



brantwoodspecialistschool

The Coach House

Statement of Purpose

Brantwood Specialist School

The Coach House

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Sheffield

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www.rmt.org

Brantwood Specialist School Ltd. (company) is a wholly owned subsidiary of Ruskin Mill Trust (charity).

Proprietor of the School: Aonghus Gordon

Responsible Individual: Sarah Marshall
Headteacher: Eric Knutsen
Senior Head of Care: Rosemarie Hull

Registered Provider of the Children's Home:

Brantwood Specialist School Ltd
Ruskin Mill,
Millbottom,
Nailsworth,
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Gloucestershire,
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www.rmt.org

Registered Charity Number 1137167. Company Number 7252866.
Ruskin Mill Trust Ltd, a Rudolf Steiner Charitable Trust, operates:
Ruskin Mill College including Plas Dwbl Farm College, Glasshouse College,
Freeman College, Brantwood Specialist School and Transform Residential Ltd.

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Welcome to Brantwood's Residential Children's Home - The Coach House

Brantwood is an independent specialist school for children and young people aged 7-19 with complex difficulties, particularly Autistic Spectrum Condition, including Asperger Syndrome, attachment disorder, PDA (Pathological Demand Avoidance syndrome), ADHD and those deemed 'hard to engage'. The Coach House offers up to 52 weeks' care provision, and respite care. The residential provision has been graded by Ofsted as "Good".

Young people, presently, can only reside at the Coach House if they attend Brantwood Specialist School. Brantwood Specialist School's last full inspection was rated 'Good' by Ofsted on 10th March 2020.

Brantwood specialist school has The Coach House which offers 4 residential placements, between 38 and 52 weeks, as well as an education day provision to students from neighbouring local authorities.

This Statement of Purpose provides an overview of Brantwood Children's Home. It is our statutory duty to produce this document, under the Care Standards Act 2000, Children's Homes Regulation and Quality Standards 2015, but we hope it will also provide you with some helpful information about what we do.

Further information is available on our website at www.rmt.org, and in our Prospectus, which you can download via our website. You can obtain a printed copy of our Prospectus from the Referrals and Admissions team, who could also arrange for you to visit Brantwood, if you would like to find out more about us in person.

The Senior Head of Care is Rosemarie Hull

The Responsible Individual is Sarah Marshall

The Head Teacher is Eric Knutsen

Vision, Values and Purpose

Our Vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

To grow and engage confidently and respectfully as adults.

Our Values

We value the capacity for re-imagination present in all people, towards positive change and development.

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We provide young people with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

Our Purpose

'To support and care for young people with Special Education Needs to thrive and develop personally, to realise their potential, to be well prepared for adulthood and as independent as they are able. To make a positive contribution to society'.

'We do this by providing personalised care and transition planning and holistic experiences which enable the young people in our care to develop their learning, independence and socialising skills and to form positive relationships'.

Directors of Brantwood Specialist School

Helen Kippax MSc, HNC: Helen attended school in Sheffield and went on to study Institutional Management at Sheffield Polytechnical College. Following a career in social services as a Home Help Organiser and Homes Advisor, she left to have her family of three children. During this time, she helped to open and run a Steiner school in Sheffield.

As a mature student, Helen attended Chesterfield College and gained an HNC in fine art. She then ran her own gallery as well as helping her husband with his own business in the plastics industry.

In 2004, Aonghus Gordon asked Helen to help him establish the third college for Ruskin Mill

Trust, which became Freeman College. As the Principal Helen led Freeman College until 2012. She has also gained an MSc in Practical Skills Therapeutic Education from University West of England and continues to support and research the method of PSTE as a Trustee for Ruskin Mill Trust.

