Please find below key information re:

Newhaven Outreach Provision:

for

Parents regarding your child

&

Carers regarding a child in your care

Newhaven Outreach Agreement:

Student Name: .....

Year Group: ..... Date: .....

This agreement lays out the expectations and responsibilities of Newhaven, the parent/carer and Outreach student.

We ask parents/carers to complete this agreement to ensure the student is able to benefit from the support they receive during their time with Newhaven Outreach.

We do not ask the student to complete this agreement, as we are aware that this is likely to impact negatively upon their initial engagement with the Outreach provision. Student expectations will be taught implicitly through lessons and appropriate behaviour for learning modelled by Outreach staff. Positive engagement with learning will be rewarded through praise, certificates, trips out and vouchers.

Newhaven Outreach

It is the responsibility of Newhaven Outreach to work together with the parents/carers and the student to enable them to fulfil their potential.

Our core offer includes:

- Student led curriculums developed around engagement, informed by student interest and aspirations
- Personalised Learning Plans, developed alongside the student
- 1-1 lessons with highly experienced teachers, teaching assistants and externally sourced specialist tutors
- A trauma informed approach, focused on student wellbeing

- Lessons in student's homes, local communities and/or online
- Reasonable adjustments in response to student need
- Holistic support for the student and their family, enabling them to forge and strengthen relationships with other professionals
- Robust safeguarding support, working collaboratively with other professional networks
- Parent workshops, run by Newhaven's Clinical Psychologist Rekha Vara and Phinnah Ikeji from the Parent and Carers Champion Network Greenwich.

As part of each student's bespoke curriculum, we may offer:

- A wide range of academic curriculum with externally accredited exams and/or qualifications
- Supported vocational learning in partnership with chosen alternative providers
- Independent Living Skills focusing on developing student autonomy
- Travel training
- Person Centred Planning
- Social communication interventions
- A ten week Mindfulness in Schools Project '.b' course
- Stress Management coaching sessions with a qualified Wellbeing practitioner
- Signposting onto other professionals or organisations
- Supported graduated transition once the student moves onto a new educational provision (SEND referral pathway)
- Supported re-integration into the student's named school (Inclusion referral pathway)
- Supported graduated transition into apprenticeships, volunteering or paid employment

Name: Dom Fisher Signature: *Miss D. N. Fisher* (electronic signature)

(Head of Outreach)

Parent / Carer

My responsibility is to:

- support and encourage my child to attend their lessons at the time stated on their weekly timetable
- inform the staff member scheduled to be my child (as stated on their weekly timetable) of any issues that might affect their attendance
- ensure that if a lesson has to be cancelled, it is done so at least 45 minutes before the start of the lesson. A clear explicit reason must be given to the staff member, so that they can document it in accordance with Newhaven's absence policy; this can be done by contacting staff on their work email or work mobile via phone call or text message.
- inform Newhaven of any potential clashes to timetabled lessons (such as appointments, work commitments, no adult being at home during the lesson etc…) at least one week in advance, so that these clashes can be accommodated in the student's timetable
- for lessons based in your home, ensuring that a responsible adult (age 18+) is present and able to hear the lesson (you would not be required to be in the same room) – this is a safeguarding measure put in place for lone working
- inform the staff member scheduled to be with my child (as stated on their weekly timetable) of any concerns that might impact their engagement with the lesson (such as feeling anxious, having a tooth ache, an argument the previous day etc…)
- inform the head of Outreach of any concerns that might impact upon your child's health, safety or wellbeing (such as financial difficulties,

- parental separation, bereavement, domestic violence etc…) as and when they arise
- inform the staff member scheduled to be with my child (as stated on their weekly timetable) of any concerns that might impact their engagement with the lesson (such as feeling anxious, having a tooth ache, an argument the previous day etc…)
- ensure my child is dressed appropriately for their lesson
- support my child to attempt academic and Independent Living Skills home learning tasks as and when they are set

Name: …… Signature: ……

Relationship to student: …… Date:……..

Dear Parent(s)/Guardian(s)

RE: Ethnicity, Language and Religion Monitoring

The school has been collecting information on the ethnicity, language(s) spoken at home and religion of school pupils since 1990/91. The collection of this information is supported by the Commission for Racial Equality as a means of identifying specific needs and helping to ensure fair and equal treatment for all in our multi-cultural society.

