



Brearley Hall School

A Specialist School Helping Children
Overcome Social and Emotional
Barriers to Learning

Contents

Welcome To Our School	3
School Aims	5
Our Vision and Ethos	6
Behaviour for Learning	7
Anti-bullying	12
Family Support	14
Transition	16
Kitchen Menu	17
Safeguarding	20
Forest School	21
Key information	22
Therapeutic Care	23
Curriculum	27
School Timetables	28
Term Dates	34
Making a Complaint	35
Policies	36
Contacting Brearley Hall	37



Brearley Hall School

Luddendenfoot
Halifax
HX2 6HS
Tel: 01422 882549

Dominic Macauley:

Proprietor

Tel: 01422 820510
Mob: 07786 657156
Email: dominic.macauley@timeouthomes.co.uk

Dani Worthington:

Director of Education

Tel: 01422 820510
Mob: 07880 357448
Email: dani.worthington@timeouthomes.co.uk

Welcome To Our School

Brearley Hall School is situated in the grounds of Brearley Hall a 16th century manor house. The school is enclosed by over 30 acres of Brearley Wood. It has been home for some famous characters notably Dr John Fawcett and Branwell Bronte. With its history and natural resources it makes for an enchanting place for children to learn and develop.

All our learners are children who have experienced significant difficulties in mainstream schooling. We specialise in providing a stimulating, safe environment, which is combined with an engaging, varied, personalized and relevant curriculum. We offer a flexible and adaptive approach that is rooted in meeting the individual needs of each and every student.



Dani Worthington

Director of Education

BEd (Hons) with Qualified Teacher Status

BA Psychology

National Institute of Teaching System Leader

I'm delighted to welcome you to Brearley Hall School, as Director of Education, my mission is to ensure that every student thrives in a safe, nurturing, and stimulating environment—one that supports their academic, social, and emotional development. We believe every young person deserves the opportunity to reach their full potential and become confident, resilient citizens and lifelong learners.

At Brearley Hall, we offer a trauma-informed yet traditional school experience, aligned with the national curriculum. Our small class sizes, exceptional teaching staff, and high levels of pastoral and therapeutic support allow us to tailor education to each student's individual needs.

Student wellbeing is at the heart of everything we do. Our skilled and compassionate team empowers our young people to take ownership of their learning and behaviour, while equipping them with strategies to build resilience and self-regulation—skills essential for adult life.

Brearley Hall is more than a school; it's a community. We foster a family-oriented atmosphere where students, staff, leaders, and parents work together as one team. Every young person is encouraged to embrace opportunities, experience the joy of success, and feel safe, valued, and inspired to learn.





Dominique McDonagh

Head Teacher

Dominique has over 20 years experience of Teaching in Education and has taught students all over the UK and even internationally! Dominique has over 5 years' experience working with students with SEMH needs. Dominique hopes to inspire and support those who have had difficult experiences to reach their potential. She believes that every child, who each has their own individual needs and experiences, is capable of achieving anything that they set their young minds to.



Lauren Connolly

Deputy Head Teacher

Lauren is our dedicated Deputy Head Teacher, bringing warmth and leadership to our school. Passionate about creating an inclusive and supportive learning environment. Lauren plays a key role in shaping our curriculum, mentoring staff and ensuring students feel valued.



School Aims

To ensure that every child is given the opportunity to fulfil their potential in a safe, secure and stimulating learning environment. To develop a group of people who are cohesive, aligned & passionate about changing children's lives.

Celebrate Success

We nurture self-esteem through the celebration of children's efforts and achievements.

Values Centred

Promote positive British values, and foster positive attitudes to all people, races, religions and ways of life.

Dynamic & Innovative

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

Accountable At All Levels

Promote collective responsibility for raised standards and improved outcomes by ensuring that everyone understands their role in contributing to the success of the school.

Learning Centred

Create an inclusive learning culture where children and others within the school are challenged in their thinking; strive for continuous improvement and are committed to life-long learning.

Community Focus

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

High Expectations

Set high expectations to enable children to become effective, enthusiastic, independent learners.

Inclusion

Treat children and others fairly, equitably, and with dignity and respect: to maintain our inclusive school culture.



Our Vision and Ethos

To ensure that every child is given the opportunity to fulfil their potential in a safe, secure and stimulating learning environment. To develop a group of people who are cohesive, aligned & passionate about changing children's lives.

We want our children to:

- Be safe in the real and virtual world.
- Be healthy and happy.
- Enjoy learning.
- Achieve success and make academic progress in line with their peers.
- Contribute to the school and society.
- Be prepared for a fulfilling life in the 21st Century as valuable members of society.
- Become good British Citizens.

We want our children to show:

Respect

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds and respect the fact that we are British citizens, with the values that this entails.

Responsibility

Take responsibility for the way we lead our lives and how we behave in different contexts: how we use our talents, rights and opportunities.

Perseverance

Develop a 'will try hard' attitude and aspire to achieve goals.

Kindness

Show care and concern, and exercise goodwill, tolerance and understanding towards others.



Behaviour for Learning



Wayne Traynor

Engagement Lead

Wayne is our Engagement Lead who is responsible for developing and implementing strategies to support positive behaviour and emotional well-being among our students with SEMH needs. His role involves working closely with students, staff, and parents to create a safe and supportive learning environment and create opportunities for meaningful participation in school activities and learning experiences. His proactive approach helps to identify and address barriers to engagement, promoting a sense of belonging and motivation among students where they can thrive academically and emotionally. Wayne takes a huge amount of pride in his role and enjoys supporting children both at school and home using his experiences from different roles to guide, progress and get the best possible outcomes.

At Brearley Hall School, we believe that positive (learning) behaviour is vital to success and achievement in the classroom. We support children with a range of severe Behavioural, Emotional and Social Difficulties that may have impacted negatively upon their attainment and achievement in the past.

It is important that all our children understand, and are supported in the acquisition of positive behaviour skills that support their learning and progress.

We understand that this may take some time for children new to the school and therefore clearly defined firm, fair and consistent boundaries are set in place from the very first day. Experience tells us that the children will thrive in such an environment as they feel safe, secure and valued.

Behaviour for learning skills are consistently praised and reinforced, with classroom posters and reward points.