Aonghus Gordon - Aonghus Gordon spent his formative years in Venice. He attended Rudolf Steiner schools and completed a BA in Ceramics and Art History followed by teacher training, gaining a Post Graduate Certificate in Education at Breton Hall, Leeds in 1981. Aonghus completed his MEd, with Distinction, in 2012 from Rudolf Steiner University College in Oslo. Aonghus travelled extensively before settling down in 1982 to renovate Ruskin Mill, just outside Nailsworth in Gloucestershire. He founded the Living Earth Training Course in 1984, co-founded Waldorf College in Stroud in 1999, established the Glasshouse College in Stourbridge in 2000, co-founded the Makhad Trust for endangered nomadic tribes, particularly in Sinai and Tibet, in 2003, established Freeman College in Sheffield in 2005, Clervaux Trust 2009, Coleg Plas Dwbl 2010, Brantwood Specialist School in Sheffield in 2011 and Argent College in 2015. The Field Centre opened in 2013 and is a centre for academic and practical Research with reference to the Trust's unique method - Practical Skills Therapeutic Education (PSTE). Aonghus and the Field Centre research team have secured collaboration with Inland Norway University of Applied Sciences (formerly University of Lillehammer) to run a Master's programme in 'Practical Skills Transformative Learning', which commenced in September 2016.

Aonghus was awarded Social Entrepreneur of the year in 2005 by Ernst and Young and two documentaries have been made on his work and the work of Ruskin Mill Trust - Last Chance Saloon (a documentary for ITV), and Inner Journeys – Aonghus Gordon (a documentary for HTV by Jonathan Stedall). Aonghus lectures internationally, in particular in the US, and initiated a new venture in Sacramento, California – Meristem College – that opened in September 2015.

Aonghus is a member of the Anthroposophical Society of Great Britain and a member of the Guild of St George. He was the Founder of Ruskin Mill Educational Trust and is now the Executive Chair of Ruskin Mill Trust, and Chair of its Board of Trustees.

Rosemarie Hull – Rosemarie Hull has over thirty years' experience working within various social care and hospital settings, both with young people and adults with complex support and health needs.

Prior to joining Ruskin Mill Trust, Rosemarie worked as a registered manager for a specialist CSE provision supporting children in trauma. This required close partnership working with the region's specialist CSC school, therapeutic practitioners, LADO, Local Authority Social Services, LAC Health Practitioners, the Police, Ofsted and other key stakeholders.

In 2019 she worked as a Regional Area Manager overseeing supported living projects and residential homes for both adults and young people with complex needs including learning disabilities, high functioning autism, ASD, PDA, anxiety and mental health needs. Her role

involved identifying new acquisitions namely properties accessible to individuals with a physical disability.

Rosemarie has worked in role of Registered and Senior Manager for many years, both working under CQC and Ofsted regulators. Her experience has included setting up and managing new services including children's homes, a domiciliary care agency, supported living projects and developing an observational/Supervised Contact Centre for LAC children and their families.

Rosemarie is a Registered Social Worker and has achieved the L4 Diploma in Managing Health & Social Care Services and is currently undertaking the L5 Leadership and Managements Diploma.

Since joining Brantwood Rosemarie has undertaken a robust induction and training programme including Safeguarding Children and Safeguarding in Education, Prevent, Health & Safety, Equality & Diversity, MAPA, Mental Capacity & Deprivation of Liberty safeguards and GDPR. Rosemarie is currently competing Medication training and other additional training including Safer recruitment.

Joanne Wilson- Joanne Wilson has worked within the Children and Families sector for approx. 25 years. Her work began as an Ofsted registered childminder caring for children with Autism, learning difficulties and disabilities. Joanne moved on after 10 years to secure a position with the Local Authority as a respite & residential care worker, supporting Children with Autism, SEMH, SEND & EBD.

Joanne joined BSS after 9 years of working with the local authority and commenced employment at the Coach House, where she remained for approx. 3 years before moving overseas to live in Dubai and working as an executive nanny. Her role involved supporting a young person with a brain injury, with all aspects of daily living. Joanne's role also included delivering extensive therapy programmes and meeting health appointments worldwide. Joanne returned to the Coach House in 2019 in role of Residential Support Worker and has recently progressed onto become a Senior Residential Support Worker. Joanne has achieved her Level 3 in Children's Learning and Development and has also attained a level 3 in Health and Social Care.