Submission of this information is voluntary. But, by providing this information the school and the local authority will be in better position to:

Plan and target resources more effectively

Make effective bids for resources, in order to help raise the achievement of all pupils

Track the progress and destinations of particular groups of pupils

Identify possible discrimination

Monitor whether equal opportunities policies are working

This information is obtained during the initial meeting with parents/carers. If you, as a parent/carer, do not wish to provide this information, your child's data will be recorded as "information not provided".

If you wish to discuss this further, please contact **Dom Fisher, Head of Outreach** in the first instance.

Yours sincerely,

Amanda Steenkamp

Acting Headteacher

DATA PROTECTION ACT

Dear Parent/Carer

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things, the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The Centre holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the Centre as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school or centre to which the pupil is transferring, to the Department for Education and Skills (DfE), and to the Standards and Testing Agency (STA) which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to drive statistics to inform decision on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics

are used in such a way that individual pupils cannot be identified from the information supplied.

The **Standards and Testing Agency** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The STA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The **Department for Education** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those bases on information proved by the STA) are used in such a way that individual pupils cannot be identified from them. The DfE will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents/guardians exercising this right on their behalf if they are too young to do so themselves. If your child wishes to access their personal data, or you wish to do so on their behalf, then please contact the relevant organisation in writing:

- The Headteacher at the school address

- The LEAs Data Protection Officer (Graeme James, Corporate Information Security Compliance Officer) at Room 203,29-37 Wellington Street, Woolwich, SE18 6PW
- The STA's Data Protection Officer at Sanctuary Buildings, Great Smith Street, London, SW1P 3BT
- The DfESs Data Protection Officer at DfES, Caxton House, Tothill Street, London, SW1H 9NA

Please note that all rights under the Data Protection Act to do with information about your child rest with them as soon as they are old enough to understand these rights. This will vary from one child to another and you will wish to consider the position for your child, but, as a broad guide, it is reckoned that most children will have a sufficient understanding by the age of 12. We would therefore encourage you to share this note with your child if they are aged 12 or over.

Separately from the Data Protection Act, DfES regulations provide a pupils parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's education record at the school. If you wish to exercise this right you should write to the school.

Providing information to RBG Careers, Education, Information, Advice & Guidance (CEIAG) service– For pupils approaching or above age 13 schools are required to pass on information to the CEIAG team. This information includes the name and address of the pupil and parent, and any further information relevant to the CEIAG service's role, which is to support young people, helping them to achieve their potential and to realise benefits from education, learning and employment. However, parents/guardians, or the pupil themselves if aged 16 or over, can ask that no information beyond name and address (for pupil and parent) be passed on. If as a parent, or as

a pupil aged 16 or over, you do not want to receive CEIAG input, please inform us and we will relay this information.

The LEA and DfE may also pass on information that they have about your child to RBG's CEIAG service, but will not do so if you (or your child if aged 16 or over) has notified them that no CEIAG input is wanted.

Would you please complete and return the attached slip.

Yours faithfully

Amanda Steenkamp

Acting Headteacher

✂.....✂

I have received the information regarding Data Protection.

Signed: (Parent/guardian)

Pupil Name: Date:

Complaints procedure

Introduction

Newhaven school aims to provide your child with the best possible education and meet their needs as well as we are able. However, in any school, parents/guardians occasionally feel concerned about something or have a complaint. If this is the case we want to hear from you. The below information explains how you can voice a concern or complaint and how we will respond.

What is a complaint?

It can be a concern or problem or feeling of dissatisfaction that you have about an aspect of our work.

What do I do if I have a complaint about the school?

Tell a member of staff. Preferably speak with the member of staff most knowledgeable of the facts of the matter. They will discuss your complaint with you and seek to resolve the matter. You may need to make an appointment to see the appropriate member of staff. Your child will not be penalised or treated less favourably as a result of your making a complaint.

