



Pupil Access to a Person Independent of the School

Status	Current Policy
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Review Cycle	Annual
Next Review	January 2027

Lead Staff	Mireille Birchenough
Chair of Governing Body	Alex Krutnik
Headteacher	Jane Hatwell

Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

“Getting it right for every pupil”

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A Rights Respecting School is a community where children’s rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children’s rights in the school’s policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

This policy links to the [KCC Advocacy and Independent Visitors guidance](#) also the [National Standards for Independent Visitors services](#)

Under section 3 of the Nation Minimum Standards for Residential Special Schools

The governing body, trustees, or proprietor of the school should appoint a representative who is independent of the leadership and management of the school to visit the residential provision six times, spread evenly, over the course of a school year and complete a written report on the conduct of the school. The representative is vetted in line with the school's safe recruitment policy, in accordance with the safer recruitment requirements set out in [Keeping children safe in education](#), and has the skills and authority to effectively carry out this role.

Purpose

The Governors and Senior Leadership Team of Stone Bay school are committed to maintaining the highest possible standards of safeguarding and welfare for the pupils within the School. It is important that the pupils have an independent person/s to whom they can turn to for help and advice in addition to the members of staff within the school.

Organisation and Arrangements

The School currently has an Independent visitor who is available to the pupils: Mr Keith Mileham. Keith visits our residential provision at least once per Month and provides a report of his visit for the Head of Care/Deputy Headteacher, Headteacher and Board of Governors. Keith will visit 11 times throughout the year except for August when the school is closed for the Summer holiday.

Keith will spend time in both flats during his visit. He will have discussions with staff to check their knowledge of Safeguarding and the school's procedures. He will also spend time with the students and ask for their views

of their time within the flats. Keith will also watch the interactions between pupils and staff.

The details of Keith's visits are displayed in the entrance to the residential flats, along with a photograph of Keith.

Prior to some of the visits throughout the year, Keith may be asked to focus on a specific topic such as safeguarding, attendance or activities.

Stone Bay school also has a termly Standard 3 visitor, Mark Goode, from Platinum Care, who visits the residential pupils every term and provides a report for the HoC/HT and Board of Governors.

Standard 3 monitoring visits are carried out unannounced. They include:

- conversations with students, the senior management team and staff;
- conversations with social workers where relevant;
- conversations with parents/carers where relevant;
- checks on the school's records of attendance, complaints, sanctions, bullying, restraint (including restrictive interventions), risk assessments, and where they exist, individual care plans for student, including in relation to residential provision;
- evaluation of the quality of the provision and effectiveness of the care provided to student and whether they are safeguarded;
- assessment of the suitability and physical condition of the building, furniture and equipment of the residential provision and the external environment

Written reports of all monitoring visits are provided to the Headteacher (or school equivalent) and where applicable the governing body, trust, or proprietor.

- Reports are also provided to each member of that body (or the appropriate committee of that body) within two weeks and as written by the visitor without amendment or summary. The governing body, trustees, or proprietor of the school should record a formal response to each written report.
- Monitoring reports and formal responses should be retained by the school and made available during an inspection and, on request, shared with any placing authorities and with the local authority where the school is located.

The Headteacher (or school equivalent), governing body, trustees, or proprietor carry out, and record in writing, once each year: a review of the operation and resourcing of the school's welfare provision for residential pupils, in relation to:

- its Statement of Purpose;

- its staffing policy;
- the placement plans for individual student; and
- an internal assessment of its compliance with these standards and
- actions it will undertake to ensure compliance.

Childline contact numbers are displayed in the residential flats alongside children's commissioners service and Ofsted.

Appendix

Photographs of Visitors



Mr Keith Mileham (Independent visitor)



Mr Mark Goode (Standard 3 visitor)