

Cygnet Schools – Provision of Information for Parents, Carers and Professionals

Details of Proprietor

Cygnet Health Care Limited

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Details of Head of Education, and chair of schools

Rachel Rix

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Details of Cygnet Schools

School	URN	Address	Headteacher
Forestwood School	142675	Cygnet Hospital Bury, Buller Street, off Bolton Road, Bury, BL8 2BS	Wendy Webster 0161 762 7200 WendyWebster@cygnethealth.co.uk
Phoenix School of Therapeutic Education	142912	Cygnet Hospital Sheffield 83 East Bank Road, Sheffield, S2 3PX	David Best 0114 279 3333 DavidBest@cygnethealth.co.uk

Context and aims

We provide opportunities for young people who are admitted to our co -located Tier 4 Child and Adolescent Mental Health Services (CAMHS) to access high quality education:

Cygnets Independent Schools:

- Forestwood School (Bury)
- Phoenix School of Therapeutic Education (Sheffield)

By the very nature of their mental health needs at the time of admission, young people accessing our services are vulnerable.

We aim to provide high quality education in small group sessions or on a one to one basis to support young people to return to full-time education, employment or training whenever possible.

All Cygnets schools are secular and we actively ensure that staff, students and visitors do not promote partisan political views

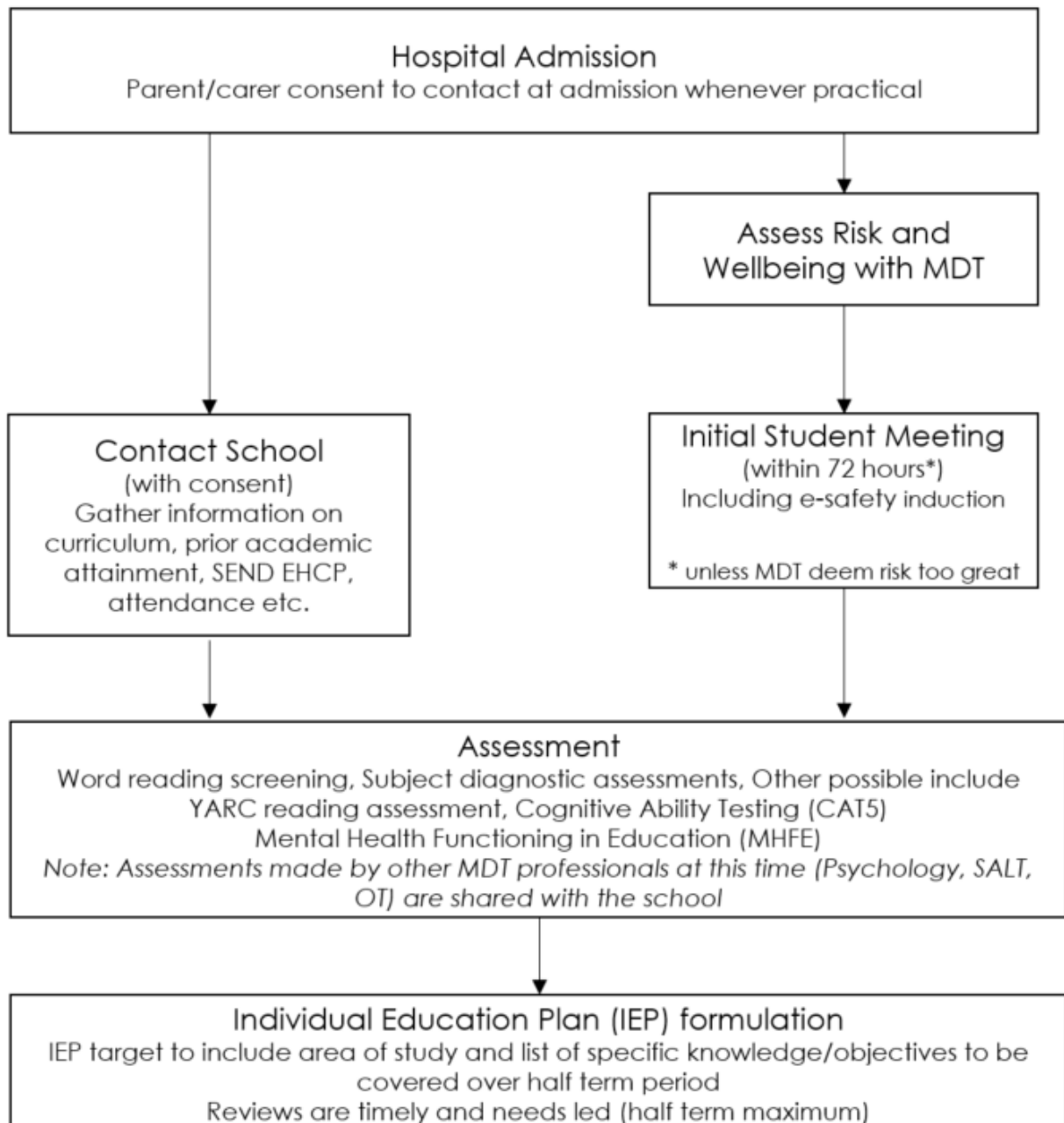
Admissions Statement

Cygnet Schools aim to provide **equal access to high quality education for all children and young people with mental health needs**, keeping education alive in the pupils' lives, maintaining progress and enabling them to achieve their potential whilst in hospital.

Cygnet Schools are committed to providing highly bespoke learning opportunities for students.

All young people have access to education within 72 hours of admission (taking into account weekend admissions). This includes students with **Education and Health Care Plans**, Looked After Children, and children for whom **English is an Additional Language**.

Students are NOT to be placed in our school through Local Authority EHCP consultation routines, as we are a short term inpatient provision. All of our admissions are linked to beds on our inpatient wards. We do not take day students.



The nature of our curriculum provision

Cygnets hospital schools provide opportunities for young people who are admitted to our co-located Tier 4 Child and Adolescent Mental Health Services (CAMHS) to access high quality education. Admissions to our hospitals usually occur following a mental health crisis and, due to the emergency nature of this, are predominantly unplanned. It is also quite common for young people to have been placed outside of their home local authority area.