There are certain specific complaints that are handled differently;

- If you child is refused admission to the school you have a statutory right to appeal to an independent appeals panel. The school will be able to give you details.
- If your child has been excluded for between 5 and 15 school days, you have a right to make representation to the Management Committee. If your child has been permanently excluded you have the right to an independent appeal.
- If your child has Special Educational Needs (SEN) and you have a complaint about their SEN provision, the school will be able to give you details of the Local Authority's dispute resolution arrangements, the Parent Partnership service and the SEN Tribunal for disputes about a Statement of Special Educational Needs.

What do I do if I feel my complaint has not been resolved?

You may contact the school office and ask for an appointment to see the headteacher or other senior member of staff who handles complaints. The headteacher will listen carefully and ask you any questions to help her understand the situation fully. They will probably then have to talk to other people, but will get in touch with you as soon as they are able to respond fully. This is referred to as the ***informal stage*** of the complaints procedure.

If I feel unhappy with what the headteacher says, what can I do then?

You may then write to the Chair of Newhaven's Management Committee, at the school's address, setting out your complaint and why you are unhappy with the school's response. Please write within 14 days of receiving the headteacher's response.

The Chair will write acknowledging your letter within a few days and may invite you for an informal meeting to discuss your complaint. If not, the Chair

will then write again once they have investigated more fully. You should receive a full response within 14 days. This is still referred to as the ***informal stage*** of the complaints procedure.

What happens if I am unhappy about the Chair of the Management Committee's response?

You are entitled to ask a panel of members to meet to consider your complaint. If you want to do this, write to the Chair of the Management Committee within 14 days of receiving the Chair's response. Say that you have a formal complaint and that you remain unhappy with the way the school and Chair of the Management Committee has responded, and that you would like a panel of members to consider you complaint. There is no need to write all the details of the complaint in this letter but you will be required to explain clearly what you are complaining about. The Chair will contact you about the panel and explain what will happen. You may bring someone with you if you wish. This part of the procedure is referred to as the ***formal stage*** of the complaints procedure.

What happens at the Panel meeting?

One of the members will chair the meeting and will explain what will happen. You may be asked to outline your complaint. Panel members and/or the headteacher, who will also be present, may ask you questions. The headteacher will then explain how the school has responded to the complaint and then you and the panel may ask the headteacher questions. You may also ask other people (witnesses) to speak about what happened.

After this, everyone except the panel and the person taking minutes will leave, so that the panel can consider its findings. The Chair of the panel will write to you within a few days setting out the panel's findings. They will also write to the headteacher and Chair of the Management Committee. Their findings are binding upon the school.

The panel's findings are the school's final response to you about your complaint. School are responsible for their own activities and the Local Authority cannot get involved. The Local Authority cannot tell a school what to do. If you are still unhappy you could write to the Secretary of State for Education at the DCFS, but again there is no power to intervene unless the Management Committee has acted unreasonably or has failed to fulfil its statutory responsibilities. A final recourse might be to apply to the High Court for judicial review or to contact the Local Government Ombudsman.

What might a complaint be about?

- your child's academic/social progress
- bullying by other pupils
- your child's relationship with teachers or other staff
- homework, too much or too little of it
- unfair treatment of your child as you or your child perceive it
- issues on the Health and Safety of your child
- absence (authorised/unauthorised)

Dear Parent/Guardian,

Drugs & Substances

We have a policy that seeks to educate students about health and other issues around drug and substance abuse.

This Policy also details the actions we will take if a student is either involved or is reasonably suspected of being involved in drug and substance misuse whilst on or near Newhaven's premises, or engaging in lessons delivered or facilitated by Newhaven Outreach in their home or local community.

'Involved' means:

- Smelling of, or appearing and behaving as if under the influence of a drug or substance.
- Being in possession of such substances.
- Sharing such items (legally this is 'dealing')

If we have evidence or reasonable suspicions, we will inform parents/guardians and if safe to do so send the student home, if they are not already at home. There are situations where we would also involve the Police.

Our task is to educate and we cannot do that if a student is unable to concentrate on the work or behave unreasonably because they are 'under the influence'. We also have a duty to protect all students from exposure to harmful and illegal activity.

I hope we can rely on your support in this matter.

