



# The Glen

## Statement of Purpose



**September 2025**  
**(Revised for new purpose of Block 2)**

# **Contents**

|                                                  | Page  |
|--------------------------------------------------|-------|
| Aims and Objectives of The Glen provision        | 3-4   |
| Our Vision                                       | 4-5   |
| The Glen Provision                               | 5     |
| Decision making around a residential stay        | 6     |
| The Curriculum                                   | 6     |
| Our aims for the young people                    | 7     |
| Supporting young people's holistic communication | 7-8   |
| Personal Support Strategies                      | 8-9   |
| Young peoples views, wishes and feelings         | 9-10  |
| A residential stay                               | 10    |
| Staff responsibilities                           | 10    |
| Residential staffing and Roles                   | 11    |
| Staff supervision and appraisals                 | 11-12 |
| Staff development and training                   | 12    |
| Health and Safety                                | 13    |
| The protection of Children                       | 13-14 |
| Missing Children                                 | 15    |
| Equality and Diversity                           | 16    |
| Complaints                                       | 16    |

### **Residential Educational Provision – ‘The Glen’**

The reason that Glenwood School exists is to make a transformational difference to the quality of life and future prospects of each individual young person. Every member of the Glenwood School community has a unique contribution to make to achieving that end. In such a school, it is sensible to adopt the widest understanding of what the Glenwood Curriculum is. For this reason, when we talk about “the Glenwood Curriculum”, we are describing “the totality of experiences a young person has as a result of the provision made by Glenwood School”. The Senior Leadership Team and Curriculum Leaders work together to ensure our curriculum delivers the very best present and future life; enabling the young person to play the biggest role possible in shaping their own contribution.

The Glen comprises of a residential facility, which is an education intervention, also an Outline Business Case has been approved to create:

- Curriculum spaces that naturally support learning reaching beyond school, clearly linking skills and knowledge with outside settings and home life.
- Bespoke spaces for developing a wide range of social aspirations and achievements
- Bespoke spaces in which our families can work together with teachers and therapists to enable further progress against our curriculum aims.

#### **Aims and objectives of The Glen provision**

The primary purpose of a residential stay at The Glen is to provide short term, early intervention that brings about change in the young person’s life across a range of contexts at home to further the acquisition of new living and self-care skills, all of which can be generalised in different settings. Young people and children using the Glen during the day and after school will help them learn new ways of sharing; spaces, attention, resources and control.

Learners and families are helping lead the way on what is and should be possible from The Glen and how we use our growing knowledge to develop our innovative practice across the school and The Glen.

We work closely with the therapies hub to support families to implement individualised programmes within a homely setting so that the young person's curriculum extends further into their home lives. We can adapt the environment and setting to suit the needs of the young person and their family, careful thought and reflecting with parents and families how they want the home setting to be.

In partnership with class teacher and therapies hub reflective discussions to plan meaningful learning opportunities across 24-hour curriculum to enable the young people to reach their fullest potential and ensure that the learning reaches home. Furthermore, we are able to implement the learner's curriculums in a homely environment by generalising their learning from the classroom.

Our personalised approach for each young person enables us to extend the work with families and young people who do not need a stay at The Glen. However, still reaching further with the families. Working in partnership with school and families we pave the way to scaffolding the young person's learning so that they can generalise learning in other settings and at home.

- The work to develop the Glen will be characterised by strong partnership working with the young person’s family who will play a key role in shaping planning, strategies and outcomes.

- Stretching further with parents, school and health to enhance the young people's curriculum by offering them a range of opportunities and experiences within a different setting.
- Learning about how young people cope and the support that is required for them to manage and thrive in new places, settings and with new people helps to open up their world and offer support to new and additional settings to do the same.
- Integrated work with health services so that we can further reach and support the young person and their families.
- To offer opportunities past the school day to support the social aspirations of the young people and their families.
- An increased joint understanding and picture of how young people express themselves and the challenges and next steps in support and learning.
- Deeper thinking and reflecting on learners and families experience to help guide next steps towards their aspirations and planning the 'curriculum. As we learn a new potential there is a clear enhancement of how young people and families see possibilities.
- To ensure all important voices around young people and families are listened to and specialist advice and knowledge supports us to ensure we are all working to 'open up their world.'
- Multi-agency approach to thoughtful and careful planning to develop young people's social skills so they are ready equipped for life outside of Glenwood.

