



Statement of Purpose

SC024575

Introduction

The Statement of Purpose is a requirement under Standard 1
Standard 1 - Statement of principles and practice

1.1 A suitable statement of the school's principles and practice to be known as the Statement of Purpose is available to parents and staff, is made known to children through an appropriate method of communication and is seen to work in practice. The statement describes the overall purpose of the school and describes any theoretical model underpinning the practice of the school. It also explains the ethos and philosophy of the school, and provides an outline of provision for children with special educational needs and/or disabilities.

Reviewed: January 2020



1. Organisational Overview

- 1.1 Bramfield house school part of Acorn Care and Education and outcome first Group

2. Quality and Purpose of Care

- 2.1 Position Statement
- 2.2 Ethos of the school
- 2.3 Description of Accommodation
- 2.4 Location of the school
- 2.5 Arrangements for Supporting Cultural, Linguistic and the Religious Needs of Children
- 2.6 Complaints
- 2.7 Access to safeguarding and behaviour management policies

3. Views, Wishes and Feelings

- 3.1 Policy and approach to consulting children on quality of their care
- 3.2 Anti-discriminatory practice in respect of children and their families
- 3.3 Children's Rights

4 Education

- 4.1 Management of Education
- 4.2 How we support children with special education needs

5 Enjoy and Achieve

- 5.1. How we support the young people to enjoy and achieve

6 Health

- 6.1 Arrangements to Protect and Promote Health of the children in the home



7 Protection of Children

- 8.1 Monitoring and surveillance of children
- 8.2 Behavioural support
- 8.3 Management of restraint and physical intervention

8 Leadership and Management

- 9.1 Details and work address of Registered Provider, Responsible Individual and Registered Manager
- 9.2 Details and Qualification and experience of staff
- 9.3 Professional supervision arrangements for staff, educators and health care professionals

9 Care Planning

- 10.1 Admission process



1. Organisational Overview

Bramfield House school is part of the Acorn care and education / outcomes first group, the largest combined children's services group in the UK. Our operating businesses successfully deliver frontline fostering, educational and care services to children, their families and local authority customers.

Our purpose is to provide outstanding care and education to the UK's most vulnerable and difficult to place children and young people whether with specialist foster parents, within education or in a supportive and understanding environment of residential care.

We offer each and every child and young person courtesy and respect, and work in conjunction with local authorities to deliver a range of care, education and other specialist services which offer best value whilst ensuring the best possible outcomes for each child.

As a group, we benefit from a wealth of experience allowing young people the opportunity to thrive and develop by realising their potential whilst being happy and feeling valued.

2. Quality and Purpose of Care

2.1 Position Statement

Bramfield House school is registered to provide education for up to 77 children aged between seven and 16 years who have social, emotional and behavioural difficulties. Bramfield house is a male only school. The school has 28 boarding placements. This school is independent and is part of Outcomes First Group. At the last inspection, the home gained Good with outstanding features.

The school specialises in helping each young person to reach their full potential, academically, socially, and emotionally. By means of an extensive system of support, care and education the young people are encouraged to live fulfilling and productive lives within a caring and respectful community.

Our service specialises in working with young people with SEMH and moderate learning difficulties and some communication difficulties. Typically children who attend the school have been in several failed educational establishments or have been out of education for substantial periods of time.



All the children who live at Bramfield House during term time have statements of special education needs (or EHCP Plan). We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all pupils are happy, enthusiastic and purposeful learners.

2.2 Ethos of the School

Our vision at Bramfield House is to provide an environment where children can thrive and reach their full potential by building trusting relationships in a relaxed and safe environment. At the same time encouraging the young people to develop the academic, practical and social skills needed to become as independent as possible whilst preparing them for adulthood.

We have 3 core principles: success by any means, precise inclusion and starting at great. These underpin all the decision we make in the interests of the child. The child is at the centre of what we do.

We believe that children thrive when they feel that the people around them genuinely care for their wellbeing and safety and are interested in spending time with them and getting to know them as individuals. We believe that if the home appears welcoming, relaxed and homely both in atmosphere and appearance; that staff, young people and visitors find it easy to settle in and achieve this objective. This ethos runs through the core of this school, home and its staff team and helps staff to plan and provide a care package tailored to each individual child.

