



Elemore Hall School

Policy Title	Statement of Purpose
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DISCLAIMER

The information given in this statement relates to the current school year and was valid in September 2020. It should be assumed that there may be minor changes affecting either the arrangements generally described in this booklet or in any particular part of them during the school year, any major or significant changes will result in an update of this document.

INTRODUCTION

Elemore Hall School is a Durham LA maintained Special School for up to 86 secondary aged pupils whose educational needs in a mainstream setting have not been met due to their significant social, emotional and mental health difficulties.

The purpose of Elemore Hall School is to provide a social and academic education for the pupils, who attend the school that will enable them to re-engage, re-integrate and participate in the mainstream of society.

All pupils attending the school have an Education, Health and Care Plan that clearly states their principal special need to be in the area of Social, Emotional and Mental Health Difficulties (SEMH). Most pupils have an additional special educational need such as moderate learning difficulties, dyslexia, and dyspraxia, or have a developmental delay or delay in the acquisition of skills and knowledge due to missed schooling. As a result, the majority of pupils function at levels below that of the average of children of the same age. Frequently pupils also experience difficulties in their lives beyond school. The school takes both male and female pupils of secondary age although the great majority of pupils are male.

Pupils are admitted to the school following referral by the Local Authority and subsequent completion of the school's admissions procedure. Very occasionally the school will admit a pupil on an assessment basis. Pupils attend the school from across County Durham, however a high proportion come from the areas surrounding Seaham, Easington, Peterlee, Chester-le-Street, Stanley and the north of Durham City. Most pupils travel to the school by taxis provided by the Local Authority.

Pupils attend the school on a day, extended day or residential basis depending on their need. Social, after school, evening and residential provision helps pupils to benefit from curriculum designed to develop independence, personal and social skills. Many of our pupils lack the ability to develop in these areas without appropriate support; this can be due to a variety of reasons including low self-confidence or poor friendship forming ability. Within a safe, supported and structured environment, pupils can take part in 'normal' social activities, play or interact with peers. The environment allows them to practice and rehearse skills needed for adulthood.

Placement at the school is not necessarily for the entirety of a pupil's formal education. Where possible opportunities will be sought to reintegrate pupils into mainstream schools, either full or part time. The same is true of residence and extended day, as pupils develop their social skills and confidence it is important that they spend increasing amounts of time in their home community. Whilst some pupils may begin their time as four nightly residents, this is gradually reduced in response to individual needs and social progress made. Extended day provision contributes greatly to the social development of those pupils who cannot access residency. Whilst it is hoped to integrate some pupils back into mainstream school whilst they are attending Elemore Hall, it is also the school's aim to help support pupils to integrate into social activities in their home areas, for example accompanying a pupil to a club.

Please view the school's website for more information: www.elemorehallschool.com

ADMISSION

The school currently has eighty-six pupil places in total, with provision for twenty-five residents. Only boys are resident, however all pupils are able to take part in extended-day activities. Residential or extended-day provision is an essential extension of the education on offer to pupils at Elemore Hall.

As a local authority school, only pupils referred by the local authority can be admitted. When a prospective pupil is referred to the school an initial visit is arranged. At this visit the pupil and their parents/carers are given a comprehensive introduction to the work of the school and how we endeavour to successfully meet the needs of the pupils who attend the school. This visit is arranged and led by Michael Forster (Transition Coordinator) whose role is to provide a clear initial point of contact at the school who will support the pupil (and their parents/carers) in the transition to Elemore from their previous school. During the visit the pupil and their parents/carers (and any key workers/social workers/etc.) also have an opportunity to meet with the Headteacher and key staff (including the Personal Tutor if one has been allocated). Admission to the school takes place throughout the year and is on a day that is agreed between the pupil, parents, school and local authority. The admission can be arranged so that the pupil can be accompanied on their first day by their parent, social worker, etc., if appropriate. In exceptional circumstances, the school can arrange for a phased introduction to the school or for support workers from outside school to remain with pupils for an agreed transition period.

Pupil placement at the school is decided during the admission visit, although it may subsequently change by agreement between the pupil, their parents/carers and the school. Some pupils attend daily, going home after lessons finish at 3.45p.m. just as in an ordinary school. Other pupils attend the school on an extended day basis, staying at the school until either 6.00 or 8.00p.m. on some weekday evenings, and joining in a range of social, sporting and cultural activities both in school and in the community during the early evening. Up to 25 pupils board at the school during the week, joining in if they want to with all the activities but benefiting from the security and consistency of residential school life and benefitting from extended opportunities to develop their independence and interpersonal skills.

Pupils admitted to the school will normally:

- have an Education, Health and Care Plan that names Elemore Hall as the specified school;
- have at least two full calendar years of statutory education remaining; and
- not necessitate the school's 'Planned Places' (currently 86) being breached or result in the number of pupils in a particular classgroup being exceeded.

Exceptionally the school will admit pupils:

- not currently the subject of a statement or EHCP but for whom placement, as the result of an emergency, facilitates statutory assessment;
- who are 11, but in the last few months of year 6 rather than being in Key Stage 3 and whose immediate admission will interrupt negative experiences;
- into appropriate year groups where vacancies exist that will in effect cause the school's 'Planned Places' to be exceeded,
- in their last two years of school where this will not cause undue disruption to existing KS4 groups.