Yours sincerely,

Amanda Steenkamp

Acting Headteacher

Newhaven Outreach Behaviour Policy

This policy is informed by the underlying tenet of the school ethos, whereby all behaviour is viewed as purposeful. Functions of behaviour may include communication, emotional regulation and adaptation to environmental circumstances. Where children with neurodivergence, mental ill health and/or have a background of trauma can display unconventional and challenging behaviours, the school emphasises determining the function of these behaviours and supporting the development of more appropriate ways to accomplish those functions.

The most effective behaviour policies are those where staff and students have a sense of shared ownership. All members of staff and young people at Newhaven are expected to maintain an atmosphere conducive to learning, with courtesy, mutual respect and a focus on understanding each other as basic requirements.

The policy is designed in practice to secure the safety and wellbeing of students and staff at Newhaven School. It is outlined in this document through the titles outlined in the 'ten key aspects of school practice' identified in the Department for Education's *Behaviour and discipline in schools* (2014).

Rewards and sanctions will be developed in line with the needs of the individual with the key element of any incident being the understanding of each other and the desire and ability to restore the situation. The policy recognises that this understanding will often need to be taught using techniques specifically tailored to the needs of the student.

A School Behaviour Policy in maintained schools - What the law says:

The Head Teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that students complete assigned work;
- regulate the conduct of students

When deciding what these measures should be, the Head Teacher must take account of the Management Committee's statement of behaviour principles. The Head Teacher must have regard to any guidance or notification provided by the Management Committee which may include the following:

- screening and searching students;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour;
- pastoral care for staff accused of misconduct.

The Head Teacher must decide the standard of behaviour expected of students at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

Teachers' disciplinary powers include the power to discipline students even when they are not at school or in the charge of a member of staff.

The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents/guardians and students at least once a year.

1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

1.1 For a positive behaviour system to be successful it must be consistent in its approach and application whilst taking account of reasonable adjustments as set out in the Equalities Act of 2010. These adjustments will be set in place to support students to improve their behaviour and the school must endeavour to make it clear to other students why they are in place to minimise feelings of unfairness. This behaviour policy was formed through consultation with the student council, a working party that included SLT, an educational psychologist, a speech and language therapist, CAMHS, the ASD Outreach Team and the wider Newhaven school and parents/guardians.

1.2 All members of staff are expected to uphold the principles and processes outlined in the policy. Essential to this is challenging students who fall short of the expectations. While these challenges may look different at times for different students, this difference must be based on planned and agreed differences which are formalised and recorded and are not an excuse to reduce challenge. Staff are also responsible in ensuring that they are equipped with the right communication tools to ensure the fair resolution of behaviour incidents. This is of paramount

importance in or out of class. Expectations must also be upheld when students are representing Newhaven School at sporting fixtures, community projects, and work experience or on educational visits.

1.3 Our aim is for students to develop the skills and understanding needed to manage their own behaviour appropriately. Once appropriate, Newhaven Outreach students are assessed to determine targets in the areas of independent living skills. These targets will be reviewed regularly by the Outreach Independent Living Skills HLTA, Head of Newhaven Outreach, student and their parent(s)/guardians.

Social Communication: ***students will develop spontaneous, functional communication, emotional expression and secure and trusting relationships with non-familial adults. Development will focus on these aims:***

- To be able to initiate and take turns with others in conversation, with resources and in activities.
- To be able to monitor the response of others and recognise when they are bored or distracted.
- To communicate appropriately in different social contexts (such as formal and informal)
- To be able to negotiate including appropriate refusal and justification.
- To be able to appropriately communicate their own emotions.
- To accept that others are different.
- To accept the success of others, develop complimenting skills and accept the answers of others.
- To be able to engage others through skills such as asking, negotiating, waiting, inviting, turn taking, seeking clarification and working collaboratively.