In addition, Bramfield House school also values the importance of routines, rules and boundaries for all young people in residence. Expectations are made clear to the children from the start and consistency through the team and over time is what ensures the children progress. High value is placed on the choice-consequence method; young people are highly praised for making positive decisions and challenged to think about the potential consequences of negative behaviours. This helps young people to take responsibility for their own behaviour and allow them to understand how their decisions can take them down both positive and negative paths. All children are unique and we uphold a person centred approach for each young person based on their individual needs.

2.3 Description of Accommodation

Bramfield House offers a range of residential accommodation set within its own private 5-acre ground. Within the main house there is single and dorm accommodation for young people based on age and



independent ability and separate to the main house is Istock house which is a small nurturing home for up to 6 young people. Young people are matched with others taking account of age and ability.



Istock House

The school has the benefit of having a large outdoor space where there is outdoor gym equipment, assault course, football pitch. They also have the benefits of having on site a gym area, swimming pool, music room, games and TV room and plenty of break out space to allow young people time and space on their own.



2.4 Location of the home

Bramfield house school is situated in the countryside near to Halesworth. It has a long drive with electric gate which ensures safety and security. Within a short drive the home is able to visit local shops, cinemas, bowling, trampoline parks to ensure young people boarding get a wide range of evening activities and social events.

2.5 Arrangements for supporting cultural, linguistic and the religious needs of children

It is anticipated that some of our young people will come from a tradition of religious knowledge or observance in their homes. It is therefore our aim to provide an appreciation of the religious views of other peoples and cultures. As far as is practicable to do so, the young people are supported in attending religious services and enabled to observe any requirement (such as dress, diet or otherwise) to meet their spiritual needs.



Where practicable, all young people are provided with access to religious studies within the education curriculum. Cultural and religious festivals are celebrated within the extended curriculum within the individual residential areas. A number of places of worship have been identified in Norwich which allows for individuals or families that express a wish to for their child to practise their faith.

Menu planning and food preparation take into consideration any religious, cultural or diversity needs with meal times within the individual residential areas allowing for multiple alternatives to be catered for.

2.6 Complaints and Compliments

The school ensures that copies of the complaints procedure are available for all young people which is explained to young people on their first day at the school. Young people have plenty of opportunities to voice their views and discuss anything they are unhappy with not only in meetings, but also consultations, meetings with the principal and head of care and on debriefs following incidents. They also have opportunities to speak privately with relevant visitors to the home such as their social worker, IRO, an Independent advocate, standard 20 inspectors and higher company management. This allows ample opportunity for young people to voice any concerns and gives staff opportunities to resolve any issues as soon as they arise. Important phone numbers are also displayed detailing who they can talk to if they have a problem of any kind. Complaints can arise through simple misunderstanding or genuine dissatisfaction. Usually, discussing the matter determines its cause and a solution that satisfies all can be found. If a child is unhappy in any way at all, they are encouraged to let staff know straight away.

In the event that complaints are received they are dealt with immediately and in line with statutory requirements and company policy. The correct people are notified and the party making the complaint is kept informed throughout the investigation from the start straight through to the outcome. Documentation is completed from when the complaint is received and any complaints made are reviewed both internally and externally.

Placing authorities, Parents, members of the public and other key stake holders can request a copy of the complaints policy or make a complaint though the following contacts:

- Head Teacher & Responsible Individual – Davina Bell
- Head of 38 week care – Adam Richardson



As a school we follow the Accessible Information Standard, whereby all accessible information is given in a format each child can understand. For our non-verbal children complaints information is displayed in PECS (Picture Exchange Communication System) in a communal area, and they are encouraged to communicate if they are unhappy using this type of communication tool.

2.7 Access to Child Protection and Behaviour Management Policies

The home has written policies regarding child protection and behaviour management. Copies of these policies can be requested by contacting Bramfield house directly, or the Principal.

The purpose of the Behaviour Management Policy is to ensure that children and young people with challenging behaviour are cared for in ways which are sensitive to their needs and to provide safeguards for staff charged with this responsibility.

3. Views, wishes and feelings

3.1 Policy and approach to consulting children about the quality of their care

The children's views, wishes and feelings are paramount and are always listened to and acted on where appropriate. Children are offered weekly meetings with a trusted member of staff.

