to withdraw their children from instruction if they wish. We are a non-denominational school that seeks to provide a broadly based religious and spiritual education acceptable to most faiths.

Where possible, we will enable children to follow particular observances with respect to dress, diet or otherwise.

Should they wish to do so, young people in all years and of all placement types are able to participate in various acts of collective worship in their free time.

There is a regular pattern of assemblies for all students, which also deal with underlying issues of contemporary life and which aim to cement and enhance the collectivity of Wings and to bring together young people in a reflective community.

These assemblies concentrate on the moral and social dimension and aim to impart to students therefore not only a sense of belonging to Wings but also a sense of its ethos, aims and values.

6. Arrangements for dealing with complaints

Wings has a written Compliments and Complaints Policy which is made known to our children verbally and in writing. It is also available to parents, carers and placing authority representatives on request. Any
complaint is taken seriously, addressed without delay or certainly within 28 days, and recorded in the Complaints Book.

Complaints may be considered initially on an informal basis but if the complainant is not satisfied a written complaint may be made. Should satisfaction still not be achieved at this stage, the complaint may be taken to a panel of at least three people, one of whom will be independent of Wings.

The complainant may attend the Panel, accompanied if they wish, and findings and recommendations made will be made available to the complainant, Principal, Registered Manager, Director of Wings Education Ltd and, where relevant, a person complained about.

The written record in the Complaints Book will state if complaints are resolved at the preliminary stage or proceeded to a Panel Hearing. All correspondence, statements and records relating to individual complaints will be kept confidential and only accessible by inspecting bodies.

No. of complaints made (September 2014 – August 2015) 1

As Wings holds dual registration as a school and a children’s home, children, parents/carers or placing authority officers can complain to the Office for Standards in Education, Children’s Services and Skills (Ofsted) at Piccadilly Gate, Store Street. Manchester. M1 2WD. Telephone 0300 123 1231.

7 Safeguarding Children, Preventing Bullying and Missing Child Policy

Safeguarding and Child Protection

Wings recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children and complies with The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendments) Regulations 2012.


We ensure the provision of training for all staff in the prevention of abuse, recognition of abuse, dealing with disclosures or suspicions of abuse and our child protection procedures.

Procedural guidance for staff demonstrates the systems required in order to protect children and minimise the risk of abuse whilst the child is living at the school and children’s home.

In order to promote the safety and well-being of young people, Wings has identified a number of Designated Persons for Child Protection, details of which are posted throughout site and communicated to staff, young people, parents/carers (where appropriate).

We have good links with other agencies concerned with Child Protection.

Preventing bullying

All professional staff are trained in a consistent, active response that is supportive to both bullies and victims.
Clear processes are in place that young people will recognise as fair, consistent, non-aggressive and helpful to all parties. They are couched in terms of levels of response to be followed depending on the severity of the bullying.

Regular enquiries are made of all young people as to how safe they feel at Wings with respect to bullying and ways in which this can be improved. Records are kept of these enquiries and actions taken.

Where necessary risk assessments are carried out for young people likely to be in danger from persistent bullying and actions to be taken are recorded and notified to all staff.

Risk-taking

In addressing the issue of risk-taking, Wings acknowledges that all young people take risks as a normal part of growing up and it is a tool they use to discover, define and develop their abilities and identity.

However, it is important to appreciate the difference between positive or healthy risk-taking (e.g. sports, outdoor pursuits and making new friends) and negative or dangerous risk-taking, e.g. smoking, going missing from care and shoplifting.

   In promoting an appropriate balance between healthy and dangerous risk-taking, Wings has adopted the following specific strategies:

Independence

All staff have a responsibility to respect and promote young people’s freedom and independence unless to do so compromises the health, safety or well-being of the child, other children or staff.

In promoting independence, it is important to acknowledge the potential conflict between children’s wishes and the duty of care incumbent upon all staff at Wings. Upon admission, an initial risk assessment will be conducted using a variety of sources including:

   • information generated via Wings’ referral and admission procedures;
   • discussions with the young person, parents/carers and local authority representatives;
   • additional evidence associated with early observations, experiences and conversations with the individual child (including making the link between rights and responsibilities); and
   • the child’s points scores in care and education, which indicate the stability of the placement as well as the child’s level of awareness, ownership, and responsibility for their own behaviour.

During this initial assessment period, which will last no longer than 48 hours, the young person will be able to be spend time in the grounds of Wings at appropriate times either in social groups or on their own with a member of staff in the vicinity (subject to the child’s individual care plan, placement plan, behaviour management plan, risk assessment and any associated documentation).

At the end of the assessment period, a judgement is made about what, if any, risks may be associated with the young person walking independently within the grounds (at appropriate times, outside school hours, with permission/knowledge of staff).

Any young person with the status of on-site independence may spend their free time outside of their residence engaging in a choice of activities including dog walking, fishing, playing in the Sports Hall and ‘working’ on Wings’ farm. Alternatively, they may simply take advantage of the space and time afforded to them in order to go for a walk, listen to music or relax in the open air.

Where the risk of harm is calculated to be ‘high’, Wings is committed to working with parents/carers, local authority representatives and the young person in order to establish a way forward in promoting their freedom and independence.
In order to recognise and celebrate the progress, success and achievements of our young people, Wings has also developed a programme of off-site independence which may be accessed as follows:

A young person must first write to the Registered Manager who will in turn consult with members of the Leadership Team about the potential benefits and risks associated with granting such levels of independence. Any successful request for independence off-site will be brought to the attention of the parents/carers and/or local authority (social worker) as applicable, and their views sort as part of the final approval process. If the party with parental responsibility does not approve the off-site status, then it will not be granted.