- To be able to wait in a range of contexts.
- To be able to repair situations and communication that has broken down through seeking clarification, acceptance of fault and reparation.
- To be able to understand and use non-verbal communication such as body language, prosody, volume and eye contact.
- To understand appropriate social distance and physical contact
- To be able to tell appropriate jokes taking account of their audience

Emotional Regulation: ***students will develop the ability to maintain a well-regulated emotional state, to cope with everyday stressors and to be available emotionally for learning and communication with others.***

- To be able to identify emotional state using tools such zone of independence and articulate themselves verbally or non-verbally through developing their use of expressive language.
- To be able to modify emotional state using agreed strategies.
- For low arousal students to develop a range of alerting strategies.
- For high arousal students develop a repertoire of calming activities.
- To develop an acceptable range of sensory-motor strategies to support engagement and attention (ie dimpled cushions, fidget toys).
- To develop vocabulary to express emotions and share experiences with others.
- To use social stories and other forms of language to prepare for changes in routine.
- To be able to prepare independently for transitions through use of language and increased knowledge of time.
- To strategies such as social stories and comic book strips to better understand social expectations.

- To identify and discuss potentially dysregulating situations.
- To use visual tools and language to request assistance and comfort.

1.4 Transactional Support: In order for our students to be able to make rapid progress in the areas of social communication and emotional regulation, the school must provide the necessary Transactional Supports *(SCERTS)* by adapting language use, the nature of activities and the behaviours and approaches of social partners such as families, peers and professionals. This will include:

Language Adaptation:

- Allowing increased processing time when speaking with students
- Offer simple choices ("do you want to …… or ……)
- Limit unnecessary verbal language
- Simplify sentences to focus on the underlying message trying to be communicated (eg "remember to write your homework in your planner" rather than "do you remember that you forgot your homework last week and when we spoke about it you said that you had remembered that you had some but couldn't remember exactly what to do so what we said was that ….etc……")
- Avoiding using rhetorical questions (eg "Do you think it was a good idea to do that?")
- Making instructions as clear as possible and positive in nature (eg "hands to yourself please" rather than "stop hitting right now, you are already in trouble today")
- Avoiding metaphorical language (eg "It looks like we're hitting a brick wall today")

Adaptation of Activities:

- If possible, Outreach lessons will be delivered in a low arousal environment with controlled lighting/sound and as much as possible, free from distractions of other family members/pets/member of the public
- Lessons are planned, well ordered and expectations presented visually to reduce anxiety and aid ease of processing
- Sensory toys are made available to the student
- Differentiation takes account of ability, interests and serves to appropriately stretch students.
- Visual supports including lesson plans, timetables, social stories and comic strip conversations are routinely used when planning and executing learning activities.

Development of support networks (personal and professional):

- Sharing of strategies and resources with parents/guardians. Targets and supports are all regularly discussed with parents/guardians and school (if the student remains on roll with an educational provision)
- Referral to other agencies and the offer of emotional support where appropriate.
- Informal and planned opportunities for staff to receive emotional support through debriefs, one to one sessions with managers and space to think sessions with CAMHS, Educational Psychologists and other therapists.

2. STRONG SCHOOL LEADERSHIP

The Newhaven Management Committee is dedicated to delivering high standards of behaviour. The students will be able to voice their opinions

about behaviour in school and help to create school policy. The Head Teacher, SLT and middle leaders will have a high profile amongst the students and develop positive relationships that will enable a more personal approach to dealing with unacceptable behaviour. The Head Teacher will support all staff in maintaining good discipline and will keep staff, parents/guardians and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable conduct will be dealt with promptly and effectively to ensure that learning is not disrupted and that student and staff emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

2.1. Newhaven Outreach Student Dress Code.

Outreach students are not required to wear a school uniform. We acknowledge that students may have sensory sensitivities and needs, which will inform the clothing that they choose to wear, however we ask that students dress appropriately for their lessons. Ideally this would mean that students are clean, not wearing nightwear/Pyjamas and their clothing is not revealing/inappropriate (rude/crass/inflammatory logos, images or slogans) – loungewear/jogging bottoms and a T-shirt/jumper is perfectly acceptable.

2.2. Use of Mobile Phones.

The Department for Education has published new guidelines for phone use within schools - Mobile phones in schools - GOV.UK

At Newhaven within the Outreach provision we recognise that some students are very dependent on their devices and are highly stressed if they are not

available to them. This is often so they can keep contact with a parent or other loved one, to support them to regulate during a lesson or times of stress and/or as a means of communication support. Reasonable adjustments will be made if having access to their mobile in an identified need - this will be discussed on a case by case basis and reviewed regularly.