Joanne has completed the following training whilst employed by the Coach House: Safeguarding online (Nimble-L2 IPP/C/A), Safeguarding Initial Face to Face (L2 IPP/C/A), Prevent, Health & safety, Equality & Diversity, MAPA, Mental Capacity Act & Deprivation of Liberty Safeguard's Safeguarding Full Training (L2 IPP/C/A), Safeguarding Children in Education E-learning, L3 Safeguarding (for DSL/DSD's, Children & Adults), First aid, Medication Online, Medication Face to Face, Infection Control, L2 Food Hygiene and GDPR (Data Protection).

Christine Marsh - Christine Marsh was employed as a bank resident support worker which involved providing day to day care for individuals with psychosocial needs. She went on to take up employment supporting unaccompanied asylum seekers, supporting their emotional needs and working with them through their transition into the community. In 2014 Christine became an English language Teacher for students attending college and in Grade 6, during her time whilst living in Sweden.

Christine has completed the following training whilst employed by the Coach House: Safeguarding online (Nimble-L2 IPP/C/A), Safeguarding Initial Face to Face (L2 IPP/C/A), Prevent, Health & safety, Equality & Diversity, MAPA, Mental Capacity Act & Deprivation of

Liberty Safeguard's Safeguarding Full Training (L2 IPP/C/A), Safeguarding Children in Education E-learning, L3 Safeguarding (for DSL/DSD's, Children & Adults), First aid, Medication Online, Medication Face to Face, Infection Control, L2 Food Hygiene and GDPR (Data Protection).

Brantwood Board meetings are held once a term, where the Coach House is an agenda item. These meetings are recorded and the minutes can be made available to Ofsted if required.

The governance and senior leadership structure is attached in appendix I

Referrals, Admissions & Transitions

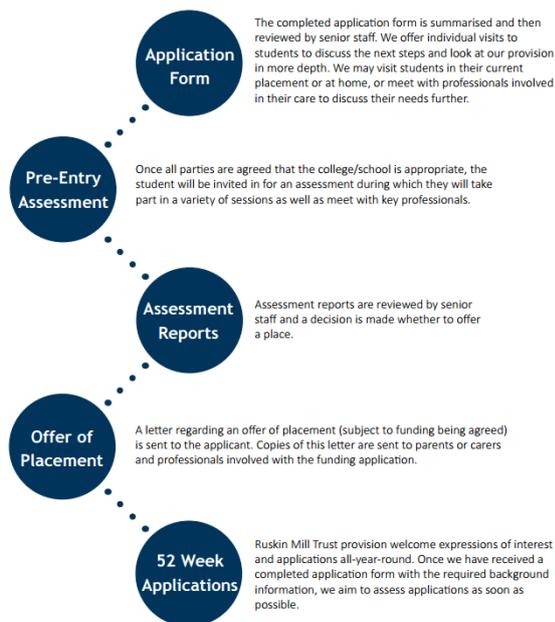
Referrals are made through our Business Development Managers – The admissions team.

Parents and Local Authorities are welcome to arrange to visit both the school and the Coach House (when the young people are not in residence).

Assessment process and criteria

Admission to Brantwood and the Coach House is based on the provisions being able to meet the needs contained within a child's Education Health & Care Plan (EHCP) and any existing care plans. The admissions team gather as much information as possible from Education, Health and Care, historical and up to date information to provide the admissions team and Senior Leadership Team to agree visits and possible assessments if we can meet the needs of the young person. The Head of Care will also do an Impact Risk Assessment before any assessment is offered, this is used as a compatibility tool for both the young people already residing and the young person being referred.

A member of the admissions team, Head of Care and Head Teacher will then arrange to meet a child and their family or carers. These assessment visits normally take place where the child is currently placed i.e. at a school, home or care provision. When it is agreed in principle that the school and residential provision can meet the needs required we offer on-site assessment visits to both Brantwood and the Coach House, the residential assessment is over a period of three days, two overnight stays. Where an intense assessment can be completed. Based on the outcomes of our assessment, we make a final decision as to whether we can offer that child a placement, this may be conditional or definite.



