



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 or therapeutic 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: October 2023

By: Barry Austin – Boarding Manager

(To be reviewed August 2024 – or when required subject to changes)



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1. Organisational Overview

In 2016, NFA Group combined forces with Acorn Education and Care to create the UK's leading and largest Children's care provider. With over 2 decades of experience and a positive reputation as a specialist, multi-divisional organisation, the NFA Group provided high-quality Education, Care and Fostering services to vulnerable children and young people, offering them a safe and nurturing environment in which to learn, grow and succeed.

2019 saw this position further strengthened by the alliance of the NFA Group and Outcomes First Group creating the unified Group you see today – a Group which has become a vital part of local communities in England, Scotland, Wales and Northern Ireland with a renowned reputation for quality and positive outcomes for the people we care for.

Bramfield House School has been an independent residential special school for 50 years (in Feb 2021) During that period the school has been owned by several companies following the sale by its initial owner, local private investor until 2002. Bramfield House has an outstanding reputation locally and with Local Authorities as a leading 38-week provider in the area. The nearest 38-week provision is over 60 miles away, despite this the school has a long tradition of taking young people from as far south as London and as Far west as Leicestershire.



The School has grown in the last 2 years in day placements from around 60 students in 2019. Whilst the schools registered capacity for boarding has remained the same, the school has sort to reduce boarding numbers owing to the aspiration to offer single bedroom accommodation. This has led to the closure of the Main House Boarding provision which still operated with shared occupancy bedrooms and having Ibstock House as a stand-alone provision with capacity for 8 single bedrooms.

The School itself is arranged into 3 discrete areas comprising;

- Lower School- Comprising 2X Nurture provisions up to age 13 catering for children who have experienced childhood traumas and ASD focused classroom (Years 5-7)
- Primary in the main house - Comprising 5 classrooms with SEMH focus years 4-8
- Upper School in the stable block- 5 classes of SEMH children ages 11-16

The children's and young people's part of the organisation is divided in to 3 clear areas

1. **Acorn education and care** – this is our universal offering of SEMH care made up of 76 children's homes and 36 schools. Our services support young people with emotional behavioural difficulties and homes that specialise in pathway to fostering and transitions.
2. **Options autism** – this is our specialist services for young people with complex learning disabilities including autism and social, emotional and mental health needs made up of 13 services.
3. **Bryn Melyn care** - our enhanced services including high acuity and complex behaviour SEMH, assessment homes, specialist services for young people with emerging mental health needs.

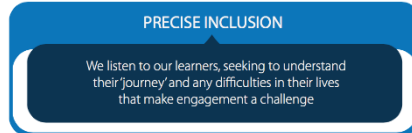
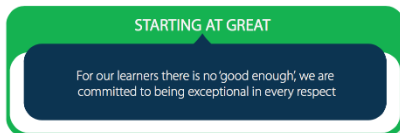
OFGs purpose is to provide outstanding care and education to the UK's most vulnerable and difficult to place children and young people whether with specialist foster parents, within education or in a supportive and understanding environment of residential care.

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.

Bramfield House School is founded on 3 core principles:-



These principles run through every aspect of the school and provide the framework for decision making, ethos and culture. The school functions as one integrated organisation, its principles and structure is set up to support a 24hour curriculum.

In 2021 The School won two awards for specialist provision of the year, it also achieved Excellence status for Inclusion Quality Mark and a Kite Mark for Character Education.

In December 2021 the school achieved 'Leaders in Safeguarding Award' for its excellence in safeguarding.

2. Quality and Purpose of Care

2.1 Position Statement

Bramfield House School is registered to provide education for up to 112 young people aged between seven and sixteen years, who have social, emotional and behavioural difficulties. Bramfield House is an all-boys school. The school is independent and is part of OFG. At the last inspection the home gained Good in all areas.

The school is registered for 28 boarding placements but has a maximum current capacity of 8. Bramfield House applied to the DFE in June 2021 for an increase in day placements to 112 which was granted. There are no plans to increase boarding numbers within this request.

Since the last inspection significant investment has been put into the school to extend its facilities, it now includes a new sports Hall and Gym, Motor Vehicle Maintenance workshop, Animal Husbandry



farm and a Media room. This is an addition to a swimming pool, games room, music room Art facilities and Catering facilities all available for use to young people in the evenings.

Bramfield House 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 some of which may also have ASC and complex needs or other associated SEN conditions.