Children receive a debrief following significant incidents or use of a restrictive physical intervention where their feelings are explored enabling staff to complete restorative work with the children to in turn create a reduction in their behaviours. The Principal operates an open door policy for young people to chat openly with them in private whether that is socially or more formally.

Young people are encouraged to participate in the homes events and activities building on their social skills. In addition to this the young people are expected to contribute to the home by helping each other and staff to keep the home clean, tidy and looking good. They are asked to take ownership of the home contributing to decoration ideas both in their bedrooms and social spaces.

All children have access to a telephone to call important people to them, whether this be parents, social workers or if they are wanting to make a more formal phone call to Child line, for example.

3.2 Anti-discriminatory practice in respect of children and their families

Promoting equal opportunities will be achieved by:



- Providing culturally specific care and support for young people, which meets their cultural, religious, racial, gender and linguistic needs.
- Empowering young people to have knowledge of, access to, and respect for their community.
- Supporting self-identity by recognising that a young person's ethnicity, religion, culture, sexuality and language are crucial to his/her self-image and self-esteem.
- Providing education and information about culture, religion, race and sexuality to the children.
- Ensuring anti-discriminatory practice during the recruitment process of staff working in the home.

Activities: When children transition to Bramfield School, they are encouraged to continue with any interests or activities which they have been engaging in as well as encouraged to try new and different activities.

We believe that participation in community based activities can help to raise children's self-esteem, self-confidence and self-awareness and promote a sense of belonging in their new environment. Above all else respect for themselves and others is paramount.

3.3 Children's Rights

We believe that all young people are equally entitled to have their needs met and to be free from abuse and exploitation. Each young person will have a Keyworker who will explain to them their rights and consistently ensure that these are being met. There will be regular meetings between staff and young people where the issue of children's rights will be addressed to ensure that young people feel that they are being consulted, listened to and treated equally and fairly.

4. Education

Aims:-

We are working together to:

- Raise achievement through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, enthusiastic and confident learner.
- Provide active, co-operative and independent learning through dynamic and high quality teaching.
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.

- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment.
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles.
- Work in partnership with parents, children and the wider community.

Aims of the School Improvement Plan:

- To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils.
- To raise expectations and standards of learning and teaching.
- To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of children's development.
- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively.
- To provide inclusive and fully integrated 24 hour curricular provision to enable children to fulfil their potential.
- To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect.

Leadership and School Organisation:

- To continue to provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the school.
- To enable staff with leadership responsibilities to be accountable for high standards and achievement.
- To increase involvement of parent and carers in children's learning.

Values: -

The success of each individual is founded on our core values of respect, dignity, trust and well-being, a commitment to realising the potential of each child and young person through a broad and enriching curriculum, growing independence and widening the opportunities for continued learning and work.



Objectives:-

The school will ensure that the welfare of our children and young people will be safeguarded, and their personal and academic growth secured, by ensuring that:

- We focus on continuous improvement, quality assurance, external evaluation, the continual professional development of our staff and partnership working with local authorities and other agencies.
- All staff are suitable and have the appropriate skills and qualifications to work with children and young people and are provided with professional and personal development to keep up to date with theory and practice and to provide the highest standards of education and care. A list of relevant qualifications is to be found within the school's Central Register and its Prospectus.
- We offer a pleasant, clean, attractive and safe environment, which is geared to the needs of the pupils and enables them to live a full life; and gives a firm structure and sense of order to the lives of pupils, through which they can develop and be educated;
- We have sound procedures for investigations, recording and disclosure ensuring effective handling of any matters of concern and specifically any allegations of physical, emotional and sexual abuse.

Our designated members of staff for Safeguarding are Brian Ridley (Deputy Head teacher) Adam Richardson Head of care and Davina Bell Headteacher

- There is clarity in the standards of behaviour expected, how they are to be maintained and how unacceptable behaviour is to be tackled;
- We are responsive and flexible to the needs and potential of individuals
- We maintain an atmosphere within which pupils feel confident and able to express their views and take a full and active part in the processes of decision making around them;
- Pupils learn to develop self-control, confidence and a sense of responsibility for their own lives and behaviour;
- Relationships are warm, supportive and capable of responding to problems and dealing with disciplinary matters fairly, sensibly and with sensitivity;
- All pupils are provided with a range of learning opportunities based on the QCA guidance, the National Curriculum framework, Vocational Pathways in which subject specific aims sit



alongside the priority of spiritual, moral, social and cultural development. Further learning and development is encouraged through the 24 hour curriculum and the contribution of care staff.