Our dedicated and highly experienced admissions team based at Sheffield, guide and support applicants and their advocates through each stage of the admissions process. Call 0114 250 0036 or email Admissions today to discuss a placement, request an application form by post or to visit one of our sites. Application forms available for download from www.rmt.org

Restrictions

Brantwood Residential provision cannot take emergency placements.

Transitions and Placement Planning

Each young person is able to stay at The Coach House until the end of the academic year in which they are nineteen (If stated on their EHCP). Our staff work closely with the young person, their family, school team and Local Authorities. Transition planning starts from the young person being admitted into the Coach House. Key workers work closely with the young person to support them to think about their future, identify their goals, identify and plan with the young person what we need to do to support the young person to achieve their potential to transition into adult services.

Local Facilities and Leisure Activities.

Brantwood is a large Victorian villa situated in the Nether Edge area of Sheffield. It has operated as a school for many years and was extensively extended in 1990 as a day school. It was extensively refurbished and equipped with new classrooms, craft workshops and therapy rooms, together with residential accommodation, ready for the first intake of young people in September 2011. The large gardens are securely walled and fenced and provide a range of outdoor teaching and recreational spaces for activities that can be challenging and stimulating or relaxing and peaceful.



Nether Edge is a peaceful residential village with a good range of shops and businesses a short walk from the school and with regular public transport to the centre of Sheffield.

For up to four young people there is residential accommodation available on the school site in the converted Coach House. The model for the accommodation is that of an extended family home, a safe and secure environment to grow up in and the opportunity for young people to progress residentially, reflecting their transition into independence. Residential and day students come together for their subject-based education on weekdays with a school curriculum centered on arts and crafts and practical skills. Teachers at Brantwood provide both group and one-to-one sessions in all subjects. The sessions are cross-curricular and particularly the core subjects of literacy, numeracy, science and ICT are fully embedded in order to make them accessible to students who had difficult experiences with formal education. Therapies such as speech and language, art, movement (eurythmy), massage, occupational therapy and health consultant advice maybe woven into each young person's timetable, according to their needs.

For the young people who stay at the residence throughout the year there are pre planned, well organised holiday programmes with time and support for hobbies; regular outings and excursions as well as just relaxing and pursuing personal interests.



Both school and Coach House celebrate festivals throughout the year influenced by the seasons and the world faiths. Experiencing this rhythm of festivals is of real therapeutic value to the young people and strengthens their sense of belonging as well as their positive relationship with the world. Other in-house activities take place including drama performances and sports. In addition, many activities are available both outdoors and in in interaction with the local community. These include walking and climbing in the Peak District and visits to museums, cinemas, theatres, local churches and other places of worship, sports venues and clubs as well as city breaks which involve overnight stays.

The Practical Skills Therapeutic Education Curriculum

Since its beginnings, hundreds of young people have benefitted from the Trust's innovative Practical Skills Therapeutic Education (PSTE) method that draws its inspiration from the insights of Rudolf Steiner, John Ruskin and William Morris. Through engaging with crafts, many of which are specific and connected to the history of the location, the learner is immersed in a whole therapeutic process from beginning to end. Through these processes they learn more than purely academic and functional skills but also transferable work skills, independent living skills and, most importantly, they learn to value themselves and others again.

Stage I - Overcoming barriers to learning



Through our apprenticeship model, young people are helped to identify and work through their barriers to learning.

By supporting them to engage with practical skills and communicate both challenges and achievement, young people learn the first steps in following instructions, respecting social boundaries and observing safety protocols.

Stage 2 - Becoming skilled



As confidence and self-respect grow through practical and social achievement, levels of support are reduced according to need while simultaneously offering new challenges to widen their skill-base.

This includes a variety of internal work experience, accreditation and qualification opportunities to support their goals to future work and independent living.

Stage 3 - Contributing to community



This stage is focussed on outward-facing social and vocational enterprises and opportunities offered through both the day and residential programmes.

External work experience, social enterprises, leisure programmes, living skills, cultural and social activities are all tied into their goals and pathways through college and transition out into their communities.