2.3. External Exclusions

Where a student's behaviour causes significant concern and the range of strategies has failed, students may be placed on an external exclusion. This will generally be as short as possible and take place to give the student and the school the time and space to plan to ensure behaviour changes. The head of Outreach will consult with the head of Newhaven whenever this happens. As part of our positive behaviour strategy the school is committed to minimising incidents of external exclusions.

3. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR

3.1. Individually tailored strategies are put in place to support students who are disrupting their learning or avoiding demands placed upon them

3.2. Staff view behaviours as a learning opportunity for students and will explain the impact of their negative behaviour and why it is unacceptable.

3.3. Positive behaviour, safety and wellbeing is promoted through the whole curriculum by explicit teaching of social communication skills, emotional regulation techniques and Independent Living Skills lessons.

3.4. Work with parents/guardians:

Parents/guardians are seen as key partners in the development of the students. The school will work with parents/guardians, alongside other key specialist professionals to develop shared approaches and strategies to support students with their behaviour.

4. STAFF DEVELOPMENT AND SUPPORT

4.1. Development. Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice. The Head Teacher will ensure that staff are kept up to date with DfE publications and guidance. The school will provide training for staff around the complex needs of the cohort.

4.2. Support. It is the SLT's responsibility to support staff, particularly when there is a student with challenging or interesting behaviour. This can be done through offering advice, practical support, emotional support and paying due regard to staff health and wellbeing.

Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the **Dfe '*Dealing with Allegations of Abuse against Teachers and Other Staff*'** guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

5. PUPIL SUPPORT SYSTEMS

5.1. In Newhaven Outreach, we understand that changes to routine or unexpected events can be disruptive and triggering for students who may be neurodivergent, have poor mental health or have experienced trauma. Staff will ensure that all changes to routine are flagged up well in advance through systems such as visual timetables and social stories.

For example:

- A new member of staff is to be introduced to a student;
  - this will be only be done once the student and their family/guardian has already established a relationship with the Head of Outreach
  - this will be discussed and agreed in advance with the student and their parents/guardians
  - Visuals will be provided to prepare the student and support their processing
  - The change will be detailed on their weekly visual timetable
  - The new staff member will shadow the already known Outreach member of staff until the student has begun to develop a trusting relationship with them

5.2 The Personal learning plan:

Each student has a Personal learning Plan (PLP); these are planned and created collaboratively with the student and school (for some students this may also include their parents/carers). The plan includes academic and

independent living skills targets and how students can best be support to achieve these targets.

NEWHAVEN SCHOOL
ACHIEVEMENT & ENJOYMENT THROUGH LEARNING

Newhaven Outreach

Personalised Learning Plan

Student name ***Date***

Outreach offer: 2.5 hours of vocational learning at vocational college 3 hours of academic lessons: 1-1 at home with Outreach teachers 1.5 hours embedding academic lessons: 1-1 at home with Outreach HLTA 1.5 hours independent living skills lessons: 1-1 at home/in the community with Outreach HLTA 1 hour of SALT intervention: 1-1 at home with Newhaven Speech and Language Therapist ***Additional offer:*** *1 hour of therapeutic intervention (CAMHS care coordination): twice monthly online/in person* *1 hour of medication review (CAMHS): three monthly online* **Total weekly hours offered: 10**	
My academic targets this term: 1. Planning the focus of my FPQ project 2. Attempting one English Entry Level 2 question independently 3. Completing 'green pen' work between lessons at home with prompting from family	**My Independent Living Skills targets this term:** 1. Attend vocational college with intensive 1-1 support from Newhaven staff 2. Complete Wheel of Independence baseline 3. Complete one target on wheel of independence, with support from family
Outreach staff will help me by: Differentiating my work Using clear, concise language Not asking me to use my voice to communicate	**My family/carers can help me by:** Encouraging me to not put my hoodie up during my lessons Encouraging me to express myself in any way I feel comfortable when anxious or overwhelmed
Other professionals can help me by: Teaching me strategies to articulate my needs Helping me to better manage my anxiety	**I can help myself by:** Letting staff know when I don't understand an instruction Trying to express how I feel – this can be spoken, by writing it down or by messaging/email staff on their work mobiles/email address/google drive

Student signature: .....