- Learning programmes are paced, personalised, delivered flexibly to small class groups and based on teaching styles that combine personal support and counselling with effective classroom teaching
- Initial assessment takes account of referring authority requirements, family/carer expectations and includes care and education plans brought together in a multi elemental plan;
- Recording and reviewing of progress and behaviour, takes place on a regular basis and informs individual development as well as supporting effective relationships with authorities, parents and carers.
- Education and Care staff work closely together to assess support and guide learners; in a spirit of care, encouragement, tolerance and thoughtfulness
- We promote and facilitate cooperative work between the school and other professional agencies;
- We engage with families and carers, local authorities and agencies to support and strengthen the child's place within his family and community; we place a particular emphasis upon the role of parents or carers and the relationship they have with us;

Bramfield House School upholds the values of Acorn Care & Education which strives towards achieving equality of opportunity in all of its service provision and employment practices. This is especially important given the discrimination and difficulties that the majority of the children, young people and their families will have experienced.

We aim to eliminate inadvertent and unlawful discrimination practices in order to enable all our young people and employees to have access to opportunities to realise their own potential. Our aim is to build a diverse and socially inclusive environment that is responsive and appropriate to all.

This Statement of Purpose is reviewed regularly as a part of the ongoing dialogue between the school and Acorn Care and Education.

5. Enjoy and Achieve

5.1 How we support the young people to enjoy and achieve

The achievement of good physical health and mental/emotional well-being, are all intrinsic, essential and fundamental to the success of the journey to deliver the agreed outcomes.

Examples of everyday best practice:

- Individual written Plan for each child that is regularly reviewed. This includes both behavioural management and risk assessments.
- Education, events, group work, tasks, holidays and visits including contact as part of the everyday programme for each child.
- Practical strategies and techniques are built into each child's waking day curriculum through strategies implemented with a multi-agency approach.
- Celebrating and recognising children's efforts and achievements no matter how small.
- Involving children in their care and the running of the home to achieve best possible outcomes.

6. Health

6.1 Arrangements to Protect and Promote Health of the Children in the Home

General Health

All Staff are trained in the administration of medication and Emergency First Aid.

In terms of promoting the young people to lead a healthy lifestyle the home is highly proactive. Young people are encouraged to partake in a range of different types of exercise. Staff members ensure that young people are educated in how to lead a healthy balanced lifestyle, this is achieved through consultations and key working sessions. Each young person has an individualised health plan that covers their medical history, allergies, diet, exercise, personal hygiene and physical and emotional health. This is developed and shaped by the young person's views and needs and also takes into account the views and health information provided by parents and the local authority.

The home holds regular activity and menu consultations with the young people where they are supported to make their own healthy choices surrounding meals and exercise related activities. This ensures that young people are learning how to manage their likes and dislikes with health benefits.



The company also has a Clinical team who are available to work with young people and staff on issues related to emotional wellbeing.

6.2 Details of Health and Therapy provided

We believe that children and young people benefit from a range of therapeutic interventions. Our multi-disciplinary team consists of:

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- School Nurses
 - Regional Speech and language therapist
 - Regional Occupational therapist
 - Well being coordinator

The nurses are available from Monday to Friday. They oversee the health care of the young people and are responsible for care planning for those with complex health needs. They also liaise with external health care professionals regarding medical care for our young people.

6. Protection of Children

8.1 Monitoring and surveillance of children

Bramfield has access to CCTV on the external of the building as it is deemed not necessary for the support and safety provided to the children that reside here. The monitoring is completed by the staff who ensure the safety of the children at all times.

Due to the range of young people who reside at APS, additional safety measures are taken in some areas in order to support our vulnerable young people. Some homes have door alarms on, to ensure staff are alerted and able to be on hand if they are required to support the young people.

8.2 Behavioural support

Each young person has a Positive Behaviour Support Plan, which is agreed by all staff working with the young person. Physical Intervention is only used when children are in a situation where they are likely



to injure themselves, a peer or a member of staff. Before any physical intervention is used, a variety of de-escalation techniques are used to enable the young person to regain control.