### Our Vision

Working in partnership with families to support them to implement their aspirations for their young person, always considering the future. Therefore, parents gain confidence to influence and shape the future with their young person.

For older young people or if linked to respite provision, this can be about finding out what they need in order to be successful away from home. When young people have been at school for a long time, seeing them through fresh eyes in a new environment enables us to evaluate and add to priorities as they move towards leaving Glenwood, helping us to find a way of opening up other settings to them.

We support families and young people to have greater autonomy through strengthened partnerships and help them to speak the language around their young person with future provisions and other providers (or wider family and friends).

With an eye on the future, enabling us to reflect on what we offer across The Glen and school to enhance possibilities in the long term.

The team across the whole of Glenwood Residential Special School and multi-agency professionals work together with parents or carers to ensure there is a comprehensive exchange of information and sharing of practice that evidently improves outcomes in all settings. Young people and their families are helping to lead the way on what is and should be possible from The Glen and how we use our growing knowledge to develop innovative practice across all settings.

## **The Glen Provision**

The Glen comprises one single storey, purpose-built house providing accessible accommodation for up to ten young people.

### **Glen Residential**

The Glen Residential is split into two separate wings – Elm and Willow.

Each wing has five en-suite bedrooms, utility room, dining room, lounge and quiet rooms. Two bedrooms and en-suite shower rooms are fully accessible for young people with mobility needs. There is a shared kitchen which has been carefully thought out and adapted to support and meet all needs of the young people and to increase social working for the young people to share spaces.

Space at The Glen is adaptable with subtle differences to provide a graduated approach to young people depending on where they are in their journey.

Personalisation of bedrooms to suit each young person and mirror what is important to them at home is encouraged. The way the spaces throughout the Glen are designed and used aims to reflect what is possible or aspirational at home.

Young people are encouraged to be involved in all aspects of life at The Glen including the preparation of meals which are eaten in the dining rooms, ideally at shared table spaces but at individual tables if more appropriate. Different arrangements will be made where a young person requires this.

### **The Glen Hub**

This house is separated wings; Ash and Cedar.

In Ash, we plan to have a larger space/lounge for the acquisition and enhancing of the young person's curriculum. By generalising the skills (for communication, cognition and thinking, physical and PSHE and working towards outcomes on EHCP).

There is a kitchen, dining room/space that can be utilised to extend and teach a range of skills towards the learner's curriculum and outcomes. There will be two-bedroom spaces set up to further support work with families, health and to teach learners a range of independence skills.

All the spaces within Ash will easily be adapted for each young person or group's needs.

Cedar will be a learning and collaborative space that can be transfigured to suit the needs of the individual or group.

All these spaces can be adapted to suit the needs of the learners so they can teach and generalise skills in different settings.

The building will be used during the day by learners, groups of young people, classes. They will also be used to work with families to further reach and support at home.

## Decision making around a Residential stay

There is a close partnership working between school, families and The Glen to decide whether a young person and the family could benefit from a stay at the Glen.

In depth reflective discussions across school, Glen and multi agencies will identify if or when it is the right time in for the young person to stay at The Glen. Careful decisions are made considering the right time for the whole family and if it is the right time on the young person's learning journey. Judging the time when everything is in place or we have reached the optimum moment to make a difference.

There is then much careful thought around the groupings of young people staying at the same time at The Glen to support positive risk management and to allow a beneficial experience. This will also ensure that there is maximum impact on the positive outcomes for the young person across all settings.

***It is important to note that a residential stay at The Glen is an intervention that doesn't replace other systems and other agency work but works to enhance the impact of any support in place.***

## The curriculum

Every one of our young people is inspirational and can lead the way.

It is our role to support each learner to recognize their own value and find ways of sharing this with the World Beyond Glenwood.

Therefore, we work collaboratively to bring the curriculum worlds together in a seamless way to make sure our 'curriculum intentions driving our curriculum are fully realised and that no learning opportunities are missed. This is supported by the development of four Curriculum Worlds; The Expressive World, The Environmental World, The Physical World and The World Beyond Glenwood.

The curriculum for every young person attending or using The Glen provision links directly to all of the curriculum worlds and the work of the Therapies Hub.