All the children who live at Bramfield House have statements of special education needs (or EHC Plan).

Most young people who attend the school have failed in two or three previous settings and have been excluded from previous schools, some have previously attended residential schools which have not worked out for them. Many young people attending the school have some form of social care involvement or have in the past, over 10% of young people attending the school are in local authority care.

Typically, young people return to parents at the weekends although some will return to foster carers and care homes.

Behaviours of young people prior to attending the setting are often vastly different to those exhibited whilst at the school. Typically, young people have exhibited risk taking behaviours, violence to others, self-harm and in some cases sexualised behaviours. These are all risk assessed prior to a place being offered using a placement risk assessment and matching activity.

A key part of our practice is around developing a sense of self and the characteristics of the Bramfield Boy - Team, Grit, Ready, Spark and Adventure.



We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all young people are happy, enthusiastic and purposeful learners.

2.2 Ethos of the Boarding School

Our vision at Bramfield House boarding 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 and prepare them for the transition in to adulthood. 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.

We believe that children thrive when they feel that the people around them genuinely care for their wellbeing, safety and are interested in spending time with them and getting to know them as individuals. We believe that if the environment appears welcoming, relaxed and homely both in atmosphere and appearance; that staff, young people and visitors find it easy to settle in and feel comfortable.

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 during their admission and induction into the school, staff use a consistent approach to ensure that these expectations are instilled. 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.

The school applies Positive Behaviour Support as a methodology for managing behaviour, this involves having a very detailed understanding of each young person and building the environment around them to respond to the core drivers for that behaviour. These techniques are discussed in ITAC meetings and Team meetings and with the young person and parent/ carer at planning for progress days. This helps to map out the techniques likely to support the young person identifying triggers helpful strategies agreed by the team around the child. The company also provided therapeutic parenting training to all staff which is applied throughout the setting.

Statement of Purpose

At Bramfield House School we believe that every young person must be provided with the opportunities to develop socially, emotionally, academically and physically. In turn, this will give them the skill set to achieve the highest standards and to fulfil their individual potentials.

We want our young people to have positive experiences and outcomes which shape their personality. We want our young people to develop GRIT, READY, SPARK, a sense of ADVENTURE and to be ready for the TEAM.

Bramfield House School is an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all young people are happy, enthusiastic, purposeful learners who feel a sense of worth and community.



2.3 Description of Accommodation

Bramfield House offers a bespoke residential accommodation set within its own private 25-acre ground. Ibstock house, which is a nurturing home for up to eight young people which has individual bedrooms for each of the boarders. The young people are matched taking account of age, cognitive ability and social development needs.

Rooms are personalised in line with young people's interests and through regular boarders meetings. Every effort is made to purchase items for bedrooms that enable them to make the room personal, starting with individual door plates, colours chosen by the boys and bedding that they have had input into. In addition, all boys have their own TV and games console for which they are responsible. Young people are expected to keep their bedrooms tidy and have reducing support throughout the year in completing their responsibilities. Again the kitchen equipment, accessories and décor is driven by the young people who make requests to staff to get the environment exactly how they want it. The young people have the opportunity to develop their independent skills through preparing their own meals or washing their own clothes for example.

The environment is constantly being monitored and improved, this happens through environment checks completed by care staff. There is a high level of focus on maintaining and developing a homely environment for the young people. Ibstock House is not a 'show home' it functions as real family environment, developed and curated by the young people within them. The staff work with young people to maintain the environment and they are encouraged to take responsibility for their own bedrooms and communal area as they would be expected to in a home setting. Ibstock House is aspiring to be an authentic comfortable family style setting.





2.4 Location of the home

Bramfield house school is situated in the countryside near to Halesworth Suffolk. It has a long drive with an electric gate at the entrance with CCTV, this helps to ensure that the young people are safe and secure as visitors are checked before being allowed access in to the school grounds. Reception and entrance to the school is monitored by a receptionist who oversees entrance and exit on the site. Within a short drive the home is able to visit local shops, cinemas, bowling alleys and golf clubs, to ensure young people boarding can access a wide range of evening activities and social events. The rural location of the school minimises potential risks due to a lack of amenities and housing within close proximity.

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.

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. Planned cultural evenings provide the opportunity for young person's to gain insight and knowledge of a variety of cultural traditions, food and ways of life. 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 practice their faith to be able to do so.