Therapeutic Passports

Each student has a specific Therapeutic Passport that is put together by our staff when a student starts their education journey with us, it is a document that helps staff understand what makes a child feel safe or dysregulated, it encourages students to express their needs, preferences and triggers in their own words. Having this document ensures all adults working with the student have access to it which will help reduce misunderstandings and reactive responses by offering proactive strategies.

My Sensory needs: Information from OT report if available and sensory strategies that help?	What I would like staff to know about me/ All about me What is important to them, what do they do for fun, interests? Favourite subject? Favourite music/ sport/food? Protective factors	What I would like staff to know about me/ All about me What is important to them, what do they do for fun, interests? Favourite subject? Favourite music/ sport/food? Protective factors
My Pyramid of need: DDP pyramid, including the goals e.g self-esteem, peer relationships, regulation Strengths Difficulties	Brearley Hall School My Therapeutic Passport A guide to my wellbeing. Please look at my therapeutic passport before you help me. Name: DOB: Form Teacher:	Warning Signs to look out for: ■ Early Signs ■ Moderate Signs ■ Serious signs This is what helps when I am dysregulated: DDP techniques, grounding techniques, brain breaks, regular check ins, playfulness, breathing exercises
How to Support my Communication/ communication summary: SALT support received/strategies from SALT.	My SDQ scores from January to April 2025	Teacher/ TA strategies:

We are committed to fostering a positive, respectful, and inclusive environment where every student can thrive. Our Behaviour Policy outlines the expectations we have for all members of our school, emphasising mutual respect, responsibility, and a commitment to learning. It serves as a guide to help maintain a safe and supportive atmosphere that encourages personal growth and academic success.

To ensure consistency and fairness, the policy also details a clear system of sanctions for instances where behaviour falls short of our expectations. These measures are designed to be constructive, helping students understand the impact of their behaviour and encouraging them to make positive choices in the future.

Please see our Behaviour Policy on our website for more information.



Positive Behaviour

At our school, we celebrate and nurture positive behaviour through our PRIDE Points system—an ethos built around;

- 🏆 Positivity
- 🏆 Respect
- 🏆 Innovation
- 🏆 Determination
- 🏆 Empathy

These core values shape not only how we learn, but how we grow as individuals and as a community. Whether it's showing kindness to a peer, embracing a creative solution, or persevering through a challenge, every PRIDE Point earned reflects a moment of character and care and will go towards a reward at the end of term.

By recognising and rewarding these behaviours, we empower our students to thrive emotionally, socially, and academically building a culture where everyone feels valued, supported, and inspired to be their best selves.



Positivity

Encouraging others, greeting others with a smile, thanking teachers, staff and classmates for their help



Respect

Take care of books, supplies and equipment. Keep classrooms and playground clean and arrive on time ready to learn



Innovation

Creating a story, poster or presentation that blends ideas in unexpected ways, coming up with questions and doing extra research on your own and finding solutions to problems



Determination

Trying again after making mistakes, staying focused even when work is challenging or takes a long time and trying to make better choices



Empathy

Noticing when a classmate looks sad, worried or lonely and asking "are you okay?", recognising that others might learn differently and not making fun of mistakes and helping younger students



Behaviour Sanctions

When a student struggles to regulate their emotions or behaviour, we respond with supportive interventions. These responses are designed to help the young person feel safe, understood, and empowered to reflect and reconnect.

We use natural and logical consequences, guided reflection, and restorative conversations to promote accountability while preserving dignity. Our aim is not to control, but to co-regulate creating opportunities for growth, healing, and trust.

B1

These behaviours are not logged on Arbor they are the first warning

Intimidating Others
Invading Personal Space
Low Level Disruption
Refusing to Engage
Swearing
Teasing & Hurtful Comments Towards Others

B2

These behaviours are not logged on Arbor they are the second warning

Intimidating Others
Invading Personal Space
Low Level Disruption
Refusing to Engage
Swearing
Teasing & Hurtful Comments Towards Others

B3

These behaviours are logged on Arbor, students will have reflection time with a member of staff or if the student is in Year 6 they will lose some of their free time.

Attempting to Hurt Others
Deliberate Damage to Property
Discrimination
Intimidating Others
(First & Second Warning already given)
Invading Personal Space
(First & Second Warning already given)
Low Level Disruption
(First & Second Warning already given)
Refusing to Engage
(First & Second Warning already given)
Swearing (First & Second Warning already given)
Teasing & Hurtful Comments Towards Others
(First & Second Warning already given)
Spitting
Targeted Violent Threats
Unsafe Behaviour/Choices
Teasing & Hurtful Comments Towards Others

B4

These behaviours are logged on Arbor, students will have reflection/intervention time with our Engagement Lead

Absconding Offsite
Assaulting Other Students
Assaulting Staff
Bullying
Persistent Discrimination
Racism/Homophobic Language
Setting Off Fire Alarm
Sexualised Comments
Vaping/Smoking

B5

The behaviours are logged on Arbor, Students that significantly compromise safety or wellbeing are understood as expressions of extreme dysregulation or unmet needs, while we always seek relational and restorative pathways first, a suspension may be necessary as a protective measure when such behaviours pose serious risk to the individual or others.

Absconding Offsite
Assaulting Other Students
Assaulting Staff
Bullying
Vaping/Smoking
Persistent Discrimination
Prohibited Items
Racism/Homophobic Language
Setting Off Fire Alarm
Sexualised Comments



Staff Training

Therapeutic Crisis Intervention

All our staff are TCI (Therapeutic Crisis Intervention) trained within their first 6 months of employment with us, the course is a week-long intense course where staff learn how to de-escalate dysregulated/challenging behaviour using various different techniques and strategies. It helps to provide a better understanding of why children act the way they do and how we can support them to regulate their emotions, learn, develop and grow. During this course staff are also trained to restrain students safely at a time of crisis once all other de-escalation techniques and strategies have been used to ensure the safety of both the student, other students and staff.

Other courses our staff attend to ensure they are fully trained in dealing with any difficult situation that can arise are;

Understanding Self-Harm & Suicide

Staff are equipped with skills and confidence to understand and effectively care for children who self-harm or express suicidal ideation. Throughout the training staff consider the conditions and circumstances which might cause a child to self-harm and consider the maintenance cycle of self-harm.