Contributing to Community

The three-stage process is translated into a bespoke study plan for the young person aligning to agreed outcomes and integrated into both day and residential provision, as appropriate.

It is important to note that the student's movement through the three stages is not time bound but driven by the student's own ability.

The Coach House



The home has an open plan dining and lounge area with kitchen which is partially covered by a glass roof allowing for plenty of light as well as doors opening onto a patio area. There are four bedrooms most with en-suite bathrooms and a quiet room. It has a lovely modern kitchen and a raised bed patio area, where herbs and flowers are home grown.



Residential Care

Young person profile

All young people at Brantwood have a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) and these objectives inform their internal documentation. Individual staff are identified as keyworkers and update the live young person files regularly. Young people's folders consist of residential care plans, individual outcomes and keyworker sessions, health action plans, risk assessments, emergency plans, transitions and Independent Living skills assessments. Educational information, timetables, education and care reviews (Progress and LAC), correspondence, financial information, daily logs and contact lists.

A safe environment

To ensure safety of all young people and staff the following measures are put in place:

- During the daytime all visitors have to report to reception on entering the school building. At night-time visitors would need to identify themselves through the speaker phone at the gate at the Coach House before entering the grounds.
- CCTV is in operation on the exterior areas of the school. This deters potential intruders and provides the school and Coach House with a record of any intrusion or unwanted events.
- All computers are fitted with software to ensure the safe usage, prevent access to inappropriate websites and to safeguard the welfare of the young people and to ensure the appropriate use of the equipment; all E-mails are scanned as part of this process (see IT and acceptable use policy).
- All doors in the Coach House have a security system that regulates who has access to which area. This enables young people to have access to their own bedroom and the quiet room, when they want but prevents them having access to other rooms or areas of the building that they are not allowed to be in without permission.

Health & Nutrition



The Coach House is supported by a range of health professionals. We have an enhanced agreement with our local GP surgery where our young people are registered. The GP will also visit the young people in the home if they are unable to visit the surgery and prescribe over the phone where appropriate. We are also supported by our local opticians, continence service, dentist, psychiatrist, LAC nurse and our wider

clinical and therapy team.

Nutrition

The Trust has a food and nutrition policy which, both The Coach House and school believe that a well prepared, wholesome and nutritious food is fundamental to a person's health and well-being and this is part of our philosophy. Wherever possible we encourage children to eat more whole foods and support an extensive range of diets based on medical, religious and cultural needs. We source food locally, including organic and biodynamic products from vegetables grown by our own students at the local trust owned farm and nursery, High Riggs. Most of our vegetables come from here weekly.

We are committed to providing a healthy diet and living environment, with particular focus on the very specific dietary needs of our young people, so we maintain an active interest in the latest research in this area.



Our care staff

The residence has its own dedicated team of staff, led by an experienced Residential Manager. The number of staff on shift at any one time is dependent on the number of young people living in the home and their assessed needs.

Some may receive extra staffing hours, through Education, Social Care or Health funding. There is always a hand-over period between each shift, for the exchange of information between staff.

Care Staff Recruitment

We have a central Human Resources department and ensure that our staff recruitment and vetting procedures are comprehensive and thorough. We operate an Equality Policy for staff recruitment – this is available on our website and on request.

Applications

All applicants for employment are required to complete a comprehensive application form detailing their employment history, qualifications and experience – including agency staff applying for vacant posts, or existing employees applying for promotion or transfer. All candidates must disclose any criminal offences and consent to an enhanced Disclosure and Barring Scheme check. Brantwood follows the 'Safer Recruitment' guidance.

Selection

Applicants undergo a detailed interview and assessment process to determine their suitability for position they have applied for. This includes a face-to-face interview, house visit and role specific selection tests. We ensure that at least one member of the interview team is safer recruitment trained.

Induction and Training

New staff are appointed on a six-month probationary contract, during which time they must complete our formal induction programme. In addition, if their appointment was made on condition they complete or commence a particular qualification route, this too is monitored.

