

The Coach House

Statement of Purpose



The Coach House - URN-SC423753

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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
Executive Principle:	Alan Harrison
Senior Head of Care:	Rosemarie Hull

Registered Provider of the Children’s Home:

Brantwood Specialist School Ltd
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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 the Coach House & Brantwood School



Brantwood is an independent specialist school for children and young people aged 7-19 with complex difficulties, particularly Autistic Spectrum Condition, including attachment disorder, demand avoidant behaviour, Attention Deficiency and Hyperactivity Disorder and those deemed 'hard to engage'. The Coach House which is adjacent to the school offers up to 52 weeks' care provision and, was graded by Ofsted as "Good" in Feb 2022.

Young people can only reside at the Coach House if they attend Brantwood Specialist School.

The home 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 the Children's Home and it is our statutory duty to produce this document, under the Care Standards Act 2000, Children's Homes Regulations and Quality Standards 2015. Our primary objective is to provide you with 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 Executive Principle is Alan Harrison

About Us

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 openness, goodwill, tolerance and treating individuals with dignity and respect

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

Is to provide a holistic and nurturing living and learning experience with particular reference to Holistic Support and Care as developed by Ruskin Mill Trust.

‘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’.

We provide an opportunity for children and young people to learn and grow from experiences providing secure relationships

Our practice is delivered through holistic support and care drawn from the seven life processes that Rudolf Steiner articulated

To complement the experiences of the child we can underpin the child's journey through a 24-hour curriculum incorporating experiences of the land, practical skills, and a therapeutic environment provided in the homemaking impulse of our care provision

We provide an environment infused with rhythm and warmth, health and nourishment as the foundations for the development of trusting relationships

Parents and carers are confident that their child's needs are continuously met

Parents and carers actively contribute to every stage of their child's journey

Board of Trustees

Chair of The Trustees - Helen Kippax MSc, HNS: 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.

Founder and Executive Chair of Riskin Mill Trust - Aonghus Gordon Med, FRSA 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, 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, particularly in the US. He initiated a new venture in Sacramento, California – Meristem College – which 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.

TRUSTEE - Vivian Griffiths brings knowledge and experience of biodynamic agriculture and Camphill Communities to Ruskin Mill Trust. Vivian was involved in Camphill Communities since 1972 where he started as a young co-worker at Botton Village. His passion for gardening led him to establish and work on various Camphill and community gardens as well as gaining a National Certificate in Horticulture from Somerset College of Agriculture in 1976. Over the years, Vivian has helped develop Camphill Communities throughout England, and continued his biodynamic agricultural practices. Most recently, Vivian has been a Garden Volunteer at Brantwood, John Ruskin's home in the Lake District. He has been heading up The Biodynamic Step by Step Gardening Courses, which began in 2018, at Brantwood and nearby Ulverston. As a Trustee, Vivian has responsibility for quality assuring Biodynamic Practices across the Trust.

TRUSTEE - Constantin Court joined Ruskin Mill Trust in 2007. Constantin has a vast experience in social and educational establishments, working across different regulative frameworks in organisations who apply the insights of Rudolf Steiner in a contemporary way. Constantin has worked with children and adults in Germany, Palestine, Israel, Switzerland and Egypt before coming to the UK. He was instrumental in developing Ruskin Mill Trust's first school, Brantwood Special School and is now Director of Practical Skills Therapeutic Education (PSTE) Pedagogy and a member of the Executive Team Ruskin Mill Trust with responsibility for quality assuring Practical Skills Therapeutic Education and overseeing the Trust's staff development and training programme, Hiram Education and Research Team (HEaRT).

TRUSTEE - Toby Zundel is a Consultant Child and Adolescent Psychiatrist and a member of the Royal College of Psychiatrists. He has been working with children and adolescents for 20 years and currently leads a specialist NHS CAMHS service in London that provides an alternative to inpatient care in the form of a day service and outreach team. Toby has also undertaken extensive research work on subjects that include engaging adolescents who self-harm and intensive community treatment, including two randomised controlled trials. He is widely published and has co-authored a book, Self-harm in young people, a Therapeutic Assessment manual. Toby has been a Psychiatric Advisor to Ruskin Mill Trust since 2014, supporting a wide range of students and advising staff. He brings his

expertise in mental health and child and adolescent psychiatry to the Ruskin Mill Sunfield Board of Trustees.