Menu planning and food preparation take into consideration any religious, cultural or diversity needs with mealtimes 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 complaint's 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 in not only meetings, but also



consultations, meetings with the Principal, Boarding Manager and Deputy Team Leaders. These are also completed through 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 3 inspectors and higher company management. This allows many opportunities 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 whom 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 through the following contacts:

- Head of School – Leigh Bailey
- Principal – Ben Price
- Website: <https://www.bramfieldhouse.co.uk>

As a school we follow the Accessible Information Standard, whereby all accessible information is given in a format each child can understand.

Access to Child Protection and Behaviour Management Policies

The School/ home has written policies regarding child protection and behaviour management. Copies of these policies can be requested by contacting Bramfield house directly, or the Head Teacher and are on the school website (<https://www.bramfieldhouse.co.uk>).



The purpose of the Positive Behaviour Support 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 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 and their staff operate 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 schools events and activities building on their social skills. In addition to this, the young people are expected to contribute to the setting by helping each other and staff to keep the home clean, tidy and presentable. Individual key working sessions (and Personal Development Sessions in education) provide the opportunity to gain young people's wishes, feelings and concerns through informal discussions with a trusted member of staff. The focus of these discussions will be actioned with the aim of supporting the individual's needs. Young people are encouraged to take ownership of the home contributing to decoration ideas in their bedrooms and social spaces. This is achieved through half termly boarders meetings which follow a set agenda covering a number of different aspects including new resources, activities, meals, bedrooms, whether they feel safe at school, issues with other young people's behaviour and items that may need repairing or upgrading. The focus of these meetings is to improve their overall experience and overall development whilst boarding. All children have access to a telephone to call important people to them, whether this be parents, social workers or if they want 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 hobbies which they have been engaging in as well as encouraging them 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. Young people 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

4.1 Management of Education

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.
- To support young people social development through
- Work in partnership with parents, children and the wider community.

Aims of the School Improvement Plan:

- To improve the quality of the curriculum delivery so that at least 90% of boys (but particularly the most disadvantaged) achieve accreditation and levels better than expected taking into account their starting point.
- To improve the quality and output of boys work in the school so that boys take the care and attention required to achieve excellence in their work.
- Reading levels for all boys sharply increase from their starting point, no boy is making less than expected progress in reading.
- Boys are ready for the next stage of the education post 16 in employment and training, they have been taught the skills needed to go onto their chosen career and life choices.
- Low level disruption is not tolerated in lessons, young people low level behaviour does not disrupt the learning in anyway. Incidents of low level disruption are very infrequent and there exceptional behaviour throughout the school.



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.

4.2 How we support children with special education needs

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, 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 young people and enables them to live a full life; and gives a firm structure and sense of order to the lives of young people, 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 Carl Poppy (Designated Safeguarding Lead) and Barry Austin (Boarding Manager).

The school has a range of Deputy DSLs – Jack Gardener, Ria Cox, Sam Bedwell, Kirby Nolloth, Tori Meers, Leigh Bailey, Adam Richardson, Elaine Rogers, Zahra Jones

- 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 young people feel confident and able to express their views and take a full and active part in the processes of decision making around them;
- Young people 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 young people 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 OFG 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 OFG through the governance of the school.

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 Positive Behaviour Support plans 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.



- Young people participate in 'Bramfield boy and choice time' which offers alternate and social education during the afternoon lessons.
- Care and education provide a cohesive approach to supporting individuals through a one team approach.

5.2 Therapeutic Model

Our therapeutic model recognises that all the people we support are individual and our provision is tailored to meet their needs and wishes from the point of admission and throughout their journey with us. Clinical support is led by the Regional Heads of Children's Clinical Services (Leanne Johnson in the East sector) and is delivered by a core team of clinicians to include Psychotherapists, Occupational Therapists and Speech and Language Therapists. This team is managed by Selina Wightman, clinical lead for the East.

Bramfield House School's designated team reflects on the needs of the children and young people that live within our homes, however additional support can also be accessed from other specialists within the wider Clinical Team across the group. This enables us to be responsive to any newly identified, time limited or changing needs of an individual throughout their placement with us.

Offering highly specialised assessment, consultation, reflective practice, supervision and bespoke training, the Clinical Team work directly with our care and education staff teams to develop a shared understanding of the children, the resources and the practices needed. This ensures that we deliver the highest quality provision which maximises each person's quality of life and personal achievements.