## **Our aim and the curriculum we share across the whole school**

- Everything a young person presents to us is a key to what their next learning should be;
- Everything a young person presents to us is an important communication about how they feel, what they find enjoyable or distressing or what they would like to happen next;
- At Glenwood we prioritise supporting young people to demonstrate their unique value, so their behaviours allow them access to an ever-widening world of opportunity and experiences;
- We believe that supporting young people to develop positive behaviour that enhances their life is an element of our core purpose;
- Any expectations we form are linked to a positive gain for that young person and must make sense within the bigger picture of their life.

## Our Aim for young people

We place importance on our young people learning that there is a point to behaving well and there is a positive benefit for them in a wider context. Our aim is to promote beneficial behaviour not solely within school but beyond. Our investment with the young people is based on 'behaviour for life'.

To be successful our young people will be equipped with the skills to be a successful part of the wider world; both within the Glenwood family and beyond.

We prioritise the development of young people's skills to communicate a feeling, preference or concern; also, to be able to manage change or tolerate a situation which is difficult for them;

We strive to make it easier for them to enjoy a fuller life in a world that they can play a full and vibrant role in. Learning alongside their peers, understanding something of what others need and enjoying their company is a big part of this.

All professionals will attend "minds around meetings" when appropriate and often when there are multiple settings and providers around one young person reflective conversations are actively sought so that learning is generalised.

We are constantly listening to families and professionals to change our thinking and holistic view of a young person's journey.

## Supporting young people's holistic communication

All learners at Glenwood school are introduced to and taught a range of augmentative and alternative communication methods, to supplement or replace spoken language. This allows them to communicate their wants, needs, feelings and emotions.

As a school we recognise that the development of communication is linked with all areas of the curriculum and to form a significant part in our analysis of behaviour.

At Glenwood, we establish a baseline communication level using SCERTS assessment for all young people, placing them appropriately within one of the following stages:

- Pre-intentional
- Anticipatory
- Intentional
- Words and ideas
- Joining words and ideas
- Abstract thinking and reasoning

We understand that young people at the first two stages of communication development will require adults within their environment to be perceptive and develop movements, expressions and vocalisations made as a reaction to the environment into those that can be made to cause a change in the environment.

Our aim is to:

- provide young people with opportunities, knowledge, skills and understanding to enable confident, positive communication

- provide opportunities for young people to communicate thoughts, feelings and ideas in a range of contexts
- provide each young person with the means, personalised to be most purposeful for them, by which he or she will be able to exercise as much control over their environment and experiences as they are able.
- provide young people with the opportunity to make meaningful choices
- promote enthusiasm for communication that is appropriate to each young person's level of development, age and experience
- provide an environment where meaningful communication is encouraged and rewarded
- help young people to maintain a well-regulated emotional state for interacting and learning
- work in partnership with the Speech and Language Therapists, and other professionals as appropriate, to promote the teaching of communication skills
- work in partnership with parents and carers to ensure a shared vision

### **Personal Support Strategies**

Every young person will have a personalised support strategy that identifies approaches and provision that should be in place. These are a working document between both school and The Glen which is frequently updated and shared with parents/carers and will form a section of their annual EHC review. They are the 'Go to' guide for all adults working with the young person. Incorporating the Glen allows the PSS to extend across all environments in a meaningful way and further enhances the knowledge around each young person.

At Glenwood this positive approach focuses on the changes adults need to make in order to help the young person change their responses to situations they find difficult as outlined in their Personal Support Strategy.

The Personal Support Strategy also includes the reactive strategies that adults should use in order to support the young person at times when they are finding life challenging.

### ***Everything our young people show us is communication – how we interpret it is key***

To ensure our philosophy, values and practice improves confidence and safety and that we are well organised and underpinned with a robust level of understanding and skills, Glenwood adopts 'Therapeutic Thinking Approach';

This approach is a fundamentally supportive, graduated response centred on the Therapeutic Management of Behaviour and is aligned to the way in which we support young people and care and protect our staff.

Therapeutic Thinking is our therapeutic approach to working with behaviour. 'Therapeutic Thinking' puts the emphasis on understanding behaviour rather than punishing it. In addition, we seek to explain rather than excuse difficult and dangerous behaviour. We learn how to de-escalate a situation before a crisis happens. Where a crisis does happen, we adopt methods to reduce the risk of harm.

The programme is designed to provide highly reflective understanding and training in the management of behaviour and the prevention of behaviour from escalating. It includes ethical restrictive physical intervention training called "Principles of Restraint Reduction" which is seen as a last resort and only as a next step to Therapeutic Thinking.