TRUSTEE - Tara Gratton started her career in education in 1992 as a teacher in a primary school. In 2004, Tara took up her first Head Teacher role and over the following years has worked with a range of schools and education federations, as a head and executive head, to improve their outcomes and quality. Tara has now developed a proven track record of leading outstanding schools, and for supporting and transforming schools that are struggling. Tara has been a safeguarding lead, member of a local safeguarding board, governor and board member for a range of other educational establishments and has a strong understanding of governance and compliance.

Senior Leadership Team

Responsible Individual - Sarah Marshall

Sarah has 20 years' experience of working with children within therapeutic services who display a range of challenging behaviour including attachment disorder, autism, self-harm, personality disorder and specifically from 2009 as an Ofsted Registered Manager has supported teenage boys manage and control impulsive behaviour's and thought processes in relation to Sexually Harmful Behaviour, allowing them to successfully transition into adulthood. Sarah has a proven track record of achieving and maintaining a stable staff team and leading as a model home within an organisation. Sarah holds an HND in Health and Social Care and also a BA Social Welfare Degree. Sarah has vast experience of admissions, transitions and working in close partnership with a vast number of Local Authorities and Ofsted. Sarah works with senior leadership team and the safeguarding team which she is a member of both, they promote staff emotional resilience through debriefing and systemic reflective practice approaches.

Registered Manager - 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, ASC, 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, working within both CQC and Ofsted regulations. 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 looked-after children and visiting families.

Rosemarie is a Registered Social Worker and has achieved the L4 Diploma in Managing Health & Social Care Services, L5 equivalent. She 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, GDPR, First Aid, Fire Safety, Safe Administration of Medication, Safer Recruitment and other additional training including that related to Trust specific training.

Executive Principle - Alan Harrison has been a teacher for twenty-nine years; twenty years in school leadership, including head of science, assistant headteacher, deputy headteacher, headteacher and principal. Alan believes that Education is not only an amazing career and that's it's his vocation and passion. As much as he enjoys teaching, Alan feels privileged to be a leader who ensures that young people and colleagues become the best version of themselves.

Alan believes that when we all support each other and work together anything and everything is possible. Nothing is more powerful than pupils, staff and home working in partnership. No glass ceilings just untapped potential. Nothing makes me happier than seeing young people flourish and grow.

Outside of work, Alan is a lapsed triathlete trying to get back in the saddle. He also loves to cook, play the guitar and sing.

What We Do

Referrals, Admissions & Transitions

Referrals are made through our admissions team. that supports the process of referrals and admissions into the home and school. This includes attendance by the Senior Head of Care (Registered Manager), the Executive Principle, Deputy Head of school, Clinical Lead, Lead Safeguarding Officer, the Admissions Manager and Centre Admissions Assistant. Referrals and admissions can occur throughout the year, and start dates are dependent on when the placement is needed, the length of time the child needs for transition, and the availability of a compatible cohort.

Parents and Local Authorities are welcome to visit the Coach House and Brantwood School. Arrangement are made for visits to be made to the young person's home, as well as visits organised to both the school and the Coach House.

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, Senior Head of Care or Principle Executive, Deputy Head or alternative agreed senior staff, 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 and two overnight stays, during which a focused assessment can take place. 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.

Compatibility

We recognise that young people requiring residential placements will often have associated challenging behaviour. We always carry out compatibility assessments, to gauge the likely effects of any child's potential admission on the existing group of young people, and the likely impact of those young people's needs on the new child. Young people who find it difficult to live with others are less likely to be appropriately placed in our group living environment. The home promotes a therapeutic social homely environment.

Restrictions

Brantwood Residential provision does not consider 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 as a result of the annual review process. 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. Parents are also encouraged to contribute to the plan to outline their wishes for their child's future. The plan is reviewed six monthly at key review meetings to record progress and amend the support that may be needed as a child reaches adulthood.