In accepting pupils for admission the Headteacher, seeks to:

- maintain an appropriate balance between the variety of forms that social, emotional and mental health difficulties present within the school;
- ensure that no single year group has a significantly larger number of pupils than any other in the same key stage; and
- establish a range of placement combinations for pupils, which meet their particular needs and allow for an efficient use of the school's resources.

The Headteacher will seek to admit referred pupils into the school as soon as is expedient, whilst having as his/her first priority the stability of the school. Admission will be affected throughout the school year.

TRANSITION

Whilst the school invests in ensuring that the admission process is smooth and thorough and that the care, support and guidance for pupils whilst they are at the school is first rate, the school also puts considerable energy into pupil transition post16. Working with the pupil, parents/carers, the local authority and other agencies, the Transitions Coordinator liaises with potential destinations and providers to try to achieve a suitable and successful employment, education or training placement for pupils when they leave Elemore Hall. Before a pupil is admitted to Elemore, the referring school is asked to complete a form that provides the school with important information including academic progress, areas for concern and key data such as attendance, exclusions, levels of achievement reached – it is common for this information to be lacking in quality. We also go through a detailed process with parents to ascertain a good level of knowledge and understanding on both sides and to begin to develop a positive working relationship. When a pupil is ready to move on from Elemore we make a good effort to ensure that the receiving college or other provider has all the information that they might need to make transition as positive as possible.

DAY PLACEMENT

Day pupils attend school from 8.55am until 3.45pm Monday to Thursday and 8.55 until 1.10pm on Friday.

The curriculum of the school is very similar to that of mainstream schools and all pupils are expected to follow a curriculum that is broadly in line with the National Curriculum until the end of Year 9. In the last two years pupils study fewer subjects and many have a practical or vocational bias. Most subjects offer pupils the opportunity to achieve externally recognised accreditation such as Entry Level Certificate, GCSE and/or BTec.

There are 8 lessons every day except Friday when school finishes at 1.10pm. On Fridays there are 4 lessons including school meeting.

Lunch break is 55 minutes. Food in the dining room is served in two sittings; this allows pupils to mix with others from their key stage and targeted activities and support to be available.

There is a 15 minute break in the morning and in the afternoon.

The school makes no charge for meals or any educational visits pupils attend in support of the curriculum.

EXTENDED DAY PLACEMENT

At Elemore Hall we believe that learning takes place everywhere and continually, not just in the classroom. The school operates an Extended Day so that pupils can take part in a wide range of extra-curricular activities. These include sporting, social, leisure and practical activities designed to assist pupils to develop and overcome their difficulties.

Extended day pupils follow the same daytime schedule as 'day pupils' however they also participate in activities beyond the school day. At Elemore Hall we offer activities between 4.00 and 6.00pm and from 6.00 to 8.00pm from Monday to Thursday.

The school has a games room with pool tables, a fitness room, a full sized football pitch, an all-weather 5-a-side pitch, an adventure playground, an allotment, and exceptional school grounds – all of which are utilised to the benefit of the pupils. Curriculum areas such as the Sports Hall, Performing Arts Suite, Food Technology and Art are also used to provide evening activities on site.

The school acknowledges that it has a responsibility to support pupils in taking part in a range of activities that they might continue outside school. To this end it maximises the use of 2 minibuses and a people carrier so that leisure facilities in the community like ice skating, indoor climbing, swimming, theatre trips, indoor football and the cinema can be accessed, some pupils currently access Army Cadets and Youth Club from school.

As with educational visits no charge is made for meals and the range of activities pupils are involved in out of school hours.

RESIDENTIAL PLACEMENT

Residential pupils follow the same daytime schedule as 'day pupils' however they also participate in activities beyond the school day. Until 8.00pm resident pupils have the same opportunities for social activities as extended day pupils. Additionally, resident pupils can take part in evening activities offsite that extend beyond 8.00pm such as theatre trips.

The big difference for resident pupils is that they sleep at the school for between two and four nights per week.

Resident pupils are attached to one of two living units. Each living unit has a number of bedrooms for pupils, a communal lounge, kitchen and dining area, bathing and toileting facilities. Facilities are provided to make pupils feel comfortable in their surroundings; these include the provision of entertainment facilities, eg, television and stereos, games consoles, books, videos and board games. Pupils have a designated bed space and are encouraged to personalise this; the school supports this initially by funding the purchase of individually chosen bedding. Each living unit has a number of attached staff.

The school is able to accommodate up to 25 pupils as residents during the week. The accommodation is of a high standard and is very well staffed. With skilled staff supervision and support the school provides a safe, structured and nurturing environment for young people to live together and with adults. Carefully constructed staff timetables ensure that there is a continuity of care throughout the 24-hour curriculum. Care staff work generally in the evenings/early mornings but also spend some time in school during the day, teachers and support staff work mainly during the day but also spend some social time in the evenings with pupils. Staff eat with pupils at every mealtime.

The two living units, Bede and Cuthbert, both have laundry facilities for helping pupils to develop independence skills and also to allow them to launder their own clothes. Larger items are washed in the school laundry.

No charge is made for meals and the range of activities pupils are involved in out of school hours.