Sexualised Behaviour

Sexualised Behaviour Training considers a child's typical sexual development then explores the impact of early life experiences which may lead the child to display concerning, risky behaviours. The course content will reflect on learnings from neuroscience and current research.

Therapeutic Model

This is a course is specifically designed for our staff by our clinical team that incorporates our model of care we use here at Timeout. It also involves a therapeutic introduction which investigates different methods we use and explore within our care. DDP is the last section of this course that is a therapy, parenting approach and model for practice that uses what we know about attachment and developmental trauma to help children and families with their relationships. Developing trust with the help of PACE, DDP provides interventions for families and those who support them.

Boundaries/Reflective Practice

This course explores the professional boundaries that are essential for every member of staff working with our students in school. It looks at ways to express rules and expectations whilst still building a positive and strong relationship together. It is designed to ensure that our staff are safe and always act appropriately.

Emergency First Aid at Work

Staff are provided with the knowledge and skills to learn about the priorities of first aid and how to manage an incident safely by understanding the first aid health and safety regulations. This course also explores a combination of practical and theory sessions to deal with first aid emergencies and looks into how to administer first aid in a variety of different situations.

Fire Marshal

Staff will learn about causes and effects of fires, as well as how to prevent their spread and implement necessary emergency procedures. The course complies with the Regulatory Reform (Fire Safety) Order 2005 and can be combined with our fire extinguisher practical course for a more intensive training experience to cover all fire risks.



Anti-bullying

We believe:

Effective schools create a whole school environment that is conducive to good discipline rather than reacting to incidents... There is collaboration and co-operation at whole school level, the school is child oriented and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central.

All staff act with strict accordance to the expectations of our Anti-Bullying policy. If bullying is identified staff are consistent in their response. There is a solid understanding that the victim and the bully may require additional support and/or intervention.

Staff are aware that bullying (in its myriad of forms), may be taking place. All staff act swiftly and sensitively to ensure that appropriate strategies are put in place to support all the children involved. Additional advice may be sought from the Head of Education (or external agencies as appropriate) to meet the individual needs of all concerned. Children's confidence will be nurtured and developed to challenge bullying in a positive and non-confrontational way.

In achieving an environment in which it is safe to learn, we:

-  Continue to implement procedures for identifying and reporting cases, or suspected cases, of abuse that will be in addition to, or consistent with, the established Timeout Care procedures for safeguarding children.
-  Support any child who has been abused or suffered maltreatment in accordance with her or his agreed child protection plan for example, as well as any other supportive mechanisms.
-  Establish a safe environment in which all children can learn and develop.
-  Incorporate key safeguarding guidance, direction and advice to all children in lessons, about Personal, Social, Health and Citizenship Education (PSHE and SMSC), as well as opportunities for cross-curricular learning.
-  Initiate and maintain appropriate training to ensure all staff can carry out their duty to safeguard all children at the school, including Prevent/ Wrap and Channel recommendations.
-  Ensure that all staff adhere to mandatory whistle blowing obligations that relate directly to concerns raised in confidence inside and, where necessary, outside the school.
-  Ensure that the appropriate outside professionals, such as Local Authority officers (Local Authority Designated Officer (LADO) for example) and agencies, such as the Police, are contacted in appropriate circumstances.
-  Actively encourage all our staff to keep up-to-date with the most recent local and national safeguarding advice and guidance.
-  The Lead Teacher and The Designated Safeguarding Lead will be used as a first point of contact for concerns and queries regarding safeguarding concern in our school.
-  All school staff conducting interviews will be conversant with current practice relating to identifying potential safeguarding concerns during interviews. All school staff conducting interviews will have completed a Safeguarding: Safer Recruitment in Education course, or equivalent, to a satisfactory standard.



All staff ensure that:

- All members of our school community are aware that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated.
- Bullying, harassment and oppressive behaviour will involve clear sanctions or consequences.
- Children will be involved in creating systems to support each other.
- Strategies such as Restorative Practice or “buddying” and “befriending” systems are adopted as appropriate.

Equality

At Brearley Hall School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

In the classroom



Family Support



Vicky Vandervelde

Family Support Manager

Meet our Family Support Manager, Vicky Vandervelde. Vicky has worked for Timeout Homes for over 6 years, starting as a Teaching Assistant in Riverbank Primary School, where she completed her qualification in Children, young people and families and has worked and built strong relationships with Local Authorities, Social Services, Charities to name a few.

Vicky is dedicated to building strong, trusting relationships between home and school. With a compassionate and trauma-informed approach, she works closely with families to navigate challenges, celebrate progress, and ensure every child feels supported both emotionally and practically. Whether it's offering guidance through difficult times, connecting families with external services, or simply being a listening ear, our Vicky is here to empower parents and carers as partners in their child's journey. Together, we create a network of care that strengthens resilience and fosters lasting wellbeing.



Parent Support Groups

Vicky leads a series of welcoming and empowering parent support groups designed to strengthen the connection between home and school.

The focus of our parents and carers support group is to offer signposting and additional support so parents have a place where they feel heard and validated in a non-judgemental environment. Discussions are shared around local and national support and time is made to listen as parents share their own lived experiences of some of the challenges that they face when parenting children with additional needs. Mental health and self-care is promoted during group sessions such as enjoying peer to peer support within nature participating in a forest school session or getting creative with Christmas wreath making.

All new parents and carers of our students are welcomed to parents support group ensuring that our schools have an open-door policy and are always safe spaces for not only our students but for parents and carers too, with a wealth of additional support.

The support group aims to offer

- 🏠 Friendship
- 🏠 A safe space
- 🏠 Sign posting, information and advice
- 🏠 Emotional and moral support
- 🏠 Peer to peer support

These core values shape not only how we learn, but how we grow as individuals and as a community. Whether it's showing kindness to a peer, embracing a creative solution, or persevering through a challenge, every PRIDE Point earned reflects a moment of character and care and will go towards a reward at the end of term.

By recognising and rewarding these behaviours, we empower our students to thrive emotionally, socially, and academically building a culture where everyone feels valued, supported, and inspired to be their best selves.