Local Facilities and Leisure Activities

Brantwood school 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, providing a range of outdoor teaching and recreational spaces for activities that range from challenging and stimulating to 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 regular public transport to the centre of Sheffield.

The residential accommodation available has capacity to take up to four young people and is situated on the school site. 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 embed learning in the craft and outdoor curriculum and include the core subjects of literacy, numeracy, and science, 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 may be 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.

Festivals and Activities

Both the Coach House and school 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 craft, drama performances and sports. In addition to this, there are a wide range of activities that are available in 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 may involve overnight stays.



The Coach House

The Coach House is a mixed house, that can accommodate up to four young people, with a varied level of abilities, and specific learning difficulties. Each young person in the home is encouraged to take an active role in decorating and personalising their own bedroom, through pre-admission discussions with families and carers and through weekly keyworker sessions. Most of the bedrooms have on-suite and a range of furniture which can be re-organised to each young person's liking.



We have a lovely lounge area, which is spacious & comfortable, creating a homely atmosphere where social interaction is encouraged as well as learning. There is an open plan dining and lounge area with kitchen, which is partially covered by a glass roof allowing for plenty of light. There is also a patio area where staff and young people grow herbs, to use when cooking.

The staff strive to ensure that each individual young person reaches their full potential, by promoting independence and life skills. We believe that all children and young people have the right to be healthy, happy, safe and secure, and to feel loved, valued and respected

All young people residing at the Coach House and attending Brantwood school have an Education, Health and Care Plan (EHCP) in place which highlights what they require from the service and how we work towards meeting individual needs.



We have a wide range of activities, crafts and books for story reading, to encourage and promote learning and play. The home also benefits from an IT Zone, which enables our young people to access the internet safely & freely and where appropriate use skype. We have a large kitchen and dining space within the home, and young people are encouraged to eat within this space and share a social meal around the dining table. Meals are prepared fresh each day, and young people are encouraged to make choices within the menu, and where appropriate help with the shopping, food preparation and

cooking. Weekly Childrens home meetings and keyworker sessions are used to promote this process, and we strongly embed the nutrition policy and promote and encourage healthy, local sourced, organic biodynamic food, while also tailoring meals to individual specific dietary needs. In order to access the community and activities staff are able to use works cars and their own should they choose and have the appropriate insurance cover.

Keyworker

Individual staff are identified as keyworkers and update the young people's 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.

Cultural and religious events

Each young person's placement plan details their individual cultural and religious needs and how these needs should be supported, as identified by their family/main carers. All of the main cultural and religious feast days and festivals are collectively celebrated with appropriate food, music and dancing. A Festival calendar is run across the year and families are invited to attend events as they arise.

Health & 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, Eyam and High Riggs. Most of our vegetables come from here weekly and are to the home.

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.

Health

The Coach House is supported by a range of health professionals. We have an enhanced agreement with our local GP surgery where young people are encouraged to be 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, dentist, psychiatrist, LAC nurse and our wider and in-house clinical and therapy team.

At the Coach House we strive to ensure that the health needs of the child are met and we do this from each and every stage of placement – admission through to transition. It is important to have a holistic view of the child and knowledge of the child's medical history and needs, which is paramount in ensuring that they are able to lead healthy and fulfilling lives.

Each individual young person has a health action plan in place that captures their health needs, appointments attended and any medical history. The young people will be involved in completing this and putting targets in place on how we can support them to become healthier. The home has an organised and secure welfare room where medication is stored. The school have their own well-being area where the individual young people's medication is administered to ensure they have privacy. Each child has a self-mediation plan; where applicable and this is reviewed regular to promote as much independence as possible. Each young person has a medication information sheet for each medication they take, these are individualised to each child in their preferred communication.

The home has support from the local opticians, dentist, psychiatrist, our trust nurse and our wider clinical and therapy team. Each individual young person will have a tailored hospital plan in place, it provides hospital staff with vital information from contact details, medication, allergies, communication needs and the likes and dislikes of the child. Young people with individual health needs such as Epilepsy will have an individual Epilepsy passport in place.