Our therapeutic offer ensures that every young person is supported by a staff team, who are nurturing and have a compassionate approach.

Our young people spend the majority of their daily lives with their care team so OFG understand the importance that these members of staff:

- 1) Are trained to consistently deliver a therapeutic parenting approach
- 2) Are aware of neurodiversity



- 3) Adhere to each young person's behaviour support and educational plans.

5.3 Therapeutic Approach

The therapeutic approaches within OFG are underpinned by a strong evidence base as well as a theoretical understanding of child development, complex trauma, attachment, childhood mental health and neurodiversity. Many of the children and young people living and learning with us have experienced adverse childhood experiences (ACEs) which have impacted upon typical childhood development. The concept of a child's 'internal working model' (a cognitive framework of mental representations for understanding the world, self and others) is considered throughout the development of formulations.

Young people only access direct therapies if it is stated in the EHCP, this is managed and overseen by the Upper and Lower School SENDCOs and the Deputy Head teacher. The school does not offer any therapy to students within the first 12 weeks of starting at the school, this period is intended to allow the young person to settle and for practitioners and staff to assess how best to approach clinical work with the individual child.

Therapeutic Parenting approaches initially focus on developing safety and containment for the child or young person; feeling safe is an essential pre-condition for new relations to be explored, attachments developed and engagement in therapeutic and educational tasks.

The teams within our homes develop and maintain a safe and secure base for all the children and young people living there; the importance of the therapeutic value of the environment is essential. Creating a child centred nurturing home with clear, reliable, predictable provision, as well as routines and boundaries, is the building blocks for bespoke interventions and ensures our young people are cared for in an emotionally attuned environment.

Having experienced a sense of safety and containment the young person will over time have less need for their primitive defensive/survival behaviours; fight/flight/freeze. The goal is for our children and young people to begin to explore the possibility of new relationships and ways of viewing themselves and the world around them. Through new attachments and relationships, the child or young person's



ability to self-regulate and process their emotional world will grow; in time they will begin to be able to access and develop their potential for learning and achieving.

At Bramfield House the following staff work within the clinical team:

- Rachel Burrows, Clinical & Wellbeing Lead

The Wellbeing and Clinical team support the homes through a variety of approaches. For example, the development and maintenance of a therapeutic culture within the homes through the facilitation of reflective practice sessions for the teams. These sessions recognise the emotional impact that living and learning with traumatised children and young people can have on the team members' own sense of emotional and physical wellbeing. Colleagues are supported to express, reflect upon and process their thoughts and feelings in relation to their roles with the children and young people, their colleagues and of events and incidents. Processing in this way enables the team to continue to provide a milieu which can respond to a child or young person's communications and presenting needs thoughtfully and therapeutically in line with the core practice models

Multi-disciplinary child and young person focussed meetings (ITAC's – Individual Team around the Child), attended by the clinical, residential and education team, are held. These meetings provide a space to consider each child or young person individually. The meeting will review the current therapeutic care plan, analyse data from outcome measures and education/behaviour trackers, identify growth, development, and what has worked well for the child or young person as well as considering areas that remain a concern and a barrier to the child or young person's quality of life and achievement.

Children and young people placed at Bramfield will have access to individual or group therapeutic input depending on their ECHP and therapeutic needs. The nature of any therapeutic intervention should be informed by the child or young person's clinical assessments, EHCP and the child or young person's views.

Therapeutic interventions may include the provision of creative based therapies (Art, Play, Lego, Music) Talking Therapies and (Psychodynamic, CBT, Socio-educative). It is recognised that engaging in 'formal' therapy for some children and young people may feel difficult so the team work flexibly and



creatively to initially build a relationship; this engagement work may take place outside of the therapy setting and works at the pace set by the child or young person.

The teams work closely with clinical colleagues in our local communities and ensure that our children and young people also access statutory services such as CAMHS as necessary.

6. Health

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

General Health

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. Young people have 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 to take into account their 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.

7 Protection of Children

7.1 Monitoring and surveillance of children

Bramfield has access to CCTV on the external of the buildings, it is deemed not necessary for the support and safety provided to the children that reside here. This would be an invasion of young people's privacy. The staff who ensure the safety of the children at all times complete the monitoring.