Signposting

Vicky plays a key role in connecting families with the right support at the right time. With a deep understanding of the challenges faced by children with social, emotional, and mental health needs, Vicky offers compassionate guidance and practical signposting to a range of trusted charities and services. Whether it's accessing mental health support, housing advice, food banks, bereavement counselling, or parenting resources, Vicky ensures families are never alone in navigating complex situations.

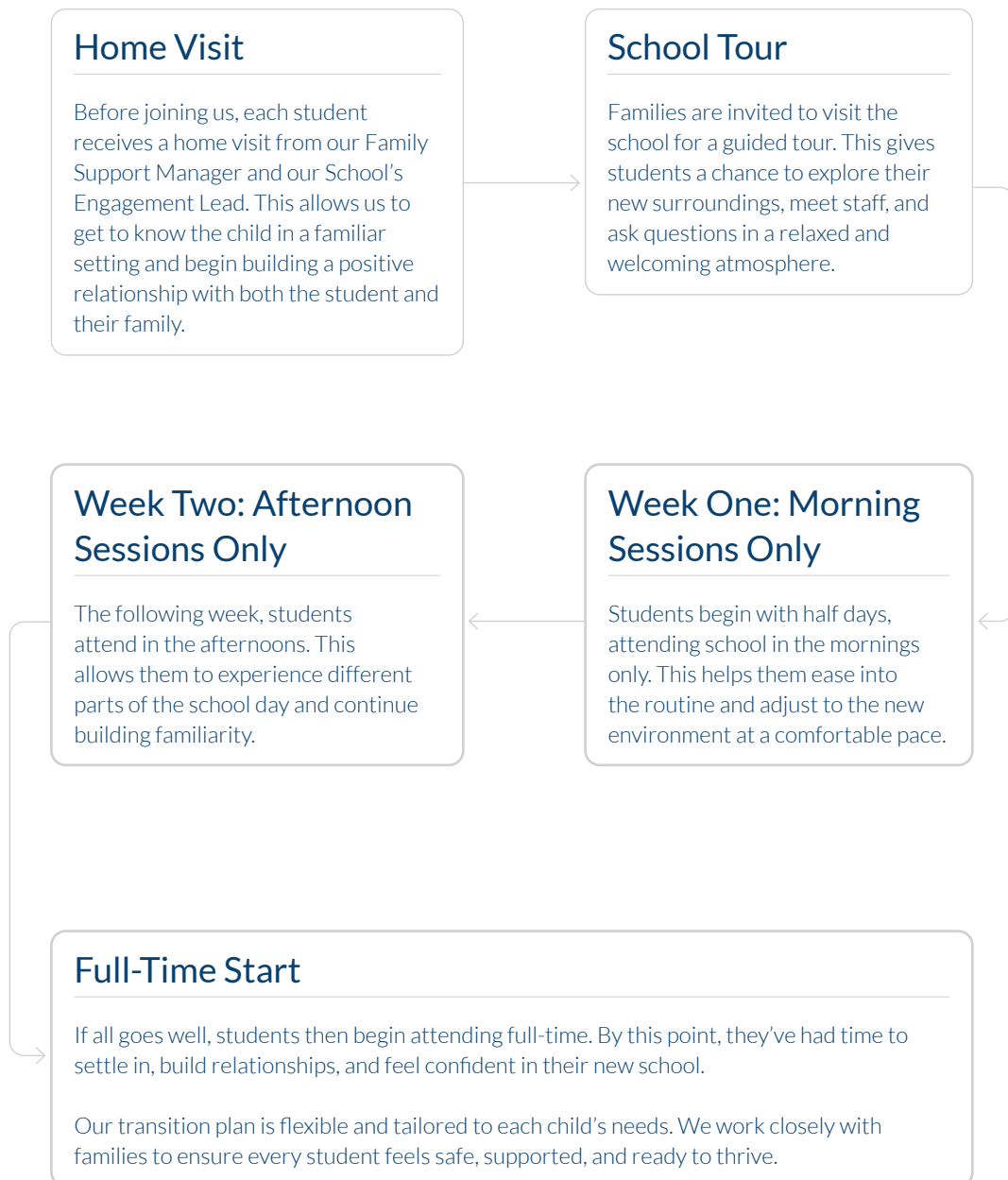


Transition

Student Transition Plan: A Gentle Start to School Life

Starting at a new school is a big step, and we're committed to making that journey as smooth and supportive as possible. Our transition plan is designed to help new students settle in gradually, build confidence, and feel at home in their new environment.

Here's how it works:



Kitchen Menu



Welcome to our school kitchen; where nourishment meets education!

Our kitchen is more than just a space for preparing meals; it's the heart of our school community. Designed to provide students with delicious and nutritious food options, we prioritise fresh, locally sourced ingredients to fuel young minds and bodies. With a focus on creating balanced meals that cater to a variety of dietary needs, our dedicated duo ensures that every dish is prepared with care. Whether it's a hearty lunch or a quick snack, our kitchen is committed to promoting health, sustainability, and a love for good food.

Meet our talented Head Chef, Joel

With a passion for creating wholesome, flavourful meals, Joel brings a wealth of culinary experience and creativity to the table. Dedicated to providing nutritious and balanced dishes, they work tirelessly to ensure every student enjoys.

Beyond the kitchen, Joel is an advocate for healthy eating, sustainability, and fostering a love for food among students.



In the kitchen



Say hello to our homegrown chef, Jack

We're delighted to share that Jack, who joined us last year as our Apprentice Chef, has now successfully completed his training and is staying on as a fully qualified member of our kitchen team.

Jack's dedication, creativity, and commitment to learning have made him an invaluable part of our school. Throughout his apprenticeship, he impressed us all with his culinary flair and positive attitude, and we're thrilled to see him continue his journey with us. We look forward to the delicious contributions he'll bring to our kitchen in the years ahead!