Residential education can be a very positive experience for those young people who present with significant social, emotional and behavioural difficulties. The need for residential education is determined by the degree of consistency and amount and type of support which is needed to effect a change in a young person's behaviour and presenting difficulties. Within residential special education staff can work with young people throughout the course of the day in the school setting and in both structured and less formal social settings. Within this latter arrangement there are opportunities to help young people to:

- develop therapeutic relationships with care and teaching staff skilled in this work;
- broaden their recreational, cultural, social, spiritual and moral experiences through access to a range of structured and unstructured activities; and
- gain in emotional security and social competence by being part of a thriving community.

Residential education is most effective:

- where the pupil and his/her family is committed to residential education; and
- where parental/carer and pupil commitment to their responsibility in the partnership with the school is clearly evident.

Residency at Elemore Hall is not an alternative to a care placement and is primarily for educational reasons. A residential placement is a temporary, term time only facility funded by the LA, permanent residence remains with the child's parents or carers. Parents/carers retain responsibility for all of those areas that would be true for day pupils such as medical appointments, looking after the child if they are ill, etc.

THE SCHOOL'S COMMITMENT TO THE IDEALS OF EVERY CHILD MATTERS

Whilst schools are no longer required to follow the requirements of the Every Child Matters agenda, we believe that the five themes of every Child Matters are fully integrated and embedded within our ethos and our regular work with young people.

Being Healthy

The school actively encourages its pupils to be healthy. This encompasses physical, mental, emotional, and sexual health as well as helping pupils to pursue healthy lifestyles and to reject any temptation to experiment with illegal drugs.

The school considers all aspects of the health of young people in its care and promotes healthy eating and active lifestyles. Staff will promote healthy lifestyles and enable pupils to gain in understanding of those factors which can have a poor impact on health.

Recently we have been encouraging pupils to get more involved in learning where their food comes from by growing some of our own produce. Not only is the food produced nutritious, pupils also have to be outside and engaged in physical exercise to grow it.

Staying Safe

The school is totally committed to safeguarding and promoting the welfare and safety of young people. Children achieve their maximum potential in an environment which is safe, secure and supportive of all their needs, including the need to be protected from abuse.

The school is committed to promoting the welfare of all pupils by working in close partnership with all relevant agencies and partners in child protection, in accordance with locally agreed procedures and practices to achieve this aim and has established secure practices for accidental injury, bullying, discrimination, crime and anti social behaviour.

The school implements rigorous and robust recruitment procedures to ensure candidates suitability for working with its pupils.

In order to encourage pupils to develop the skills to keep themselves safe, pupils are exposed to activities that have some degree of managed risk in order that they can learn to understand risk and danger and how to minimise it. Such activities would include outdoor pursuits, bushcraft and everyday curriculum areas such as Food Technology, Resistant Materials and Art.

Enjoyment & Achievement

The school recognises and honours the successes of all its pupils. Although academic success is important and the school is proud of pupils achievements at GCSE, BTec and Entry Level, pupils successfully achieve at personal and social levels too.

Success is recognised daily through Thought for the Day, the award of Merits and positive comments from staff, and weekly at School Meeting. Pupils achieve recognition for learning and achievement.

The school wants pupils to enjoy their experience of education so every effort is made to ensure that there is a variety of opportunities available for all pupils, All pupils have individual targets. These are set at the termly Progress and Achievement meetings where pupil, parents/carers and staff meet to look at progress and achievements over the previous term and to set targets for the forthcoming term. Resident pupils also have Placement Plans. These meetings are particularly important for our pupils as positives are highlighted, this is often in marked contrast with meetings they attended at previous schools.

Making a Positive Contribution

Pupils at the school are fully involved in decision-making at an individual and whole school level. They are encouraged to support the school community and its environment and accept that with rights come responsibilities.

There is an active Junior Leadership Team (JLT) where pupils suggest ideas and work with staff to explore developments. The activities of the JLT and the involvement of pupils has been recognised by Investing in Children for a number of years.

The school takes part in a number of sporting events throughout the year. Every pupil has an entitlement to participate in these events based upon conduct and interest. Our aim is to involve every pupil at some point, however some pupils are not interested and others through their behaviour would not appropriately represent the school at a given time. It has been recognised both internally and externally that whilst we do not always win (although we often do) our pupils always behave in an exemplary manner.

Pupils contribute to key celebrations and events throughout the year in many ways. The most obvious of these is through musical performance where pupils will practice and perform songs to audiences.

Elmore pupils are involved in supporting Primary School visitors to the school.

Economic Well-being

The school considers it has a key role in supporting pupils to develop skills needed for further education, training or employment. and leading a fulfilling life.

The school's role is focused on nurturing pupils' aspirations and helping them to set goals for themselves. It involves the school working with other agencies. Having a dedicated Transition Coordinator has helped the school to support pupils in moving on successfully at 16.

By supporting pupils to achieve accreditation the school opens up possibilities and choices for pupils post 16, additionally the school seeks to encourage pupils to develop other skills that will hopefully help them to be more economically successful, these include helping pupils to develop DIY and horticulture skills.

WORKING TOGETHER

The school places a great deal of emphasis upon working together with parents and carers. Visits to the school are positively welcomed. Problems, when they occur, are

discussed with parents and carers with the aim of sharing understanding and agreeing ways forward. Every pupil has a Personal Tutor who contacts parents/carers at least bi-weekly to let them know how their child is getting along and to help develop the strong home school links. There are regular events at school that parents are invited to (see below).

ETHOS & PHILOSOPHY

Our vision for Elemore Hall is to create a happy, positive, successful and worthwhile place to be for all members of the school community.