Due to the range of young people who reside at Bramfield house school, additional safety measures are taken in some areas in order to support our vulnerable young people. Ibstock House operates with 2 sleep in staff, every bedroom door is alarmed, and this ensures that staff are alerted and able to be on hand if they are required to support the young people during evening/night times.

7.2 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, cause significant damage, a peer or a member of staff. Before any physical intervention is used, varieties 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, consequences 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 consequences. It is our belief that young people should learn from any errors they make, not suffer for them and understand the impact that their behaviour has had on others. 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 on Sleuth.

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 along with positive reinforcement.



7.3 Management of restraint and physical intervention

All staff were previously trained using CPI. CPI encompasses proactive strategies such as primary prevention, de-escalation and diffusion techniques and reducing the likelihood of occurrence.

This training incorporates trauma-informed and person-centred approaches integral to the application of the model. CPI focus on prevention through de-escalation techniques through to non-restrictive and restrictive intervention. If a child in the home demonstrates increased extreme risk behaviours the home can increase this training to the Advanced/emergency training model- this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child.

This will then be refreshed every 12 months as part of mandatory training. Also covered as part of the training will be the law around physical interventions, including any changes/updates to legislation, (DFES & DOH) and regulations such as the Children's Homes (England) Regulations.

Staff and young people are given the opportunity to re-attune the relationship, look at ways it could have been prevented if possible via key working and/or mediation group work and debriefs.

The Outcomes First Group is an affiliate member of Crisis Prevention Institute (CPI) and services subscribe to either one of the below Safety Interventions (SI) packages – Foundation, Advanced or Advanced and Emergency. The market of education also covers residential services and health/human cater to the group's adult division.

The benefits of the CPI model is that it has a tiered approach based on the needs of an individual. CPI has 3 levels this also sits in line with the organisations well-being model.

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 behaviors.



All incidents of physical intervention will be recorded in on the Sleuth system. The staff group closely monitor 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.

8 Leadership and Management

8.1 Details and work address of Registered Provider, Responsible Individual and Boarding Manager

Registered Provider	The registered provider of Bramfield is: Outcomes First Group Atria Spa Road Bolton, BL1 4AG Phone: 01204 522667 Web: www.outcomesfirstgroup.co.uk Registered number: 05019430
Principal and Responsible Person	Ben Price ben.price@bramfieldhouse.co.uk
Boarding Manager	Barry Austin barry.austin@bramfieldhouse.co.uk

8.2 Staffing Levels and Roles

Ibstock House

Ibstock House operates with five members of staff on shift during the evening consisting of a Deputy Team Leader, Residential Support Workers and ECA support. During the night 2 sleep in staff are on shift to safeguard and support the young people.

Ibstock House

Boarding Manager – Barry Austin



Team Leader - Tori Meers

Deputy Team Leaders - Sam Oddy, Natasha Oddy

Residential Support Worker - Garry Friend, Danielle Ingrouille

ECA – Darren Mann, Rebecca Laughlin, Sarah Crowfoot, Mark Kinzel, Sam Bedwell, Paul Westgate, Gary McEvoy, Michelle Woolnough

8.3 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.
- To ensure that the staff have the necessary qualifications and training to become specialists in their field, making them more able to support students.

All staff receive a comprehensive induction programme on commencing work at Bramfield. Written records of induction and supervision sessions are kept on record and made available for inspection by Ofsted. Supervisions are carried out on Care Practitioners by the Deputy Team Leader on their shift, these are done on a half termly basis after the initial probationary period and it gives residential support worker the chance to voice any concerns they may have. They are also used to praise staff for their efforts and gives them a chance to talk about the young people we support. Individual goals are set during supervisions and they are used to monitor progress and view any areas that a staff member needs to develop on.

All staff will have their performance individually and formally appraised at least annually by their line manager. The employee's personal file contains a record of the appraisal showing the level of performance achieved, targets for the coming year and the agreed training needs to be met within the following year as part of the individuals Personal Development Plan.



9. Care Planning

9.1 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. An Impact Risk Assessment is used to determine whether a new child would have a negative effect on the existing young people prior to admission.

Care is taken to ensure that this process is both informal and young person-centred. A pre-ITAC (Internal Team around the Child) is conducted before the young person starts with the focus being to support the transition and identify effective behaviour management strategies which can be implemented immediately. It is designed to offer reassurance and to minimise the anxieties and worries that young people and parents experience when arriving at a new provision.