The Coach House Induction Programme for care staff is undertaken for the first six weeks of employment. Throughout this period, staff are supervised on shift by experienced care staff, and are supervised by the Head of Care. Staff are required to complete an induction workbook covering quality standard requirements and additional residential-specific content. Each inductee within the first week has to complete online safeguarding and prevent training also Health and Safety and fire safety.

Mandatory Training: Safeguarding, Health & Safety, First Aid at Work, DOLS Induction, Infection Control, Food Hygiene, Fire Safety, Safe Handling of Medication, Prevent, Databridge. All new care staff without a suitable qualification are registered for Qualification Credit Framework – Residential Child Care Level 3 or equivalent

The Coach House are fully committed to ensuring our staff are trained and competent at a level commensurate with their role and job description. The experience of each staff member, and their qualifications, is provided to parents/carers prior to admission.

Care Staff Qualifications

Head of Care

QCF level 5 Leadership and Management.

MAPA Instructor.

Safeguarding lead.

Residential support workers

It is expected that all staff will hold NVQ 3 or QCF Level 3 in Residential Child Care. If they are unqualified, they are registered and begin working towards a QCF Level 3 Children's Health and Social Care Certificate this should be completed within eighteen months of the start date.

All staff have to keep up to date with ALL mandatory training specific to legislation and Trust's Ethos and values.

Specific staff qualifications can be seen in the meeting the staff booklet.

Continuing Professional Development

In addition to the core training provided for all care staff, we continue to develop our staff and their commitment to, and confidence in, the roles they perform in supporting our young people.

MAPA (Management of Actual or Potential Aggression)

All new staff attend a 1-day theory, a 1-day Practical and Physical Intervention Training Course. Staff in child-facing roles attend a 1-day annual MAPA re-accreditation. MAPA is a holistic approach to working with individuals who challenge, enabling staff to engage in proactive methods of behaviour support and de-escalation techniques and to develop an understanding of approaches to preventing a crisis.

The internal organisational debriefing team is also MAPA trained and provide a support framework for those involved in difficult or traumatic incidents, and seeks ways to improve as a result of our learning from such incidents.

Care Staff Supervision

Monthly staff supervision takes place every month for all staff members to ensure staff are supported and developed and compliance is met in regards of Regulations. This enables the development of the team whose working style is characterised by calmness, openness, confidence, professionalism and role-modelling.

Complaints and compliments

Brantwood School / The Coach House recognises that it is important for young people, their parents or carers and others to be able to make complaints about the school or the residential provision, and to have those complaints fairly and rigorously investigated. The school's/Coach House use the same Trust's policy and procedures, complaints and representations procedure and the Students' Guide outline the details of those procedures.

Young people are made aware of their right to make complaints within the school and home also by our independent inspector Regulation 44 visitor, to their family, their placing authority, Ofsted or IRO. Young people can make complaints verbally, in writing or by email to school/home staff. These are kept in a locked cabinet. The Head teacher and Head of Care monitor any complaints made, the investigation, actions taken and the outcomes

are reviewed. Parents, carers and Local Authorities have full access to the school/home complaints procedures.

Brantwood/the Coach House hope that it will receive compliments and positive feedback from students/young people, their parents/carers, relatives and friends, and from the agencies that have arranged the placements. Any compliments received will be recorded in the compliments file.

Behaviour Support

Brantwood/the Coach House is established with a skilled and experienced staff team and a range of specialist facilities. These are designed to meet the care needs of children and young people with a broad range of learning, emotional and behavioural difficulties that have impacted on their ability to engage in society and social settings. Students usually have a statement of special educational needs (SEN) and are placed and funded by Local Authorities.

Brantwood/the Coach House comprehensively sets out within its Behaviour Support Policy procedures for supporting our young people's emotional and behavioural needs.

When we work with young people with challenging behaviours, we work to determine the roots of the problem and use crisis prevention and de-escalation techniques. All staff are trained in MAPA (Management of Actual or Potential Aggression). Using the underpinning values and philosophy of MAPA which are the Care, Welfare, Safety and Security of both the young people and staff. Demonstrating dignity, respect and empathy in a non-judgemental approach.