At Elemore Hall, the school's structured environment has been very carefully considered. Its ethos and milieu are very special. There is a welcoming, positive and purposeful 'feel' about the place. We know our pupils will make mistakes! Indeed, it is by learning from mistakes that pupils will progress. The school's ethos has been established to nurture and support pupils at all times, it is an organic thing that develops over time to encompass a wider range of needs and provisions. Elemore Hall is a unique environment - our ethos and philosophy is built on the pupils, staff, parents/carers and others connected with the pupils, but it is so much more than that, it is also built upon our very special environment, our approach to learning and society, our aspirations, our links with the community outside the school.

The school operates a broadly Social-Constructivist approach to working with pupils whereby appropriately differentiated support or 'scaffolding' helps pupils to grow and develop and as they become more confident and capable then support is gradually withdrawn leading to increased independence. Some of the elements of this 'scaffold' are behaviourist in nature with rewards and sanctions being used to reinforce and give consequence to some behaviour.

Whilst the school is tolerant of a range of behaviours associated with the needs of the pupils and recognises that each pupil is different and therefore eliciting a different response, it is considered important to the stability of the school that pupils do not merely believe that they have been referred and admitted to a more permissive regime. The stability of the school is viewed as being important to the development of pupils established at the school and to the provision of a secure and supportive regime for newly admitted pupils.

Any use of physical control when pupils have lost self control and are placing themselves or others in danger will be in accordance with school policy. After any use of physical controls, an independent member of staff will discuss the incident with the pupil to allow them the opportunity to comment on the situation and how it was managed. This is also a good opportunity for the pupil to consider how the incident came about and developed and how a similar situation might be avoided in the future. Parents/carers and social workers are informed of any use of physical control.

The development of personal identity, self-esteem and self-confidence are very important at Elemore. One of the ways we try to generate this is to celebrate individuality, consequently there is no school uniform at Elemore Hall, nor are there any rules about hairstyles, but we do expect pupils and staff to look smart. Jewellery is permitted but limited for health and safety reasons and in some subjects there are specific requirements (for example in PE, Food Technology and Resistant Materials).

Whilst it is recognised that bullying will and does take place in a variety of forms, bullying of any description is severely frowned upon and not tolerated at Elemore Hall. Persistent bullies unable or unwilling to change their behaviour have no right to a place at the school.

The school actively seeks good relationships with, and active support from, other professionals and agencies concerned with young people and/or education and the community within which it is located.

The school has no affiliation to any particular religion or religious denomination.

SITE & BUILDINGS

Elemore Hall occupies a fantastic site. The Hall itself dates back to the 1700's and has been added to over the years. The main building is a four storey 'house'. This building contains the main administrative, meeting, dining and kitchen areas plus the two 'Living Units' that are on the First and Second floor. The basement area has recreational facilities as well as boiler houses, power distribution and storage. The older annexes are used for teaching rooms on the ground floor and for offices and teaching areas on the first floor. A new classroom block is attached to the back of the Hall, this has six classrooms and a library area and has recently been added to with the construction of a Sports Hall, Performing Arts Suite, Food Technology room and Workshop.

Away from the main building is the Outdoor Learning Centre, this is a self contained classroom located on the edge of the sports field with easy access to our woodland on the western side of the school grounds.

The central hub of the school is the dining room in the main building, this is where the school meets every morning and at other times, as well as it's conventional use as a dining room for all meals.

The school grounds are second to none. We have approximately 40 acres of woodland, ancient pasture, allotments, wetlands and sports fields. The grounds are well used by all members of the school community for a wide range of activities. In addition to PE, pupils take part in horticulture, bee-keeping, mountain-biking, art in the grounds, bushcraft and environmental studies.

Security

The school has a CCTV system that is used to monitor the outside of the building and some corridors. The purpose of the CCTV system is to support security of the school, particularly during weekends and evenings, and to help guard against bullying and inappropriate behaviour in corridors. There are no cameras on the living units or in individual rooms/toilets/showers.

The school has robust, modern alarm systems for both fire and intruder detection. The fire alarm system is continually switched on. The intruder/movement alarm system is set when the school is unoccupied and also each evening when the school has residents.

EDUCATION

The aim of Elemore Hall is to help pupils to reach a stage where they are able to successfully engage in the mainstream of society. Consequently the aim of education at Elemore is to promote appropriate and sustained self-change that will serve for:

- further learning,
- productive use of leisure time,
- occupational and social competence, and
- independence.

The school seeks to achieve this by providing experiences which:

- improve pupils' self-concept.
- encourage pupils to view learning as a positive, meaningful and worthwhile activity that is lifelong.
- equip pupils with the skills and confidence to learn independently.
- are fun, interesting, involving, life-changing and enriching.
- contradict pupil's views of adults as lacking concern, reliability, and friendliness.
- allow pupils to gain confidence in their ability to be accepted by others and make and sustain appropriate interpersonal and group relationships.
- promote the growth of knowledge, skills, attitudes and personal development commensurate with each pupil's potential.
- provide opportunities to develop skills needed for running a home and caring for a family and to develop the ability to co-operate within the family, at work and in the community
- prepare pupils for post school life and to contribute to society.