Appendix A: Details and Qualification and experience of staff

Employee Profiles

NAME	POSITION	QUALIFICATIONS	EXPERIENCE
Barry Austin	Boarding Manager	Level 5 Leadership and Management NVQ Level 3 Designated Safeguarding Lead Mandatory Training on Shine including Medication, Lead First Aid, Fire Safety, Safeguarding, Therapeutic Parenting	I have worked in care for just over 14 years progressing from Residential Support Worker to DTL, TL and now Boarding Manager. My focus is to enable each young person the opportunity to develop socially and emotionally, preparing them for the transition from Bramfield. My interests include Cars and Sports - particularly F1 and Football.
Tori Meers	Team Leader	Level 3 in Children's and Young Peoples Workforce Social Pedagogy – Holistic Approach Designated Safeguarding Lead Lead First Aid All Mandatory Training on Shine.	I started working at Bramfield in October 2022. I was previously a Team Leader in a Therapeutic Residential Children's Home. I really like the family atmosphere at Bramfield, this was part of the reason that applied for the position of TL. I am committed to supporting young people to have positive life experiences.
Sam Oddy	Deputy Team Leader	Level 3 Children and Young People's	I have worked in a care setting for a period of 30 years. My previous employment included

		Learning and Development BTEC 1st Diploma in Childcare All Mandatory Training on Shine.	the position of Deputy Manager in a Residential home. I was a long-standing member of staff working within this setting for a period of 18 years. I am very family focused and enjoy being active partaking in activities such as water sports and extreme activities or charity challenges.
Natasha Oddy	Deputy Team Leader	I am enrolled on the Level 4 Diploma (Children and Young People). Mandatory Training on Shine including Medication, Lead First Aid, Fire Safety, Safeguarding, Therapeutic Parenting	I was new to the care sector when I joined Bramfield and have loved learning every step of the way. I have really enjoyed getting stuck in with the young people in the home and on all their activities and think I have built really good relationships within the school with the boys.
Garry Friend	Residential Support Worker	Level 3 Diploma in Children and Young People. Mandatory Training on Shine including Medication, Lead First Aid, Fire Safety, Safeguarding, Therapeutic Parenting	I have worked in residential care for just over 3 years and thoroughly enjoy it. I was previously a Mechanic and worked as an Army Cadet Instructor for 13 years. I enjoy incorporating a number of the skills that I have learnt into activities during the evenings.
Danielle Ingrouille	Residential Support Worker	I am enrolled on the Level 4 Diploma	I have worked at Bramfield House as a RSW in the past and

		(Children and Young People). Mandatory Training on Shine including Medication, Lead First Aid, Fire Safety, Safeguarding, Therapeutic Parenting	it was a easy decision to come back. I love the family feel within the home and the difference we are able to make to the young people and the new experiences we are able to offer them.
Mia Bowring	Residential Support Worker	After my probation I will be enrolled on the Level 4 Diploma (Children and Young People) course. I have already completed all Mandatory Training on Shine including CPI, Fire Safety, Safeguarding, Therapeutic Parenting	I started at Bramfield House as an RSW in April 2023. I previously worked in an opticians but wanted a new challenge. I have really enjoyed my time in the role so far and hope to progress within this new profession. I have started to make relationships with the young people and look forward to supporting them with their social and emotional development.

Therapeutic Team Profiles

Rachel Burrows	Clinical Lead	I have been a qualified Therapist for 14 years now. Since qualifying I have specialised in trauma and worked within the field of domestic and sexual abuse working with both adults and children for 10 years. I am also an EMDR Therapist and I also like using art and creative methods in my clinical work. I worked within the
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		charity sector (Women's Aid and Rape Crisis) and then the Police being based at the Sexual Assault Referral Centre in Norfolk. I then moved into Community Mental Health and began my journey as a clinical team manager and then clinical lead for the last 2 years. Along the way gaining PG qualifications in clinical supervision and transformation and leadership in mental health services.
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Contact Information for Ofsted and the Children's Commissioner:

Ofsted

Head Office - 26-32 Store St, Manchester M1 2WD, United Kingdom

Telephone Number - 0300 123 4666

enquiries@ofsted.gov.uk

Children's Commissioner

Children's Commissioner for England

Sanctuary Buildings

20 Great Smith Street

London

SW1P 3BT

Telephone Number - 020 7783 8330