In taking advantage of their greater freedom, trust and responsibility a young person may take the opportunity to visit local shops, and places of cultural interest including museums, theatres and cinemas. They may also travel to and from local events such as festivals and sporting fixtures, or attend clubs and activities of their personal choice.

Any decision not to consent to independence (on-site or off-site) will be based solely on two considerations (a) the best interests of the child (b) dynamic risk assessment. Any child may appeal such a decision by making an ‘informal complaint’ via the ‘Your Voice’ Book. At which stage an Independence Appeal Panel will be convened consisting of at least three Senior Staff who were not directly involved in previous consideration of the risk assessment/application.

Every decision is made on an individual basis and the outcome recorded in the young person’s personal risk assessment and placement plan.

Access to mobile telephones, social media and email

While there is no doubting the benefits of mobile phones in promoting communication between young people, their friends and family, the use of such devices is not without its risks. Thus, Wings has adopted the following guidelines.

• The possession and use of mobile telephones (including smart phones) must be agreed on admission by parents/carers or other responsible adult (e.g. social worker).
• All mobile phones must be labelled and recorded on a ‘Record of Personal Possessions’.
• Wings does not accept responsibility for any loss or damage to mobile phones, unless placed in the care of Wings’ staff.
• All young people bringing a mobile phone to Wings must sign a Multi-Media Contract, in which they agree to abide by a clear set of expectations.

Social networking sites have undoubted benefits but also pose risks to young people e.g. online bullying and the risk of adults disguising their identity in an attempt to mislead young people.

In fulfilling our commitment to safeguarding and promoting the welfare of each individual child, young people’s access to social networking websites and applications at Wings will be managed in accordance with the following guidelines:

• Written consent permitting the young person’s access to social networking websites will be sought from parents/carers and/or local authority (social worker) as applicable. If the party with parental responsibility does not approve, detailed information will be recorded in the young person’s individual placement plan and risk assessment and access will not be granted.
• Where written consent is given by the individual with parental responsibility, Wings will conduct an initial risk assessment using a variety of sources including information generated via Wings’ referral and admission procedures and discussions with the young person, parents/carers and local authority representatives. The outcome of any such assessment will be recorded in the young person’s individual placement plan and risk assessment.
• Where the risk of harm is calculated to be ‘high’, Wings is committed to working with parents/carers, local authority representatives and the young person in order to establish a way forward in promoting their access to social media.

• Irrespective of consent or risk assessment, Wings will not permit young people access to social networking websites if they fail to meet the minimum age criteria specified by the site.

• Access to social networking websites and applications will only be provided by Wings under the supervision of professional staff who have undertaken recognised e-safety training.

• In the event of a safeguarding or child protection concern, a young person must make their profile/account available to senior staff for the purpose of investigation and/or monitoring. Any such intervention will be reported and recorded in accordance with Wings’ procedures.

All young people will be allocated an individual email account for their own use at Wings, subject to agreement by parents, carers or other responsible adult (e.g. Social Worker); and should be aware that any use of Wings’ email system can be monitored and checked.

As experienced and responsible adults, Wings staff also have an important part to play in supporting our young people in respect to risk. They:
• need to help young people learn how to evaluate risks and anticipate the consequences of their choices;
• need to help young people identify healthy opportunities for risk-taking. Experience of healthy risk-taking can itself prevent unhealthy risk-taking.
• must also be aware of their own patterns of risk-taking. Young people do watch and imitate the behaviour of adults around them, whether they acknowledge it or not.

Wings also recognises that staff will “risk assess” on an on-going basis, whether on or off site, and make decisions on the basis of those assessments.

A full and comprehensive set of risk assessments has been developed covering all aspects of our work including the use of premises, equipment and company vehicles, on-site activities and off-site visits. All staff are expected to familiarise themselves with these as part of their induction and training.

Missing child policy

Wings is committed to working with parents, carers, local authority representatives, the police and other interested parties in a positive and constructive relationship to support young people who may be at risk of running away or going missing from home or care (RMHFCE).

In defining Wings’ approach to dealing with RMHFCE incidents it is important to acknowledge that different circumstances necessitate different responses.

Our policy outlines our approach to dealing with four particular situations:

• A young person goes missing from their primary care placement i.e. Wings School
• A young person goes missing from an alternative care placement e.g. Children’s Home
• A young person goes missing from home i.e. parental home
• A young person’s absence is considered ‘unauthorised’ under the terms of our policy

As a school and children’s home we work in partnership with Children’s Social Care in both our locality and young people’s home areas. Any duplication or inconsistencies between locally agreed RMHFCE procedures and those of other placing authorities will be discussed and addressed as appropriate.
8. Consultation with children

Children’s opinions are sought over key decisions likely to affect their daily life and their future. The formal opportunities that we have in place for doing so include:

- Daily School Assemblies
- Meetings with Class Teachers
- School Council
- House Meetings
- Children’s / Key Worker Meetings
- Care Council
- Initial and Annual Review Meetings

The above systems take into account the children’s differing communication needs.

In the event of a child sharing a bedroom, consideration is always given to the child’s wishes in this matter.

9. Anti-Discriminatory Practice and Children’s Rights

Anti-discriminatory practice

Wings is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfill their potential irrespective of their age, race, ethnicity, disability, sexuality, gender or religion.

Wings recognises its obligations under the Equality Act 2010 and is committed to promoting the equality and diversity of all those it works with especially Wings’ employees, its pupils, young people and their families. Wings will make every possible effort to comply with the requirements of the Act and its subsequent provisions.