Whilst the daytime provision is similar to mainstream schools in academic content, the school differs substantially from mainstream in the way that it works with pupils. Groups of usually no more than eight pupils with high staff-pupil ratios enable pupils to be well supported in order to overcome their individual difficulties. All pupils follow appropriately differentiated National Curriculum courses, in Key Stage 4 pupils also follow a number of more practical subjects. Wherever possible pupils will be encouraged and supported to achieve accreditation for the subjects that they study. Currently we are able to offer accreditation in most subjects, in some subjects there are different qualifications depending on the ability of the pupil.

There is no compulsory homework; however pupils studying for accreditation are encouraged to put in work outside the classroom and teachers in various subjects provide early evening activities to support their subject.

REVIEW

A pupil's placement at Elemore Hall is reviewed at least annually as part of the Statutory Annual Review process that is required for all pupils with an EHCP.

In addition to the Statutory Annual Review, the school holds three mid-term meetings for all pupils in the school. These meetings are child focused and explore Progress and Achievement made over the previous term. Pupils are encouraged to set themselves targets that they then work towards over the course of the next term. Parents/Carers, pupils and key school staff attend these meetings. The intention is that targets set will be based on developing Personal and Social skills.

SCHOOL DAY

Pupils attend lessons from 8.55a.m. to 3.45p.m. (1.10p.m. on Fridays).

In Key Stage 3 (Yrs 7-9) pupils have lessons in English, Mathematics, Science, ICT, Resistant Materials, Food Technology, Art, History, Drama, Geography, Music, Physical Education, Horticulture and Culture (RE, PSHE, Citizenship, Careers Education).

In Key Stage 4 (Yrs 10-11) there are no options. All pupils take English, Mathematics, Science, ICT, PE, Culture, Art, Digital Photography, Resistant Materials, Food Technology, Humanities, Bushcraft/Outdoor Pursuits, Music and Horticulture.

GENERAL

Culture

Our Culture programme contains all the main elements of PSHE, Citizenship and RE. It also includes Careers Education and Relationships and Sex Education.

Physical Education

Physical education at Elemore Hall provides many opportunities for pupils to experience activities which will be the basis for life-long participation in sporting, leisure and recreational pastimes. It develops fitness and an understanding of fair play and the need for co-operation, promotes a healthy life style, and assists the raising of pupil self-esteem. Sports played at Elemore include football, touch rugby, cross country running, badminton, basketball, cricket, softball, athletics, trampolining, golf and gymnastics.

All pupils receive 140-180 minutes of physical education lessons a week

Additionally, all key stage 4 pupils take part in outdoor pursuits which includes climbing, skiing and canoeing.

The Arts

All pupils study art and design throughout their time at Elemore Hall, often this culminates in the pupil successfully achieving a GCSE. Art at Elemore covers everything from simple 2D through to complex 3D work, computer animation, photography and environmental art.

All pupils follow a programme of work in Music. Pupils learn to play songs for performance. Singing is encouraged (and is very popular). Most pupils learn at least two musical parts of each song, eg, guitar and vocals. Pupils have access to additional specialised guitar tuition from the Durham Music Service. Performances are held at the end of each term, pupils are usually very enthusiastic about participating. Accreditation is offered through the Rock School programme.

The school has recently introduced Drama as both a lesson and a social activity.

Religious Education

Religious Education is taught through our culture programme to help to make it more accessible and relevant. The school does not adopt any bias and tries to present a wide variety of religious views in a balanced manner. Our aim is to help pupils to develop a basic understanding of the major faiths and how this impacts across the different cultures of the world. Our intention is to support pupils to reach their own views or beliefs but not to indoctrinate.

Curriculum

Classroom subjects are, where possible, taught by subject specialists. We continually review the curriculum and it's relevance to our pupils. We aim to make the curriculum relevant, realistic and rewarding whilst at the same time providing challenge and structure to enable pupils to achieve appropriate success and the development of useful skills and knowledge. Whilst we recognise that the achievement of accreditation is important and something that we hope pupils will aspire to as part of their curriculum experience, our principal aim is to support pupils to engage in learning and with society in a positive and meaningful way.

Pupils study English, Mathematics, Music, ICT, Science, PE, Humanities, Art, Design & Technology, Environmental Science and RE/PSHE/Citizenship throughout the school. In Key Stage 3 there is a greater proportion of some of these subjects. In Y10 pupils follow courses in Bushcraft and Outdoor Pursuits. At Elemore we place importance in helping pupils to develop skills for life and consequently Design & Technology is taught as two discreet subjects (Resistant Materials and Food Technology) through Years 7-11. All pupils have a period of quiet reading every morning.

Parents and carers and others who wish to discuss the curriculum can do so by arrangement with the Headteacher. The details of policy statements and schemes of work can be viewed on request.

Pupil Management

Whilst it is considered important that pupils whose behaviour may have been chaotic in the past, experience calm, consistency and care it is considered equally important that the school environment is flexible and tolerant and as such able to permit the acceptance of a range of pupil behaviour.

Consequently an environment has been established which gives both support and security to the pupils whilst allowing sufficient flexibility for individual development. There is no use of corporal punishment at Elemore but life is structured so that personal development is constantly and actively encouraged. Management techniques concentrate upon the positive and include contracts, rewards, privileges and guidance.

However, if pupils are dangerously out of self-control, and likely to hurt themselves or others, seriously damage property or disrupt the learning of others they may be held by staff as a last resort. All staff have been trained to hold pupils in a safe and secure manner using the TeamTeach approach. Parents and carers are kept informed of all circumstances where their son or daughter may have had to be held.