Outreach staff signature: .....

6. LIAISON WITH PARENTS/GUARDIANS AND OTHER AGENCIES

6.1. Working with parents/guardians is an important part of supporting students with their behaviour. At Newhaven we make sure that parents/guardians are informed of incidents involving their children, especially where this behaviour is of a serious or of a continuous low-level nature.

6.2. Parents/guardians are actively encouraged to be involved in their children's education at all times. They will have an influence on their child's behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the School's Home/School Agreement where parents/guardians are encouraged to sign a commitment to the ethos and work of the school. Outreach will also arrange for parents/guardians to have access to professional support via the Parent workshops, run by Newhaven's Clinical Psychologist Rekha Vara and Phinnah Ikeji from the Parent and Carers Champion Network Greenwich which are designed to support in the behaviour management of their young person's needs.

6.3. The School has strong links with external agencies such as Greenwich SEN (Special Educational Needs) and Inclusion teams, CAMHS (Child and Adolescent Mental Health Service) , Adult Mental Health Services, SCAAND (The Service for Complex Autism and Associated Neurodevelopmental Disorders), Gender Identity Services, FASS (Family and Adolescent Support Service), Educational Psychologists, Families First, Youth Offending Teams, Social Workers, Speech and Language Therapist, Music Therapists and Attendance Advisory.

7. MANAGING PUPIL TRANSITION

7.1 Transition into Newhaven Outreach provision follows Outreach new starters procedure; this will vary depending on whether the student has been referred via the SEN or Medical needs/Inclusion panel, however will include an meeting with the parents/guardians, followed by a professionals meeting before the introductory meeting with the student. Student transition into the Outreach provision will be in response to their student's needs.

7.2 Transition from the Outreach provision into another secondary educational provision, sixth form, college, traineeship, apprenticeship, university, volunteering or paid employment will be supported in response to student needs.

8. PHYSICAL INTERVENTION- THE REASONABLE USE OF FORCE

Positive Handling Strategies

Physical Intervention must never be used unless it is to prevent physical harm to the student or others. It is this philosophical stance that links the legal framework with good practice. In the event of a legal challenge the school would be expected to provide evidence to show how the behaviour procedures promoted the avoidance of harm being caused.

A positive handling plan must be developed when the student's record indicates that this is necessary due to a number or series of violent

incidents requiring restraints. This decision is made by the head of Outreach in conjunction with the safeguarding lead and any relevant and involved outside agencies.

The Positive Handling Plan is based upon five main criteria:

1. That the child is involved, as much as possible, from the outset
2. That the plan promotes and on occasion, improves curriculum access
3. That a specific target is set which aims to reduce physical intervention
4. That the plan is based upon changing conditions and approaches toward the child from one of control to one of co-operation.
5. That it affords the individual pupil with opportunities to own and subsequently change their behaviour

It is acknowledged that even with the best planning there may occur situations where the pupil may demonstrate behaviours that challenge. As professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they may occur.

Key Principles

When developing, implementing and evaluating Positive Handling Plans the following key principles should always be taken into consideration:

- Any member of staff carrying out positive handling must have completed the appropriate training, as instructed by the Head teacher

- Procedures for assessing risk and in particular risk assessment for pupils should be undertaken to ensure all aspects of Health and Safety are considered for both pupil and staff.
- Positive Handling Plans must always have the interests of the child as the primary consideration and must pay due consideration to the child's special needs.
- At all times a 'Duty of Care' for and to the child should be of primary concern
- Any planned physical intervention should be justified in respect of what is known about the child's special needs based upon multi-disciplinary assessment, alternative approaches/behaviour support which have been tried, an evaluation of the potential risks involved, and reference to Approach techniques and methodology.
- Pupils and their parents/guardians should be actively involved in the process.
- Physical interventions should only be employed using 'the minimum degree of force for the shortest possible period'.
- Pupils who experience physical intervention should be assessed for signs of injury, pain or psychological distress and these should be recorded on an Incident Form.
- Plans should have built in intrinsic experiences for the pupil that promote learning opportunities for them to own their own behaviour and the ability to develop coping strategies.
- The techniques to be used during physical intervention should be clearly recorded on the plan and shared with all relevant staff, and parents/guardians. A copy of the plan should be kept in the pupils' file.
- A Positive Handling Plan should be part of an overall strategy for the pupil.