Family Time

The Coach House is keen to ensure regular communication is made with families and young people are encouraged to use the home phone. Regular reports are emailed to family both during the am and pm to ensure regular update are provided to carer's, highlighting progress and wellbeing. Families are welcome to call the home and this is something we will discuss in terms of frequency, requested by parents and the young person. Where young people return home during the weekend or during school holidays, the home will provide a keep in touch service, to promote a smooth return back to the Coach House and School.

Family Visits

Families are welcome to visit the Coach House, which they can arrange simply by calling the home to ensure the visit is planned and does not cause disruption to planned activities. Where a young person has a placing authority, such visits will usually be organised by the relevant worker.

A safe environment

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

- During the daytime all visitors are required to report to reception on entering the school building. At night-time, visitors must to identify themselves through the speaker phone at the gate at the Coach House before entering the grounds.
- CCTV is in operation, watching 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 and appropriate 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 are controlled by a security system that regulates who has access to areas. 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.

Childrens Voice

The Coach House hold a children's "Our Voice Meeting" once a week where young people are supported to voice their opinions about all matters about the home. This includes feedback about the decoration and the homes environment and during this meeting the young people will plan their activities for the week and complete their menu planner. Every month young people are offered the opportunity to complete a feedback/survey form, where they can comment on the home in general and provide feedback around and changes they would personally like to see happen. Childrens feedback from their meeting and surveys are then taken to the staff meeting for discussion.

Meetings & Reviews

In addition to the children's meeting young people are encouraged to attend other meetings such as their reviews when they take place. We are however aware that not all of all our young people feel comfortable attending such meetings. In these instances, we will always encourage and support young people to record their opinions, choices and wishes, so that this can be shared at the meeting by their key worker or the manager in attendance and advocating on their behalf.

Safeguarding & Child Protection

The Coach House /Brantwood School are committed to providing a safe and nurturing environment that transforms the lives of children and young people. We take very seriously our responsibilities to safeguard and promote the welfare of each young person. Safeguarding is everybody's responsibility and we have to maintain a culture of believing that abuse could happen here.

We ensure that our children and young people are safe from harm and able to develop, thrive and fulfil their potential. We value and nurture each child as an individual with talents, strengths and capabilities that can develop over time, by fostering positive relationships and establishing clear boundaries of acceptable behaviour. Working in close partnership with the educational provision, we support their emotional, mental and physical health needs, nurturing their learning, including out of school learning and preparation for independence. We have high expectations of our staff as committed members of a team to provide a safe and stimulating environment.

In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multiagency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with Ruskin Mill Young People & Adults at Risk Safeguarding policy, statutory guidance and the Sheffield Safeguarding Children Partnership.

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.

Therapy

Our on-site school therapy team offer holistic, comprehensive and detailed assessment and therapy provision, which is individually tailored to each child and young person that we work with. Our specialist team comprises a range of disciplines including: speech and language therapy, occupational therapy, music therapy, including Eurhythmy, therapeutic art, and massage therapy inspired by the educational and therapeutic insights of Rudolf Steiner (1861-1925).

Education

All young people staying at the Coach House have Education, Health and Care Plan (EHCP) in place. The objectives from all areas of these plans inform student Individual Learning Plans (ILP). We have both day students and residential students within the school. All students have a Complex Learning Need and many have an additional diagnosis of Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and many present with behaviours that challenge.

Teaching staff

The school is staffed by Teachers, Senior Teaching Assistants, Teaching Assistants, Learning Support Workers and land-based tutors. Teaching staff have specific qualifications and/or training to support student's needs, and receive in-house training to support their professional development.

Teaching methods

At Brantwood school teaching teams work hard to ensure that students are able to access a meaningful and relevant curriculum, including accreditation opportunities and pathways into education, employment, and independent living. Each student is approached as a unique individual with specific needs and has an individualised approach to their education. Activities are designed to be as practical and hands on as possible and to engage a student

in an experiential curriculum. Sensory diet activities are built into the school day to enable students to be focused and ready to learn.