Although Elemore is an extraordinarily tolerant regime, extremes of poor or negative behaviour are modified by the use of sanctions and the withdrawal of privileges. The use of sanctions is, however, very carefully controlled and monitored.

Parents and carers can discuss the use of sanctions, the withdrawal of privileges, and the use of holding strategies and techniques with the Headteacher, and view school policies for them.

VISITS TO SCHOOL and SCHOOL EVENTS

Individual visits

Parents/Carers are welcome to visit the school at any time; however we would prefer them to make an appointment so that appropriate staff can be available and to make sure that their child will be on site.

Social Workers and other professionals are welcome to contact the school about working with individual pupils and their families. We believe that working in partnership with other agencies is critical in achieving the best outcomes for our pupils.

Where possible the school will allow pupils to meet with other professionals in school, this has been done successfully with the likes of YOS, LACES, Social Workers, CAMHS workers. Unfortunately it is not always appropriate to hold the meetings at school or in school time. It could be that the time of the planned meeting clashes with something in school, for instance there may not be an appropriate meeting space available, the meeting may be distressing for the pupil rendering them unable to settle back into lessons afterwards, or the nature of the meeting may be incompatible with the objectives of the school.

Planned Meetings

There are a number of planned meetings for each child every year. Once a year there is a Statutory Annual Review at which a pupil's progress is discussed in terms of meeting their educational and special educational needs. Parents/Carers, the pupil, other relevant professionals and school staff are invited to attend these meetings. Where relevant the school Educational Psychologist will attend, as will specialist transition workers from Year9 onwards.

Three times a year the school holds Progress and Achievement Meetings (PAMs) for every pupil. These meetings are between the pupil, key staff and parents/carers. The purpose of a PAM is to explore how a pupil is progressing in their personal and social skills development on a termly basis. At these meetings pupils are encouraged to review and set targets for themselves to work on. The meetings are generally extremely positive and are very well attended by parents/carers.

School Events

Every year the school has a number of events that parents, carers, other professionals, friends of the school and members of the local community are invited to.

Open Day: (at the end of the summer term) is a time when the school showcases the work that it has been doing over the previous year. There are demonstrations, stalls, musical performances, etc.

Christmas Meal and Concert: Usually on the last Thursday of the Autumn Term, the entire school community along with past pupils, governors and friends of the school get together to eat Christmas Lunch together. The lunch is followed by an afternoon of performance where we usually have a play or pantomime and a musical concert. As part of the afternoon we traditionally celebrate some of the things that have happened in school over the previous year. Awards are given out and past pupils are invited back to receive their accreditation certificates.

Apple Day and Apple Blossom Day: often take place in October and May. In the past they formed part of our Fruitful Schools programme with various activities taking place in and around the school and grounds to celebrate our links with the outdoors and food production. We usually invite local primary schools to these events.

COMPLAINTS

General

General complaints should be made to the Headteacher in the first place.

Complaints may also be made or referred to the Chair of Governors. If he decides complaints need looking into further he will direct them to the relevant sub-committee. Parents and carers are told of the outcomes of complaints.

Pupils are encouraged to speak to a member of staff if they have a concern. Relationships are such that all pupils are aware that they can speak with a senior member of staff if they wish. Every incident involving physical controls are monitored by a Team Teach instructor who will speak with the pupil to ascertain their views. If pupils think they have been poorly managed by school staff or other adults they can talk to any member of staff, they may in turn refer the pupil to a senior member of staff or a child protection coordinator, of which there are two.

Pupils are also encouraged to speak with the visiting Educational Psychologists, the School Nurse or the LA monitoring officer.

Pupils and their parents or carers can also make a complaint directly to OFSTED (see below for contact details).

Complaints about the curriculum

The Education Act, 1993 requires Local Education Authorities to provide a procedure for dealing with complaints from parents and others relating to the curriculum. Durham Local Authority's scheme provides for complaints to be considered at a series of levels, beginning at the informal stage of discussing matters with an individual teacher, through formal stages, including a local appeal if necessary. While these procedures cover complaints relating to the curriculum, they do not apply to areas covered by other provisions for making complaints such as those concerning a Statutory Assessment

(Statement of Special Educational Needs) or complaints against individual members of staff. Separate arrangements are provided for dealing with these complaints. Copies of the full Curriculum Complaints Procedures are available from County Hall on request.

SAFEGUARDING/CHILD PROTECTION

Like all schools in Co. Durham the school has Designated Safeguarding Leads whose first task is making sure that Safeguarding/Child Protection Procedures are followed at all times; at Elemore Hall these people are Richard Royle (Headteacher), Michael Hunter (Deputy Head) and Hilary Johnson-Browne (Head of Support Services).

The school has a comprehensive Safeguarding Policy based upon the Department of Education document 'Keeping Children Safe in Education' and with additional material from the local authority and the school. The policy exists to provide a framework and guidance on how we, as a school, can and should best support the safeguarding of pupils and what we should do in response to a concern that has been raised about the welfare of a child in our care. Parents and carers need to understand that there may be occasions when the school has to contact other agencies before contacting them. All members of the school staff have had Child Protection training.

Within Elemore Hall staff have also had training on the Prevent Strategy, Child Sexual Exploitation, County Lines, etc. More information about these topics can be found within the Safeguarding Policy and also in separate documents on each of the subjects.