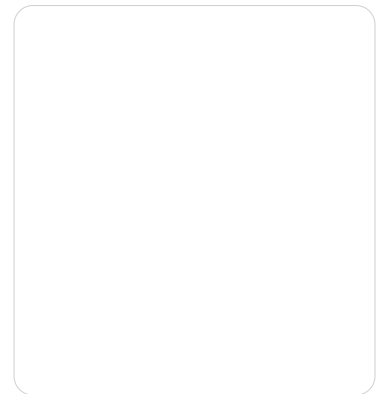


Apprentice Chef, Kai

We're thrilled to introduce Kai as the newest member of our kitchen team! A familiar face to many, Kai is a former student of our school whose passion for food and creativity in the kitchen made a lasting impression during his time here.

Now returning in a new role as Apprentice Chef, Kai brings fresh energy, enthusiasm, and a deep understanding of our school's values. He'll be working alongside Joel and Jack to prepare nutritious, delicious meals for students and staff, while continuing to develop his culinary skills through hands-on experience and professional training.

Kai's journey from student to chef-in-training is a testament to the power of dedication and the supportive environment we strive to create. We're proud to be part of his next chapter and can't wait to see, taste what he brings to the table!



In the kitchen



Meet our dedicated Groundskeeper, Zandra

She is the guardian of our school's outdoor spaces!

With a deep commitment to maintaining a safe, beautiful, and welcoming environment, Zandra ensures that every corner of the school grounds is cared for with precision and pride. Zandra's talents do not just stop at groundskeeping, she also grows most of the food that are used for school lunches!

From lush gardens to well-kept playing fields, her hard work creates the perfect setting for students to learn, play, and thrive.

Zandra's expertise and attention to detail help make our school a place we're proud to call home.



On the allotment



Safeguarding

including e-safety and keeping the children safe from radicalisation

Keeping our children safe from all the inherent dangers of life in the 21st century is paramount. We wholly understand that the clear majority of our learners are considered vulnerable and therefore require a robust multi - faceted approach to securing an environment (both in and outside of the school parameters) that is consistently safe. This is well-managed and all staff have clear direction regarding the expectations of maintaining the safety of our children.

The Designated Safeguarding Leads work closely with the local authority's Safeguarding and Prevent Teams.

Designated Safeguarding Leads



Dominique McDonagh



Lauren Connolly



Kylie Sutcliffe- Hall

Brearley Hall School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

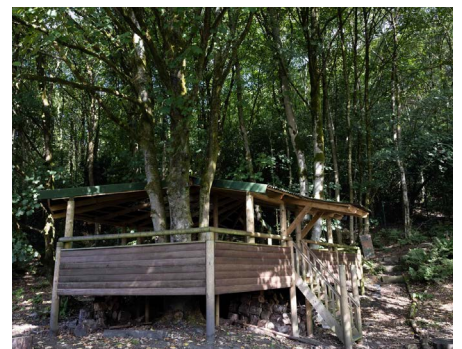
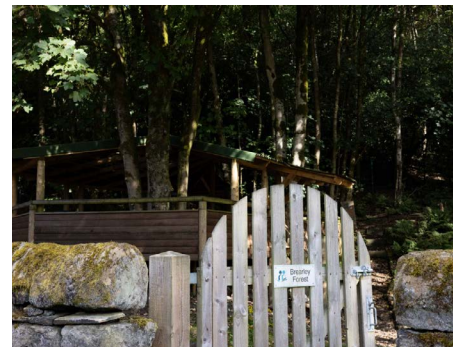
In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- ii Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children have been appropriately checked for their suitability through the DBS procedure.
- ii Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- ii Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- ii Support children who have been abused in accordance with his/her child protection plan.
- ii Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.



Forest School/Bushcraft

We're proud to offer a dedicated Forest School area at Brearley Hall School, providing our students with a unique opportunity to learn, explore, and grow in a natural outdoor setting. This enriching environment encourages hands-on experiences that foster curiosity, resilience, and teamwork. Whether it's building shelters, identifying wildlife, or simply enjoying the fresh air, Forest School supports emotional wellbeing, boosts confidence, and nurtures a lifelong love of nature. It's a space where learning goes beyond the classroom, where muddy boots and wide smiles are all part of the journey.



Absence from School

We require notification on the day of absence or lateness. Whilst we do try to avoid dental/medical/agency visits during the school day this occasionally does happen. We do classify un-notified absences as unauthorised absence.

Mobile telephones

Mobile telephones, smartphones and other electronic devices are not allowed in school. If they are used in the car on the way to school as a regulating device, they must then be locked in the school office until the end of the day.

First Aid and Medication

The school staff are qualified First Aiders. In the event of a minor accident or illness, children may be treated by one of these staff. In the event of a serious accident or suspected illness, children are always taken to the hospital and their parents/carers informed as soon as possible.

If a child requires medication either long-term or for short periods of time, it will be administered by one of the First Aiders. Parents/ carers must sign to give permission

N.B Asthmatic children must keep an inhaler in school always with their name on it. A spare inhaler is always on site in case of emergencies.

Offsite Education

All educational visits are part of the school curriculum unless parents/carers are specifically informed otherwise. As such all children, will go on the visits, subject to the appropriate risk assessments being in place as they are an integral part of the class work of the time.

School Security and Safeguarding

Security is always a concern for the school and as such no visitor can gain access to the school without being accompanied by a member of staff. All visitors are required to sign in and out of the Brearley Hall Visitors book.

No visitor will be admitted to the School without some valid form of identification.

Exclusions

Whilst we try not to exclude students from Brearley Hall School, through our effective behaviour management strategies, it is sometimes necessary to take this step for safeguarding reasons. Parents and carers will be informed by e mail or letter of an exclusion and work will be set. Before the student is reintegrated into school, a meeting with the Lead Teacher will take place to try to ensure that the circumstances that necessitated the exclusion are addressed and thus avoided in the future.



Therapeutic Care

At Timeout Homes, we focus on providing our children with individualised Therapeutic Care throughout our care and education sectors. We achieve this by following our Model of Care, that was created for specific requirements in line with the children in our care.

Our Model of Care is embedded into our all of our employees, to ensure a Therapeutic Approach is at the core of our care and education. It focuses on DDP (Dyadic Developmental Practice), and Secure Base. DDP is a broad approach for parenting and caring for children that is vital in each role here at Timeout.

This is a model for professionals and parents to support children to move towards recovery from trauma and disrupted attachments. Our Model of Care includes a framework for practice across all levels of service delivery in social care, education, and within child and adolescent mental health services.