Whilst overall responsibility for equality and diversity at Wings rests with the Directors of Kedleston Schools Ltd (Wings’ parent company), responsibility for all equality and diversity matters has been delegated to the Principal, Donagh McKillop. The Deputy Head Teacher, Rowan Knapton and Registered Manager, Gillian Miele are both authorised to deputise in the absence of the Principal.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- To support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their roles and responsibilities;
- To report issues and concerns associated with equality and diversity in accordance with this policy.

The duty to make reasonable adjustments introduced under the Equality Act, aims to make sure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable.

In fulfilling its obligations, Wings will endeavor to take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. This may include:

- Changes to the way things are done (provision, criterion or practice);
- Changes to overcome barriers created by physical features; or
- Providing extra equipment (auxiliary aid) or getting someone to do something to assist (auxiliary service).
Children’s rights

We recognise that children are our primary concern and must be given a voice in all matters relating to their care and education including safeguarding and child protection. Children’s opinions are sought over key decisions which are likely to affect them; their privacy and dignity are respected, as far as is consistent with good parenting and their need for protection; and all matters related to child protection concerns are kept confidential, with access only to those who need it for the child’s protection. Child protection records are kept in individual files, away from the child’s own school record, and secured in a locked cabinet with access clearly defined.

Children are informed of how to complain if they are unhappy with any aspect of the education or care provided at Wings, so that they can feel confident that any complaint will be addressed seriously and without delay. Complaints are reviewed at least once a month by the Principal and Registered Manager, and any general issues raised are attended to.

EDUCATION

10. Support for children with special educational needs

All young people at Wings have special educational needs in that they all have learning difficulties which require special educational provision to be made. The needs that have been evident in previous schools have usually been assessed before the pupil arrives at Wings and are described in the pupils’ Statements, but in practice further assessment on entry is usually required to be able to provide sufficiently precise objectives and programmes to work to.

The initial assessment procedures cover a number of broad areas of need including:

- Social, emotional and behavioural needs
- Academic and cognitive needs
- Health, medical and physical needs
- Other needs e.g. specific difficulties associated with Asperger’s Syndrome

Every member of staff is continually engaged in meeting special educational needs, in that everything they do helps to shape better thinking, better attainment, better relationships and increasing levels of personal competence. Most special educational needs are met through daily good teaching and care practices that are a standard part of Wings’ special learning environment. Special educational needs that could not previously be met because mainstream schools or family environments could not provide the necessary helpful conditions can now be met because of the particular arrangements in the classrooms and houses and through the attention to detail in Wings’ routines and approach to the pupil's difficulties.

11. WINGS SCHOOL DfE No: 909/6053

The School Curriculum

(i) Overview

Wings provides full-time supervised education and care for up to 50 resident young people aged 11-17 who have severe social, emotional and behavioral difficulties. All pupils attending the school usually have a Statement of Special Educational Needs or its equivalent. Wings teaches all National Curriculum subjects, assesses progress in line with the National Curriculum level descriptions and enters all pupils for GCSE examinations as appropriate.

There are normally no more than seven young people in a class group. Each group has additional support from at least one Higher Level Teaching Assistant or Learning Support Assistant.
Wings places a high value on academic achievement and a formal school day, which is reflected in the school uniform, the high expectations for classroom work and behaviour, the emphasis on well-prepared and stimulating teaching and the wide range of examination opportunities at Key Stage 4.

Wings pays special attention to anything that helps young people to learn better in class. It takes the results of research into the way people learn and deliberately arranges its teaching styles and classroom environment to make the most of this information. This includes ways of catching and keeping attention, ways of helping people to understand and remember what they learn and ways of making them active learners who can think for themselves and have confidence in their abilities. It shares these insights with the pupils and helps them to be independent and self-sufficient so that they can continue their education as far as they wish with positive attitudes and skills.

(ii) Content of the Curriculum

Wings provide a broad, balanced and age-appropriate curriculum that includes the following National Curriculum subjects: English, Mathematics, Science, Design and Technology, Food Technology, Information and Communication Technology, History, Geography, a modern foreign language (usually Spanish), Art, Drama, Physical Education, Religious Education and Citizenship.

In addition it teaches, as formal timetabled subjects, Outdoor Education, PSD (Personal and Social Development) and Work-Related Learning, which includes careers guidance and preparation for adult life. These subjects are designed to develop skills, knowledge, understanding and attitudes that extend beyond the classroom and contribute to the whole life and ethos of the School, and build into the syllabus topics and situations that naturally arise in community living. Wings has strong links and good experience of working with Transition Pathways Teams within local authorities to provide a planned transition to life and work after school for all children. Older young people are supported in semi-independent living in our bungalows.

A series of Subject Policy Documents, one for each classroom subject taught, is held available for inspection in the Administration Office. These include for each subject the syllabus taught, an overview of how it is approached at Wings, its organisation across the year groups, how special needs are met and how pupils’ work is assessed and recorded.

From these documents, Teachers prepare Schemes of Work for each term that include the key learning objectives, the activities and investigations to be carried out and the scheduled assessment points.

All pupils’ work in each subject is marked according to the school’s written marking policy, discussed with the pupil and then stored in on-going files that demonstrate progress.

Basic skills in literacy are taught in a specifically designated period at the start of each school day, as well as through on-going support from Teachers, Higher Level Teaching Assistants and Learning Support Assistants in regular lessons. Programmes for pupils not yet competent in reading and spelling are guided by one of the Assistant Head Teachers. Basic skills in numeracy are taught through the highly differentiated work in Maths’ lessons. Speaking and listening skills are taught both formally in English lessons and informally through the School’s emphasis on polite, clear communication in everyday living.