EQUALITY OF OPPORTUNITY & RACIAL EQUALITY

The school believes that where equality of opportunity exists, all staff and pupils work in a more rewarding and less stressful environment, one free from prejudice and harassment and one more likely to enhance performance and achievement.

The school is also of the view that it is most unlikely that equality of opportunity will flourish unless a concerted effort is made to achieve this.

MONITORING

A Local Authority Officer, Kelly Maitland, makes unannounced visits to the school on a regular basis for the purpose of monitoring the quality of school provision. She provides written reports to the School's Governing Body that include:

- checks on records of attendance, complaints, sanctions, and the use of holding by staff, and
- an assessment of the physical condition of the building, its fittings and equipment

During her visits pupils or staff may seek to meet privately with her.

STAFF LIST

Name	Role	Qualifications	Significant Experience (over 4 years)	Date of First Aid Training
Richard Royle	Headteacher DSL	BEd (hons), Dip CYS, Cert. Ed. Adv. Dip. Ed., MEd. NPQH CWA	30+ years working in residential special schools for pupils with Social, Emotional and Mental Health Difficulties	Outdoor 1 st Aid July 2016 Defib. Jan 2014
Michael Hunter	Deputy Headteacher / SENCO DSL	BA (Hons) Cert. Ed.	25+ years teaching experience	Emergency 1 st Aid June 2019
Lindsay Scott	Joint Head of Care	Teachers Cert. NVQ3 in Child Care Food Hygiene Team Teach Adv. Instructor	25+ years residential special school experience	First Aid (3 day) June 2019 Defib. Jan 2014
Stephen King	Joint Head of Care	Level 4 qual in Leadership & Management NVQ3 in Child Care Food Hygiene	20+ years experience of working in residential child care	First Aid (3 day) June 2019
Stewart Forster	RCCO	Teaching Cert. CSS Food Hygiene	30+ years working as a Residential Child Care Officer at the school.	Outdoor First Aid Nov 2019 Defib. Jan 2014
Joanne Robinson	RCCO	NVQ3 in Child Care Speakeasy 3 Food Hygiene Team Teach Adv. Instructor	25+ years experience of working in residential child care	First Aid (3 day) June 2019 Defib. Jan 2014
Melissa Stamp	RCCO	BA (Hons) NVQ3 in Child Care		Emergency 1 st Aid June 2019
Joanne Arckless	CCO/LSA	Level 3 Teaching Assistant (TA) Food Hygiene	15+ years experience at this school	Emergency 1 st Aid June 2019
Guy Campbell	CCO/LSA	BSc(hons) Sports Development Forest Schools Leader		First Aid (3 day) June 2019
Karen Cossins	CCO/LSA	NVQ3 TA	7+ years experience at this school Nurture Group Training Mathematic Withdrawal	Emergency 1 st Aid June 2019
Ashley Dixon	CCO/LSA	BA(hons) PGCE		
Kathryn Dixon	CCO/LSA	BSc(hons) Nursing Studies Forest Schools Leader		Outdoor First Aid Nov 2019
Nichola Brown	Casework Manager	Cache 3 Cache 4	10+ years experience in different educational settings	Emergency 1 st Aid June 2019 Defib. Jan 2014
James Dowson	CCO/LSA	BA(hons) Guidance & Counselling – Disability Studies		Emergency 1 st Aid June 2019
Julie Eyre	CCO/LSA			Emergency 1 st Aid June 2019
Michael Forster	Transition Coordinator	BA MIDAS Instructor	20+ years working at the school	Emergency 1 st Aid June 2019
Stephen Garbutt	CCO/LSA	MA(hons) French Forest Schools Leader		First Aid (3 day) June 2019
Daniel Graham	CCO/LSA	BSc(hons) Psychology Team Teach Instructor		Emergency 1 st Aid June 2019
Beth Grimwood	CCO/LSA	LLB		
Dawn Groark	Literacy	NNEB	20+ years working at this school and	Emergency 1 st Aid