We always reflect on each behaviour our young people show us and what this teaches us about next steps in teaching, curriculum and support so as to constantly ensure we are working towards widening each young person's world and opportunities.

Every effort will be made to maintain, teach and establish routines that can be generalised and helpful in improving co-existence within and beyond the family home. Consequently, if a young person, on entering a programme at The Glen, is attending any after school club successfully e.g., a local Scouts or drama group, we will endeavour to maintain this activity by planning their routines and days they stay at the Glen around this allowing for parents to continue to take their child to these clubs.

As a general principle young people will not have regular social/leisure activities during their time at The Glen that realistically would not be part of a normal week at home. However, we work closely with the class teachers of each young person and where a young person may need to work on engaging in activities away from home or school, such as working on their independent skills or social skills. We plan how this can be done through the 24-hour curriculum and built into their school day. We carefully think how we can follow these activities up at The Glen.

We work with the school to adapt the curriculum for each child based around any targets set whilst staying at The Glen. Larger spaces within Glen learning Hub may be used to focus on social skills and the space can be adjusted for needs of the young people. We can use this social space for the learners to share space, play games such as air hockey, table football or computer games.

### **Care of a young person with specialist health and therapeutic needs**

Prior to a stay at The Glen a health care plan will be agreed with parents/carers and health professionals. The residential staff team will be trained and assessed as competent to support a young person with their specific health needs as required as a continuum of the care and support, they receive at home and school.

Our work extends with therapies hub to link with key health professionals to make decisions, plans and support families within homely environment. We are stretching further with families to ensure that multi agency work extends to the young person's home.

### **Young People's views, wishes and feelings**

The children and young people's views, wishes and feelings are paramount and are always listened and observed to and acted on where appropriate.

At Glenwood, adults work tirelessly to understand the young person, noticing how they respond to things whilst we do our very best to see the world through their eyes. As a staff team we never assume that our analysis of their feelings is a literal interpretation.

Children and young people have regular time with a member of staff. In addition to this practice, every pupil has a residential key worker who seeks opportunities for pupils to communicate thought and feeling through formal and informal processes.

We aim to gather accurate information from all of the adults that work alongside and support the young person in order to compile a full and detailed picture which is continually added to as we learn more about them.

We use a range of methods within The Glen to gather the views of all of our young people to make sure they are being given enough choice around their stay as possible whilst also offering an independent person to visit them and monitor that the young people are getting the best out of their stay at The Glen and being heard.

The young people participate in Glen council meetings to discuss forthcoming events and have a voice in what happens at the Glen and the environment they are staying in.

During a young person's stay at The Glen, young people may contact their parents or carers. A private space is available and methods of communication that are specific to each young person will be agreed and made available to meet their individual needs. A plan for communication with parents, carers and family will also be agreed prior to a stay.

### **A Residential stay**

We work closely with families so that we have, between us, a shared knowledge and understanding of what a young person enjoys and prefers in addition to important dialogue about how that young person copes in a variety of situations which they may find challenging. In addition to diarised Learning Conversations, Multi-Disciplinary Meetings and Annual Review meetings we have an expectation that teachers will make frequent and regular contact with home so that there is support and understanding across both settings (and The Glen when there is a residential element to the curriculum).

### **Moderation**

We moderate The Glen through a variety of meetings with Parents, Carers, Teachers, Social care workers, CAMHS, health workers, Heads of Care in other residential schools, Governors, Independent visitor, independent person and many other provisions within the local area who offer high level challenge and thinking, adding perspective and enhanced questioning. Further challenge comes from the Residential Strategic Group made up of the Head, Deputy head, Glen Leaders, and a selection of Governors linking to the school's Full Governing Body.

### **Staff Responsibilities**

It is always the adult's responsibility to make changes to support young people according to what is safest, wisest and most appropriate for each individual. Staff are equipped to fulfil this role because of timely training, the advice of 'go to' people for guidance and because of our approach (across Glenwood and The Glen) through Personal Support Strategies for each individual.

Regarding our young people, their respect, trust and engagement is ours to gain. We strive to create an environment in which young people can be certain that they receive a response they can trust in.