Wings also directly address issues and objectives raised in pupils’ Statements of Special Educational Needs, clarifying with parents / carers and authorities at the time of the pupils’ Initial Reviews that all pertinent matters have been recognised. Programmes to meet these particular objectives are provided in both the classroom and the residential areas and form a key feature of Wings’ planning and reporting.

Since Wings is a school and children’s home, there is also a continuous informal social curriculum in which staff help young people to accept the rules of community living, develop relationships, handle their emotions more effectively and become more self-aware and self-managing.
Wings provides a daily act of worship but is non-denominational. Young people may be excused attendance at times of worship at the request of their parents or carers.

**Academic performance and public examination results 2014 – 15**

Year 11 pupils sat GCSE examinations in English Language, English Literature, Mathematics, Science (Core and Applied), Resistant Materials, PE, Drama and Art. They also completed the OCR ICT National Qualification at Level 2.

Of the 10 Year 11 pupils who were on the school roll at the time of the examinations the results were as follows:

<table>
<thead>
<tr>
<th>GCSE Results</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of pupils achieving grade A-G in at least one GCSE subject</td>
<td>100% (11 pupils)</td>
<td>100% (14 pupils)</td>
<td>100% (10 pupils)</td>
<td>tbc</td>
</tr>
<tr>
<td>Percentage of pupils achieving grade A-G in 5 or more GCSE subjects</td>
<td>100% (11 pupils)</td>
<td>100% (14 pupils)</td>
<td>80% (8 pupils)</td>
<td>tbc</td>
</tr>
<tr>
<td>Percentage of pupils achieving grade A-C in at least one GCSE subject</td>
<td>100% (11 pupils)</td>
<td>93% (13 pupils)</td>
<td>60% (6 pupils)</td>
<td>tbc</td>
</tr>
<tr>
<td>Percentage of pupils achieving grade A-C in 5 or more GCSE subjects</td>
<td>18% (2 pupils)</td>
<td>14% (2 pupils)</td>
<td>20% (2 pupils)</td>
<td>tbc</td>
</tr>
<tr>
<td>Percentage of pupils achieving grade A-C in 3 or more GCSE subjects</td>
<td>55% (6 pupils)</td>
<td>21% (3 pupils)</td>
<td>30% (3 pupils)</td>
<td>tbc</td>
</tr>
</tbody>
</table>
ENJOYMENT AND ACHIEVEMENT

12. Recreational, sporting and cultural activities

There are many opportunities during the school day, the evenings and weekends for our children to experience a comprehensive range of recreational, sporting and cultural activities. These include:

- Arts & Crafts
- Chess
- Dance
- Gardening
- Model Making
- Army Cadets
- Football Matches
- Squash
- Basketball
- Computers
- Drama
- Glass Painting
- Motorbikes
- Air Cadets
- Running
- Swimming
- Board Games
- Cookery
- Fishing
- Health & Beauty
- Pet Club
- Musicals/Concerts
- Rugby
- Radio Controlled Cars
- Card Games
- Cycling
- Football
- Golf
- Music
- Youth Club

Visits are arranged to a wide variety of places of cultural interest including museums, theatres, cinema and places of historical and environmental significance, wildlife centres and parks.
13. Health Care and Therapy at Wings

Health care

We ensure that all the physical, emotional and health needs of each child are identified and we take any action needed to meet them. Our children are provided with guidance and support on their health issues, appropriate to their needs and wishes. Children are strongly discouraged from smoking, alcohol or substance abuse and under age sexual activity, and these are frequently addressed in the formal classroom curriculum as well as during consultations with the nurse and in residential time.

Each child has a written Health Plan as part of their overall Placement Plan, which outlines the specific details of their health needs, and ensures that all staff working with the young person are aware of the strategies adopted to meet these needs. A daily log is completed on all health-related information for each child which is held in the child’s individual health file.

A written record is kept of all illnesses, accidents and injuries to the child during their placement. First aid, minor illness treatment and medication are only given by competent designated staff and written records are kept of these. Staff are trained in the use of first aid and first aid boxes are provided throughout the school and residential accommodation.

With regards to diet, menus are planned that provide meals which are nutritionally balanced and attractive in appearance, texture, flavour and taste. They are also planned to take into account research on the effects of nutrition on learning and behaviour.

Whilst the overall responsibility for care and support rests with the Registered Manager, authority for coordinating and monitoring health needs has been delegated to the School Nurse. This includes ensuring all of the individual health conditions of young people are catered for; immunisations are up-to-date; and all routine appointments including dentists and opticians are arranged and attended. A weekly GP surgery is held at Wings for those young people requiring any GP input.

The effectiveness of health care is measured by the monthly audit of all young people’s health plans to ensure all identified health needs are being met. The school nurse also undertakes LAC Review Health Assessments on an annual basis for each young person as requested by their local authority.

Therapeutic support

Wings believes that there is certainly a place for the individual counseling of young people, in which they are provided with a space that enables them to think and talk with someone about things that concern them in private conversations. This is a service that we have developed at Wings and now includes a clinical team made up of an educational psychologist, a clinical psychologist, a professional counselor and equine assisted learning. This service allows for young people’s assessments to be undertaken promptly; for young people requiring 1-to-1 time to receive this; and for consultation on a young person’s placement plan from as early as the referral stage. In addition, this service provides staff with invaluable support and guidance which in turn supports their work with young people. Wings has strong links with the local CAMHS service and other avenues of therapeutic support, such as music and art therapy, may be explored should it be considered appropriate.