Curriculum

The curriculum is based on the Practical Skills Therapeutic Education (PSTE) approach to human development. Through a PSTE curriculum, students are supported to meet resistance in the natural world and to reimagine their own potential to be as independent as their aspirations and abilities allow and to contribute in a meaningful way to their community. PSTE leads to a wide range of learning outcomes, including social and functional communication, relationship skills, executive functioning, emotional resilience, foundation for lifelong learning skills, and the seven subject areas contained in the Independent School Standards. PSTE is embedded within outdoor and practical activities. Through PSTE, learning is promoted through a range of practical, functional activities, delivered in a range of settings, to ensure students have opportunities to consolidate their skills. Literacy and Numeracy skills are embedded across the curriculum, to give students multiple opportunities to practice and develop these skills in a range of environments and activities. Community participation is also a key area of the curriculum, with classes going out into the community on a weekly basis to develop independence and life skills. From Year 10 students also work towards accredited qualifications, tailored to meet individual needs and interests. From Year 12, there is also a greater focus on independence, vocational, and functional skills, to prepare students for adult life.

Stage 1 - 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.

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.

Our Care Staff

The residence has its own dedicated team of staff, led by an experienced Residential Manager (Senior Head of Care). 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 children may be entitled to 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.

Support 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.

Staff 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 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 Senior 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, CPI, 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

Senior Head of Care

QCF level 5 Leadership and Management

Deputy Safeguarding lead

Residential support workers

It is expected that all staff will hold NVQ 3 or QCF Level 4 in Residential Child Care. If they are unqualified, they are registered and begin working towards a QCF Level 4 Children's Health and Social Care Certificate. Registration for this course is completed within six 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.

CPI (Crisis Prevention & Intervention Training)

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 CPI re-accreditation. CPI 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 CPI 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.

The Support Team, Training and Qualifications

Joanne Wilson Senior Support Worker - has worked within the Children and Families sector for around 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 a local authority as a respite & residential care worker, supporting Children with Autism, social emotional and mental health, SEND and emotional behaviour difficulties.

Joanne joined Brantwood after 9 years of working with the local authority and commenced employment at the Coach House, where she remained for 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 as a Residential Support Worker and has recently progressed to 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).

Kirsty Dennett Support Worker was previously employed in role of a support worker which involved supporting individuals with learning disabilities and various disorders, within their homes. Her responsibilities included administering medication, management of finances, undertaking Health & Safety checks and general support with housekeeping. Kirsty has attained a Care Certificate L3 whilst working within adults'

services. Since her employment with the Coach House, Kirsty has completed Safeguarding online (Nimble-L2 IPP/C/A), Safeguarding Initial Face to Face (L2 IPP/C/A), Prevent, Health & Safety, MAPA, Mental Capacity Act & Deprivation of Liberty Safeguard's, Safeguarding Children in Education, L3 Safeguarding (for DSL/DSD's, Children & Adults), First aid on line and face to face, Medication Online, Medication Face to Face, L2 Food Hygiene and GDPR (Data Protection). Kirsty has recently commenced the QCF L4 Children & Young People.

Saul Sidall (Support Worker) prior to joining the Coach House worked with adults diagnosed with a learning disability. Saul has worked within the area of social care for the past 5 years and really enjoys supporting vulnerable people. Saul has undertaken a Care certificate L3 qualification in his work with vulnerable adults and is looking forward to undertaking his L4 QCF qualification. He has taken part in best interest meetings, managed finance and administered medication during his employment. Since recently joining Brantwood he has undertaken Safeguarding training including Face to Face, Prevent, Health & Safety, MAPA theory, Mental Capacity Act & Deprivation of Liberty Safeguard's, Safeguarding Children in Education, L3 Safeguarding (for DSL/DSD's, Children & Adults), Medication Online, Medication Face to Face, L2 Food Hygiene and GDPR (Data Protection) and First Aid. Saul has recently commenced the QCF L4 Children & Young People.

