



ENHANCING MINDS, INSPIRING FUTURES

**A SPECIALIST SCHOOL HELPING CHILDREN OVERCOME SOCIAL AND
EMOTIONAL BARRIERS TO LEARNING**

BROOKLAND SCHOOL, 13 NEWHEY ROAD, MILNROW, ROCHDALE, OL16 3NP

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Welcome to our

SCHOOL

Brookland School is a specialist school helping young children with social, emotional, behavioural and mental health challenges to re-engage with learning and make academic and social progress.

We specialise in providing a stimulating, safe environment in which children can learn through a varied and personalised curriculum that is led by the National Curriculum and the children's individual needs and interests. We offer a flexible and adaptive approach that is rooted in meeting the individual needs of each and every child.

Our aim is to develop and maintain an ethos where education is unquestionably valued as a means to success.

Our School is part of Timeout Homes Ltd, who are a family run organisation and continue to create a family culture throughout the organisation and teams.

Timeout Homes was created in 2004 with the opening of one home and the aim of helping at least one child. Since then, Timeout has only continued to grow and develop over the years to where we are now. We now currently have 19 homes open across Greater Manchester, Lancashire and West Yorkshire.

Ofsted

“All pupils have special educational needs and/or disabilities (SEND). Many pupils have been excluded from schools previously or have been out of education for significant periods of time. The school has designed a curriculum that blends therapeutic and academic provision. The school's therapeutic approach helps pupils to better understand themselves so they can develop their communication skills and learn self-regulation. In turn, this helps pupils to engage in academic learning. This enables pupils to develop the knowledge that they need both now and in the future.”

Welcome to our

SCHOOL



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 Brookland School—a specialist therapeutic educational setting for young people aged 11 to 16 with Social, Emotional, and Mental Health (SEMH) needs. At Brookland, we are committed to changing lives and shaping futures.

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 Brookland, 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.

Brookland 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.

We are proud that Ofsted has judged Brookland School to be Good in all areas. We continue to place each student's individual needs at the centre of their education, and we encourage every student to get involved, aim high, and believe in their future.

Welcome to our

SCHOOL



Leanne Matthews

Head Teacher

With over twenty-five years' experience across mainstream, alternative and specialist education, Leanne has dedicated her career to ensuring that every young person regardless of background, need or circumstance has access to high-quality learning and the support required to thrive.

It is a privilege to lead a school where inclusion, aspiration and a deep belief in every learner's potential sit at the heart of everything we do.

Throughout my career, I have championed strong partnerships with families, local authorities and external agencies, believing firmly that education is most powerful when it is collaborative. I have also served as a Designated Safeguarding Lead and as a governor with responsibility for safeguarding and SEND, ensuring that our systems are robust and that our children's wellbeing is always our first priority.

Leanne leads our school with a deep commitment to understanding, supporting, and empowering every young person in our care. With a strong belief that all pupils can thrive when they feel safe, valued, and understood, they champion a nurturing environment where relationships come first and individual strengths are celebrated. Their vision drives our whole-school approach to emotional wellbeing, positive behaviour, and personalised learning, ensuring that every child is given the opportunity to grow in confidence, build resilience, and achieve their full potential.

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.

DYNAMIC & INNOVATIVE

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

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.

HIGH EXPECTATIONS

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

VALUES CENTRED

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

ACCOUNTABLE AT ALL LEVELS

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

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.

INCLUSION

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

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:

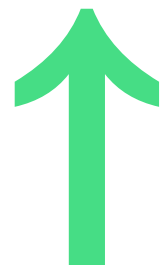
-  Be safe in the real and virtual world
-  Be Healthy and Happy
-  Enjoy Learning
-  Achieve success and make academic progress in line with peers
-  Contribute to the School and Society
-  Be prepared for a fulfilling life in the 21st Century as valuable members of society
-  Become good British Citizens

WE WANT OUR CHILDREN TO SHOW:

-  Respect
-  Responsibility
-  Perseverance
- Kindness
- 

Ofsted: "The school has high expectations of what pupils can achieve. Pupils' personal development is a high priority in the school. Pupils learn about the differing aspects and complexities of life in modern Britain in a way that is relevant to their own lives."