We have also found that, for a number of our young people, this formal type of therapeutic support is not required. They benefit from the strong personal relationships that young people at Wings develop with staff that enable them to talk immediately about issues that arise in an open and trusting manner and in a way which leads to practical solutions and emotional satisfaction. The young people gain valuable supportive feedback about their behaviour as others see it in real situations and become able to manage difficulties for themselves.

The clinical team
The clinical team provides clinical and educational psychology support to young people and staff (care and education). This includes consulting on the needs of prospective young people who may attend the school; completing initial outcome measures; completing a baseline clinical assessment of mental health and emotional well-being to be built into the health care plan; and assessing achievement in learning of all new young people when they arrive. Individual support is provided for some young people using a variety of psychological approaches as appropriate (including risk management and support with complex mental health problems). Individual and small group consultation and support for small groups of staff is also provided as well as advice to staff on policy and whole school initiatives.

Effectiveness is measured though ongoing assessment and monitoring of young people’s progress (e.g. repeating baseline outcome measures at various intervals). A standard package of assessments is used that can be repeated periodically, with other psychological assessments used as required. These are held in individual children’s files. Qualitative assessment is also used on an ongoing and session by session basis. The work of the clinical team is embedded in and one part of the overall work of the school and children’s home. Therefore effectiveness is monitored on an ongoing basis through regular reviews of young people’s progress.

For details of the experience, qualifications and clinical supervision of staff commissioned to provide health care and therapy please see Appendix A.
POSITIVE RELATIONSHIPS

14. **Arrangements for promoting contact between children, their family and friends**

Our children are helped to maintain constructive contact with parents, family and other significant people. Contact arrangements are discussed at the time of the child’s admission and recorded in their Placement Plan. Any restrictions on contact for the protection of the child are made clear. Regular contact by visits, telephone, letters and e-mail are all facilitated where there are no such restrictions. Guidance is provided for our staff on each child’s individual arrangements.
PROTECTION OF CHILDREN

15. Surveillance and monitoring of children

While the facilities exist to monitor individual bedrooms in the bungalows in order to safeguard and protect young people from harm, these systems are only used to further safeguard young people following individual risk assessment and consultation with parents/carers or local authority professionals and the young person(s) affected.

At present, the only means of electronic surveillance in use within Wings is external ‘Door Open’ alarms on the residential buildings, alerting staff to when children may have left the building without authorisation.

16. Wings’ approach to behavioural support

The processes used at Wings are laid out in detail in the document ‘Management of Behaviour: Policy, Procedures & Guidance’.

Young people’s behaviour is managed through the application of clear rules, processes and consequences agreed with young people as being in everyone’s best interests. Positive behaviour is highlighted and rewarded as a key management strategy and the response to negative behaviour and emphasises reparation, restitution and education in pro-social behaviour rather than sanctions.

As far as possible, young people are given responsibility and assistance to develop and manage their own feelings and behaviour rather than relying on the imposition of an imposed management framework.

There are clear guidelines for all staff on the range of rewards and a hierarchy of sanctions that may be used. Sanctions are always kept to the minimum necessary.

(a) Rewards

Our reward systems are based on the following principles:

- Rewards should be based as much as possible on the public recognition of achievement and the sense of pride it brings rather than simply on material rewards
- The levels of recognition should be arranged such that there is always some reward opportunity within sight and a next level to aim at
- All young people achieving a set target should receive the agreed reward - in general we prefer not to operate ‘only one winner’ rewards
- Rewards should not be ‘lost’ once earned
- Rewards should be evidently fair between different young people, giving equality of opportunity to gain rewards and requiring roughly the same degree of effort from all young people
- Any unscheduled rewards should eventually equalise out across young people
- Young people should ideally not be penalised due to matters beyond their control

In practice, rewards include:

- Recognition for good effort in class and in houses on a public display
- The use of certificates and recognition charts to record and publicise achievement
♦ Group rewards to motivate individuals within the group
♦ ‘Special Mention’ assemblies
♦ Informing parents / carers / important people of notable successes
♦ Positive comments written on good work
♦ Special treats provided by staff for exceptional achievement
♦ The positive use of school reports to highlight achievement

(b) Sanctions
Although a sanction may stop a behaviour temporarily, there is no evidence that sanctions are sufficient in themselves to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable. Our sanctions policy therefore aims to deal with any poor behaviour that does occur in a way that halts it immediately and effectively but then moves back on to positive support and relationships as soon as possible.

Where possible, behaviour should be corrected without sanctions, by the young person:

♦ Talking the incident through with staff and acknowledging his mistake
♦ Carrying out the necessary action correctly and then being commended for doing so
♦ Making restitution where necessary

However, if one of the following criteria is met, then sanctions may be applied:

♦ the young person in unwilling to engage in any of the restorative actions identified above;
♦ the restorative action takes more than 15 minutes to complete;
♦ these actions are impractical; or
♦ the seriousness of the behaviour has to be emphasised.

Outlined below is a description of every specific sanction used at Wings and what they mean in practice.

In defining Wings’ approach to sanctions it is important to acknowledge that different circumstances necessitate different responses. A sanction that is appropriate and effective with one child in one set of circumstances may be inappropriate or ineffective in another, or with a different child.

(i) Minor sanctions

Any member of staff may impose a minor sanction and there is always an emphasis on using a graded response to the period of time used in order to promote individualisation for each young person. Every minor sanction may be increased in increments of as little as 1 - 5 minutes, subject to circumstances.