- The staff should ensure that all incidents are clearly, comprehensively and promptly recorded in line with school policy.
- All Positive Handling Plans should be reviewed at least annually or after any incident.

Staff Training and Induction

Staff, who are new to the school, will not be permitted to undertake any of the authorised Positive Handling Techniques until they have received training. Arrangements for their training will be made at the schools earliest convenience. On completion of the course all new staff members will have their names added to the list of approved users of the techniques.

All staff will receive yearly updates as well as regular refreshers and to ensure that their skills are maintained and appropriate use of the techniques remain within acceptable practice and within legal requirements. Behaviour support issues can be raised directly with the Head of Outreach during supervision or during staff meetings.

Staff are also encouraged to take the time to observe and provide for support each other throughout the year. The Head of Outreach is available to discuss individual cases where they relate to positive handling or behaviour management throughout the year.

9. SCREENING AND SEARCHING

School staff can search a student for any item if the student agrees (the ability to give consent may be influenced by the child's age or capacity).

If the student is suspected of being in possession of a prohibited item and does not given consent to be searched/have their possessions searched by the member of staff and are receiving a lesson at home, the parents/guardian/responsible adult present in the home may be asked to search and/or remove the item(s) for the purpose of ensuring the safety of the student/staff member(s)/people within the home and/or preventing the lesson from being disrupted.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff suspects has been or may be used to commit an offence
- any article that may be used to cause an injury or damage to property

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: ***"Screening, searching and confiscation - Advice for Head Teachers, Staff and Governing Bodies, 2014".***

Dear Parent/guardian,

During the academic year Outreach students may be taken on educational or independent living skills trips in the community; these will be fully risk assessed and supervised by Newhaven staff.

These trips will be on foot, by public transport or using Outreach staff member's car (if a lone working risk assessment indicates it is safe to do so).

Use of staff cars is carefully monitored to ensure safety is of the highest priority and is in line with both Royal Borough of Greenwich's and Newhaven's policies and procedures.

You will be informed of the date and venue of the trips when they are planned.

If you agree and would like your child to attend these trips please sign the consent form below.

Yours faithfully,

Amanda Steenkamp

Acting Headteacher

……

I agree and give consent for: ……

to attend the educational and/or independent living skills trips in the community, supported by Newhaven Outreach staff.

Signed: …… Date:.....

Please Print Name: ……

Relationship to child: ……

Dear Parent/Carer,

During a student's education it **may be** necessary for interventions from the Educational Psychologist/Clinical Psychologists/CAMHS/Adult Mental Health Services/Speech and Language Therapists to be sought.

In order for this to happen we would like you to sign the consent form below, so that we may involve the required professional, as necessary – this will be discussed with you prior to any new referral being made.

Yours faithfully,

Amanda Steenkamp

Acting Headteacher

✂……✂

I hereby give consent for my child …….. to receive intervention from the Educational Psychologist/Clinical Psychologists/CAMHS/Adult Mental Health Services/Speech and Language Therapists, if Newhaven Outreach deems it necessary.

Signed: …… Date:.....

Please Print Name: ……

Relationship to child: ……

Dear Parent/Carer

There may be occasions where we will photograph your child during a lesson or on a trip. We may wish to use these images for internal or external publication.

Please tick the relevant box below for your consent *(consent to take a photo will be requested from your child beforehand - your consent gives staff permission to ask)*

✂……✂

I give permission for …… to be photographed ☐

I **do not** give permission for …… to be photographed ☐

I give permission for …… 's photograph to be used for internal publication, such as for internal presentations or internal leaflets ☐

I **do not** give permission for …… 's photograph to be used for internal publication, such as for internal presentations or internal leaflets ☐

I give permission for ……'s to be photographed to be used for external publication, such as for external presentations, external leaflets or the school website ☐

I **do not** give permission for ……'s to be photographed to be used for external publication, such as for external presentations, external leaflets or the school website ☐