Adults must know what makes a difference for each young person and seeking the views of others is a clear expectation in a setting where there are 'many voices' around each young person. It is the adult's responsibility to know, understand and be consistent

Any decision making relating to behaviour is always grounded in curricular which means we are always considering a young person's wider learning and what we are aiming to achieve with them and for their future life. We refer to our 'Curriculum Intentions' document to remind us of our aspirations for every young person.

The level of challenge we offer any young person must be in line with what they can manage well; this may involve temporarily reducing curricular demands until we can have a graduated approach to reinstating and growing the formative challenge up once more.

Initial strategies are stepping stones towards longer-term support strategies and should be constantly rethought in line with the young person's learning and priorities in life.

### **The Residential Staffing levels and Roles -**

**Associate Headteacher** SLT – Lara Parr

**Associate Headteacher** SLT – Gill Marrion

**Assistant Headteachers** SLT – Laura Gordon-Rust, Chloe Stewart, Louise Blackwell

**Head of Residential Care** SLT – Laura Gordon-Rust (oversight) Kate Harvey (MATERNITY LEAVE)

**Senior Residential Support Workers** – Coral Hill, Rebecca Woolley, Emily Davison

**Residential Support Workers** x 3

**Assistant Residential Support Workers** x 2

**HR/Finance Admin Assistant** – Across School / The Glen

Staff form part of a core team around each young person at a ratio determined by their personal support strategies. A full team at The Glen would be based around fifteen staff. Made up of three Senior residential support workers, nine Residential support workers and three Assistant residential support workers. The level of adult support on shift is carefully judged to allow us to always meet the needs of each young person within our care. There must always be a Senior Residential Support Worker present at all times with a member of staff from the SLT on call at all times. Currently, the residential staff work on a 2-week rolling rota with the aim of this becoming a 3-week rolling rota to allow for work to be continual at The Glen across both houses, throughout a 24-hour curriculum.

### **Management**

All Senior Staff report to the Laura Gordon-Rust who reports to the Glenwood School's Associate Headteachers Lara Parr or Gill Marrion.

### **Staff Supervision and Appraisals**

All staff have regular supervision in the form of a Professional Progress Conversation with their line manager in accordance with national minimum standards as detailed by Ofsted. Further group supervision is through team meetings.

Supervision is a regular one-to-one meeting between the supervisor (e.g. line manager) and member of staff in order to meet organisational, professional and personal objectives. Supervision forms a key part of individual performance management and is undertaken at least once in each term.

At The Glen Senior Residential Support workers are the professional progress partners to Residential Support Workers and Assistant Support Workers.

*How are Senior Support Workers equipped to perform rigorous and high-quality supervision?*

- Accredited Careskills module on Supervision and appraisal which is supported by
- Level 3 Safeguarding accreditation
- Rigorous recruitment process in which prior skills in leadership are evident.

- Formative instruction, modelling and guidance in team sessions with Head of Care and Senior Glenwood Staff.
- Modelling in Professional Progress Conversations by HOC.
- The first supervision is modelled.
- Formative feedback and QA on completed appraisals by HOC.

Thereby Senior Residential Support workers grow the skills to develop thinking and provide opportunities to strengthen practice and impact. The professional progress conversations are rigorous regarding tackling shortfalls and ensuring performance issues are dealt with. They should promote internal enquiry and curious questions so that workers at The Glen embrace professional high standards.

**The aims of supervision are;**

- To ensure staff know what is expected of them
- To ensure staff contribute to the aims and outcomes of Glenwood Residential Special School by carrying out their duties effectively and efficiently
- To ensure good practice and to challenge and manage any practice that is unacceptable
- To ensure that 'health and well-being at work' issues are addressed
- To assist in the continuous professional development of staff
- To identify any training and support needs
- To ensure that staff promote equality and value diversity in line with the School's Policies and Code of Conduct
- To ensure staff know how to respond to any safeguarding issues. This includes all relevant Glenwood School Policies, local policies and DfE Keeping Children Safe in Education.

The day-to-day performance of staff is monitored, managed and supported by line managers. The Performance Management Procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of the school's improvement plan and the standards expected of staff by relevant national and local standards and job and person specifications.

**Staff Development and Training**

An important part of the Induction process is for all staff to learn and embrace Glenwood's values which all training is designed to incorporate.