Alan Tamayo Huaman (Support Worker) has worked previously as a bank residential support worker in two children settings which involved mainly supporting young people with learning disabilities and various disorders. His responsibilities included monitoring, PC, keeping records, health and safety checks, and supervising children during activities. Additionally, Alan has been working full time in a specialist SEND school setting as a Teacher Assistant. Alan is currently undertaking his mandatory training and induction to the service and the homes procedures. Alan is really looking forward to his professional grow within Ruskin Mill Trust. Alan is currently working towards the QCF L4 Children & Young People.

Christelle Aymer – Bank (MAT Leave) has worked as a residential support worker for over 7 years and previous to joining as a bank worker, supported young people who were victims of CSE in a rural residential setting. Christelle is currently undertaking a degree in Social Work and has completed the following training 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).

Daniel Walker – (Bank) is employed by the Brantwood residential school as Student engagement Worker and has recently made the decision that he would like to sign up for the QCF and provided support to the residential home. Daniel has undertaken a wide range of Trust training in addition to all the mandatory training as required by Brantwood. His training includes MAPA, safeguarding, health & safety, food hygiene, first aid, medication, prevent, mental capacity and DoLs, GDPR, in addition to other training and that specific to acquired brain injury and epi-pen training.

Claire Henderson (Bank) has worked with children and young people for over 7 years as a teaching assistant at Brantwood school. She has supported the Coach House covering ad hoc shifts and has recently decided that she would like to undertake the QCF L4. Claire has provided support as a PA for a teenage girl diagnosed with autism. Her qualifications include a degree in 'human communication sciences' and she has undertaken a wide range of training including MAPA, safeguarding, food hygiene, first aid, medication, prevent, mental capacity and DoLs, GDPR, in addition to other training and that specific to acquired brain injury and epi-pen training.

Rimas Morris (Bank) has worked for Brantwood for over 9 years supporting children and young people diagnosed with ADHD, Autism and a wide range of other disorders. Rimas has recently made the decision that she would like to undertake the QCF qualification, having provided support to the Coach House. Rimas has undertaken a wide range of training including MAPA, safeguarding, food hygiene, first aid, medication, prevent, mental capacity and DoLs, GDPR, in addition to other training specific to acquired brain injury and epi-pen training.

Our Policies

Complaints and compliments

Brantwood Specialist School and The Coach House recognise 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. Our provisions use the 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 Senior Head of Care & Executive Principle monitor any complaints made, the investigation, actions taken and the outcomes are reviewed. Parents, carers and local authorities have full access to the home and school complaints procedures. There is also a child friendly version in the home situated in the young people's information file, which they have direct access to.

We hope that we will receive compliments and positive feedback from young people, their parents and 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 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 have an EHCP and are placed and funded by Local Authorities.

We comprehensively set out within our 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 CPI. Using the underpinning values and philosophy of CPI which are the Care, Welfare, Safety and Security of both the young people and staff, we employ 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 is 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:

- 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.
- The Coach House and Brantwood Specialist School 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 seeks 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'.

Young Person Charter

- All young people with a learning disability have the same human rights and values as any other person.
- All young people with a learning disability are individuals with their own individual needs:
- Physical, emotional, social, spiritual, cultural and sexual.
- Each young person is to be protected from abuse in all forms: physical, sexual, neglect or emotional.
- Each young person and/or their representative has the right to complain. Furthermore, these complaints should be treated with respect, listened to and resolved.
- Each young person will be encouraged to be as independent as possible and to exercise choice.
- The choices, views and wishes of a young person should be respected.
- Each young person is to be treated with dignity and respect and addressed by their own name.
- Each young person should never be talked about as if they were not there.
- The privacy of all young people should be respected at all times and in all places. The only exception would be when a young person is placed in danger by this principle.

- All information about a young person should be treated confidentially, kept secure and only shared with people who need to know.
- Every young person is entitled to the best care at all times.
- Every young people should, as far as possible, be involved in decisions, which affect them.
- Parents and those with parental responsibility will be consulted in all aspects of care planning for a young person.
- Each young person should have access to a telephone, to visiting representatives from,” and be aware of other sources of help and advice e.g. Child line, advocacy service

Brantwood Specialist School / Coach House Policies Index

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

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