In promoting the distinction between home and school for our young people, no minor sanction may ‘crossover’ from education to care or vice-versa. These include:

Loss of school break involves a young person being restricted from spending their free time on grounds with other pupils. Where necessary a pupil should be supervised by the member of staff imposing the sanction.
School detention involves a young person spending an additional period of time with education staff during lunchtime or at the end of the school day. The time a pupil spends in detention should be used constructively and to best effect and may involve the completion of academic work, where appropriate.

Early bedtime involves a young person going to their room earlier than their usual quiet time, whereupon they would be able to utilise a period of 15-30 minutes before lights out.

Short term grounding involves a young person being restricted from participating in free time activities outside their own house. Young people may spend their free time watching television, listening to music, playing (computer) games, reading etc. and subject to risk assessment, participate in structured recreational clubs and activities.

Restorative action would involve a young person undertaking community tasks and/or making a financial contribution to the repair or replacement of something they have taken without permission or deliberately/recklessly damaged.

Supervised spending of pocket money would involve a member of staff having possession of the young person’s pocket money during offsite trips and considering the suitability of any purchase the young person wanted to make beforehand and then completing the transaction on their behalf if appropriate.

(ii) Major sanctions
These involve a serious loss of privileges and would only be used where there is an ongoing risk of sustained/extreme challenging behaviour which:

- is detrimental to the well-being of others including young people, staff and visitors; and/or
- culminates in significant damage to personal, school or children’s home property.

Major sanctions may only be imposed following consultation with a member of the Leadership Team.

These include:

- Long term grounding involves a young person being restricted from participating in free time activities outside their own house for an extended period of time. Young people may spend their free time watching television, listening to music, playing (computer) games, reading etc. and subject to risk assessment, participate in structured recreational clubs and activities.

- Close supervision involves a young person spending a period of time with a designated member of staff. Throughout the period of close supervision, a young person is required to accompany the designated member of staff while they fulfil their roles and responsibilities. The space and distance between the staff and young person will be based on individual circumstances and risk assessment.

Where appropriate, responsibility for supporting a young person on close supervision may be transferred from one designated member of staff to another, for example, to enable the young person to participate in recreational clubs with another member of staff or engage in a meeting with their key worker.

(iii) Other Sanctions
Subject to the limitations outlined below, senior staff may consider it appropriate to implement an individualised sanction more closely aligned with the nature, location and circumstances of the specific incident e.g. removal of electrical equipment or limited access to off-site visits. All sanctions must be reasonable, proportionate and time-bound.

In applying any form of sanction staff are required to inform the young person of the nature, duration and reason for the sanction and engage them in a positive and constructive dialogue to help them recognise the impact of their behaviour on others.
In addition to these measures, senior staff may decide to contact parents/carers (where appropriate) and local authority professionals for a discussion which, in extreme cases, might involve the young person being excluded from Wings pending decisions about his future.

**Sanctions must not include:**

- any form of corporal punishment including the unnecessary use of force;
- any punishment involving the consumption or deprivation of food or drink;
- any restriction on a child’s contact or communication with parents, relatives or friends;
- the intentional deprivation of sleep;
- humiliation (including any requirement that a child wear distinctive or inappropriate clothes);
- isolation;
- any measure which involves:
  (a) any child in the imposition of any sanction against any other child; or
  (b) the punishment of a group of children for the behaviour of an individual child

All sanctions must be recorded in detail on a ‘Record of Incident’ or ‘Record of Restrictive Physical Intervention’.

**(c) The Use of Withdrawal**

Wings does not use seclusion or time out, but we have adopted the practice of withdrawal which “involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.”

The use of withdrawal should be both reasonable and proportionate to the risks and behaviours concerned, taking into account the young person’s history in similar circumstances. It should also be remembered, however, that Wings has an equal duty of care to other young people and staff and a young person should not be allowed to return to normal groups while a reasonable possibility of physical or psychological harm to anyone exists.

Where appropriate the use of withdrawal will be incorporated into the young person’s written individual risk assessment and behaviour management plan.

**(d) Individual Welfare Support**

Where a young person’s behaviour generates an individual risk assessment with a high likelihood of harm, for example running away or self-harming, steps will be taken to communicate such information to parents/carers and relevant authorities as soon as reasonably possible (and in any event within 24 hours).

Where it is agreed that Wings is still able to meet the needs of the young person, pro-active strategies will be adopted to reduce the likelihood, and therefore risk, of harm, by identifying a member of staff with the necessary knowledge, understanding, skills and relationship to work with the young person on a one-to-one basis over a period of no longer than 48 hours.

The sole focus of individual welfare support is to engage with the young person in order to identify and address (where possible) any underlying issues or concerns whilst keeping them safe from harm. The process and outcome of any such work will be recorded and shared with parents/carers and relevant authorities in accordance with Wings’ policy and procedures.
Wings will also work in partnership with other agencies such as hospitals, general practitioners, and the Child and Adolescent Mental Health Service (CAMHS), where appropriate.

**Restrictive Physical Intervention**

Physical techniques of management are only carried out to prevent harm to young people or adults or serious damage to property and only after all non-physical means have been exhausted. They are carried out in an agreed, uniform manner following Team-Teach methods, including ways of avoiding restrictive physical intervention as far as possible.

In adopting the Team-Teach approach to behaviour management, Wings’ is fully committed to the key expectation that 95% of Team-Teach is about risk and restraint reduction. Positive handling techniques centre upon calm communication, diversion and de-escalation.

All incidents culminating in the use of restrictive physical intervention must be recorded and reported to parents/carers (where appropriate) and relevant authorities by a senior member of staff. The nature of communication may include email, fax, telephone, voicemail, or face-to-face conversation.

All incidents in which restrictive physical intervention or sanctions are used are recorded and then monitored by the Principal and Registered Manager.