All staff undertake mandatory training which includes:

- Moving and Handling
- Safeguarding/Child Protection
- First Aid
- Health and Safety Awareness
- Fire Safety
- Safe handling and administration of medication (including emergency medication)
- Food Hygiene and Safety
- Personal Care
- Essex Therapeutic Thinking training in behaviour management including the use of non-restrictive physical interventions

- Communication: including using a wide range of equipment and resources e.g. Proloquo2Go, PECS, specialist ICT switches and software
- GDPR
- Equality and Diversity
- Any other specialist modules to meet the individual health needs of the young person

All residential staff have enhanced DBS checks. They have a comprehensive induction and training programme which includes time working in school, in addition to training at different points in their development. All staff working in The Glen have or will be working towards completing the (Level 3) Diploma in Residential Childcare.

### **Head of Care's Qualifications**

Laura Gordon-Rust holds QTS, BA Early Childhood Studies, awaiting Level 5 in Leadership and Management for Residential Childcare.

(Kate Harvey holds a Level 3 Diploma in Residential Childcare and Level 5 Diploma in Leadership and Management for Residential Childcare.)

### **Health and Safety**

The Glen is subject to Essex County Council Health and Safety policies and procedures outlined in a poster displayed in the two main offices. All staff have a responsibility for keeping themselves, their colleagues and the young people in their care as safe as possible.

The usual procedures are followed when accidents and incidents occur; all appropriate paperwork is completed and copied to the relevant parties. There is a Residential Strategy Group reporting to the board of Governors.

Health and Safety is regularly discussed in team meetings and is a standing agenda item in supervisions. Whenever a new policy or procedure is added, each staff member signs the file to indicate they have read and noted the change. There are daily, weekly and monthly health and safety checks within The Glen to make sure that all policy and procedures are being followed continuously. The Glen also has a 5-star food hygiene rating from the Food Standards Agency which ensures that all food related health and safety procedures are also being followed day to day. Any significant incidents are dealt with in accordance with Ofsted standards and school policies.

There is a listening monitoring device installed in each bedroom which can be activated to monitor a young person's movement if they have been assessed as requiring this to maintain their safety. Monitoring equipment will only ever be used as part of an agreed of the Planning to work together document with parent's plan which is regularly reviewed and risk assessed and discussed with parents/carers.

Each bedroom can be locked, but this can be overridden by a key from the corridor. En-suite bathrooms can also be locked if required if to safeguard the young person. Communal toilet facilities are fully accessible at all times.

Parents or carers will be fully informed and consulted on all aspects of health and safety and care and support, before their young person stays overnight.

## Care of a young person who is unwell

In the event of a young person becoming unwell during their stay at The Glen, parents/carers will be contacted and arrangements made for their return home where they can continue their recovery in their own familiar surroundings.

## The Protection of Children

Our Safeguarding Culture - *“No Stone Left Unturned”*

These are fundamental beliefs of the school and the practice which we prioritise to ensure vigilance and depth of understanding for young people:

- We observe what the young person’s behaviours tell us; we notice, and are interested in, the slightest change;
- Young people having the right to say “No” and “I don’t like that”; and to be listened to;
- We prioritise seeing things through the young person’s eyes;
- We work on gaining the young person’s cooperation, not compliance, so that they can learn about how best to do things;
- We ensure the young people can develop safe relationships of trust with adults as all will have some level of support throughout their lives;
- For those people with the most complex and physical or sensory needs we do everything we can to make things right for them to learn by paying the greatest attention to their basic needs and rights to be comfortable, protected and cared for. We know nobody will learn if their position is poor or if they are in pain;
- We plan holistically; based on a very detailed knowledge of the young person’s strengths and needs at any point in their journey;
- We listen, we look and we notice what the children tell us in their unique ways;
- We constantly talk to people and reflect;
- We monitor the wellbeing of the family very closely and notice positive changes over time in addition to picking up concerns very quickly. Parents and carers are completely comfortable with phone-calls home about every type of concern; they respond very well even if a member of staff feels that something is ‘not quite right’ for the young person that day and wants to discuss possible reasons; no stone is left unturned;
- Staff are observant, reflective and completely tuned-in to the different approaches that need to be in place for the individual young people. Staff are intuitive and sensitive and notice changes in the young people in terms of attitude and how they look and behave; there is a clear link with the quality of learning and with young people being well protected and safe.