Young people are admitted as either informal patients or those requiring to be sectioned under the Mental Health Act, and the length of stay is dependent on the needs of the individual (admissions vary from as little as one day to up to 18 months). The range of need includes those young people who are still actively involved in education at school or college to those that have not attended education in any format for either a short or longer period of time. There is also a possibility that certain young people will be required to sit external examinations during their period of inpatient admission. Due to these factors, the curriculum has to be specifically tailored to meet this range of needs.

By the very nature of their mental health needs at the time of admission, young people accessing our services are highly vulnerable.

AIMS

Cygnets hospital schools aspire to maintain and develop current educational pathways and/or promote future re-engagement with education, employment or training. In doing so, we believe that students leaving our provision will stand the best chance of reintegration with community life and therefore a successful recovery journey.

Our curriculum is personalised to individual students and therefore explicit pathways vary according to personal goals and needs. This might mean mirroring a current educational pathway or choosing from a range of courses offered at our schools (or a combination of both).

Qualification type, level, tier etc. will be planned on an individual basis, and with reference to the overarching curriculum intent. Other factors such as predicted length of stay and examination plans may also need to be considered.

Due to the fluctuating nature of mental health conditions, a flexible curriculum approach is required. During particularly acute periods of presentation it may be appropriate to instead focus on stabilisation and engagement. In this situation, activities will be planned as a vehicle to improve mental health functioning in education (MHFE) with the intention to re-establish readiness for learning.

Please ask for a copy of our full curriculum policy for further details

PUPIL PERFORMANCE

Pupil progress reports enabling evaluation of performance against the schools aims, are available through the respective headteacher.

Cygnet School Statement on the Promotion of British Values

Updated September 2026 for Independent CAMHS Settings (UK/England Legislation)

Background and Rationale

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Prevent Strategy recognises the importance of schools in counter-terrorism and safeguarding activities.

In line with current Department for Education (DfE) guidance on curriculum management, school safety, and Keeping Children Safe in Education (KCSIE), Cygnet Schools focus actively on modern safeguarding priorities within our independent CAMHS hospital school settings. This includes protecting highly vulnerable young people from online radicalisation, digital extremist materials, grooming, and exploitation, while maintaining strict political impartiality across all subjects and clinical care transitions. Consequently, all schools have a clear statement of British values and how they are promoted through the school's curriculum.