Our
**VISION &
ETHOS**



BEHAVIOUR FOR LEARNING



Lucy Howell

Engagement Lead

Lucy 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. Her 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. Her 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.

At Brookland, 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.

Ofsted: *“Promoting pupils’ social needs and emotional well-being are a priority for the school. Pupils are supported well by adults. This makes pupils feel safe and valued. They learn to manage their behaviour as a result of the clear routines and the positive relationships that they have built with adults. Pupils said that the school understands them and gives them time when they need it.”*

BEHAVIOUR FOR LEARNING

Therapeutic Passports & Individual Education Plans

Each student has a specific Therapeutic Passport and Individual Education Plan that is put together by our staff when a student starts their education journey with us, these are documents that helps staff understand what makes a child feel safe or dysregulated, it encourage 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.

The image shows a 'Therapeutic Passport' form for Riverbank School. The form is organized into a grid of sections. The top row includes 'My sensory needs', two identical 'What I would like staff to know about me? All about me' sections, and 'Warning Signs to look out for:' which includes a legend with Green, Yellow, and Red boxes. The middle row features 'My Personalised Plan' with a pyramid diagram, the 'Riverbank School' logo and contact information, and 'This is what helps when I am dysregulated'. The bottom row contains 'How to Support my Communication/Communication Strategy', 'My IEP scores from January to April 2025', and 'Teacher's 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.

BEHAVIOUR FOR LEARNING

Positive Behaviour

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

P

Positivity

Encouraging others, greeting others with a smile, thanking teachers, staff and other students for their help.

R

Respect

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

I

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.

D

Determination

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

E

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.

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.

BEHAVIOUR FOR LEARNING

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 first warnings for the following behaviours and are not logged on Arbor.



Intimidating Others



Invading Personal Space



Low Level Disruption



Refusing to Engage



Swearing



Teasing & Hurtful Comments Towards Others

B2

These behaviours are second warnings for the following behaviours and are not logged on Arbor.



Intimidating Others



Invading Personal Space



Low Level Disruption



Refusing to Engage



Swearing



Teasing & Hurtful Comments Towards Others

BEHAVIOUR FOR LEARNING

Behaviour Sanctions

B3

These behaviours are logged on Arbor, students will have reflection time with a member of staff



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)



Spitting



Swearing (First & Second warning already given)



Targeted Violent Threats



Teasing & Hurtful Comments Towards Others (First & Second warning already given)



Unsafe Behaviours/Choices

BEHAVIOUR FOR LEARNING

Behaviour Sanctions

B4

These behaviours are logged on Arbor, students will have reflection time/Intervention 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

BEHAVIOUR FOR LEARNING

Behaviour Sanctions

B5

These 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 protective measure when such behaviours pose serious risk to the individual or others



Absconding Offsite



Assaulting Other Students



Assaulting Staff



Bullying



Persistent Discrimination



Prohibited Items



Racism/Homophobic Language



Setting Off Fire Alarm



Sexualised Comments



Vaping/Smoking

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.

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 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.

STAFF TRAINING

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.

Our

UNIFORM



SCHOOL UNIFORM

- Green Sweatshirt/Cardigan
- Light Green Polo Shirt
- Black Trousers
- Black Shorts/Skirt
- Plain Black Shoes/Trainers



PE UNIFORM / FOREST SCHOOL

- Plain Black/Navy/Grey Tracksuit Bottoms/Shorts
- Plain White/Black/Navy/Grey T-Shirt
- Hoody or Tracksuit Top (Depending on Weather)
- Trainers
- Welly Boots



UNIFORM ITEMS NOT PERMITTED

- Clothing with logos, graphics, or brand names
- Hoodies, unless specified for PE or outdoor wear
- Crocs
- Denim (jeans, jackets, skirts)
- Short skirts or skirts with slits above the knee
- Caps, hats, or bandanas worn indoors
- Excessive jewellery (only small studs and a watch are permitted)
- Heavy Makeup
- False nails are not permitted and nails must be kept to a sensible, reasonable length that is appropriate for all school activities, including PE and practical subjects

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.