There are regular reviews of our methods of managing unsafe behaviour with staff and the young people themselves and records are kept of the discussions and outcomes.

Team-Teach is a national organisation, accredited under the BILD Code of Practice for the use of physical interventions, which has developed approved methods of dealing with situations in which restrictive physical intervention might be required. Wings delivers its training programme to staff through in-house Advanced Team-Teach tutors; all of whom are obliged to act in accordance with Team-Teach Protocols and Code of Practice. All Advanced Team-Teach Tutors must successfully complete a 12 hour basic course, a 5 day Intermediate Trainer Course, a 4 day Advanced Trainer Course and a 3 day Advanced Trainer re-accreditation course every 12-15 months thereafter.

Only staff appropriately trained and authorised by the Principal and/or Registered Manager may initiate or lead the use of Team-Teach positive handling strategies. This will normally include all members of the Leadership, Education and Care Teams and associated ‘bank staff’. The Lead Tutor, is responsible for the co-ordination, monitoring and evaluation of the Team-Teach programme and maintains a list of those who have been authorised and the training that has been provided. Staff who have successfully completed the appropriate training programme receive official certification from the Team-Teach organisation.

Certificates are issued to all participants who pass the quiz, achieve full attendance and demonstrate appropriate attitudes, knowledge and understanding. Course members are supported by Team-Teach only in relation to the physical skills in which they demonstrated competence during training. Competence with regard to the physical techniques is defined as the “ability, within the training context, to perform a skill without being prompted.” Team work is assessed through the application of communication help scripts provided and physical activities throughout the course. Where appropriate, follow up support for individual participants would be discussed, agreed and recorded. Individually numbered certificates are issued to those successfully completing the course. All elements of trainees participation are individually recorded by the tutors and records stored securely. All staff trained in the use of Team-Teach strategies must attend refresher courses in accordance with Team-Teach Protocols.
LEADERSHIP AND MANAGEMENT

CONTACT DETAILS

17 a. Registered Provider

Wings Education Limited
Suite 3, Holmere Hall, Dykes Lane, Yealand Conyers, Carnforth, Lancashire. LA5 9SN

17 b. Responsible Individual

Mr. Paul Brosnan
Chief Executive – Kedleston Schools Ltd
G20 Lakeside House
1 Furzeground Way
Stockley Park
UB11 1BD

Qualifications
BBS; MBS

Experience
Paul has over eight years experience working in the care and education sector. During this time he has worked in Early Years settings and Special Schools. He founded Casterbridge Nurseries Ltd in 2004 and served as its chief executive and Responsible Individual until the company was taken over by a US corporation in 2012. From 2007 he began working with Special Educational Needs schools, initially through the Wings Schools, but then broadened his input to the Arc Schools in the West Midlands, Shapwick School in Somerset and the Leaways School in London. These schools have a common parent company – Kedleston Schools Ltd where Paul serves as chief executive. The group employs c. 400 staff and works predominantly with children with SEBD and SpLD in both day and residential settings.

17 c. Principal

Mr. Donagh McKillop
Wings School
Whassett
Milnthorpe
Cumbria. LA7 7DN

Qualifications
BPhil Catholic Certificate in Religious Studies (CCRS)
DipSW NVQ Assessors Award D32/33
PQSW

Experience
Donagh is an experienced Principal in the SEBD sector having previously led and managed a large residential school and more recently was instrumental in the opening of a new SEBD day school in Liverpool. He places the success of working within this sector as listening to and acting upon the views of young people, staff, parents/carers and placing authorities and has always ensured that young people are offered an education that will best prepare them for the future.

Donagh has additional experience of holding positions as Deputy Head and Head of Residential Services. Outside of work he is an ordained Deacon within the Archdiocese of Liverpool, allowing him to empathise and understand the needs of families and children.

Donagh is also a Governor in an oversubscribed secondary school and a local primary school in Liverpool.
17 d. Registered Manager

Position Vacant

Qualifications

Experience

18. Experience and qualifications of staff working at the children’s home

For details of the experience and qualifications of staff working at the children’s home, including any staff commissioned to provide education and health care, please see Appendix A and Workforce Plan.

19. Management and staffing structure of the children’s home

Staffing (As at May 2016)

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Deputy Head Teacher</td>
<td></td>
</tr>
<tr>
<td>Assistant Head Teacher</td>
<td></td>
</tr>
<tr>
<td>Teachers (11)</td>
<td></td>
</tr>
<tr>
<td>Higher Level Teaching Assistants (2)</td>
<td></td>
</tr>
<tr>
<td>Learning Support Assistants (6)</td>
<td></td>
</tr>
<tr>
<td>Care Administrator &amp; Exams. Officer</td>
<td></td>
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<tr>
<td>ICT Technician p/t</td>
<td></td>
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<tr>
<td>Registered Manager</td>
<td></td>
</tr>
<tr>
<td>Head of Care / Interim manager</td>
<td></td>
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<tr>
<td>Deputy Head of Care</td>
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<tr>
<td>Pastoral Manager</td>
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<tr>
<td>Shift Co-ordinators (2)</td>
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<tr>
<td>House Managers (5)</td>
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</tr>
<tr>
<td>Deputy House Managers (5)</td>
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<td>Senior Care Workers (5)</td>
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<td>Night Support workers (13)</td>
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<tr>
<td>School Nurse</td>
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<tr>
<td>Health Care Assistant</td>
<td></td>
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<tr>
<td>Finance Assistant</td>
<td></td>
</tr>
</tbody>
</table>
Administration Team (4)
Maintenance Team (2)
Domestic Team (12)

All professional staff working directly with the children are trained in Team-Teach skills, Safeguarding, Child Protection and Whistle Blowing and First Aid. Further, all care staff undertake Diploma for the Children and Young People’s Workforce Level 3, Administration of Medication and Food Safety training. Senior care staff can undertake appropriate advanced training as appropriate to their role and responsibilities. Support staff receive introductory training in Safeguarding, Child Protection, Whistle Blowing and Health and Safety.