Sanctions are set out in the Behaviour Support, Sanctions and Physical Intervention Policy together with sanctions that are not allowed.

All sanctions or physical interventions are recorded and signed by a senior member of staff.

The use of physical intervention can present a risk to young people and staff, therefore physical intervention is only used as a last resort where there is a risk of significant harm to the young person and others and it is most likely to improve the situation.

Any incidents where physical intervention has been used should be reported to parent/carers and local authorities.

Bullying and Discrimination

All young people need to feel safe, respected and valued by their peers and adults in order to learn and achieve their full potential. Brantwood School/the Coach House are committed to providing a caring, friendly and safe environment for all of our young people so they can live in a relaxed and secure atmosphere.

Bullying is an anti-social behaviour that may be considered to be abusive and fall within the parameters of the safeguarding policy and procedure. We have a range of specific policies and procedures in relation to anti-discrimination and bullying. Bullying is an abuse of power over others and can include the same symptoms as emotional and physical abuse.

Working proactively, use the following methods to prevent bullying:

- 1-1 key work sessions/mediation meetings
- Requiring young people to sign behaviour contracts if they have the capacity to do so, as part of their individual behaviour support plans
- Requiring young people to participate in anti-bullying workshops. These may include discussions about bullying, role play, writing stories or poems or drawing pictures about bullying and reading real life stories about bullying

Safeguarding/Child Protection/Missing from care

To ensure we effectively protect and safeguard the young people in our care we follow the principles and policy's set out below;

- Safeguarding is about protecting children and adults at risk from abuse; preventing impairment of their health or development; ensuring they grow up in circumstances consistent with the provision of safe and effective care; and taking actions to enable them to have the best outcome.
- The welfare of children and adults at risk is paramount.
- The protection of children and adults at risk is **everyone's** responsibility.
- All children and adults at risk – whether they have a protected characteristic or not - have the right to protection from significant harm.
- All allegations and suspicions of abuse will be taken seriously and responded to swiftly and appropriately in a timely fashion.
- Brantwood School/the Coach House will follow statutory and specialist guidelines in working with children and adults at risk when responding to all allegations and/or suspicions of abuse.
- The Trust seek to support all those affected by abuse.
- In respect of safeguarding individuals from radicalisation, the Trust works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for young people through referrals to the Channel Programme.
- It is recognised that Peer on Peer abuse may take place, and the Trust will do all it can to prevent this through education and the use of appropriate sanctions. The Trust will never tolerate or pass this off as 'banter' or 'part of growing up'.
- We use individual emergency plans for young people deemed 'missing from the home'.

Brantwood – The Coach House Policies Index

Below is a detailed list of Brantwood – The Coach House policies, which are available upon request:

Admissions Policy and Procedure
Allegations Made Against Staff and Volunteers
Anti-Bullying Policy and Procedure
Behaviour Support and Sanctions Policy
BSS Anti-Bullying Strategy
BSS First Aid Policy and Procedure
Code of Conduct Brantwood Specialist School
Complaints Policy and Procedure
Epilepsy Policy and Procedure
E-safety and Social Media Policy and Procedure
Food and Nutrition Policy
Health and Safety Policy and Procedure
Health and Wellbeing Policy and Procedure
Incident and Concern Reporting Policy and Procedure
Information Sharing and Confidentiality Policy and Procedure
Lone Working Policy and Procedure
Managing Students and Service Users Money Policy and Procedure
Mental Capacity Policy and Procedure
Missing Student Policy and Procedure
Online Safety Policy and Procedure
Personal and Intimate Care Policy
Prevent Strategy
Prevention and Control of Infection Policy
Prohibited and Banned Items Policy and Procedure
Risk Assessment Policy and Procedure
RMT Secure Electronic Communications Protocol
Safeguarding and Child Protection Policy and Procedure
Safer Recruitment Policy and Procedure – IT
Sexual behaviour and Sexual Health Policy and Procedure
Staff use of Social Media Policy and Procedure
Whistleblowing Policy and Procedure