Home Visit

Before joining us, each student receives a home visit from our Family Support Manager and our School's Engagement Lead.

This allows us to get to know the child in a familiar setting and begin building a positive relationship with both the student and their family.

School Tour

Families are invited to visit the school for a guided tour.

This gives students a chance to explore their new surroundings, meet staff, and ask questions in a relaxed and welcoming atmosphere.

Week Two: Afternoon Sessions Only

The following week, students attend in the afternoons.

This allows them to experience different parts of the school day and continue building familiarity.

Week One: Morning Sessions Only

Students begin with half days, attending school in the mornings only.

This helps them ease into the routine and adjust to the new environment at a comfortable pace.

Full-Time Start

If all goes well, students then begin attending full-time. By this point, they've had time to settle in, build relationships, and feel confident in their new school.

Our transition plan is flexible and tailored to each child's needs. We work closely with families to ensure every student feels safe, supported, and ready to thrive.

WELCOME TO OUR SCHOOL KITCHEN



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.



In the kitchen



Our school menus operate on a rotating weekly cycle, week 1 to week 4 offering pupils a balanced and varied selection of nutritious meals.

Each week features a different combination of freshly prepared dishes, ensuring children enjoy a wide range of flavours while maintaining consistent nutritional standards.

This rotation helps keep mealtimes exciting and supports healthy eating habits throughout the school year.

SAFEGUARDING

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.

Our School Designated Safeguarding Leads



Katy Smith



Lucy Howell

Brookland 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. 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:

- ✓ 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.
- ✓ Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- ✓ Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- ✓ Support children who have been abused in accordance with his/her child protection plan.
- ✓ Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

CURRICULUM

All students at Brookland 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 & KS4 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.

CURRICULUM

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.

ENGLISH

English in education will teach pupils to speak and write so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually.

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum, cognitively, socially and linguistically.

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.

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 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.

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.

- RSE/SMSC
- ICT
- Humanities
- Arts & Cookery
- Forest School

TERM DATES

SCHOOL DAY
9:15AM - 2:45PM

September 2025						
M	Tu	W	T	F	S	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 2025						
M	Tu	W	T	F	S	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 2025						
M	Tu	W	T	F	S	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 2025						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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 2026						
M	Tu	W	T	F	S	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						

	School Holidays
	First & Last Day of Academic Year
	Teacher In-Service Day/ Training Day – School Closed
	Bank Holiday – School Closed

OTHER INFORMATION



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 PHONES AND VALUABLES

Mobile phones, money, electronics or any other items of value should be left at home or can be handed in at the school door to be kept safe 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 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 parent/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 & 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 Brookland's visitor book.

No visitor will be admitted to the school with some valid form of identification.



EXCLUSIONS

Whilst we try not to exclude students from Brookland 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 email or letter of an exclusion and work will be set. Before the student is reintegrated into school, a meeting with the Head 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.

TIMEOUT CLINICAL TEAM CURRENTLY OFFER:



Clinical Psychology



Art Psychotherapy



Speech and Language Therapy



Play Therapy

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.

THERAPEUTIC CARE

CLINICAL PSYCHOLOGY

Clinical Psychology includes the use of multi-eclectic approaches in therapy. This includes Cognitive Behavioural Therapy, Dialectical Behaviour Therapy and Dyadic Development Psychotherapy. The psychology team will conduct a detailed assessment before deciding which therapeutic approach will be most suitable for treatment. The team will be led by clinical interviews with the young person, their family and social worker but also by objective psychometric measures prior to formulation of difficulties. Formulation is a key aspect of therapy and involves using theory to make sense of a child's early adverse experiences on their psychopathology, relationships and their views about themselves.

ART PSYCHOTHERAPY

Art Psychotherapy is an evidence-based therapy suitable for children of all ages. The therapist supports the child to express themselves using the medium of art. Some individuals who have experienced early life trauma can struggle to put words to their experiences and therefore the use of art can support them to be able to explore and process these memories without the need for words. The use of art can therefore be particularly helpful for children who have experienced early life trauma especially if they were pre-verbal when this occurred.

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.

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