This is delivered within Timeout through the parenting, education, and care, alongside therapy sessions with our specialised clinical team.

Resilience is associated with a sense of security, self-esteem, self-efficacy, a capacity to reflect feelings and hopefulness for the future- all key characteristics of secure attachment.

The clinical team has capacity to deliver a range of direct therapies proven by research to be effective for developmental, relational and complex trauma. The therapy team provide psychoanalytic and psychodynamic psychotherapy as well as talking therapies such as CBT or Trauma Focused CBT.

The Timeout Clinical Team currently offers:

-  Clinical Psychology
-  Art Psychotherapy
-  Speech and Language Therapy
-  Play Therapy
-  Counselling

Range of direct therapies offered

The clinical team, work with children and adolescents with a wide range of difficulties and can offer formulation, specialist assessment and psychological therapies to address the following concerns:

-  Depression
-  Anxiety
-  Attachment difficulties
-  Interpersonal and relationship difficulties
-  Trauma/Post-Traumatic Stress Disorder (PTSD)
-  Low self-esteem
-  Self-harm
-  Emotion regulation difficulties
-  Therapeutic Life Story Work

Given the long-term and deep seated nature of developmental trauma, although children can benefit from therapy it is likely that they will continue to need support as they grow and develop, in order to prevent them 'reverting' or regressing to their previous coping strategies. The content and processes of these therapies may vary according to the child's chronological age, developmental age and type of trauma experienced. We believe that therapy as a standalone method is insufficient; therefore we use an integrated model of care to encompass attachment and security throughout the care, therapy and education relationship.



Multi-Disciplinary Team

We have a dedicated clinical team that works across all of our education facilities. They all integrate with all the education staff. The team include;

-  Clinical Psychologists
-  Art Psychotherapists
-  Assistant Psychologists
-  Play Therapist
-  School Counsellor
-  Specialised Speech & Language Therapists

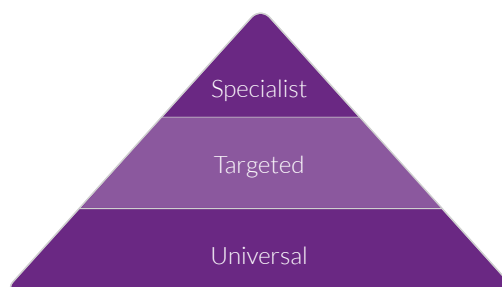
We have detailed leaflets about each discipline.

The process to support children starts with an initial formulation period (6 weeks) of a child starting. The clinicians speak to the young person, their teachers and caregivers (parents/carers) about how they have been. Where appropriate this is followed by a detailed assessment of needs alongside their Education Health Care Plan (EHCP). The staff undergo specialist trauma-informed care training to ensure a targeted approach to supporting the children to access education.

Speech and Language Therapy

SALT provides assessment, therapy, support and care for children and young people with primary speech, language and communication difficulties. Difficulties surrounding SALT intervention are often common in children and young people with developmental delay, diagnoses such as ASD, social emotional and mental health needs and/or can be specific to a language difficulty (known as Developmental Language Disorder).

Speech and Language Therapy intervention in Timeout Educational facilities and homes can be divided into three tiers or levels:



Therapeutic Care

Universal: supports the whole “population” (schools and homes). Enabling all children and young people to access optimal communication opportunities.

A whole setting approach encompassing a communication friendly environment and speech, language and communication development support and interventions for all.

Many children and young people's Speech, Language and Communication Needs (SLCN) can be met universally.

Targeted: Targeted intervention provides specific help and activities for those children SLCN who require additional support.

This support may take the form of:

-  Programmes of work and/or strategies written and monitored by the Speech and Language Therapist.
-  Staff/carer training.
-  Small group work, for example, narrative, lego based or social use of language groups.

Following targeted intervention, some children will return to the universal tier while other children may go on to have more specialist level needs identified.

Specialist: Specialist intervention is required for those children and young people with more complex communication needs who require a highly individualised programme of support.

Specialist support is in addition to the universal and targeted interventions that will be essential to continue.

Interventions include:

-  Highly specialised one to one and/or group therapy sessions run by the Speech and Language Therapist.
-  Individually tailored training and support for staff and carers.