Organisational Structure

Wings is committed to ensuring that there is always adequate staffing in place which is sufficient to meet the needs of the children accommodated.

During the school day in term time, the needs of the children are met by the Teachers, Higher Level Teaching Assistants and Learning Support Assistants, on an average ratio of 3.5 children to 1 adult. During the evenings and weekends in term time, children are looked after by our qualified and experienced care team, on an average ratio of 4 to 1. At night, in the residential houses, a member of the care team sleeps in each residential house and/or a waking night Care Worker is in attendance. This ‘Night Attendant’ comes on duty at 10.00 pm and leaves at 8.00 am in term time. In the Independence Bungalows, there is always a member of the care team sleeping in or a waking night Care Worker in attendance. Therefore, there would normally be a minimum of 8 staff available on the site, one of whom would be a senior member of staff, e.g. House Manager.

Each care team is led by an on-site Duty House Manager with access to an on-duty/on-call senior member of staff from the following group: Principal, Deputy Head Teacher, Registered Manager, Head of Care, Deputy Head of Care or Pastoral Manager.
A substantial ancillary staff team are available to support the ‘looking after’ of the children at Wings. In circumstances of significant staff absence cover would be provided by members of another staff team or, in exceptional circumstances, by agency staff.

Please note that at any one time no more than half the staff on duty would be from an external agency and no member of staff from an external agency would ever be alone on duty at night.

**Supervision, Training and Development**

All staff undertake a comprehensive induction programme that includes safeguarding and child protection, reporting and recording and health and safety. All staff are made aware of their roles and responsibilities and to whom they are accountable. They receive regular supervision and support from their line manager, whose responsibility it is to keep a signed record of formal supervision meetings.

Training needs are identified in consultation with staff members and addressed through both internal training programmes and external providers. There are five formal training days in addition to the above.

All staff have their performance appraised by their line manager, on at least an annual basis. Targets are set for the coming year and form part of the individual’s personal development plan.

**CARE PLANNING**

**20. Admissions criteria including policy and procedures for emergency admission**

Admission decisions are made in co-operation with representatives of the referring local authority and parents / carers of the children. Places are offered on the basis that we believe the services and facilities at Wings can meet the needs of the young person.
Wings recognises its obligations under the Equality Act 2010, which incorporates and builds upon the Disability Discrimination Act 1995 and Special Educational Needs and Disability Act 2001 (SENDA), and is committed to promoting the equality and diversity of all those it works with especially its prospective, current and former pupils / young people. Wings will make every possible effort to comply with the requirements of the Act and its subsequent provisions.

We do not accept children on emergency placements.

We do not accept children who have a history of significant criminal behaviour.

On receiving a referral the Principal and/or Registered Manager requests relevant documentation from the referring agency. They also keep information passed on via telephone conversations. It is often useful for the referrer or parents/carers or both to arrange a visit without the young person in order to form their own opinions of the suitability of a placement at Wings for the young person.

On the basis of the above, a decision is taken as to whether it is appropriate to invite the young person to Wings, accompanied by parents/carers or relevant professionals for a visit. The ‘interview’ is always structured to ensure that it is non-threatening and an extremely child friendly and child focused event. The visit usually lasts between 2 – 3 hours and includes arrival refreshments and lunch.

Decisions to proceed to an offer of placement or not are then taken in light of the additional information gained at this stage.

21. Privacy and Access

The privacy of our young people is promoted through the homes ethos, we believe that their right to privacy should be protected. The young people have their own bedrooms which is respected by all staff as their private space and staff do not enter unless invited in.

The only time that staff would enter the young person’s bedrooms uninvited is in the event that the young person may be trying to harm themselves, cause considerable damage to property or have a safeguarding concern.

In the event that staff have to enter a young person’s bedroom under these circumstances, staff remain sensitive to the fact that this is the young person’s private space and try to resolve the concern as quickly as possible.

If staff have significant concerns that would require them to conduct a room search then the young person is consulted with and asked to be present, staff fully explain the concerns to the young person and give them the opportunity to hand in the item of concern. Staff carry out any room search mindful of not being intrusive into the young person’s belongings, they are careful when handling items and ensure that nothing gets broken or made untidy.

Young people have access to all appropriate areas with in the home, including the kitchen and lounge areas. The young people are encouraged to make good and proper use of the spaces and this creates a homely environment. The home does not lock kitchen, lounge and bathroom areas restricting access and would only do so in the event of a significant safeguarding concern which would then be reviewed and revised.

The home recognises that our young people have the right to access as much freedom as is suitable for their age and abilities and independence and appropriate socialising is promoted by all staff with safeguarding the young person in mind. Alongside this individualised work is carried out with the young people to ensure that they have the knowledge and a good understanding of how to keep themselves safe and make positive choices. The home understands the need for young people to take measured risks and to
learn and develop, make appropriate friends and become independent, the home promotes this but in a way that is balanced with the need to keep all our young people safe.

APPENDIX A - Experience and qualifications of staff working at the children’s home
In the interests of data protection and confidentiality, access to this information is restricted to those with a legitimate right of access to staff records including regulatory authorities. For further information or to obtain a copy of Appendix A, please contact the HR Manager, f.oldfield@wingsschool.co.uk