	Withdrawal		for the Behaviour Support Service	June 2019
Lori Hetherington	CCO/LSA	BSc(hons)		
Jemma High	CCO/LSA			
Kate Johnston	CCO/LSA Review Chair	BA(hons) Ed, MSc Psychology		Emergency 1 st Aid June 2019
Grace Laidler	CCO/LSA	BSc(hons)		
Kyle Morris	CCO/LSA	BSc(hons) Sports Coaching Team Teach Instructor		First Aid (3 day) June 2019
Sean Nicholson	CCO/LSA	CACHE 3		Emergency 1 st Aid June 2019
Alex Peat	CCO/LSA	BSc(hons) Sports & Education Studies		Outdoor First Aid Nov 2019
Ruth Perris	CCO/LSA	NVQ3 (Bus. Admin)	5+ years experience at this school	Emergency 1 st Aid June 2019 Defib. Jan 2014
Richard Varle	CCO/LSA	Dip HE Youth Work		Outdoor First Aid Nov 2019
Emily Wrightson	CCO/LSA	BA(hons)		
Ian Clifton	Computing Teacher / Network Manager	BSc (hons) NVQ3 in TA BELA CWA CWLA	7+ years experience at this school	First Aid (3 day) June 2019
Paul Ayre	Assistant Headteacher	BA (hons) PGCE BELA	16+ years teaching experience	First Aid (3 day) June 2019
Gemma Baxter	Teacher	BA (hons) PGCE	7+ years teaching experience	Emergency 1 st Aid June 2019
Andrew Bosanko	Teacher	BSc (Science Ed)		Outdoor First Aid Nov 2019
Paul Daly	Teacher	BSc, PGCE		Emergency 1 st Aid June 2019
Simon Harrison	Teacher	Bed(hons)		
David Lord	Assistant Headteacher	BA (hons) QTS Level 3 TA	10+ years at Elemore Hall	Emergency 1 st Aid June 2019
Barry Nicholson	Teacher	BA (hons) PGCE	7+ years teaching experience	First Aid (3 day) June 2019
Michael Raine	Teacher SENCO	BA (hons) QTS NVQ3 in TA	9+ years at Elemore Hall	Emergency 1 st Aid June 2019
Darren Reid	Teacher	BSc, QTS		Emergency 1 st Aid June 2019
Stephen Richardson	Teacher	BA (hons) + QTS	9+ years teaching experience	First Aid (3 day) June 2019 Defib. Jan 2014
Beverley Smith	Teacher (unqualified)	NVQ3 TA	15+ years experience in this school + previous work with children and young adults	Emergency 1 st Aid June 2019
Nicola Tietz	Teacher	BA plus teaching qualification + QTS	12+ years teaching experience	Emergency 1 st Aid June 2019 Defib. Jan 2014
Noreen Wilkinson	Teacher (unqualified)	NVQ3 TA Food Hygiene	10+ years at Elemore Hall	Emergency 1 st Aid June 2019
Hilary Johnson-Browne	Head of Support Services DSL	BA(hons)	14+ years at the school	Emergency 1 st Aid June 2019
Lyndsay Hall	Reception			Emergency 1 st Aid June 2019
Alison Hayton-	Admin. Assistant	Admin. Qualifications	10+ years at the school	Emergency 1 st Aid June 2019

Fleming				
Ann Shepherd	Admin. Officer	Admin. Qualifications	30+ years administration experience in schools	Emergency 1 st Aid Sept. 2015
Steven Everett	Handyman			Emergency 1 st Aid June 2019
John Lambert	Handyman			Emergency 1 st Aid June 2019
Karen Bradley	Cleaner	NVQ2		Emergency 1 st Aid Oct 2019
Karen Dunning	Cleaner			Emergency 1 st Aid June 2019
Carol Hutchinson	Cleaner	NVQ2 Food Hygiene		Emergency 1 st Aid June 2019
Sheila Wilkinson	Domestic Supervisor	NVQ2 Food Hygiene		Emergency 1 st Aid June 2019
Glynis Liddle	Kitchen Assistant	NVQ2 Food Hygiene		Emergency 1 st Aid June 2019
Julia Woods	Kitchen Assistant			Emergency 1 st Aid June 2019
Tony McKeith	Cook			Emergency 1 st Aid June 2019
Ronald Birbeck	Kitchen Manager/Chef			Emergency 1 st Aid June 2019

GOVERNORS

Staff

Richard Royle Headteacher
David Lord Teacher Governor

Local Authority

Michael Walsh (Chair of Governors)

Co-opted

Peter Tymms
Frank Barreca
Joanne Whitehead
Derek Sayer (Vice Chair of Governors)
Angela Darnell
Colin Hilary
Saskia Jennings
Liz Brown

Parent

Mr M John
Vacancy
Vacancy

ELEMORE HALL SCHOOL - How to get here

The school is halfway between the villages of Pittington and Easington Lane.

From Pittington: follow the Easington Lane road into countryside. Pass a farm on the Left, after about one mile the school driveway can be seen on the right hand side, (there is a large sign for the school by the road), follow the drive for approximately $\frac{3}{4}$ mile, you will then see the school buildings and signs for reception.

From Easington Lane: At the roundabout in Easington Lane take the turning for Pittington, follow the road for approximately $1\frac{1}{2}$ miles passing a Golf Course on the right. As the road begins to go downhill through a wooded area the school drive will be found on the left, (there is a large sign for the school by the road), follow the drive for approximately $\frac{3}{4}$ mile, you will then see the school buildings and signs for reception.

Satellite navigation: You can try to use the school postcode – DH6 1QD with SatNav. Some machines work well and take the user directly to the school. Please be aware that some SatNav machines or software do not work successfully with the school postcode and have led their drivers to get lost. If this happens please phone the school on 0191 372 0275

USEFUL TELEPHONE NUMBERS AND ADDRESSES

Chair of Governors – Mr Michael Walsh - can be contacted via the school address

School and Governors Support Service – 03000 265693

SENCasework- 03000 265878
Children & Young Peoples Services
County Hall
Durham
DH1 5UJ

Education Welfare Service – Beth Cook - 03000265534
Children & Young Peoples Services
County Hall
Durham
DH1 5UJ

Kelly Maitland
LA Monitoring Officer
Children & Young Peoples Services
County Hall
Durham
DH1 5UG

Local Safeguarding Childrens Board – 03000 265771

Secretary of State for Education - 0870 0012 345
Sanctuary Buildings
Great Smith Street
Westminster
London
SW1P 3BT

Ofsted - 08456 404040 Royal Exchange Buildings St Ann's Square Manchester M2 7LA

There are a number of school policies that expand upon the information given above. These are available on request.

More information can be found on the school website:

www.elemorehallschool.com