## Working effectively with Other Professionals

- We work to ensure highly effective and productive professional relationships with external partners; in this way information and observations flow freely (but appropriately) in the best interest of each young person. This important ‘join-up’ helps us to be sure we are looking at the complete picture for a young person and that nothing is missed.
- Leaders also work strategically with services such as Social Care and the Police to have influence over the systems which support our young people.

## Working in Partnership with Families

- Strong relationships with families and detailed knowledge about the challenges they face at any one time helps us see the wider safeguarding picture
- In most cases parents and carers should be informed when concerns have been raised about their child. It is important that parents and carers are given an opportunity to address concerns raised and to know (when this does not put the child at risk) when a referral to the families Operation Hub has been made.
- Attendance is promoted through *first day follow up* for absences and staff work hard to achieve good attendance through detailed work with families and other agencies on an individual basis. Action is proactive, prompt and in line with what individuals and families need.

## Foresight and Attention to Detail

- Safeguarding is pursued with foresight and attention to detail which means that there is a proactive approach throughout, woven through the curriculum and ethos of the school; for young people who cannot communicate concerns or ask for help easily this approach is vital.
- Through early intervention around safeguarding concerns, we are very often able to prevent low level concerns escalating to greater risks. We do not shy away from difficult conversations because we have the best interest of the young people at the heart of our work.

## Recording our Concerns

- The aim of reporting and recording is to create an accurate account of the concerns about a young person, with a clear chronology and follow-through notes made over time. In this way monitoring ensures that nothing is missed, connections are made and that the right decisions are made around finding solutions and referring on. We use 'RecordMy', an electronic system.

## How we Test Ourselves

- We seek parent or carer views on whether their child is, and feels, safe; we respond promptly to concerns. Conversations are frequent, responding to the slightest anxiety or difference in behaviour, mobility or physical appearance. "Follow through" and monitoring past the initial concern is a clear expectation.
- Our strong partnerships with a wide range of professionals from Health and Social Care leads us to seek feedback from colleagues that know us well, including comments about safeguarding. Governors and leaders analyse and evaluate these returns to seek areas for development.
- The Senior Leadership Team meet weekly to review and analyse both individual cases and note any trends which emerge and need to be addressed through improvements in process, practice or performance.
- We are open to scrutiny from the Local Authority and share practice and ideas with other schools.

If any member of staff is concerned about the wellbeing/protection of any young person they will respond appropriately i.e., “if you have any concerns doing nothing is not an option” and will be duty bound to share any concerns immediately with a senior member of staff who will follow all school and Local Authority Child Protection Guidelines. Supervision of young people will be comprehensive throughout their time and discussed fully with parents/carers before they embark on time at The Glen.

The Designated Safeguarding Lead for The Glen is Kate Harvey. Laura Gordon-Rust has also undertaken the level 3 Safeguarding training.

### **Missing Children**

Glenwood School creates a secure and comfortable environment for all young people. It is extremely rare that a young person becomes so distressed that they wish to leave school or attempt to leave the school. However, where a young person is experiencing extreme difficulties the following principles and policies currently in place within the school and The Glen will help to prevent an incident of absconding or a young person becoming missing.

Principles:

- Staff understand the context of the young person and work to recognise situations of ‘vulnerability’ that may precipitate them going missing.
- The safety of the young person is of prime concern. To this end staff should be actively involved in locating and returning the child.
- Residential staff will liaise with appropriate agencies and the family in locating and returning the child to a safe environment.
- Any ‘absconding’ young person will be supported appropriately after the event.

All staff will adhere to the protocol for dealing with a critical incident should a young person go missing.

Any young person who the school feels are likely to go missing will have their own missing protocol.

### **Equality and Diversity**

Our Accessibility Plan regarding equality of care for children and young people will ensure that every young person receives equal care and support, irrespective of their gender, ethnic, cultural, linguistic or religious background. When applicable, religious observances, dietary considerations, festivals, etc. are fully catered for, recognised and facilitated.

### **Complaints**

The school's policy is to follow the Local Authority (Essex County Council) guidelines when handling concerns and complaints. It would be unusual to deviate from these procedures, but the school always retains discretion in these matters.

The usual process is to speak to a Senior Member of staff. At all times the staff will help to resolve a problem.



Please see our linked policies on the school website

Complaints

Whistleblowing

Child Protection and Safeguarding Culture

Equality & Diversity

Accessibility

Supporting Young people with Medical Needs

Positive Approach to Behaviour Management

Health & Safety

[Glenwood School - Policies](#)