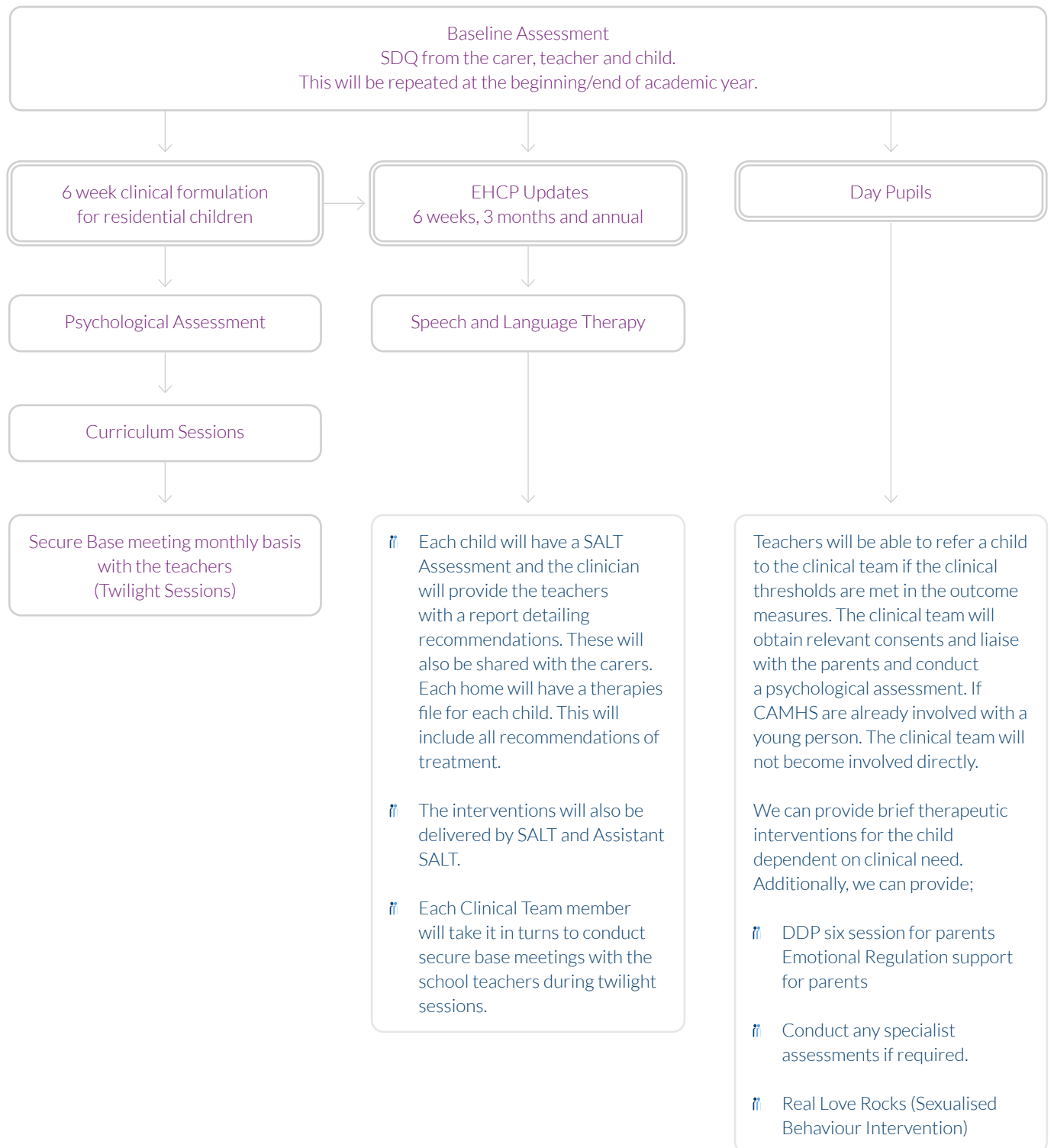
To ensure a holistic and systemic approach is maintained; our clinical department provide training on a variety of subjects to other departments (IE care and education), so they may develop the tools to ensure the best outcomes for the children and young people.

Our philosophy at Timeout is that if we are all learning and progressing, then this practice will thread itself into the lives of the children we care for. It is in this view that we have created resilient learners that can use the knowledge and experiences to improve their practice and achieve the goals set by themselves. It is important to all of us at Timeout that we continue to develop ourselves and push the boundaries of our knowledge and understanding.

We offer a broad range of Clinical Training which focuses on the impact of early trauma and abuse on the developing child, with particular reference to brain development, attachment theory & developmental trauma.



Clinical Pathway for Education



Curriculum

All students at Brearley Hall School benefit from a curriculum that is well balanced and based around their specific needs. We aim to consistently promote and develop the life skills of individual students, through positive and creative interaction. We will ensure that every student is provided with a solid foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive and active place in an ever-changing British society.

At KS3 all core subjects (Maths/English/Science) will follow a spiral curriculum model in order to build mastery with threshold concepts and retention of knowledge. Each term the key requirements of the course will be covered. Successful pupils will be able to retrieve previous learning and apply it to the current topic.

The spiral curriculum also allows pupils of similar ability but different ages to access the provisions regardless of what class they are placed in. The priority with skills within the curriculum is clear sequencing of learning and consistent application of learning across subjects.

Linguistic (including English, French and Spanish) this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. English is taught across all Key Stages.

In KS4 pupils will have opportunity to gain various qualifications within English. Pupils will begin with a focus on functional skills qualifications with the aim to achieve a GCSE in English Language.

Modern foreign language is taught at KS2 and 3.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Mathematics is taught across all key stages with provisions to offer a BTEC in Engineering at KS4.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Science is taught in all Key Stages. Animal care and horticulture are taught as a vocational option at KS4.

Technological skills

This can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Food Technology is taught as a weekly subject throughout all Key Stages. At KS4 pupils will have options to gain qualifications in food technology and/or hospitality.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Humanities at KS2 and KS3 is taught. At KS4 pupils will have options to gain an Entry Level Qualification in History and Geography.



Physical

This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. The school provides a range of activities both on and offsite. All pupils have regular opportunities throughout the week for physical exercise through walking and a two hours each week of Outdoor Education at KS2 Forest School is delivered. At KS4 pupils will have opportunity to complete a BTEC in Sports Studies.

Aesthetic and Creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. Creative Arts is taught at Key Stage 2 and 3 with the option to undertake an Entry Level Qualification at KS4.

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedure are to ensure that every pupil has access to all areas of the timetable.

When allocating lesson times, we acknowledge current best practice for pupils within our age range. The time allocation for ICT is incorporated into the planning for other areas of the curriculum.

Our Additional Curriculum

Whilst we strive to ensure that the children follow the National Curriculum and make progress in line with National expectations, we also place a high value on other aspects of learning.

Through our structured timetable, we enable students to:

- 🏆 Experience a wide range of outdoor activities, sports and experiences.
- 🏆 Participate in community events and activities.
- 🏆 Foster individual interests and hobbies.
- 🏆 Try sports and activities that they might not have tried before.
- 🏆 Complete AQA Awards in areas that interest and engage them.
- 🏆 Compile a Progress File of Achievements that are academic, social and personal.



Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Form time		Registration and settling routines Newsround			
Period 1	Science	Maths	History	PE	PSHE
Period 2	Maths	Science	Maths	PE	Geography
Break					
Period 3	English	English	English	Forest School	DT
Period 4	History	Geography	Science	Forest School	Art
Lunch					
Period 5	Performing Arts	ICT	RE	DT	Art
Bright Futures	Oracy/P4C	Interventions	MH & WB	Careers/Life Skills	Assembly
Choice Time					

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Year 8 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Form time		Registration and settling routines Newsround			
Period 1	History	Science	Maths	Geography	DT
Period 2	Science	Maths	Science	Art	English
Break					
Period 3	Maths	PE	Geography	English	Forest School
Period 4	Art	PE	English	RE	Forest School
Lunch					
Period 5	History	Performing Arts	ICT	PSHE	DT
Bright Futures	Oracy/P4C	Interventions	MH & WB	Careers/Life Skills	Assembly
Choice Time					

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Year 9 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Form time		Registration and settling routines Newsround			
Period 1	DT	PE	Science	Forest School	English
Period 2	Art	PE	Geography	Forest School	Maths
Break					
Period 3	History (DH)	Maths (LC)	Maths (LC)	Art (KSH)	DT/PA (CC)
Period 4	Science (MB)	English (SS)	History (DH)	English (SS)	Performing Arts (CC)
Lunch					
Period 5	ICT (tbc)	Geography (DH)	Science (MB)	PSHE (CC)	RE (DH)
Bright Futures	Oracy/P4C	Interventions	MH & WB	Careers/Life Skills (LC)	Assembly
Choice Time					

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Year 10 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Form time		Registration and settling routines Newsround			
Period 1	Maths	Maths	Maths	Maths	PSHE
Period 2	English	English	English	English	Science
Break					
Period 3	Science	History/PE Theory	History/PE Theory	PE	History/PE
Period 4	ICT/H&S	Science	Art/ Construction	PE	History/PE
Lunch					
Period 5	Art/Construction Theory	Food and Nutrition	Art /Construction BL	ICT /H&S	Food and Nutrition
Bright Futures	Oracy/P4C	Interventions	MH & WB	Careers/Life Skills	Assembly
Choice Time					

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Year 11 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Form time		Registration and settling routines Newsround			
Period 1	English	English	English	English	Construction / Gardening
Period 2	Maths	Maths	Maths	Maths	Construction / Gardening
Break					
Period 3	Food and Nutrition - BL	Science	Science	Science	PE
Period 4	Food and Nutrition - BL	Art	PE Theory/ Gardening /Intervention	Art	PE
Lunch					
Period 5	Food and Nutrition - BL	Art	PSHE	Art	Construction/ Intervention
Bright Futures	Oracy/P4C	Interventions	MH & WB	Careers/Life Skills	Assembly
Choice Time					

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.



Term Dates | School Day 9:00am - 3:20pm



School Closed/Holidays



First and last day of the academic year
(Full school day)



Teacher in-Service Day (no school for students)



Bank Holiday - School Closed

September '25

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

20 teaching days

October '25

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18 teaching days

November '25

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

30 19 teaching days

December '25

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 teaching days

January '26

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 teaching days

February '26

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

15 teaching days

March '26

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 teaching days

April '26

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

13 teaching days

May '26

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

31 15 teaching days

June '26

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

22 teaching days

July '26

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 teaching days

August '26

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

30 0 teaching days



Making a Complaint

The following offers an overview of our comprehensive Complaints Policy and Procedures

Our Aims and Objectives are to:

- Encourage the resolution of problems by informal means wherever possible
- Provide a transparent and informative service to all children, parents/carers and local residents
- Ensure that concerns are dealt with quickly, fully and fairly and within clearly defined time limits
- Provide effective responses and appropriate redress
- Promote and maintain good working relationships between all people involved with the school and the school community

Complaints Procedures

This policy may be used by anyone who has a concern or complaint about any aspect of the school. In the main this will mean the parents/carers of the school's children, but may include neighbours of the School, or any other members of the local community.

A Summary of Procedures

This policy sets out the procedures that we will follow whenever we receive a complaint for which there are not alternative statutory procedures.

There are four stages of action comprising an initial informal stage and three formal stages:

Informal Stage

1. Informal discussion and resolution.

Formal Stage

2. Investigation by the Head Teacher/Head of Education
3. Complaints committee review involving Head Office representatives of Northern Care/Senior Management Team (SMT)
4. Department of Education

Within the **Informal Stage** primary responsibility rests with staff.

Formal Stage responsibility rests with staff, the Lead Teacher, Timeout's SMT and where appropriate, Local Authority Officers.

Each of these stages will usually occur in order and there will usually be no return to previous stages (exceptions to this are noted within the procedure).

It is stressed that most complaints are resolved on an informal basis (Stage 1). Circumstances under which this procedure should not be used are as follows:

- Complaints about the National Curriculum
- Non-approved external qualifications or syllabuses
- Withdrawal of children from all or part of the National Curriculum
- Child admissions
- Child exclusions

If you would like any further information, please see our website at www.timeouthomes.co.uk.



Policies

For additional, detailed information regarding provision at our school the following policies are readily available upon request (as either paper copies or e-versions (PDFs):

-  Accessibility Plan & Equality Objectives
-  Admissions Arrangements
-  Anti Bullying Policy & Procedures
-  Behaviour for Learning Policy & Procedures (Rewards & Sanctions)
-  Complaints Policy & Procedures
-  Curriculum Policy
-  Data Protection Policy
-  Educational Visits Policy
-  Health & Safety Policy
-  Medications Policy
-  Ofsted Reports
-  Safeguarding & Child Protection Policy & Procedures
-  Special Educational Needs (SEND) Policy

You are also most welcome to discuss any matter relating to the school with all education staff at the school.



Contact Us

Director of Education

Dani Worthington

M: 07880 357448

E: dani.worthington@timeouthomes.co.uk

Head Teacher

Dominique McDonagh

T: 01422 882549

E: dominique.mcdonagh@timeouthomes.co.uk

Deputy Head Teacher

Lauren Connolly

T: 01422 882549

E: lauren.connolly@timeouthomes.co.uk

Designated Safeguarding Lead (DSL)

Dominique McDonagh

T: 01422 882549

E: dominique.mcdonagh@timeouthomes.co.uk

Lauren Connolly

T: 01422 882549

E: lauren.connolly@timeouthomes.co.uk

Kylie Sutcliffe-Hall

T: 01422 882549

E: kylie.sutcliffe-hall@timeouthomes.co.uk

Engagement Lead

Wayne Traynor

T: 01422 882549

E: wayne.traynor@timeouthomes.co.uk

Family Support Manager

Vicky Vandervelde

T: 01422 882549

E: vicky.vandervelde@timeouthomes.co.uk

Attendance & Intervention Officer

Kashif Qureshi

T: 01422 415529

E: kashif.qureshi@timeouthomes.co.uk

General Enquiries/Admin Queries

Lauren Sivour

T: 01422 820510

E: admin@riverbank-school.co.uk