What is meant by “British Values”?

We believe that the following list aligns with the official statutory definitions of values held by citizens in modern Britain:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs (or those with no faith)

Although this list focuses on the core statutory pillars required for independent schools, we believe it encapsulates the attitudes that Cygnet values and seeks to actively promote in our schools.

How do Cygnet Schools promote British Values?

The Personal, Social, Health and Economic (PSHE) curriculum is designed to promote British Values. In addition, we promote British Values through many aspects of the school's work:

Democracy

- Students are consulted on a wide range of issues and vote on decisions. For example, they decided on the school name.

- Morning meetings are held every day and every young person has a right to speak respectfully, with their opinions heard within a safe, structured, and clinically supportive framework.

The rule of law

- At Cygnet schools we promote the importance of the rule of law. Students see that this is important through our day to day work. Accountability is stressed to all stakeholders including staff (teachers' standards and performance management), students ("non-negotiables" as set out in the school's behaviour policy) and the board.
- Students have weekly access to a trained legal advocate.
- Visits from the police complement PSHE lessons and focus on different aspects of the law.

Individual liberty

- We educate and provide boundaries for students to make choices safely, through the provision of a safe environment. Students are actively encouraged to make appropriate choices.
- Students learn about human rights, personal freedoms, and their legal protections under the Equality Act 2010.
- Students often learn through programmes like the Unicef Rights Respecting Schools Award framework.

Mutual Respect

- Behaviour Policies promote good behaviour and challenge poor behaviour so that all students respect others and give them the opportunity to succeed. We take seriously our duty to prevent victimisation of any individual and we carefully analyse any incidents where discriminatory actions targeting any protected characteristic (including race, sex, sexual orientation, gender reassignment, disability, or religion) occur.

Tolerance of those of different faiths and beliefs

- Cygnet schools promote diversity. Members of different faiths, religions, or non-religious philosophical beliefs are encouraged to share their knowledge to enhance learning within classes and the school.
- Students have access to a multi-faith space where they can pray according to their traditions.

Relationships and Sex Education (RSE)

Today's children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. At Cygnet Schools, we ensure our students learn how to be safe and healthy, and how to manage their academic and personal lives in a positive way.

What is Relationships and Sex Education (RSE)?

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional education. It is about understanding the importance of healthy relationships, safety in digital environments, online risks, cyberbullying, sexuality, and sexual health. It involves acquiring factual information, understanding the law, and forming positive beliefs, values, and attitudes. All RSHE teaching is delivered in a factual, objective, and age-appropriate manner, remaining strictly separate from the promotion of specific lifestyles or personal political viewpoints. Material is strictly adapted to align with clinical safety parameters relevant to children undergoing tier-4 or hospital CAMHS support.

How do we teach RSE at Cygnet Schools?

RSE is taught as part of our PSHE / RSHE curriculum framework. Whilst there are units of work which cover RSE topics in detail, it is weaved throughout all aspects of the curriculum. Topics and teaching timelines are carefully mapped out to ensure strict adherence to statutory age-appropriateness guidelines. Lessons are tailored directly to the development, emotional maturity, psychological stability, and medical care context of each individual young person, in close consultation with the multi-disciplinary clinical team.

Parental Engagement and Right to View Materials:

In accordance with DfE statutory transparency requirements, parents, carers, and commissioning Local Authorities have an absolute right to view all curriculum designs, lessons, schemes of work, and teaching materials used within our RSHE programme. The school does not use external resources that are bound by commercial copyright restrictions preventing public parental inspection. Materials are made available transparently for review upon request.

Right to be excused from sex education

In line with statutory guidance, whilst parents do not have the right to withdraw their children from all or any parts of Relationships Education, parents can request to withdraw their children from any or all parts of the school's program of sex education, other than those elements which are required by the National Curriculum. If parents have requested that their child be withdrawn from an aspect of Sex Education, the Headteacher will meet with parents to discuss the benefits of receiving this education and any detrimental effects that withdrawal might have on the young person.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until

three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make explicit arrangements to provide them with sex education during one of those final three terms, provided it is clinically deemed safe and aligned with their active care environment.