Positive Behaviour Support Plans detail actions to be used on an individual basis. Working within a framework which respects personal and professional boundaries, all staff work to maintain consistent and effective boundaries for children to help them learn to manage their own behaviour. All behaviour incidents are recorded on the appropriate forms (Sleuth) in a log which will be reviewed and signed off by a senior member of staff.

If appropriate, sanctions may be imposed in order that young people can learn from their inappropriate behaviours and understand its consequences, develop a sense of responsibility for their own actions and interact more positively with others. However, our focus is on positive regard and rewards, rather than on punishment. It is our belief that young people should learn from any errors they make, not suffer for them. When it does become necessary for a sanction to be imposed, it will be within our own written guidelines and regulations and of course formally recorded.

The young people who are looked after at Bramfield are cared for within an ethos in which they are treated with unconditional positive regard, where they are aware of their rights and responsibilities and where there is an expectation that they will behave in ways which are acceptable and conducive to living harmoniously with other people. Emphasis is placed on rewarding acceptable behaviour and on helping young people gain resilience and coping mechanisms. This is achieved principally through the warm and positive relationships that exist between young people and staff.

8.3 Management of restraint and physical intervention

The young people we accommodate may display a variety of challenging behaviours which are supported by a range of strategies, including Restrictive Physical intervention (RPI). Staff are encouraged to take a holistic approach whereby different methods of de-escalation, and diversion are encouraged. This is reinforced in appropriate staff training using the model 'Team Teach'. By doing this we wish to create an environment whereby all parties are kept safe, but also an environment which encourages young people to be involved in the process of being reflective about their behaviours.



The use of RPI is always used as a last resort where other means of de-escalation fail and where the degree of risk has been appropriately assessed.

The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to; the seriousness of the incident; the relative risks arising from using a physical intervention compared to an alternative strategy; the age, gender, stature and medical history of the young person.

All incidents of physical intervention will be recorded in on the Sleuth system. The Manager closely monitors this area of practice to ensure the decision to apply restrictive physical intervention was appropriate after exhausting all other interventions. The effectiveness of the hold is monitored and appropriate learning is shared. Bramfield is now working in partnership with the Restraint Reduction Network (RRN), sharing best practice and working alongside other schools and organisations providing Education, Health and Social Care for young people who may challenge.

9. Leadership and Management

9.1 Details and work address of Registered Provider, Responsible Individual and Registered Manager

Registered Provider	The registered provider of Bramfield is: Acorn Care & Education, 1 Merchants Place, River Street, Bolton, B12 1BX Registered number: 05019430
Head teacher & Responsible Individual	Davina Bell
Head Of Care	Adam Richardson



9.2 Professional supervision arrangements for staff,

Staff Development:

- To ensure performance management and review is effective in supporting professional development for all staff.
- To ensure that all staff continue to have opportunities for the professional review of their work.

Supervision, mentoring and induction of staff both happens in a formal and non-formal work based environment through a variety of mediums; peer supervision, observations, buddying systems, and regular performance management review. The formal supervision process requires the staff member to demonstrate work they have carried out with a child or young person, project or produce a work based product. Which is evaluated supported and critiqued by the supervisor to attempt to keep a constant focus.

10. Care Planning

10.1 Admission process

Bramfield House has a very strong policy of inclusion, and welcomes young people from all backgrounds. The home accepts boys from any geographical area, and is nondenominational.

In addition to meeting the above criteria, young people must also satisfy Bramfield of their suitability for a placement by means of an assessment process. Referrals for places are usually received directly from a placing authority; however, parents may also apply for a place for their young person. Bramfield's assessment team is made up of a Multi-Disciplinary Team who considers each referral carefully prior to making the decision as to whether to proceed with an assessment. Each referral is assessed through discussion with parents/carers and placing authorities. Observation is also carried out to assess the young person in his/her home and education setting where possible. All relevant reports/paperwork for the young person are acquired and carefully examined before a final decision is made based on all information as to whether a placement is offered or withdrawn.

Most of the children in the home find change to routine very difficult and it is crucial that admissions to the home are carefully managed to ensure that the new young person and the young people already living in the home are fully prepared for the change that is to take place.



Care is taken that this process is both informal and young person-centred. It is designed to offer reassurance and to minimise the anxieties and worries that young people and parents experience when arriving at a new place.